

**AN ASSESSMENT OF PSYCHOSOCIAL EFFECTS OF CYCLONE IDAI ON
CHILDREN: A CASE STUDY OF NDIADZO VILLAGE, WARD 9,
CHIPINGE DISTRICT**

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**A dissertation submitted to the Department of Social Work, Bindura University
of Science Education in partial fulfillment of the requirements for the Bachelor
of Social Work Honours Degree**

APPROVAL FORM

The undersigned confirm that they have read and recommended this project on, ‘**An assessment of psycho-social effects of Cyclone Idai on children : a case study of Ndiadzo Village, Ward 9, Chipinge District**’ submitted to Bindura University of Science Education by **BRIDGET MUKOKO (B1749649)** in partial fulfilment of the requirements of the Bachelor of Science Honours Degree in Social Work.

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I certify that I have supervised **BRIDGET MUKOKO (B1749649)** for this research study entitled, ‘**An assessment of psycho-social effects of Cyclone Idai on children : a case study of Ndiadzo Village, Ward 9, Chipinge District**’ in partial fulfilment of the requirement of the Bachelor of Social Work Honours Degree (HBScSW) and recommend that it precedes for examination.

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Chairperson of Department Board of Examiners

The Department Board of Examiners is satisfied that this research report meets the examination requirements and I therefore recommend to Bindura University to accept research project by **BRIDGET MUKOKO (B1749649)** for the study titled, ‘**An assessment of psycho-social effects of Cyclone Idai on children: a case study of Ndiadzo Village, Ward 9, Chipinge District**’ in partial fulfilment of the Bachelor of Social Work Honours Degree.

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DECLARATION AND RELEASE FORM

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DEDICATION

I dedicate this work to my mother Beulah Mukoko and my father Elliot Mukoko as well as my one and only brother, Brian Mukoko. I will never forget the love and support that you have been providing to me. I will always cherish and treasure all that you have done for me. I love you so much. May the God that I serve richly bless you.

ABSTRACT

Cyclones are among the most common and destructive natural hazards, therefore, the aim of this research project was to examine the psycho-social effects of Cyclone Idai on children in Ndiadzo Village, Ward 9, Chipinge District. The objectives of the study were: to examine the psych-social effects of Cyclone Idai on children in Ndiadzo Village, Ward 9, Chipinge District, to assess the mechanisms that the children and their households adopted to cope with the psychio-social effects of Cyclone Idai in Ndiadzo, to propose measures that can be put in place to help children counter the devastating psycho-social effects of Cyclone Idai in Ndiadzo Village, Ward 9, in Chipinge District. The study employed employed a qualitative research paradigm and utilised the case study research design. About 39 people were purposively sampled including two Social Development Officers and one Childline social worker who were key informants. Data was collected using interview method of three focus group discussion. Children and parents in the village constituted the desired characteristics of the targeted population. The study found that the psycho-social effects of Cyclone Idai greatly affected them as they engaged their selves in substance abuse, child prostitution, child marriages as well as unsafe migration. The study also found out that the coping mechanisms that implemented were psycho-social support, promoting belonging, and developing resilience by encouraging independence as well as reducing risk of anxiety through metacognition. The study also found out the measures/strategies that can help children to recover from psycho-social effects which are enhancing community participation and awareness campaigns, reinforcement of policies and providing education about trauma events. The researcher recommended that psycho-social support should be frequently done since it is not a one day thing.

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ACRONYMS

ASD:	Acute Stress Disorder
DSDO:	Department of Social Development Officer
LCCW:	Lead Child Care Worker
PTSD:	Post Traumatic Stress Disorder
UN:	United Nations

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CHAPTER 1

GENERAL INTRODUCTION TO THE STUDY

INTRODUCTION

According to UNICEF (2019), Cyclone Idai was worst natural disaster to hit the region for nearly two decades. In Zimbabwe the disaster mostly affected only 2 Districts which are Chimanimani and Chipinge. This study however, seeks to assess the psycho-social effects of Cyclone Idai on children in the post Cyclone Idai period in Chipinge District utilising Ndiadzo Village which was the most affected area. This foundation is going to come in the form of the background to the study, statement of the problem, aim of the study, research questions, research objectives, justification of the study and definition of key terms. More will be explained as the chapter unfolds.

1.1 BACKGROUND TO THE STUDY

During and after a disaster, the vulnerability of people increases especially the disadvantaged groups in the communities like children, women, the elderly as well as those living with disabilities. Delice (2013), noted that developing countries often suffers much more extensive and acute crisis at the hands of natural disasters, this follows interesting comments from Todaro (2005), which laid clear the issue of less wealth countries being at the acute disadvantage when it comes to the devastating effects of natural disasters. Disasters are usually followed by a phase where confusion will reign supreme, diverse humanitarian organisations and individual stampeding to provide help and this moment is one of the most dangerous moments where non material services like psychosocial services might be ignored (ISDR, 2003). This then might lead to the propelling of the vulnerability of groups like children hence the need to establish the psychosocial impacts of cyclone Idai on children.

Concomitantly, it is of paramount importance to note that psychosocial impacts of natural disasters are profound, taking from the past year, the whole world has experienced the impacts of several large scale disasters which includes the Pakistan earthquake, flooding in the US Gulf Coast, and the Tsunami in Southeast Asia (UNICEF, 2005). These natural disasters have huge profound psychological impacts, not only for those communities directly affected, but to the whole world as it will be almost everyone's business to try and understand how people will cope with these situations (UNICEF, 2019). Disasters usually disrupts the way of living of people and there is need for the affected communities to cope up with the situation and this then propelled this foregoing study to try and understand the coping mechanism that children who were affected by the cyclone developed to counter the psychosocial challenges caused by the cyclone (Plan International, 2019). In line with this Kakuruwo (2014) highlighted that natural disasters being uncontrollable, they have a wide effect on the livelihoods of people as well as their social and psychological wellbeing.

Cyclone Idai hit Southern African countries which include Malawi, Mozambique and Zimbabwe leaving more than 1,300 people dead and many more missing in March 2019. According to UNICEF (2019), this was worst natural disaster to hit the region for nearly two decades. In Zimbabwe the disaster mostly affected only two Districts which are Chimanimani and Chipinge. Cyclones have numerous psychosocial impacts on the population including trauma, acute stress disorder, sleep disorder, post- traumatic stress disorder, generalized anxiety disorders, suicidal ideation and depression.

Disasters are events which produce traumatic occurrences and are collectively experienced (McFarlane and Norris, 2006). In the North Atlantic Ocean, Cyclone Maria occurred and it devastated Dominica, St Croix and Puerto Rico in September 2017 (Gay, 2019). They lacked electricity, making

this the longest blackout, this affected mortuary services as well as medical facilities resulting in psychosocial effects of mental illness, stress, suicidal ideation as chronically ill patients were particularly vulnerable to disruptions in basic utilises (Gay, 2019). According to Gay (2019), a havard-led team conducted an extensive survey of 3299 households throughout Puerto Rico and produced an all-cause mortality estimate of 14.3 deaths per 1000 between September 20th 2017 and December 31st 2017. The children (victims) faced mental health illness and they migrated to Florida (Gay, 2019). According to Gay (2019), the rates of post-traumatic stress disorder were high in both Florida and Puerto Rico (65.7% and 43.6% respectively). Gay further suggested that the post Cyclone Maria's adjustment and adaptation may have been more of psychologically taxing for Puerto Ricans who moved to Florida than it was for those who remained on the Islands. This shows that due to the Cyclone, there were economic challenges, mental challenges as well as social challenges, thus it propelled the researcher to intensively focus assessing the psychosocial impacts of Cyclone Idai on children utilising Ndiadzo village as a case study.

Various studies have been carried out to explore the psychosocial effects of disasters on the wellbeing of children in Africa. According to Kopoka (2000), Africa today is a continent characterized by extreme poverty and this had been caused also by various disasters that occur. In Mozambique, they experienced Cyclone Kenneth in 2019 which was the strongest in the recorded history of the African continent (Cambaza, 2019). Cyclone Kenneth destroyed the houses, sources of income, bridges as well as an outbreak of cholera resulting in poverty which then caused psychosocial effects like mental illness, health problems as well as suicidal ideation. Considering the immediately above it is of paramount importance that there be a deep study on the psychosocial impacts of cyclone Idai on the vulnerable groups of the society and in this case children of Ndiadzo village in Chipinge which was the most affected area.

1.2 STATEMENT OF THE PROBLEM

The upper echelons perspective of organisations asserts that executives' values and cognitive biases influence their perceptions and interpretations of issues and ultimately their strategic choices. (Hambrick & Mason, 2018). These cognitive biases and values are influenced by psychological and personality as well as the experiences of the victims (Hambrick & Mason, 2018). Hence, During the post cyclone Idai period there has been an influx of many humanitarian organisations providing diverse services in the bid to serve the vulnerable groups but in these humanitarian activities psychosocial services seemed to have received less attention hence the researcher found it pivotal to assess the psychosocial effects of Cyclone Idai on the Children that resides in Ndiadzo Village in Chipinge District.

1.3 AIM OF THE STUDY

The aim of the study was to examine the psycho-social effects of Cyclone Idai on children in Ndiadzo Village, Chipinge District

1.4 RESEARCH QUESTIONS

The research questions are as follows;

- What are the psycho-social effects of Cyclone Idai on children in Ndiadzo Village in Chipinge District?
- What are the mechanisms that the children and their households adopted to cope with the psycho-social effects of Cyclone Idai in Ndiadzo
- What are the measures that can be put in place to help children counter the devastating psycho-social effects psycho-social effects of Cyclone Idai?

OBJECTIVES OF THE STUDY

Guided by the research questions, the objectives of the study are as follows;

- To examine the psycho-social effects of Cyclone Idai on children in Ndiadzo Village in Chipinge District.

- To assess the mechanisms that the children and their households adopted to cope with the psycho-social effects of Cyclone Idai in Ndiadzo
- To propose measures that can be put in place to help children counter the devastating psycho-social effects of Cyclone Idai in Ndiadzo village in Chipinge District.

JUSTIFICATION OF THE STUDY

According to Given (2008), research justification refers to the rationale for the research, or the reason why the research is being conducted, including explanation for the design and the methods employed in the research. By revealing the psychosocial effects of Cyclone Idai, this intends to deal away with the biases and perceptions concerning children's behaviours. Identifying the results of Cyclone Idai to the children as well as the community, this study benefited the children affected in Ndiadzo, the government, Non-governmental organisations and social workers to suggest the appropriate strategies and coping mechanisms of the psycho-social effects of Cyclone Idai.

According to Oxfam (2019), counselling, psycho-social support as well as casework and child protection support, orphan care and family tracing helped the affected children as they built resilience. Thus, this study benefited the children and households of Ndiadzo to build resilience to the Cyclone Idai effects. In most cases, psycho-social effects of a disaster are ignored as organisations mainly focus on material things hence there will be results of high rate of drug abuse, high rate of child marriages, high rate of child labour as well as unsafe migration. It is due to this study that most affected children who had lost motivation for education, gained concentration and most school drop outs were willing to go back to school.

Moving on, with the assistance of Save the children, Childline and Simukai, the study managed to benefit the Non-governmental Organisations and other humanitarian aid workers who assisted after Cyclone Idai. In other words, this study benefited the Non-governmental Organisations to frequently

assess the psycho-social effects of Cyclone Idai since it cannot be a one day practice. As a result, the study benefitted the NGOs to enlighten them to engage more programmes on the psycho-social effects of Cyclone Idai.

The research will help the responsible authority on policy formulation so that the policies concerning children which will be implemented in the future will consider the role of parents and guardians in moulding the behaviour of children especially after disasters. According to Oxfam (2019), disasters have long term effects on specific social groups. Building the local capacity necessary to ensure on-going psycho-social and, material support is critical for recovery. They further suggested that the case of strengthening the capacity of village health workers after Cyclone Idai reflects this lesson, which is true of other local development planning and management. Thus, the study benefitted the government to ensure on-going psycho-social support on the affected children. In addition, the study will also show the services that are being left behind as well as relocation of people who have been displaced by disasters or who live in risk-prone areas.

The study enlightened the social workers and other professionals of different disciplines in acknowledging that in post disaster eras, there can be many psychosocial problems that can loom up affecting the cognitive behaviour of children. The study enlightened the social workers that the psycho-social support, counselling and protection for the children affected by the disaster should be frequently be done since there are some children who take long to adjust to the psycho-social effects of Cyclone Idai. It also enlightened them that, in as much as material things are provided for the affected children and adults, non-material things are also important and should not be left behind. According to Plan International Zimbabwe (2019), displaced girls lived in shelters were at risk of gender-based violence as they lived in shelters like crowded schools, churches, tents. The tents were not big hence chances that the Bandura's social learning theory can be implemented. Children can learn from what they see resulting in child prostitution and other cognitive behaviours. As a result,

the study benefited the social workers on engaging on psycho-social support and counselling frequently.

1.7 DEFINITION OF KEY TERMS

Children – children with reference to the United Nations Convention on the Rights of the Child and the Zimbabwean Children’s Act (chapter 5; 06) are those persons under the age of eighteen years both males and females. In line with this, (UNICEF, 2019) defines children as persons below the age of 18, therefore in this study children will be referring to individuals below the age of 18 years .

Psycho-social – the psychosocial approach looks at the individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness as well as their ability to function (UNHCR, 2013).

Cyclone Idai – an intense worst tropical cyclone that affected Africa and Southern Hemisphere (UNICEF, 2019)

1.8 CHAPTER SUMMARY

The chapter has offered an introductory phase of the whole study by discussing components of this chapter covering the background of the study, problem statement, research questions, research objectives, and the aim of the study. The chapter has also given the study its justification on why this study was necessary. Assumptions as well as rationale of the study were covered on this chapter. The next chapter focuses on literature review of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

This section contains a discussion of the literature around the psychosocial effects of Cyclone Idai on the wellbeing of the children in Ndiadzo area Chipinge. In this chapter the researcher will also focus on the theoretical framework, psycho-social effects of natural and man-made disasters, coping mechanisms of children to natural and man-made disasters, strategies that can help children to recover from the psycho-social effects of disasters as well as the legal policy and programme frameworks to promote wellbeing of children affected by disasters in Zimbabwe.

2.1 THEORETICAL FRAMEWORK

The research was influenced by the Human rights based approach which focuses on the conscious and systematic enhancement of human rights (UNICEF, 2015). Human rights are a set of common standards that every individual is entitled to enjoy. According to the 1948 Universal Declaration of Human Rights (UDHR), the underlying principles of human rights are universality that is, human rights are universal and are available to individuals and people without discrimination on the basis of gender, political affiliation, race and religion. It seeks to explore the psychosocial effects of Cyclone Idai on the wellbeing of children in Ndiadzo Village Chipinge District. The theory will go a long way in bringing out how the devastating effects of the cyclone affected the psychosocial wellbeing of the children as well as to empower children (rights holders) to claim and exercise their rights and to strengthen the capacity of the actors (duty bearers) who have a particular obligation or responsibility to respect, protect and fulfil the rights of the poorest, weakest, most marginalised and vulnerable as well as to comply with these obligations and duties (UNICEF, 2015).

A human rights based approach is a conceptual framework that is normatively based on International Human Rights standards and operationally directed to promoting and protecting human rights (Beitz, 2009). At the national level, the governments which signed the Convention in 1948, are obliged to respect and fulfil the human rights of citizens, according to this convention, Zimbabwe ratified to this convention and came up with a number of policies which aims to protect human rights. According to Tomasi (2012), survivors of disasters should be given support by the government since it is responsible for the catering of people in times of need like disasters and hunger. It is essential since it empower people and enable them to be heard and treated equally with others and contextually this will help in the upholding of children's rights post disaster phases.

The fact that children (persons below the age of 18) are dependent on adults for survival, are usually physically and psychologically weaker and can be influenced or manipulated by adults who have the power to make decisions in society hence, it gives them a lower status in most societies and in this case it Ndiadzo village in Chipinge District (UNICEF, 2015). Psychological punishment and cruelty are noticed in extreme cases as there are no outward signs and it is not mentioned by the victims (children) (UNICEF, 2015). The children in Ndiadzo village experienced acute stress disorder in which the children's rights were violated. Acute stress disorder accounts for the reaction that occur in the initial month after trauma and in this cause, children in Ndiadzo became school leavers due to acute stress disorder which is violation of their rights. According to the Convention on the Rights of the Child, states are legally responsible for ensuring allocation of adequate resources for their citizens through provision of basic social services.

UNICEF (2010), is committed in all humanitarian action to further the realization of human rights through the framework of human rights-based approach to programming. It identifies rights holders

and their entitlements as well as corresponding duty bearers and their obligations. It aims to strengthen the capacities of rights holders to make their claims and of duty meet their obligations.

According to UNICEF (2010), it is committed to reinforce a human rights-based approach through addressing inequalities and disparities in analysis programme design, implementation and monitoring recognizing that inequalities may cause or exacerbate vulnerabilities in humanitarian crises. It also promote the participation of children, adolescents, women and affected populations , including in the analysis, design and monitoring of humanitarian programmes. UNICEF (2010), advocated for the rights and voices of children and women as in integral component of humanitarian action. This then promoted and protected human rights for the children as well as other vulnerable people that were affected by Cyclone Idai.

The human rights-based approach to programming and gender equality programming are complementary and mutually reinforcing approaches (UNICEF, 2010). UNICEF (2010), also states that the term ‘gender equality’ refers to the equal enjoyment by girls, boys, women and men of rights, socially valued goods, opportunities, resources and rewards. UNICEF is committed to ensure that gender equality is integrated consistently in its disaster prevention, humanitarian response and recovery programmes. It further states that promoting gender equality in humanitarian action is most effectively achieved by ensuring that the assistance and protection provided are planned and implemented to benefit girls, boys, women and men, in line with an analysis of their rights, needs and capacities.

According to UNICEF (2010), it is committed to apply humanitarian principles in humanitarian action so as to support the human rights based approach to programming. These humanitarian principles are humanity, impartiality and neutrality. Humanity upholds the principle that all girls, boys, women and men of every age shall be treated humanely in all circumstances by saving lives

and alleviating suffering, while ensuring respect for the individual. This then supports the human rights based approach as everyone has a right to be treated humanely without any discrimination. It further stated that, impartiality ensures that assistance is delivered to all those who are suffering, based on their needs and rights, equally and without any form of discrimination. UNICEF (2010), also noted that neutrality commits not to take sides in hostilities and to refrain from engaging in controversies of a political, racial, religious or ideological nature thus everyone deserves humanitarian aid despite the political issues, racial and religious issues. It further points out that humanitarian principles are reinforced by raising awareness, building trust and advocating for children's rights in humanitarian situations (for example Cyclone Idai in this case), together with state authorities, non-state entities and communities.

UNICEF (2010) stated that a body of global norms and standards which are International human rights law and human rights principles, including the Convention on the Rights of the Child and the Convention on the Elimination of all forms of discrimination against women and girls (UNICEF 2010). It further states that the International humanitarian law, including the Geneva Conventions, which contributes to defining roles and responsibilities of humanitarian agencies in armed conflict. This then derived the human right-based approach as the human rights survivors of disasters should be given support by the government since it is responsible for the catering of people in times of need like disasters and hunger (Tomasi, 2012).

According to UNICEF (2019), the humanitarian action is central to UNICEF's mandate and realizing the rights of every child. UNICEF responds to more than 300 humanitarian situations every year. As such, they are working to deliver principled humanitarian response more systematically, in line with the Core Commitments of Children in Humanitarian Action and the UNICEF Strategic Plan, 2018-21. UNICEF engaged itself into global support to the field in 2018, where the refugee crisis in

Bangladesh and the protracted crises in Democratic Republic of Congo, northeast Nigeria, South Sudan, the Syrian Arab Republic and the neighbouring countries and Yemen benefited. As conflicts and disasters continue to have consequences for children, UNICEF suggested that it will focus on initiatives that improve the quality of its humanitarian response generally, and particularly in high-threat contexts. UNICEF (2019), states that the Core Commitments for Children Humanitarian Action are to reflect new realities, better coordinating field support for countries preparing and planning responding to crises; scaling up humanitarian cash transfer programmes by establishing systems, building capabilities and generating evidence.

In addition, on expanding and developing new partnerships at the global level to more effectively address humanitarian challenges, UNICEF invest in cluster leadership role through advocacy, field support, normative guidance, evidence generation and capacity building at the country level. This has promoted and protected the human rights of children affected by disasters.

Moving on, human rights are a set of common standards that every individual is entitled to enjoy thus, including the human rights of children with disabilities (UNICEF, 2007). Discrimination can manifest itself in various ways through cultural prejudices, socio-economic, legislative or administrative measures, as well as environments that are inaccessible to person with disabilities. It is through the human right-based approach that the people living with disabilities should be protected from social exclusion because of gender, poverty as well as religious and ethnic national minorities (UNICEF, 2007). Children living with disabilities had challenges in accessing health, rehabilitation and welfare services as well as education thus the human right-based approach came as a bridge to cover this gap due to the human treaties, including Article 28 and 29 of the CRC.

However, according to Chapungu (2020), community infrastructure such as houses, roads and bridges has not been climate proofed. He further said that in some cases pole and dagga houses without firm

foundations has been built and in others houses had been poorly sited without considering crucial environment factors which then causes high number of displacement, depressions that channelled floodwater that washed away their houses. This then caused sleep disorder to the children as they were homeless and violated the right of children as they engaged themselves into drugs as a way to mitigate the sleep disorder. One of the children would say “My mind is still unsettled. The memories are still fresh. If I tries to sleep, I continues to see the pictures and visions of bodies being swept away in floods. “According to Chapungu (2020), although the government of Zimbabwe has given assurance that the people displaced by Cyclone Idai will be resettled permanently on new land, it is uncertain when this will be done hence chances of sleep disorder may fail to minimize thus, according to Pilay (2016), one of the major challenges confronting the promotion of children’s rights in Africa is the lack of commitment by the leaders of many African countries in taking seriously the concerns of children. He further stated that even though most African countries have signed the Children’s Charter, this does not equate with the actions of some of these countries thus the human rights especially of children are violated.

2.2 PSYCHO-SOCIAL EFFECTS OF NATURAL AND MAN-MADE DISASTERS ON CHILDREN

Metzler (2008), states that following disaster, people especially children frequently feel stunned, disoriented or unable to integrate distressing information. Cyclones have numerous psychosocial impacts on the population including acute stress disorder, sleep disorder, post- traumatic stress disorder, generalized anxiety disorders, suicidal ideation and depression.

Cyclone Idai hit Southern African countries which include Malawi, Mozambique and Zimbabwe leaving more than 1,300 people dead and many more missing in March 2019. According to UNICEF (2019), this was worst natural disaster to hit the region for nearly two decades. In Zimbabwe the disaster mostly affected only 2 Districts which are Chimanimani and Chipinge. Sadly, much literature focuses on the tangible aspects of disasters, they focus on the physical or infrastructural effects, the

economic impacts but it's rare to come across literature to do with the psychosocial impacts of disasters. The effects of disaster have widely been known to really negatively affect the lives of the people and many scholars even come on the issue that the underdeveloped and developing countries suffer most. In line with this, Delice (2013) has much to say on this issue and among many of his comments he highlighted that less wealth countries are at the acute disadvantage in face of natural disasters.

2.2.1 TRAUMA

Trauma can be defined as a response to deeply distressing or disturbing event that overwhelms an individual's ability to cope, causes feelings of helplessness, diminishes their sense of self and their ability to feel a full range of emotions and experiences. According to Janowitz (2019), Freud developed the idea that suffering from psychic wounds affected people's lives as much as physical wounds and that these mental wounds cause enfeeble trauma. According to Freud (2017), the memory of trauma which the patient fails to control, because it will cause them too much mental anguish, can be 'converted' into physical symptoms. He further states that trauma is the compulsion of the human psyche to repeat traumatic events over and over again hence the term 'repetition-compulsion' (Freud 2002).

Various studies have been carried out to explore the psychosocial effects of disasters on children for example Pakistan with earthquakes, floods hitting the US Gulf Coast, and the well-known Tsunami in the Southeast Asia (UNICEF, 2005). Disasters are events which produce traumatic occurrences and are collectively experienced (McFarlane and Norris, 2006). In the North Atlantic Ocean, Cyclone Maria occurred and it devastated Diminica, St Croix and Puerto Rico in September 2017 (Gay, 2019). They lacked electricity, making this the longest blackout, this affected mortuary services as well as medical facilities resulting in psychosocial effects of mental illness, stress, suicidal ideation as chronically ill patients were particularly vulnerable to disruptions in basic utilises (Gay, 2019).

According to Gay (2019), a Harvard-led team conducted an extensive survey of 3299 households throughout Puerto Rico and produced an all-cause mortality estimate of 14.3 deaths per 1000 between September 20th 2017 and December 31st 2017.

Traumas reverberate down the generations and show as problems such as substance abuse, mental illness, family violence, child abuse and neglect, community violence (Fuller, Pearson & Peters, 2016). Due to the experience that children affected by natural disasters encounter, there are high chances of them to engage themselves in substance abuse as a way to mitigate the psycho-social effects of the disaster (ISDR, 2003). Children may use substance abuse to reduce stress and cope up with psycho-social effects of the disaster. For example children that have encounters civil wars in Rwanda and have been displaced to other countries like Zimbabwe to be refugees in Tongogara Refugee Camp, they engaged themselves in substance abuse as a way to mitigate the psycho-social effects of losing parents, experiences of wars and losing belonging (Achoka and Maiyo, 2008).

During the disasters, the experience that the children are engaged into affects them causing psychic wounds and due repetition-compulsion it caused fear, and insomnia. They lost their beloved ones, also the injuries that are rigorous which affects their psyche. Due to the traumatic situations, children are engaged in psychological disorders like substance abuse, dissociative disorders, child marriages, unsafe migration, lost motivation towards education.

2.2.2 ACUTE STRESS DISORDER

Not every traumatized person develops post-traumatic stress disorder (PTSD). Some people develop some symptoms like altered sleep patterns, changes in appetite, dizziness, headaches and nausea. These symptoms may go for few and are called acute stress disorder (ASD).

The diagnosis of acute stress disorder (ASD), has been surrounded by controversy since it was

introduced. The rationale for the introduction of acute stress disorder as a diagnosis is best defined in DSM-IV (American Psychiatric Association, 2013). ASD accounts for the reaction that occur in the initial month after trauma. This is so because DSM has traditionally precluded post-traumatic stress disorder (PTSD) from being diagnosed until a month has elapsed after trauma to minimize the likelihood of overpathologising transient stress reaction (Bryant, 2003). ASD also identifies acutely traumatized people who are not experiencing a transient stress reaction but rather will sequent develop PTSD.

Clinicians argued that by introducing ASD as a diagnosis, it differentiate those who had transient stress response from those with the early stages of chronic post-traumatic stress, early intervention could be provided to limit PTSD (Bryant, 2003). Due to the fact that wars in Israel occurred, this affected the welfare of the people in as their social life has changed. Children were skilled to sell crops and fruits for income generation and wars destroyed the environment which resulted in loss of income generation. According to Burke and Gillian (2018), low income generation has a strong impact on psychological wellbeing.

2.2.3 POST TRAUMATIC STRESS DISORDER

When the symptoms last more than a month and seriously affect the person's ability to function, the person may be suffering from PTSD. According to Mayo Clinic (2018), PTSD is mental health condition that's triggered by a terrifying event-either experiencing it or witnessing. They further suggested that most people who go through traumatic events may have temporary difficulty adjusting and coping but with time and good self-care, they usually get better. According to Lahey (2012), post-traumatic stress disorder is a recollection of stressful events that intrude into the waking consciousness and fill the dreams with horror. According Sako (2019), the children have repeated vivid memories of events which then caused post-traumatic stress disorder.

According to Bhatt (2012), China has done primarily with its central administration, the Communist Party of China and People's Liberation Army as well as the Nations Development Programme (UNDP) to emphasize on the Disaster Reduction in 2005. It comprised emphasise of Disaster Reduction at the national and local level, identify and monitor disaster risks and improve early warning systems as well as to build a culture of safety and resilience to mitigate key risk factors and improve disaster preparedness for better response as it has caused post-traumatic stress disorder to children.

The children (victims) faced mental health illness and they migrated to Florida (Gay, 2019). According to Gay, the rates of post-traumatic stress disorder were high in both Florida and Puerto Rico (65.7% and 43.6% respectively). Gay further suggested that the post Cyclone Maria's adjustment and adaptation may have been more of psychologically taxing for Puerto Ricans who moved to Florida than it was for those who remained on the Islands. This shows that due to the Cyclone, there were economic challenges, mental challenges as well as social challenges, thus it propelled the researcher to intensively focus assessing the psychosocial impacts of Cyclones and disasters on children.

According to Sako (2019), the children have repeated vivid memories of the event which then caused post-traumatic stress disorder. These memories occur for no apparent reason and lead to physical reaction such as rapid heartbeat or sweating as well as mental illness and social isolation. It may be difficult to concentrate in class or make decisions which made them it have a deviant behaviour. According to Chapungu (2020), the Cyclone Eline (2000) survivors experienced post-traumatic stress disorder, career abandonment and social isolation.

The PTSD symptoms usually cause negative changes in thinking and mood as well as emotional reactions. This shows that disasters affects the nervous system of the children which then cause the negative thinking and mood. According to Zimmermann (2018), the nervous system is a complex

collection of nerves and specialized cells known as neurons that transmit signals between different parts of the body. It is essentially the body's electrical wiring. Thus, the PTSD transmit fear to the peripheral nervous system which consists of sensory neurons, and causes the children to relive the traumatic event as if it's happening again (flashbacks), recurrent, unwanted distressing memories of the traumatic events as well as severe emotional distress or physical reactions to something that reminds them of the traumatic events. According to Lahey (2012), in simple terms, they are still suffering severe stress reactions years after the traumatic stress of combat ended.

2.2.4 SOCIAL WITHDRAWAL

According to Lahey (2012), social psychology is a branch that studies individuals as they interact with others. In other words, social psychology seek to understand how the thoughts, feelings & behaviours of individuals are influenced by actual, imagined or implied presence of others. Social psychologists study not only actual, observable behaviour, but also influences about people's inner lives; how they feel; their attitudes; opinions & ideologies; how they form impressions & try to make sense of their world. However, according to Lahey (2012), environmental psychologists study two important topics of psychology which are the effects of the environment on our behaviour and mental process as well as the effects of our behaviour on the environment. He further suggested that due to the psycho-social effects, one can feel anonymous and unidentifiable in a group which is known as de-individuation which then causes social withdrawal.

Social withdrawal can be defined as voluntary isolation prolonged in time that involves the cessation of any form of social relationship and contact with people and the outside (Morese, Palermo, Torello & Sechi, 2020). The further noted that clinical psychologist, educational psychologists and social neurosciences research tried to understand what happens when social isolation is experienced thus,

social withdrawal is an actual phenomenon that needs to be examined since social relationships represent very important dimensions during adolescence. However, due to the experience of disasters, children or adolescence tend to be greatly affected which then cause social withdrawal whereas it creates very important damages in interpersonal relations and occurs as a complication of an existing mental health disorder.

These natural disasters have huge profound psychological impacts, not only for those communities directly affected, but to the whole world as it will be almost everyone's business to try and understand how people will cope with these situations. Disasters usually disrupt the way of living of people and there is a need for the affected communities to cope up with the situation and this then propelled this foregoing study to try and understand the coping mechanism that children who were affected by the cyclone developed to counter the psychosocial challenges caused by the cyclone.

In line with this Kakuruwo (2014) highlighted that natural disasters being uncontrollable, they have a wide effect on the livelihoods of people as well as their social and psychological wellbeing. They have affected the access of income generation which resulted into loss of jobs and/or closure of businesses as well as decrease in business. She further suggested that disasters cause poverty and affect the pattern of economic growth as it fails to sustain social welfare and development. Critically analysing this, one can note that poverty can be a key factor to child prostitution, child marriages, substance abuse, school dropout and other psycho-social effects. According to ZIMVAC (2012), illiteracy has remained a terrible problem in rural population especially in Africa. It is one of the forces turning the wheel of sustainable development in Africa anticlockwise.

2.2.4 LOST MOTIVATION FOR EDUCATION

According to Zimbabwe's Children's Act (2002), children has a right to education. However, loss of loved ones, destruction of property and infrastructure as well as disruption of education in cases of schools being submerged, books destroyed, students displaced or schools used as shelter by the displaced are some of the reasons of loss of motivation for education. According to Richardson (2017), as a result of these loses, children as well as teachers get traumatized and therefore cannot effectively participate in class. Thus, the lost motivation for education.

According to Achoka and Maiyo (2008), during floods many roads are destroyed and washed away making schools inaccessible therefore, the attendance rate becomes low. Although the natural disaster destroyed the roads and schools which reduced the motivation for education for children, there are also other causes like child marriage as a way of fighting psychosocial effects, unsafe migration, child labour, substance abuse and poverty.

Looking intensively on the past years and other literature surrounding psychosocial effects of disasters that have occurred in Sothern Africa, it is known in all the universe that the experience has great impact. According to Kopoka (2000), Africa today is a continent characterized by extreme poverty and this had been caused also by various disasters that occur and this has caused children to lose the motivation for education since the schools will be destroyed due to disasters.

In Mozambique, they experienced Cyclone Kenneth in 2019 which was the strongest in the recorded history of the African continent (Cambaza, 2019). Cyclone Kenneth destroyed the houses, schools, sources of income, bridges as well as an outbreak of cholera resulting in children to drop out of school which then caused psychosocial effects like mental illness, health problems as well as suicidal ideation.

Considering the immediately above it is of paramount importance that there be a deep study on the psychosocial impacts of cyclone Idai on the vulnerable groups of the society and in this case children of Ndiadzo village in Chipinge which was the most affected area.

2.2.5 SLEEP DISORDER AND LACK OF CONCENTRATION

According to Roddick and Cherney (2020), sleep disorders are a group of conditions that affect the ability to sleep well on regular basis. They further suggested that lack of sleep can have a negative impact on energy, mood, concentration and overall health. Most people occasionally experience sleeping problems due to stress, hectic schedules and other outside influences (Roddick and Cherney 2020). Traumatic situations that cause post-trauma caused nightmares which caused sleep disorders.

Sleep problems may be caused by damage to part of the brain, or other central nervous system related diseases. The brain basis of a mutual relationship between sleep and mental health is not yet completely understood but neuroimaging and neurochemistry studies suggest that a good night's sleep helps foster both mental and emotional resilience, while chronic sleep deprivation sets the stage for negative thinking and emotional vulnerability (Havard medical school, 2018).

According to Sugawara (2020), the physical and psychological health impacts on victims of Great East Japan Earthquake have lasted for a long time. He further suggested that the participants who responded to a self-administrated questionnaire composed of items on health condition, mental health including sleep disorder based on the Athens Insomnia Scale and social trust.

Additionally, Children Youth and Environment (CYE) (2019), indicated that sensitivity to environment factors for example sirens, loud noises, burning smells and other environmental sensations stimulated memories of the disaster and creating heightened anxiety to the children. This then caused anxiety disorder to the children.

2.3 COPING MECHANISMS OF CHILDREN TO NATURAL AND MAN-MADE DISASTERS

Coping mechanisms during and after a disaster is the ability of people, an individual, community or society, organisation and system using available skills and resources to face and manage adverse conditions, emergencies or disasters. UNISDR (2009), states that it involves finding ways to manage resources to solve problems, to handle difficult situations or to develop mechanisms that provide solutions to problems whether temporarily or on a longer term.

2.3.1 DEVELOPING RESILIENCE BY ENCOURAGING INDEPENDENCE

A significant way of developing coping skills is giving children opportunities to make judgements independently, as opposed to with constant guidance. Pahl and Barrett (2010), suggests that children should be encouraged to process new experiences on a regular basis without fear of failure. The main message for educators especially children is to allow those affected to have the support they need. Often in life the best lessons are learnt through trial and error and children need to become aware of the fact.

2.3.2 REDUCING RISK OF ANXIETY THROUGH METACOGNITION

According to Lahey (2012), life is a mixture of positive and negative emotions for everyone but many people experience high levels of the negative emotions that we identify as being nervous, tense, worried, scared and anxious and these terms all refer to anxiety. The kinds of anxiety disorders vary considerably, but all share heightened reactivity to anxiety-provoking events and increased vigilance (scanning and monitoring) for those events (Mineka & Zinbarg, 2006). However, people with anxiety are extremely sensitive to small changes in the functioning of their autonomic nervous system, especially their heart rate (Schmidt, Lerew & Trakowski, 1997). Thus, anxiety needs to be reduced as it affects the nervous system of the affected child and cause mental illness.

According to Ku & Ho (2010), children learning from young age can result in competent, independent and be instrumental in supporting resilience development. Merikangas (2010), suggest that anxiety disorders are the most common mental disorders of children and adolescents worldwide. The average child spends a large portion of their life at school and as such educators can be agents for change in decreasing the probabilities of children developing anxiety after Cyclone Idai. This can be attained by developing children's metacognitive skills. Metacognitive is a word that become prevalent in education circles thus the term can be best be explained as thinking about thinking.

However, developing metacognitive skills does not occur automatically, children need to be shown how to analyse, evaluate and understand strategies that enable them to work through problems to achieve the best possible solution. Brenna (2011), notes that the teacher as the expert, must give children the proper guidance through explicit teaching by showing children how to reflect on their learning, know what their strengths and weaknesses are and adapt those skills to every task they undertake.

2.3.4 PSYCHO-SOCIAL SUPPORT

According to USAID (2016), psycho-social support addresses a person's emotional, social, mental and spiritual needs. It further states that psycho-social support builds internal and external resources for children and their families to cope with adversity. It also helps build resilience in children.

UNICEF (2020), millions of children around the world suffer unthinkable distress due to armed conflict, natural disasters and other humanitarian emergencies. It further states that mental health and psycho-social support is essential for improving the wellbeing of children affected by humanitarian emergencies. UNICEF works around the world to strengthen the resilience of children and their families, and help them cope with adversity during and after crisis (UNICEF, 2020).

Save the children implemented a Child Friendly Space where the Community Child Care workers were trained to provide psycho-social support. Social workers from Childline as well as Simukai, visited the Child Friendly Space for different activities like dramas, poems as well as games. This helped the children to cope with the psycho-social effects as it is part of the counselling practice. Counselling was also done so that they would accept the situation and build resilience.

According to UNICEF (2019), the year 2018 saw the largest outbreak of Ebola in the history of the Democratic Republic of the Congo. Children and women have been disproportionately affected. Through the Health Emergencies Preparedness Initiative, UNICEF public health experts joined the integrated multi-agency response. Providing psychosocial support as part of identifying and following up on case contacts, preparing families for safe and dignified burials, facilitating admission of patients to Ebola treatment centres. UNICEF (2019), stated that they provided psychosocial and notional care to 421 infected children admitted to Ebola treatment centres and over 400 orphans and separated children were deployed supplies valued at US\$3 million. This helped the children to cope with the psycho-social effects of the Ebola crisis.

2.3.5 PROMOTING BELONGING

Educational researchers state that, “ the need for belonging is one of the most important needs for all students to function well in all types of learning environment.” (Jackson, Cashmore & Scott, 2010).

The role of social workers and teachers is not to develop cognitive skills in children only, but also their social and emotional wellbeing. A critical part is developing an ability to remain positive in any situation. Nolan and Stagnitti (2014), indicated that in order to encourage this, educators should develop self-assurance amongst children, to empower them with confidence to tackle the challenges. In practicality, this can be attained by developing children’s self-importance and helping them recognize that they are valued. As social workers this aspect can be developed in children by encouraging a sense of belonging. According to McDonald (2019), notes that creating a sense of

belonging is vital aspect of nursing resilience in students affected psychologically by Cyclone Idai.

2.4 STRATEGIES THAT CAN HELP CHILDREN TO RECOVER FROM PSYCHO-SOCIAL EFFECTS OF DISASTERS

According to Nickols (2019), he stated that Steiner (1979), suggested that strategy refers to basic directional decisions, that is, to purpose and missions. He further suggested that a strategy consists of the important actions necessary to realize these directions. Fuller (2016), stated that a strategy is a plan of action designed to achieve a long-term or overall aim. In this case, strategies that can help children to recover from psycho-social effects of disasters can be defined as the actions that can be put in place so as to help the children to recover from the psycho-social effects of disasters.

ENHANCE COMMUNITY PARTICIPATION AND AWARENESS

Social group work is a method of social work that helps persons to enhance their social functioning through purpose group experiences and to cope more effectively with their personal, group or community problems (Murphy, 1959). According to social psychology, it is the scientific field that seeks to understand the nature and causes of individual behaviour and thought in social situations thus, community participation helps to figure out the most affected children and provide the appropriate coping mechanisms. According to Kelly (2001), community participation is a range of processes through which local communities are involved and play a role in issues which affect them. Awareness campaign is purposive attempts to inform, persuade and motivate a population using organised communication activities through specific channels, with or without other supportive community activities (e-atomium, 2010). Hence, enhancing community participation and awareness campaign can be defined as involving the community to motivate them using organised

communication so as to understand the nature and causes of the psycho-social effects of Cyclone Idai to enhance social functioning through purpose group experience.

According to Gogo (2014), even if there are resources to fund management of disasters the government of Zimbabwe through the department of Civil Protection, should shift some of the responsibilities to vulnerable communities by strengthening their capacity to curb the impact of disasters through education and awareness campaign. Civil Protection Unit should enhance knowledge and information at the lower level to improve disaster risk reduction as well as response. This would also ensure this would also ensure strengthening disaster risk reduction at community level. ISDR (2003), also reveals that, increasing people's awareness and participation reduce susceptibility to hazards. Thus, it has been recognized that, community involvement in disaster reduction (mitigation) is of great value since they can bring their ideas and capabilities thereby making mitigation strategies more sustainable and more effective. In support of this, solutions to the challenges being faced in reducing impact can be through the use of traditional and local knowledge to lessen the impact of disasters.

Additionally, this can be through promoting community based disaster planning by local authority. It can also include training activities to raise public knowledge as revealed by the International Strategy for Disaster Reduction (2003). The Agency states that, developing better understanding of the causes of disaster through sharing experiences and access to appropriate information and would also reduce dependency on International Donor on better management of disaster.

RESETTLEMENT

A number of displaced households indicated that they had been settled in depression that channelled floodwater, which washed away their houses (Chapungu 2020). He further suggested that the government should work with experts and International partners such as the UN Development Programme to ensure that new locations are at low risk of experiencing cyclones and similar disasters.

Following on this, housing designs need to be climate proofed to avoid complete loss of such infrastructures through the engagement of UN-Habitat, which has expertise in the design and construction of climate-resilient housing. Chapungu (2020), further argued that although the government has given assurance that people displaced by Cyclone Idai will be resettled permanently on new land, it is uncertain when this will be done. Thus, to achieve a successful transition from early recovery to long term development, the measures described here should be followed.

2.5 LEGAL POLICY AND PROGRAMME FRAMEWORKS TO PROMOTE WELLBEING OF CHILDREN AFFECTED BY DISASTERS IN ZIMBABWE

The government of Zimbabwe signed the Convention in 1948, are obliged to respect and fulfil the human rights of citizens, according to this convection, Zimbabwe ratified to this convection and came up with a number of policies which aims to protect human rights and promote their wellbeing. The government of Zimbabwe should strengthen the strategies suggested by United Nations International Strategy for Disaster Reduction as well as Hyogo Framework Action (2015). ISDR (2003), reveals that implementation of development policies appropriate frameworks can reduce disaster risk. Legal framework is a broad system of rules that governs and regulates decision making. Hence adoption of policies would ensure success in reducing impact of hazards on Zimbabwe communities.

2.5.1 NATIONAL CONSTITUTION

According to the Constitution of Zimbabwe (2013), the constitution is officially the supreme law of Zimbabwe it was first enacted in 1980 after the country had gained its independence. The National Constitution (2013), states that the State must adopt reasonable policies and measures, within the limits of the resources available to it, to ensure that children enjoy family or parental care or appropriate care when removed from the family environment, to have shelter and basic nutrition, health care and social services as well as are protected from maltreatment, neglect or any form of

abuse and that they have access to appropriate education and training. It further states that legislatives and other measures protect children from exploitative labour practices and ensure that children are required or permitted to perform work or provide services that are inappropriate from their age. This then promote he wellbeing of children affected by disasters since it suggests of shelter which is the accommodation, education in which psycho-social support is offered and protection from child labour which may also affect the wellbeing of children as they will focus more on looking for money and abandon education.

Furthermore, the National Constitution (2013), suggested that the State should provide social security and social care to those who are in need. In this case, children affected by disasters have lost their houses, beloved ones and other infrastructure hence, the State promote the wellbeing of these children though providing social security through the use of Institutions like Daisy Dube Orphanage in Mt Selinda Chipinge as well as Houtberg Child Care Centre. As a result, the National Constitution promote the wellbeing of children affected by disasters.

The National Constitution(2013), also suggests the fundamental human rights and freedoms. It states that children have a right to bodily and psychological integrity, which includes the right to freedom from all forms of violence from public or private sources. The National Constitution(2013), further suggests the right of children to education thus, they have the right to establish and maintain, at their own expense, independent educational institutions of reasonable standards, provide they do not discriminate on any ground prohibited by this Constitution.

The National Constitution(2013), further states that children have a right to health care. It states that no person may be refused to emergency medical treatment in any health-care institution. It also states that every citizen and permanent resident of Zimbabwe has the right to have access to basic health-care services. This promotes the wellbeing of children affected by disasters as they were able to access health services and reducing the mental illness that they have encountered.

2.5.2 CHILDREN’S ACT

According to Child Welfare Information Gateway (2018), child welfare is a continuum of services designed to ensure that children are safe and that families have the necessary support to care for their children successfully. Child welfare can be defined as services and institutions concerned with the physical, social, and psychological well-being of children, particularly children suffering from effects of poverty, disasters, lacking normal parent care and supervision (Child welfare Slides, 2015).

Zimbabwe adopted the protection rights recommendation in Zimbabwe’s Children’s Act, Chapter 5:06 amended in 2002. The Children’s Act prohibits prostitution, child labour, drug abuse and it states that children that do not have accommodation are taken to institutions for proper care and they will be provided free education through BEAM as well as free medical facilities through AMTO. This deals with the psychosocial effects which may affect the wellbeing of children. In the bid to protect children, there has to be a balance on the spheres to be focussed on that on non-material and material support.

The Zimbabwe Children’s Act, Chapter 5:06, suggests the removal of children to a safer place thus the children that are prone to dangers are removed to place of safety. They has promoted the well-being of children affected by disasters in Zimbabwe for example, those affected by Tokwe Mkosi, they were removed from the affected area to a safer place with helicopters.

Zimbabwe has shown its support to children’s rights and protection by rectifying the United Nation Convention on the Rights of the Child and African Charter on the Rights and Welfare of the children. This has been supported by the acceptance of Child Friendly Spaces by Save the Children whereby children will be provided psycho-social support as well as food.

2.5.3 SOCIAL WELFARE ACT

According to Hansan (2019), the term social welfare does not have a precise definition thus it refers to a wide range of activities and services by volunteers, non-profit organisations and governmental agencies providing help to needy people who are unable to care for themselves; activities and resources designed to enhance or promote the wellbeing of individuals, families and the larger society' and efforts to eliminate or reduce the incident of social problems.

Zimbabwe adopted the Social Welfare Act Chap 17:06, 1988 but were later consolidated in 2005, which also supports the wellbeing of children affected by disasters. According to the Social Welfare Act (1988), it is an act to provide for the granting of social welfare assistance to persons in need and their dependants; and to provide for matters incidental thereto or connected therewith.

The Social Welfare Consolidation Act (2005), suggests that orphans should be entitled to allowance. The payment shall be payable to the guardian of an orphan or other person for the benefit of the orphan but subjected to the conditions in the circumstances that may be prescribed directly to an orphan who has attained the age of 18. However, the orphan (contributory) allowance shall not be payable for any period during which a payment is made under placement of Children in Foster Care (Article 14 of the Child Care). In this case, the children affected by disasters are were left orphans are promoted their wellbeing through this allowance. This promotes the wellbeing of children affected by disasters as they are catered for, socially, academically, psychologically as well as emotionally through the provision of assistance by the government.

Furthermore, it also states the child's benefits. The Minister, may make rules for determining with whom a qualified child shall be regarded as normally residing. A qualified child shall not be regarded as normally residing with more than one person and the amount of the grant payable is stated. It further states that the income from child benefit shall not be reckoned for the purpose of any abatement provisions in any enactment relating to super-annuation or pensions. This then shows that

Zimbabwe adopted legal frameworks that promote the wellbeing of children affected by disasters through the provision of child's benefit allowance.

2.5.4 POLICIES

Policy relates to government action or inaction. Policy practice is defined as using social work skills to propose and change policies in order to achieve the goal of social and economic justice. Policy practice thus involve interventions in the larger systems in clients' social environments that will create the conditions conducive to growth, development and empowerment. Jansson (2005) defines policy practice as efforts to change policies in legislative, agency, and community settings, whether by establishing new policies, improving existing ones, or defeating the policy initiatives of other people.

2.5.4.1 NATIONAL SOCIAL PROTECTION FRAMEWORK

The National Social Protection Policy Framework advocates for child protection which promotes the wellbeing of children affected by disasters in Zimbabwe. According to Save the Children (2007), child protection can be defined as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children after a disaster. The National Social Protection Policy Framework promotes the rights of children by advocating for equal access to education and health services for children. According to UNICEF (2010), the framework highlights on enabling children from poor and vulnerable households access quality education. The framework complements the Basic Education Assistance Module (BEAM) scheme introduced in 2001 by the government to provide quality education to orphans and vulnerable children thus, all the affected children by disasters will qualify in this scheme.

According to Chikova (2013), the NSPPF further elaborate on school feeding scheme proposed by the government as a way of completing parental efforts in supporting children. This promotes the

wellbeing of children affected by disasters as it eliminates hunger and starvation. It also promotes the wellbeing of children as they will be motivated to go to school where they get psycho-social support through teachers and child care workers. Government provides food to children in insecure areas through the Ministry Of Primary and Secondary Education there by upholding children's rights to food and complimenting their diet. However, the government school feeding programme only cover very few schools in the country leaving the majority of children vulnerable to hunger and starvation thus, those affected by disasters may not be able to be covered by this scheme.

In addition, the National Social Protection Policy Framework aims to enhance equitable access to basic services thereby promoting the wellbeing of children affected by disasters through fighting social exclusion. According to WHO (2019), social exclusion is a multi-dimensional process driven by unequal poor relationships interacting across four main dimensions of culture, economic, political and social aspects. It is characterized by unequal access to basic services and lack participation. The social exclusion is fought through reducing costs of primary education in both urban and rural areas so that everyone may have access to education (Mawere 2018).

Children with disabilities are being hidden away from public, they are being locked in grannies (Moyana 2015). This entails that their right to associate is denied and also their right to access health and education is infringed. The government of Zimbabwe has made this possible through the Department of Social Development which caters for children with disabilities with disabilities tuition up to tertiary. Therefore the National Social Protection Policy Framework advocates for social exclusion and access to resources which promotes the wellbeing of children affected with disasters.

2.5.5 PROGRAMME FRAMEWORKS

2.5.5.1 NAP FOR OVC PHASE 3

According to NAP FOR OVC (2016), NAP FOR OVC seeks to prioritize and address the urgent issues facing the OVC, their families and communities. This is then supported by the Convention on the Rights of the Child stated in the NAP For OVC which states that the committee on the Rights of the Child has identified the general principles that are basic to implantation of all rights contained in the CRC which are non-discriminatory (article 2), best interests of the child (article 3), right to life, survival and developmental (article 6) and respect for the views of the child (article 12). This then supports the wellbeing of the children affected by disasters as their rights are being prioritized due to the challenges that they faced through these disasters.

Furthermore, the NAP For OVC also states that as signatory to the CRC, Zimbabwe pledged at the 1990 World Summit for Children to develop a National Programme of Action for Children (NPAC) guided by principles established in the World Summit Declaration within a Zimbabwean context. The NPAC, aims to consolidate and strengthen the commitment and mobilisation of resources for children as an integral part of Zimbabwe's national plans and policies. With the use of the NPAC, the NAP For OVC managed to support the wellbeing of children affected by disasters as it caters for the mobilisation of resources thus, place of safety, education and other important resources that may be necessary for children.

The NAP For OVC has been adopted by the government to care and support the vulnerable children, with programmes coordinated by the local structures through the Child Protection Committees at district, provincial and national levels. The programmes targeting OVC are the Basic Education Assistance Module (BEAM), through which tuition fee; levy and examination-fee assistance is provided to vulnerable children, government assist vulnerable families with basic living costs through

programmes such as Public Works Fund (Cash Transfers to Vulnerable Groups, Public Assistance, Drought Relief and Assisted Medical Treatment Order. This supports the wellbeing of children affected by disasters as the basic needs are being catered for by the government through the NAP For OVC.

2.6 CHAPTER SUMMARY

In the immediately above chapter, the researcher had to outline the literature that surrounds the study of psychosocial effects of disasters on the vulnerable groups in the society especially on children highlighting the major setbacks in these studies. Having explored these loopholes on other studies the next chapter will then clearly outline the research methodology, research design that the researcher employed in coming up with the best results on the psychosocial effects of Cyclone Idai on children in Ndiadzo village, Chipinge.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Chapter 3 focuses on explaining the methodology. Methodology refers to the procedure by which a researcher goes about his/her work of describing, explaining and predicting the phenomena (Creswell, 2014). This also can be explained as a systematic way to solve a research problem and on this current research the researcher utilized the qualitative methodology. This consists of the research approach, research design, the research methods among other things, it also covers the sample size, sampling technique, ethical considerations and the data analysis methods.

3.1 RESEARCH APPROACH

Research approach is a plan and the procedure for research that span the steps from broad assumptions to detailed methods of data collections and interpretations (Given, 2008). This plan involves several decisions, and they need to be taken in the order in which they make sense and the order of their presentation. The overall decision involves which approach should be used to study a topic. Informing this decision should be the philosophical assumptions the researcher brings to the study, procedures of inquiry (called research designs) and specific research methods of data collection, analysis and interpretation (Given, 2008). The selection of research approach is also based on the nature of the research problem or issue being addressed, the researcher's personal experiences (Given, 2008). These approaches in research which are qualitative, quantitative and mix methods. In this research, qualitative approach was used. Creswell (2009), notes that qualitative research is a system of knowing something and exposes experiences of people. Qualitative approach was important in this study since it provided information about the impacts of psycho-social effects of Cyclone Idai on the children.

3.2 RESEARCH DESIGN

Research design can be defined as an overarching strategy for unearthing useful answers to problems (McCraig, 2010). Concurrently, Parahoo (2014) defines research design as where, how and when was data collected and how it was analysed. Considering the immediately above definitions research design will be taken as a plan of how a researcher intends to conduct his/her proposed research. For William (2006), a research design is as a result of four key components and these are research questions, what data to be collected, data collection methods and data analysis procedures. Somek and Lewin (2011), concurs with Du Plooy (2001) that, a research design is the whole plan in research and it include four important ideas, the strategy, the conceptual framework, and the question of who will be studied, what will be studied and the instruments to be used for data collection and evaluation

empirical material. Therefore, this research employed case study as a way of gathering data. Using a case study, data can be collected through interviews, observations. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context especially when the boundaries between phenomenon and context are not clearly evident (Merriam1998). According to Gibson (2006), case studies generate theories and ideas and they provide a detailed account and analysis of one or more cases. The researcher will also make use of the case study because it gives a broad picture of the issues on the ground and due to its investigations when boundaries between a phenomenon and context are not clearly evident.

3.3 RESEARCH METHODS

According to Babbie (2018), a research is a systematic inquiry to describe, explain, predict, and control the observed phenomenon. He further suggested that, research methods are specific procedures for collecting and analysing data. Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create a better understanding of the topic.

3.3.1 TARGET POPULATION

According to Polit and Hungler (2008), target population is an aggregate or totality of all the objects, subjects or members that confirm to a set of specifications. Bryman (2008), concurs with the above definition and explains study population as collection of individuals whom the researcher is interested in obtaining information and would like to investigate a problem. Contextually, the target population refers to the children of Ndiadzo area in Chipinge District in Manicaland, Zimbabwe which has a population of 560 households thus according to the Department of Social Development, with two hundred children and fifteen government officials working at the Department of Social Development stationed at Chipinge District government complex and also five programme officers from Childline.

3.3.2 SAMPLE AND SAMPLING TECHNIQUES

A sample as defined by William (2011), is an integral part of research that addresses three questions whom to survey, how many to survey and how to select targets. Interestingly, Bryman and Bell (2011) concurs with the immediately above definition of a sample and explains it as the segment of the population that is selected for research. The main purpose of a sample size is to appropriate the measurement of the entire population within the most acceptable limit. According to Silverman (2013), sampling is statically procedure for finding a case study. Contextually, the sample size twenty-four children which are then grouped into two focus group discussion according to their age groups, two government officials that is the DSDO and the Child Care Worker and one Childline officer. The researcher also had one focus group of twelve with the parents. The researcher used purposive sampling technique because it allows the researcher to have prior knowledge about the purpose of her study so that she can properly choose and approach eligible participants for surveys conducted.

3.3.3 DATA COLLECTION METHODS AND TOOLS

Data collection is defined as the procedure of collecting, measuring and analysing accurate insights for research using standard validated techniques (Blog, 2019). Data collection is a methodical process of gathering and analysing specific information to proffer solutions to relevant questions and evaluate the results (Blog, 2019). It focuses on finding out all there is to particular subject matter. Data is collected to be further subjected to hypothesis testing which seeks to explain a phenomenon (Blog, 2019). Data can tell a story about any of these relationships, and with this information, organisation can improve almost any aspect of their operations (Ainsworth, 2021).

The researcher first went to the Department of Social Development to seek permission to carry out the study since they take care for the welfare for the children in the district. The researcher also sought

permission at the Ndiadzo Primary School from the headmaster as well as the Community Child Care workers. The researcher administered consent forms upon having explained to participants the objectives, aims and what it means for them to be part of the study.

3.3.3.1 INTERVIEWS

The researcher used interviews when conducting her research study. Puch (2012) postulates that the interview is mostly about asking questions and getting responses. The researcher conducted face to face interviews which allowed direct intimate and personal interaction with children. According to Puch (2012), interviews make use of structured questions which result in the discussions being shaped by the quality and nature of responses to say about psychosocial effects of Cyclone Idai that they encountered on their wellbeing. Three key informants were used to compliment data obtained i.e. two from the Department of Social Development and one from Childline, Zimbabwe. Key informant is a person with important information concerning a specific subject to be researched (Gratton and Jones, 2004). However, this was of huge advantage because it was the researcher's aim to find out the effects of the cyclone and it will also gave room for exploration of their thoughts on the coping mechanisms as well as the recommendations. Interviews were held with the DSDO, the LCCW of ward 9 and Childline.

Advantages of interviews on key informants

- DeFranzo (2021) states that interviews provides accurate screening i.e. the individual being interviewed, through screening he/she cannot provide false information.
- Capture verbal and non-verbal cues though it can indicate a level of enthusiasm for the topics being discussed in the interview (DeFranzo, 2021)
- Through this technique, the researcher can further probe more questions to the participants.
- There is high response rate which is free from bias. Greater data accuracy can be obtained (Deisa, 2021)

- It provides flexibility to the interviewers (Sociology Group, 2021)

3.3.3.2 FOCUS GROUP DISCUSSION

Focus group discussion is a data collection instrument where a group of members are guided by a group facilitator or moderator who brings in the discussion and then helps the group participants to contribute (Cough and Nutbrown, 2012). The strength of this data collection tool lies on its ability to allow respondents to support each other and give each other insights on a particular topic that will be being discussed. According to Boldan and Taylor (1975) , focus group discussions (FGD) is a very good way to gather data from respondents who share similar background or experience. Cough and Nutbrown (2012) noted that, a wide bank of data emerges through group interactions. The researcher intends to carry out three focus group discussions to acquire data on the psychosocial impacts of Cyclone Idai. The researcher used two focus group discussions were held with children of different age groups, one of the ages 9-13 years and the other one containing children 14-18 years 1 other focus group discussions were done with parents of the children.

Advantages of focus group discussions

- It measures the reaction of participants (Writing, 2019)
- Provide immediate ideas for the improvement of particular concept (Writing, 2019)
- Provide insight on the current position of participants (Writing, 2019)

3.4 DATA PRESENTATION AND ANALYSIS

According to Yin (2011), data analysis is an approach where statistics and logical techniques to describe, illustrate and evaluate data obtained from the field carried out. Newman (2000) notes that data presentation can be glossed as means of searching for pattern of data, recurrent behaviour or answers, object and on basis knowledge. Analysis of data was done basing on objectives. The research will employed the thematic data presentation as a procedure on presenting data. Thematic is a

qualitative method that can look on any data as it occurs and point out main themes as well as summarising. The data was then presented in form of tables. Data was analysed according to the findings of the research. Data presentation clearly revealed that all objectives set in first place were achieved.

3.5 ETHICAL CONSIDERATIONS

In every research, there are ethical considerations that need to be adhered to in order to respect and cause no harm to the participants (Black, 2010). For Creswell (2012) ethical considerations refers to a form of rules and regulations that guides a study. The ethical considerations that the researcher considered in her study i.e. informed consent, informed assent, confidentiality and voluntary participation which follow below:

3.6 INFORMED CONSENT

First and foremost, the researcher will consider informed consent which entails that the participation of participants in a given research should be done with the respondent being fully aware or the participants having a clear knowledge of what the research is all about. According to Levine (1988), informed consent is the voluntary agreement of an individual, or his/her authorized representatives, who has the legal capacity to give consent, and who exercises free power of choice, without undue inducement or any other form of constraint or coercion to participate in research. With this, respondents and all key informants will be informed by the researcher about the research and its significance in shaping the understanding of the psychosocial effects of Cyclone Idai on children. Amiger, (2010) postulates that informed consent has all to do with the participation of individuals in a study, freely, voluntarily and intelligently. It is then the researcher's responsibility to ensure that the participants are well versed with their full right to know the nature and purpose of the research.

3.7 INFORMED ASSENT

Assent is a term used to express willingness to participate in research by persons who are too young to give informed consent but who are old enough to understand the proposed research in general, its expected risk and possible benefits, and the activities expected of them as children (Levine 1988). According to Farrell (2009), girls and adolescents younger than 18 years are legally designed minors and do not have the authority to provide informed consent for themselves. She further suggested that informed assent is a mechanism that recognizes and respects the girl's developing cognitive capacity by facilitating her decision-making in conjunction with parental involvement. Consent to proceed is provided by the child's parent or guardian. However, the minor patient is encouraged and allowed to participate in the decision-making process to the extent of her development capacities. Furthermore, they should be allowed to express their wishes about the procedure and, to the extent of their ability, physicians and patients should respect these opinions. Assent by itself is not sufficient, however, if assent is given, informed consent must still be obtained from the children's parents or guardian.

3.8 CONFIDENTIALITY

Concomitantly, the identity of the respondents will be well protected, this is through the protection of names of the respondents and no names will be published and private information will also be only kept confidential. Kaiser (2009), cited Sieber (1992), that confidentiality as the researcher's agreement with persons about what may be done with their data and not exposing the identity of the participants. Vulnerable populations such as minors or subordinates in the workplace might face negative consequences if their identities are revealed (Baez 2002). The researcher will ensure that the information that respondents will supply will only be used for the purpose of the study.

3.9 VOLUNTARY PARTICIPATION

In addition, voluntary participation was also employed by the researcher. Lavrakas (2008), noted that voluntary participation refers to a human research subject's exercise of free will in deciding whether to participate in a research activity. With this ethical consideration, participants were interviewed without being forced, thus the participation was voluntary and participants had the right to withdraw from the interviews at any time they would feel like doing so.

3.10 FEASIBILITY OF THE STUDY

Fouche` (2000) postulated that a research is feasible if all the necessary data can be collected and be analysed by the researcher.

The research was carried out according to the available resources and schedule. Arguably, one of the most important considerations for feasibility study is how the project affected the timeline of other release trains and how adequately its staff was of vital importance. Whenever there is scoping a project, the number of resources and initial schedule estimates should be referenced against existing projects. The researcher carried out the study due to the available resources and time.

The area was accessible. The children were at the school (Ndiadzo Primary School) where Save children placed the Child Friendly Space (tent). This then caused the study to succeed as the area was accessible .

Operational considerations also contributed to the feasibility of the study. The study under consideration, provided a solution that is tangible to the affected children. By viewing the considerations thoroughly, one can make an informed decision as whether the existing deliverable is the end result everyone wants or does it need to be redesigned or re-scoped.

3.11 LIMITATIONS OF THE STUDY

According to Israel (2013), limitation of the study is restrictions that hinder the researcher from achieving expected outcomes of the research study.

Unwillingness of some participants to participate, this hindered the researcher to get some of the needed information so the researcher tried to convince prospective respondents by explaining how this could benefit them in the long run.

Dishonest was also another limitation, its natural some respondents might have a tendency of twisting information to their desired effect. The researcher tried to clarify issues for example, explaining that nothing was to be done immediately to address their psychosocial effects due to the situation at hand.

Covid 19 rules and regulations were also another limitation as social distance had to be maintained as well as a limited number to be addressed.

3.13 CHAPTER SUMMARY

This chapter explained the research paradigm that the researcher used as well as the research design, data collection tools, the sampling technique and the feasibility of the study among other things. In the same chapter an outline of the research ethical consideration was also done paving a way for chapter four which contains the presentation, discussion as well as the analysis of data.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter focuses on data presentation, analysis and discussion of the study findings. The data to be analysed was gathered through the methods discussed in the previous chapter and tables will be used in presenting the data collected. The researcher conducted three focus groups that is two for children and the other for parents, two key informants from the Department of Social Development that is the DSDO and the LCCW and lastly another key informant from CHILDLINE ZIMBABABWE. These key informants were conducted into interviews. This chapter also includes the demographics of respondents, psychosocial impacts, coping mechanisms and measures or strategies to be taken. The research questions that guided the data collection are:

1. What are the psycho-social effects of Cyclone Idai on children in Ndiadzo Village in Chipinge District?
2. What are the mechanisms that the children and their households adopted to cope with the psycho-social effects of Cyclone Idai in Ndiadzo?
3. What are the measures that can be put in place to help children counter the devastating psycho-social effects of Cyclone Idai?

4.1 DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

The demographic profile of the participants need to be utilised when carrying out research since it enables the reacher to best analyse. This is so since biographic characteristics are fundamental variables in the assessment of knowledge, attitude and behaviour of the participants in a society. The demographic profile of participants was explored and authorized. The demographic profile include, sex, number of participants and number of key informants.

4.1.2 Demographic profile of the study participants

Participants	Total of participants	Number of participants who participated	Males	Females
Children	24	20		
Parents	12	11		
Total	39	31		

Fig 1

4.1.3 Demographic profile of the key informants

Key informants	Number of key informants	Males	Females
DSDO	1	1	0
CHILDLINE	1	0	1
LCCW	1	0	1

Fig 2

The tables above shows that 21 females participated in the research as compared to 13 males. More females participated probably due to the fact of patriarchal beliefs. Most men believe that the role of child care is for females as most men value doing other activities that generates the income. Another reason is that issues to do with child welfare are mostly dominated by females since they are the most vulnerable group. According to ZimStat (2012), there more women in Chipinge than males.

4.4 THEME 1: PSYCHOSOCIAL IMPACTS OF NATURAL AND MAN-MADE DISASTERS ON CHILDREN

The findings of the researcher from the focus group discussions and interviews had a linkage with the information in the literature review, the psychosocial effects are trauma, post-traumatic stress disorder, lost motivation for education and other that they explained are stress, depression and suicidal ideation.

4.4.1 SUB-THEME 1.1: TRAUMA

Trauma can be defined as a response to deeply distressing or disturbing event that overwhelms an individual's ability to cope, causes feelings of helplessness, diminishes their sense of self and their ability to feel a full range of emotions and experiences. According to Janowitz (2019), Freud developed the idea that suffering from psychic wounds affected people's lives as much as physical wounds and that these mental wounds cause enfeeble trauma. According to Freud (2017), the memory of trauma which the patient fails to control, because it will cause them too much mental anguish, can be 'converted' into physical symptoms. He further states that trauma is the compulsion of the human psyche to repeat traumatic events over and over again hence the term 'repetition-compulsion' (Freud 2002).

Mai Blue the LCCW mentioned that :

*iigh yakabaatishatira takaramba teizvifunga, nanyamashi azvisati zvatiperera zvichimwo
mupfungwa kunyanya pakunotanga kunaya-naya.*

[It was very bad and it really affected us, even now we still think of it especially when it starts to rain]

During the Cyclone Idai era, the experience that the children were engaged into affected them causing psychic wounds and due repetition-compulsion it caused fear, and insomnia. They lost their beloved ones, also the injuries that were rigorous which affected their psyche. Due to the traumatic situations, children in Ndiadzo village engaged themselves in psychological disorders like substance abuse, dissociative disorders, child marriages, unsafe migration, lost motivation towards education.

Mr Brown a key informant mentioned that:

we had a number of cases during and after Cyclone Idai and most children were involved into child marriages, unsafe migration to Mozambique and South Africa, they lost motivation towards education and they had stress and anxiety.

The researcher noticed that, due to trauma, children in Ndiadzo Village developed other cognitive behaviours that worsened the situation. According to Piaget's (), cognitive development involves changes in cognitive process and abilities. Piaget further suggested that cognitive development is a field of study in neuroscience and psychology and it refers to how perceives, thinks and gains understanding of his or her world through learned factors.

4.4.2 SUB-THEME 1.2: ACUTE STRESS DISORDER

Not every traumatized person develops post-traumatic stress disorder (PTSD). Some people develop some symptoms like altered sleep patterns, changes in appetite, dizziness, headaches and nausea. These symptoms may go for few and are called acute stress disorder (ASD). Clinicians argued that

by introducing ASD as a diagnosis, it differentiate those who had transient stress response from those with the early stages of chronic post-traumatic stress, early intervention could be provided to limit PTSD (Bryant 2003).

Child Yellow mentioned that:

takamboita zvimazuwa teitemwa ngemusoro wekuchema hama dzedu dzakaerera ngekuti zvaibaanesa kuzvigamuchira uye kwaingoti kwoobira, hana dzedu dzairowa teitya kuti chinopetuka hee chatakasangana nacho gorero.

[we spent days suffering from headaches because of crying over our beloved relatives that were washed away with the cyclone also we would panic whenever the sun sets since we were afraid that the cyclone may repeat itself again.]

This shows that children suffered from ASD as they had symptoms like headaches. Cyclone Idai came when it was unexpected thus it caused fear which changed sleep patterns and appetite. Whenever it got dark, fear would stimulate and at times they would fail to eat supper as they would lost appetite. They could fail to sleep since they thought that cyclone will repeat again.

4.4.3 SUB-THEME 1.3: POST TRAUMATIC STRESS DISORDER

When the symptoms last more than a month and seriously affect the person's ability to function, the person may be suffering from PTSD. According to Mayo Clinic (2018), PTSD is mental health condition that's triggered by a terrifying event-either experiencing it or witnessing. They further suggested that most people who go through traumatic events may have temporary difficulty adjusting

and coping but with time and good self-care, they usually get better. According Sako (2019), the children have repeated vivid memories of events which then caused post-traumatic stress disorder.

Mai Green said that:

eya nanyamashi azviperi kungoti takagara kudai toramba teizvikarakadza totochema.

[yes, even now we havent forgotten about it, even when we are relaxed we just have flashbacks and start to cry again.]

According to Mayo Clinic (2018), the symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event. Cyclone Idai events are still flashing back into children and their households which is causing post-traumatic stress disorder.

The PTSD symptoms usually cause negative changes in thinking and mood as well as emotional reactions. The researcher noticed that Cyclone Idai affected the nervous system of the children which then caused the negative thinking and mood. According to Zimmermann (2018), the nervous system is a complex collection of nerves and specialized cells known as neurons that transmit signals between different parts of the body. It is essentially the body's electrical wiring. Thus, the PTSD transmit fear to the peripheral nervous system which consists of sensory neurons, and causes the children to relive the traumatic event as if it's happening again (flashbacks), recurrent, unwanted distressing memories of the traumatic events as well as severe emotional distress or physical reactions to something that reminds them of the traumatic events.

4.4.4 SUB-THEME 1.4: LOST MOTIVATION FOR EDUCATION

During the Cyclone Idai, children were affected because the students were unable to cross rivers due to collapsed bridges and culverts as well as schools were damaged. According to Achoka and Maiyo

(2008), during floods many roads are destroyed and washed away making schools inaccessible therefore, the attendance rate becomes low. Although the natural disaster destroyed the roads and schools which reduced the motivation for education for children, there are also other causes like child marriage as a way of fighting psychosocial effects, unsafe migration, child labour, substance abuse and poverty.

Miss White a key informant pointed out that:

they were involved into child marriages, unsafe migrated to Mozambique and South Africa which caused in loss of motivation towards education despite the fact that the schools had been destroyed.

Mai Black mentioned that :

Cyclone Idai yakaparadza zvikoro zveshe nemaroads zvekuti vana vaitokorera kuambuka kuenda kuzvikoro. MaDonor aida kobatsira aikorerera kuuya ngekushaya mahambiro akhona zvakaita kuti hwana huzhinji hukorere kuenda kuchikora hwochoperera mukutizira muganga mwedu munomu, humweni hwakaenda Mozambique koshandeyo, humweni Joni (South Africa).

[Cyclone Idai destroyed all schools and roads to the extent that children could not cross rivers to go to school. Organisations that wanted to help, failed since they couldn't since the roads were destroyed which then caused children to migrate to Mozambique to work and others migrated to South Africa.]

The researcher noticed that the psycho-social effects of Cyclone Idai, violated the rights of the children. The human right-based approach which focuses on the conscious and systematic enhancement of human rights (UNICEF 2015), supports on the rights of the children. According to Zimbabwe's Children's Act (2002), children has a right to education. In this case, the fact that schools

and roads were destroyed by Cyclone Idai, it affected children psychologically and violated their right to education. The psychological punishment and cruelty are noticed in extreme cases as there are no outward signs and it is not mentioned by the victims (children) (UNICEF 2015). This then resulted in the loss of motivation for education.

Loss of loved ones, destruction of property and infrastructure as well as disruption of education in cases of schools being submerged, books destroyed, students displaced or schools used as shelter by the displaced are some of the reasons of loss of motivation for education. According to Richardson (2017), as a result of these losses, children as well as teachers get traumatized and therefore cannot effectively participate in class. Thus, the lost motivation for education.

The researcher also noticed through the information gathered that Cyclone Idai affected children psychologically to the extent that they lost motivation for education hence, they engaged themselves in child marriages, unsafe migration and substance abuse. According to the literature review above, Africa today is a continent characterized by extreme poverty and this had been caused also by various disasters that occur and this causes children to lose the motivation for education (Kopoka 2000).

4.4.5 SUB-THEME 1.5: SLEEP DISORDER AND LACK OF CONCENTRATION

According to Roddick and Cherney (2020), sleep disorders are a group of conditions that affect the ability to sleep well on regular basis. They further suggested that lack of sleep can have a negative impact on energy, mood, concentration and overall health. Most people occasionally experience sleeping problems due to stress, hectic schedules and other outside influences (Roddick and Cherney 2020). Traumatic situations that cause post-trauma caused nightmares which caused sleep disorders.

Child Pink mentioned that:

*pfungwa hadzisati dzabaagadzikana. Zviro zvakona zvinoramba zveuya zvakabaati hwee
mupfungwa zvichiita kunge mapicture emavisions zvekuti tinokorera kuata teindoona mitumbi
yaanthu yaierera.*

[my mind is still unsettled. The memories are still fresh. If I try to sleep, I continue to see the
pictures and visions of bodies being swept away in floods.]

The researcher noticed that sleep disorders which were caused by the psychosocial effects of Cyclone Idai caused insomnia in which children had a difficulty in falling asleep or staying asleep throughout the night (Mayo Clinic 2018). Sleep problems may be caused by damage to part of the brain, or other central nervous system related diseases. The brain basis of a mutual relationship between sleep and mental health is not yet completely understood but neuroimaging and neurochemistry studies suggest that a good night's sleep helps foster both mental and emotional resilience, while chronic sleep deprivation sets the stage for negative thinking and emotional vulnerability (Harvard medical school 2018). Thus, psycho-social effects of Cyclone Idai caused sleep disorders on the affected children.

Due to sleep disorders, children engaged into substance abuse as a way to reduce stress. According to Mahfound (2009), subjects with sleep disorders tend to self-medicate with alcohol and tranquilizers to promote sleep or abuse stimulants to stay awake during the day.

In relation with the literature review above, Sugawara (2020), the physical and psychological health impacts on victims of Great East Japan earthquake have lasted for a long time. He further suggested that the participants who responded to a self-administered questionnaire composed of items on health conditions, mental health including sleep disorder based on the Athens Insomnia Scale and social trust.

4.5 THEME 2: COPING MECHANISMS OF CHILDREN TO NATURAL AND MAN-MADE DISASTERS

4.5.1 SUB-THEME 2.1: PSYCHO-SOCIAL SUPPORT

According to USAID (2016), psycho-social support addresses a person's emotional, social, mental and spiritual needs. It further states that psycho-social support builds internal and external resources for children and their families to cope with adversity. It also helps build resilience in children.

Miss White a key informant pointed out that:

providing psycho-social support is one of our aim hence, we provided psycho-social support to the children. We also managed to train peers to also provide psycho-social support as well as to refer the most affected children to us or other organisations.

The researcher observed that psycho-social support provided by the organisations built the psychological and emotional wellbeing of the children. UNICEF (2020), millions of children around the world suffer unthinkable distress due to armed conflict, natural disasters and other humanitarian emergencies. It further states that mental health and psycho-social support is essential for improving the wellbeing of children affected by humanitarian emergencies. UNICEF works around the world to strengthen the resilience of children and their families, and help them cope with adversity during and after crisis (UNICEF 2020).

4.5.2 SUB-THEME 2.2: PROMOTING BELONGING

Nolan and Stagniti (2014), indicated that in order to encourage belonging, educators should develop self-assurance amongst children, to empower them with confidence to tackle the challenges in practically, this can be attained by developing children's self-importance and helping them recognize that they are valued. Educational researchers state that, "the need for belonging is one of the most important needs for all students to function well in all types of learning environment." (Jackson, Cashmore & Scott 2010).

Mai Blue the LCCW mentioned that :

eya, Save the Children yakaisa tende reChild Friendly Space rakaita kuti hwanha hweshe hwemunharaunda huuye hweitamba zvisinei ngekuti hune urema here kana mamweni masocial groups uye zvakabaabatsira yaamho.

[yes, Save the Children implemented a Child Friendly Space where all the children would play despite the fact that there were others with disabilities or other social groups and it helped children to promote belonging.]

The researcher observed that promoting belonging helped children to boost their self-esteem despite the psycho-social effects of Cyclone Idai that were affecting them. According to Maslow (1962), in his psychological hierarchy, the need to belong is more important than the requirement for knowledge and understanding. “Love and belongings needs” are middle of his motivational hierarchy and will not emerge until basic needs, such as food and safety are satisfied. According to Maslow (1962), belongings will take precedence over esteem and self-actualisation. In other words, promoting belonging is a critical part in which children will remain positive in any situation.

4.6 THEME 3: STRATEGIES THAT CAN HELP CHILDREN TO RECOVER FROM PSYCHOSOCIAL EFFECTS OF DISASTERS

SUB-THEME 3.1: ENHANCE COMMUNITY PARTICIPATION AND AWARENESS CAMPAIGN

Social group work is a method of social work that helps persons to enhance their social functioning through purpose group experiences and to cope more effectively with their personal, group or community problems (Murphy 1959). According to social psychology, it is the scientific field that seeks to understand the nature and causes of individual behaviour and thought in social situations

thus, community participation helps to figure out the most affected children and provide the appropriate coping mechanisms. According to Kelly (2001), community participation is a range of processes through which local communities are involved and play a role in issues which affect them. Awareness campaign is purposive attempts to inform, persuade and motivate a population using organised communication activities through specific channels, with or without other supportive community activities (e-atomium 2010). Hence, enhancing community participation and awareness campaign can be defined as involving the community to motivate them using organised communication so as to understand the nature and causes of the psycho-social effects of Cyclone Idai to enhance social functioning through purpose group experience.

Mai Blue the LCCW stated that :

Padare yakambouya yeibhuya ngezvemadisaster zvona izvozvo. Vaitibhuira kuti kwatagara unono kwakabaashata maningi ngendaa ekuti kuroramba kwiwirwa ngemadisater akasiyana-siyana.

Yakatipawo ruziwo maererano ngezvemadisaster zvakabatidetsera maningi ngekuti takabaazwisisa kuti dambudziko riri rinondouya zvisinei ngekuti mwashaisha ere munharaunda kana kuti amuzi.

Padare yakhona iyoyo yaitibvunzawo zvatingada zvingatibatsira kuti dambudziko roouya riuye riri nani pane rakapfuura reCyclone Idai iri.

[An NGO called Padare visited our area and we discussed about disasters. They enlightened us about our area saying it is prone to many different disasters. They educated us with very effective information and we got to understand that disasters just happen naturally despite the fact that there will be witchcraft or any other misfortunes. They also asked us about what more we could want, that could help in future in case another disasters may happen.]

The researcher noticed that enhancing community participation and awareness campaigns was very effective as it gave the children as well as the community chance to express what they expected from the NGOs as well as the government. Through enhancing community participation and awareness

campaigns, the inferences about people's inner lives; how they feel; their attitudes: opinions and ideologies; how they form impressions and try to make sense of the world is noticed and corrected. Thus, enhancing community participation and awareness is a strategy to help children to recover from psycho-social effects of Cyclone Idai.

4.6.1 SUB-THEME 3.2: EARLY WARNING MECHANISMS

Early warning systems are linked to response instruments thus, it refers to any initiative that occurs as soon as the threat of potential violent conflict or disaster has occurred. According to UNISDR (2008), the purpose of monitoring and early warning remedial measures to be initiated is to provide timelier and effective relief through disaster and emergency actions. Early warning mechanisms provide the school, community and other stakeholders with relevant information to enable them make informed decisions for evaluation or relocation.

Child Cream mentioned that:

Dai hazvo zvaibvira kuri kuzi akuru enyika anenge aona kuti kuchada kuuya dambudziko rakadai, zvimbaari nani hazvo kuti agare atibhuira pane kuti riuye tisingazii.

[If it is possible that the government will be aware of these disasters, it is much better for them to inform us rather than experiencing it unknowingly]

The researcher noticed that early warnings are very effective as they reduce psycho-social effects since people may be resettled to better areas.

4.6.2 SUB-THEME 3.3: REINFORCEMENT OF POLICIES

According to Jansson (2005), policy practice can be efforts to change policies in legislative agency, and community settings, whether by establishing new policies, improving existing ones, or defeating the policy initiatives of other people. So reinforcement of policies is improving the existing policies. Governments are primarily responsible for keeping their people safe by adopting risk reduction

measures. Cyclone disaster has different impacts on children and these children cope in different ways thus policies should be reinforced so as to meet their responsibilities and impacts of disasters.

Child orange mentioned that:

Dai hurumende yedu yaikwanisawo kutidetsera ngekutiakirawo dzimba dzakagwinya kuti dzisawa. Nekutidetserawo nemanurse muzvipatara umwu kana anhu anokona kubhuya nesu ngekuti eya madonor anouya hawo asi anouya zvenguwa dodori, oenda tisati tanyatsa kudetsereka. Tinosara hee tiine nzara. Dai hurumrnde yaitidetserayo ngechikafu, zvekupfeka, pekugara, chikora nezvimweni zvingaite kuti pfungwa dzedu dzigadzikane.

[We wish if the government could help us with houses that are strong enough to resist these disasters. We wish if the government could provide us with nurses or social workers that may counsel us so as to fight against these psych-social effects. We wish if government could help us with food, clothes, shelter as well as education for our psychological wellbeing.]

The researcher noticed that the government should reinforce social welfare. This is supported by SDG 1&2, poverty and hunger are being fought so as to provide sustainable development. According to Hansan (2019), the term social welfare does not have a precise definition thus, it refers to a wide range of activities and services by volunteers, non-profit organisations and governmental agencies providing help to needy people who are unable to care for themselves; activities and resources designed to enhance or promote the wellbeing of individuals, families and the larger society' and efforts to eliminate or reduce the incident of social problems. Thus, through the Social welfare Act, the government should reinforce this legislate of providing the vulnerable with basic help. When children have basic needs, they are motivated and even will be psychologically stable (Maslow 1943).

4.6.3 SUB-THEME 3.4 :PROVIDE EDUCATION ABOUT TRAUMA REACTIONS AND HOPE FOR FULL RECOVERY

Although children are shaped by their life experiences, most children recover from traumatic events through conveying information about common reactions to trauma (American Psychological Association 2021). Children must be taught what to expect and what reactions that are most common so that they can recover and not being damaged forever. This information should also be given before or after a disaster and if the individuals in a child's support system understand his/her behaviour and distress as normal reactions to abnormal events, they can better support the child during the recovery period (American Psychological Association 2021).

Child Purple mentioned that:

Kumamizi kwedyo kwatigara, takaite huwe hunhu hwataisamboita makore eshe ngekuti taiye tavhiringika mupfungwa. Hino abereki edu haazi kukasira kuzvizwisisa, taipera kurohwa zvochoita kuti amweni apere kumwe doro, amweni aitizira kunaana Mozambique kuti atize pamhatso. Apanawo wakatibhuira ngezvedisaster zvinezvi. Tinobaakadara yaamho kana tikafundiswa zvakawanda ngekuti zvinonodetsera isusu neeabereki edu kuti azwisise kuti humwe hunhu hwatinoita sandikuda kwedupi asi kuvhiringika kwatinenge taita ngedisaster.

[In our households, due to psycho-social effects of Cyclone Idai, we developed another cognitive behaviour in which our parents could not understand hence, they would beat us up. This caused many children to run away from home as well as child marriages in Mozambique as a way of running away from our parents' treatment. However, we are happy that with this information, our parents will also be able to understand more about the cognitive behaviour that arose soon after disasters.]

The researcher noticed that providing education about trauma and disasters to children as well as their parents is very effective as makes the care givers aware of the psycho-social effects on disasters as well as the behaviour that can arise after a disaster. The caregivers will be also aware of what steps

to be done when such behaviour arose. The children also will be helped by the psychologists, social workers as well as caregivers not to engage themselves into serious dangers like substance abuse, child marriages, mental illness etc.

4.7 ROLES PLAYED BY NON-GOVERNMENTAL ORGANISATIONS FOR CHILDREN TO COPE WITH PSYCHO-SOCIAL EFFECTS

The interview participants showed that there were organizations working with the children to cope with the pscy-social effects of Cyclone Idai. These organisations had different tasks which included hygiene and sanitation projects, education and counselling as highlighted by the participants.

Table 4.3 below, shows some of the roles played by NGOs in assisting the affected children to cope with the psycho-social effects of Cyclone Idai

ORGANIZATION	ASSISTENCE
CARITAS	<ul style="list-style-type: none"> ➤ Rebuilt schools ➤ Spring protection
WORLD VISION	<ul style="list-style-type: none"> ➤ Giving information ➤ Sanitation kits ➤ projects
WFP	<ul style="list-style-type: none"> ➤ food distribution ➤ provision of money
UNICEF	<ul style="list-style-type: none"> ➤ paying school fees ➤ provision of books

Childline	<ul style="list-style-type: none"> ➤ psycho-social support ➤ peer-to-peer training ➤ emergency response assistance
Churches	<ul style="list-style-type: none"> ➤ clothes ➤ blankets ➤ food hampers ➤ counselling
Government	<ul style="list-style-type: none"> ➤ vehicles for varying the affected children ➤ Child Protection Unit ➤ Clothes ➤ Utensils ➤ blankets ➤ food ➤ counselling ➤ shelter for the affected children ➤ medical assistance

4.8 SUMMARY

Basing with the research questions, the study managed to collect the information. This chapter focused on data presentation, analysis and discussion of the study findings. The data analysed was

gathered through the methods discussed in the previous chapter and tables used in presenting the data collect. This chapter also included the demographics of respondents, psychosocial impacts, coping mechanisms and measures or strategies to be taken for children to recover from psycho-social effects. The next chapter focuses on the summary, conclusions and recommendations of the study.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the summary, conclusions and recommendations of the study based on chapter four. The first sub section focused on summary of the findings, the next on the conclusions of the study and the last on the recommendations.

5.1 SUMMARY OF THE FINDINGS

The study explored the psycho-social effects of Cyclone I DAI on children in Ndiadzo village, Ward 9, Chipinge District. The researcher found out that most children were really affected psychologically

by Cyclone Idai. It caused trauma, acute stress disorder, post-traumatic stress disorder, social withdrawal, lost motivation for education as well as sleep disorder. There are other psycho-social effects of Cyclone Idai that children experienced like dissociative disorders and somatoform disorders.

The study managed to identify the coping mechanisms of children affected by natural and man-made disasters which are psycho-social support, reducing anxiety through metacognition, promoting belonging and developing resilience by encouraging independence. This then reduces, substance abuse, child marriages, unsafe migration child prostitution etc.

The study also managed to articulate the measures/ strategies that can help children to recover from psycho-social effects of disasters. These strategies are enhancing community participation and awareness campaigns, reinforcement of policies, providing education about trauma and cognitive behaviours.

5.2 CONCLUSIONS OF THE STUDY

Based on the findings of the research, a number of key conclusions were drawn from the study. These conclusions were drawn from psycho-social effects of Cyclone Idai on children, the coping mechanisms as well as the measures or strategies that can be put in place to help the affected children.

5.2.1 PSYCHO-SOCIAL EFFECTS OF CYCLONE IDAI ON CHILDREN

From the research findings, it can be concluded that children in Ndiadzo were affected by Cyclone Idai and they experienced a number of psycho-social effects which later caused substance abuse, child marriages, child prostitution and unsafe migration

5.2.2 COPING MECHANISMS

From the research findings, it can be concluded that the coping mechanisms really helped the affected children in Ndiadzo though due to lack of resources, they didn't get more time. These coping mechanisms are psycho-social support, reducing anxiety through metacognition, promoting belonging and developing resilience by encouraging independence

5.2.3 MEASURES THAT CAN BE PUT IN PLACE

The measures that can be put in place are enhancing community participation and awareness campaigns, reinforcement of policies, providing education about trauma and cognitive behaviours. From the research findings, it can be concluded that these measures are really effective as they can help children to recover from psycho-social effects.

5.3 RECOMMENDATIONS OF THE STUDY

5.3.1 There is need for frequency psycho-social support for the children affected by Cyclone Idai

5.3.2 There is need for the reinforcement of legal policies so as to meet the basic needs of the affected children and improve their psychological wellbeing

5.3.3 There is need to enhance community participation and awareness campaigns so that the community will be educated more about disasters as well as strategies that can help them to recover from the disasters' psycho-social effects

5.3.4 There is need for resettlement to new land to achieve a successful transition from early recovery to long term development.

5.3.5 The government and the NGOs should partner and build strong houses so as to mitigate disasters thus if they fail resettlement.

5.4 RECOMMENDED AREAS FOR FURTHER STUDY

The researcher also recommended the following areas future research:

5.4.1 An in-depth study on unsafe migration of children due to psycho-social effects of disasters

5.4.2 An in-depth study on psycho-social effects of disasters on candidates

5.5 CHAPTER SUMMARY

This was the concluding chapter, focusing on the summary of the findings, conclusions and recommendations. The study was about the psycho-social effects of Cyclone Idai on the children in Ndiadzo Village, Ward 9, Chipinge District.

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APPENDIX I

INTERVIEW GUIDE FOR THE LEAD CHILD CARE WORKER

SECTION A : BIOGRAPHICAL DETAILS

1. Gender: F [] M []
2. What is your position in Ndiadzo?
3. How many years have you been working as a LCCW?
4. What is your role in the promotion of safe and good environment for the development of children in the village?

SECTION B: RESEARCH QUESTIONS

1. How was your experience with trauma after Cyclone dai?
2. Did the Cyclone Idai disturbing experience subject you to post traumatic stress disorder?
3. How was your encounter with sleep disorder?
4. How did you develop resilience after the disturbing experience of Cyclone Idai?
5. On trying to reduce the risk of anxiety, how did you cope?
6. What measures did you take on trying to work with post-traumatic stress disorder?
7. Did the psychosocial services offered to children help them to cope or overcome challenges that they faced?
8. What are the measures that can be put in place to help children counter the devastating psychosocial effects of Cyclone Idai?
9. In your own views, which strategies that can be used for children to encounter the psychosocial effects of Cyclone Idai?

We have come to the end of the interviews, do you have additional information on the issues we have discussed which can help me to have a better understanding on the psychosocial effects of Cyclone Idai on children in Ndiadzo village. Thank You

APPENDIX II

INTERVIEW GUIDE: DEPARTMENT OF SOCIAL DEVELOPMENT OFFICER

SECTION A: BIOGRAPHICAL DETAILS

1. Gender: F [] M []
2. What is your position in the District?
3. How many years have you been working as a DSDO?
4. What is your role in the promotion of safe and good environment for the development of children in the District?

SECTION B: RESEARCH QUESTIONS

1. How was the experience with trauma after Cyclone Idai in Ndiadzo village?
2. Did the Cyclone Idai disturbing experience subject them to post traumatic stress disorder?
3. How was their encounter with sleep disorder?
4. How did they develop resilience after the disturbing experience of Cyclone Idai?
5. On trying to reduce the risk of anxiety, how did they cope?
6. What measures did you take on trying to work with their post-traumatic stress disorder?
7. Did the psychosocial services offered to children help them to cope or overcome challenges that they faced?
8. What are the measures that can be put in place to help children counter the devastating psychosocial effects of Cyclone Idai?
9. In your own views, which strategies that can be used for children to encounter the psychosocial effects of Cyclone Idai?

We have come to the end of the interviews, do you have additional information on the issues we have discussed which can help me to have a better understanding on the psychosocial effects of Cyclone Idai on children in Ndiadzo village. Thank you.

INTERVIEW GUIDE: CHILDLINE

SECTION A

- 1) Gender: F [] M []
- 2) What is your position in the District?
- 3) How many years have you been working as a social worker at CHILDLINE ?
- 4) What is your role in the promotion of safe and good environment for the development of children in the District?

SECTION B

1. What is your understanding of psychosocial challenges in relation to disasters?

2. Were there any psychosocial challenges cases that were reported top your department during the post Cyclone Idai era?|
3. How have you handled the cases of children suffering from the psychosocial challenges?
4. How has Cyclone Idai affected children in Ndiadzo village psychologically and socially?
5. What is your role as an organization in helping children with psychosocial challenges?
6. What are the mechanisms that the children and their households adopted to cope with the psycho-social effects of Cyclone Idai?
7. How has these mechanisms helped the children become resilient in the post cyclone phase?
8. What are the measures that can be put in place to help children counter the devastating psycho-social effects of Cyclone Idai?

We have come to the end of the interviews, do you have additional information on the issues we have discussed which can help me to have a better understanding on the psychosocial effects of Cyclone Idai on children in Ndiadzo village. Thank You

APPENDIX III

BINDURA UNIVERSITY OF SCIENCE EDUCATION



DEPARTMENT OF SOCIAL WORK

CONSENT FORM: KEY INFORMANT

INTRODUCTION

My name is BRIDGET MUKOKO a student at Bindura University of Science Education. I am pursuing a Bachelor of Science Honours Degree in Social Work. I am going to be conducting a research on the psychosocial effects of cyclone Idai on children in Ndiadzo village ward 9. It is my hope that this research may be helpful and useful in improving the care and protection of children in post disaster phases.

The issues that are to be discussed during the interviews are to be kept confidential. No information or statistics given concerning this research is to be exposed. I would also like to know what you think needs to be done or changed and be improved to ensure the care and protection of children through an interview.

Procedures of the study

I take note that, if I agree to be part of this study, I will be involved in face-face interviews with the researcher. The interview will focus on the psychosocial challenges that children faced in the post cyclone Idai phase, the coping mechanisms that they developed and recommendations that can be repaid to the government, development partners and all the sectors that help in the welfare of children. I also understand that with my consent, the researcher will record the interview proceedings to accurately capture the information.

Risks and discomforts

I appreciate that the study may cause some discomfort in regards to child rights. I do hereby note that the researcher will brief the interview session if there are any disturbances caused during the course of the interview.

Benefits

I understand that, participation in the study is purely voluntary and there are no direct benefits that are associated with involvement in the study. However, I take note that participation will help in understanding the psycho-social challenges that were faced by children during post Cyclone Idai era.

Confidentiality

I take note that all my responses will be treated with confidentiality and will only be used for the purposes of this study. Responses given will not be directed to any individual being but will be used entirely for academic purposes.

Dissemination of results

I understand that the study findings will be presented in a study report to Bindura University Science Education for academic purposes, the Department of Social Development head office and the District office.

Signature of key informant

Date

Signature of researcher.....

Date.....

APPENDIX IV

FOCUS GROUP DISCUSSION FOR CHILDREN

Focus group discussion guide is another data collection tool used in this study to collect data on the psycho-social effects of Cyclone Idai on children in Ndiadzo village in Chipinge District. It contains questions that are used to gather the information from the children.

SECTION A

BIOGRAPHICAL DETAILS

- 1. Number of Females [] Number of Males []

2. Distribution age [9-13]
3. How many years have you been living in Ndiadzo village?
4. What is your level of education?

SECTION B

1. How long have been affected by the psycho-social effects of Cyclone Idai?
2. Are you aware of the children's rights?
3. Did you know that the government has a responsibility to make sure that your rights are protected?
4. What measures have been taken to the right of special protection and help due to this disaster as well as the rights in the Convention of the Rights of the Child?
5. You have the right to special education and care if you have disability, as well as all the rights in the Convention of the Rights of the Child, have you been assisted?
6. How your caregivers did helped you to overcome psychological challenges that you have faced?

SECTION C

UNDERSTANDING OF PSYCHOSOCIAL CHALLENGES

1. How was your experience with trauma after Cyclone dai?
2. Did the Cyclone Idai disturbing experience subject you to post traumatic stress disorder?
3. How was your encounter with sleep disorder?
4. How did you develop resilience after the disturbing experience of Cyclone Idai?
5. On trying to reduce the risk of anxiety, how did you cope?
6. What measures did you take on trying to work with post-traumatic stress disorder?

7. Did the psychosocial services offered to children help them to cope or overcome challenges that they faced?
8. What are the measures that can be put in place to help children counter the devastating psychosocial effects of Cyclone Idai?
9. In your own views, which strategies that can be used for children to encounter the psychosocial effects of Cyclone Idai?

We have come to the end of the interviews, do you have additional information on the issues we have discussed which can help me to have a better understanding on the psychosocial effects of Cyclone Idai on children in Ndiadzo village. Thank You

APPENDIX V

FOCUS GROUP DISCUSSION FOR CHILDREN

Focus group discussion guide is another data collection tool used in this study to collect data on the psycho-social effects of Cyclone Idai on children in Ndiadzo village in Chipinge District. It contains questions that are used to gather the information from the children.

SECTION A

BIOGRAPHICAL DETAILS

1. Number of Females [] Number of Males []

2. Distribution age [14-17]
3. How many years have you been living in Ndiadzo village?
4. What is your level of education?

SECTION B

1. How long have been affected by the psycho-social effects of Cyclone Idai?
2. Are you aware of the children's rights?
3. Did you know that the government has a responsibility to make sure that your rights are protected?
4. What measures have been taken to the right of special protection and help due to this disaster as well as the rights in the Convention of the Rights of the Child?
5. You have the right to special education and care if you have disability, as well as all the rights in the Convention of the Rights of the Child, have you been assisted?
6. How your caregivers did helped you to overcome psychological challenges that you have faced?

SECTION C

UNDERSTANDING OF PSYCHOSOCIAL CHALLENGES

1. How was your experience with trauma after Cyclone Idai?
2. Did the Cyclone Idai disturbing experience subject you to post traumatic stress disorder?
3. How was your encounter with sleep disorder?
4. How did you develop resilience after the disturbing experience of Cyclone Idai?
5. On trying to reduce the risk of anxiety, how did you cope?
6. What measures did you take on trying to work with post-traumatic stress disorder?

7. Did the psychosocial services offered to children help them to cope or overcome challenges that they faced?
8. What are the measures that can be put in place to help children counter the devastating psychosocial effects of Cyclone Idai?
9. In your own views, which strategies that can be used for children to encounter the psychosocial effects of Cyclone Idai?

We have come to the end of the interviews, do you have additional information on the issues we have discussed which can help me to have a better understanding on the psychosocial effects of Cyclone Idai on children in Ndiadzo village. Thank You

APPENDIX VI

FOCUS GROUP DISCUSSION FOR PARENTS

BIOGRAPHICAL DETAILS

1. Number of Females [] Number of Males []
2. How old are you?
3. What is your marital status? Number of Single [] number of married [] number
of divorced [] number of widowed []
4. How many years have you been living in Ndiadzo village?

SECTION B: RESEARCH QUESTIONS

1. How was your experience with trauma after Cyclone dai in Ndiadzo village?
2. Did the Cyclone Idai disturbing experience subject you to post traumatic stress disorder?
3. How was your encounter with sleep disorder?
4. How did you develop resilience after the disturbing experience of Cyclone Idai?
5. On trying to reduce the risk of anxiety, how did you cope?
6. What measures did you take on trying to work with post-traumatic stress disorder?
7. Did the psychosocial services offered to children help them to cope or overcome challenges that they faced?
8. What are the measures that can be put in place to help children counter the devastating psychosocial effects of Cyclone Idai?
9. In your own views, which strategies that can be used for children to encounter the psychosocial effects of Cyclone Idai?

We have come to the end of the interviews, do you have additional information on the issues we have discussed which can help me to have a better understanding on the psychosocial effects of Cyclone Idai on children in Ndiadzo village. Thank You

DEPARTMENT OF SOCIAL WORK



P. Bag 1020
BINDURA, Zimbabwe
Tel: 263 - 71 - 2531-6, 7621-4
Fax: 263 - 71 - 7534
socialwork@buse.ac.zw

BINDURA UNIVERSITY OF SCIENCE EDUCATION

Date 05/02/21

TO WHOM IT MAY CONCERN

Dear Sir/Madam

REQUEST TO UNDER TAKE RESEARCH PROJECT IN YOUR ORGANISATION

This serves to advise that Bridget Mureke Registration No.

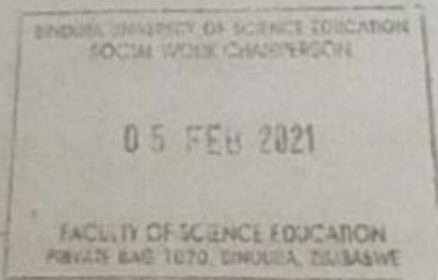
B. 1749649 is a BACHELOR OF SCIENCE HONOURS

DEGREE IN SOCIAL WORK student at Bindura University of Science Education who is conducting a research project.

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

Yours faithfully

Mr F. Maushe
CHAIRPERSON - DEPARTMENT OF SOCIAL WORK



Benefits

I understand that, participation in the study is purely voluntary and there are no direct benefits that are associated with my involvement in the study. However, I take note that participation will help in understanding the psychosocial challenges that were faced by children in face of cyclone Idai.

Confidentiality

I take note that all my responses will be treated with confidentiality and will only be used for the purposes of this study. Responses given will not be directed to any individual being but will be used entirely for academic purposes.

Dissemination of results

I understand that the study findings will be presented in a study report to Bindura University Science Education for academic purposes, the Department of Social Development head office and the District office.

Signature of key informant

[Handwritten signature]



Date: 16/06/2021

Signature of researcher

B. Mukoko

Date: 16/06/2021

*Official Communications should
not be addressed to individuals*

Telephone: (02227) 2372/2362



ZIMBABWE

DISTRICT SOCIAL DEVELOPMENT OFFICE
CHIPINGE
BOX 219
CHIPINGE

03 May 2021

Miss Bridget Mukoko
c/o Chipinge District



**RE: PERMISSION TO CARRY OUT AN ACADEMIC RESEARCH ON THE TOPIC ENTITLED
" AN ASSESSMENT OF PSYCHO-SOCIAL EFFECTS OF CYCLONE IDAI ON CHILDREN: A
CASE STUDY OF NDIADZO VILLAGE IN WARD 9 CHIPINGE DISTRICT**

I acknowledge receipt of your letter dated 30 April 2021 on the above mentioned matter

Please be advised that permission is hereby granted for you to carry out a research on a topic entitled "An assessment of psycho-social effects of Cyclone Idai on children. A case study of Ndiadzo ward 9, Chipinge District". Permission is granted strictly on condition that the research is for academic purposes of your degree in social work and that the data collected should not be shared to third parties.

Yours faithfully

A handwritten signature in blue ink, appearing to read "R. Zongoro".

R. Zongoro

A/ District Social Development Officer