

**A PERSPECTIVE ON THE INFLUENCE OF RESIDENTIAL INSTITUTIONS ON
CHILD PERSONALITY DEVELOPMENT IN ZIMBABWE. A CASE STUDY OF
TICHAKUNDA CHILDREN'S HOME.**

BY

SALLY SARAH TARIRO CHIMUKA (B210101B)

SUPERVISED BY MS R. MUREGI



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

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JUNE 2025

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Project title: A Perspective on the Influence of Residential Institutions on Child Personality Development in Zimbabwe. A Case Study of Tichakunda Children's Home

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The undersigned certified that they have supervised and accepted the research project submitted in partial fulfillment of **Bachelor** Of Science Honours Degree in Social Work.

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I express my heartfelt gratitude to my supervisor Ms. Muregi for the support rendered to me during the writing of this research project. She was an anchor and proved to be committed to her work as a supervisor and her patience did not waver all throughout the course of this research. I would never have pulled through without her constant motivation, correction and leadership. Special thanks to my dearest parents for their support emotionally, verbally and financially. Their encouragement proved to be a stepping stone towards the completion of this project. They believed in me even when I did not believe in myself. I also want to extend my sincere gratitude to all the individuals who made this task possible.

DEDICATION

I dedicate this dissertation to my family. My parents S. Chimuka and M. Chimuka whose motivation, commitment, strength and resilience helped me to break boundaries and conquer my fears. My siblings namely Ropafadzo, Sloca, Celine, Tinashe, Humphrey and Frank, whose presence in my life proves to be a solid and immovable pillar of strength. They are the people who look up to me and always make a point to prove that they are monitoring my success and wish to follow the same path, conquer what I have conquered and even be better. They are my unshakable support system.

MARKING GUIDE

Name:

Registration No:

MARKING GUIDE: UNDERGRADUATE RESEARCH PROJECT

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

Comments.....
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Chapter 2 LITERATURE REVIEW

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

Comments.....

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Chapter 3 RESEARCH METHODOLOGY

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

Comments.....

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Chapter 4 DATA PRESENTATION, ANALYSIS AND DISCUSSION

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

Comments

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Chapter 5 SUMMARY, CONCLUSION AND RECOMMENDATIONS

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

Comments

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Summary

SECTION	ACTUAL MARK	TOTAL
Chapter 1		
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Chapter 4		
Chapter 5		
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I have the following comments regarding the dissertation:

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ABSTRACT

The aim of this study was to investigate the influence of orphanages on child personality development. The study was a case study of Tichakunda children's home. 14 individuals participated in the research inclusive of 9 participants and 5 key informants. Information was obtained through qualitative research methods including in depth interviews, key informant interviews, observations and focus group discussions. The research objectives were to explore the relationship between residential institutions and child personality development, to evaluate the role of caregivers in shaping a child's personality and to come up with recommendations to improve character development for children in residential institutions. The study established various influences contributing to child personality development which are environmental, social as well as genetic. The study reinforces the idea that residential institutions environment and care giving quality influence child personality development. Creating stable nurturing settings may mitigate the effects and promote healthier psychological growth. The findings advocate for policy reforms and targeted interventions to enhance developmental outcomes for orphans and vulnerable children among these, the care giving environment and the residential institution environment proved to be most influential. Care giving plays a crucial role particularly during early childhood which is a sensitive period for emotional, cognitive and social development. The residential institution environment set the stage as the foundation for all the other influence. The study also provided recommendations to relevant stakeholders including the local government, nongovernmental organizations as well as the residential institutions which house the orphans and vulnerable children.

ACRONYMS and ABBREVIATIONS

OVC.....Orphaned and Vulnerable Children

UN.....United Nations

UNICEF.....United Nations Children’s Fund

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1:1. Introduction

This chapter provides a brief summary of the study which aims to assess the influence of residential institutions on child personality development paying particular attention to residential institutions in Tichakunda Children's Home. The chapter provides in depth information in relation to the background of the study, the problem statement, the aim of the study, the objectives as well as research questions as well as of the study.

1:2. Background of the Study

The environment in which a child is brought up and the way the child is brought up play a decisive in determining the future of the child. According to Berk, (2017), children's identity is a crucial aspect of their development as its roots are in various activities and everyday relationships nurtured in their environment of upbringing. Residential institutions offer particular characteristically unparalleled settings for the development of a child. Moyo et al (2015), emphasizes that residential institutions are often distinguished by lack of parental figures, institutional care and a communal way of life. This means that the child's sense of self is based on institutionalised values and standards. Psychosocial status of children in residential institutions is characterised by a variety of pathologies which include poor self-concept, passive life position and a distorted life perspective, (Shulga et al,2016). The aim of the project is to examine how these elements and circumstances contribute to a child's personality development diving into both the negative and the positive final results.

Globally, millions of children live in residential institutions due to various circumstances such as abandonment, loss of parents and neglect. The absence of a traditional family environment can lead to psychological and social issues. Residential institutions are one of the numerous social institutions which have emerged over the years to cater for some of the social eds of orphans. Motherless babies have nowadays become common because of the moral decadence of the society. The increasing hardship because of the present economic recession has increased the number of children in need of shelter, food, clothing and companionship. The research will try to compare

children between the ages of six (6) years to eighteen (18) who grew up in residential institutions to those who grew up with their parents' homes. Asif, (2017) proposes that, children from the residential institutions behave in a unique pattern thereby displaying some certain social behavior attitude that could be associated with the upbringing in the orphanage home. There is need to find out the positive and negative aspect of residential institutions on child personality development generally.

Elattar et al (2019) asserts that childhood experiences play a formative role in shaping personality, which consists of enduring patterns of thoughts, feelings, and behaviors. Niwlikar, (2023) is of the perspective that understanding the various factors that contribute to personality development is essential for creating supportive environments that foster healthy emotional and social growth in children. Among these factors, the environment in which a child is raised holds significant importance. Saraswat, (2017), alludes that for many children who experience parental loss or abandonment, residential institutions become their primary environment, making it crucial to examine the impact of these institutions on their development. Tawfeek, (2018), however notes that caregivers in these residential institutions may be unable to provide secure attachments and may be emotionally distant for any number of reasons. Local childrearing beliefs and care giving practices may preclude close relationships with guardians.

Residential institutions differ markedly in structure, philosophy, and the quality of care provided, leading to a wide range of experiences for the children who live there. According to Akpotor, (2020), some residential institutions may offer a nurturing environment that prioritizes emotional and psychological support, while others may struggle with inadequate resources, resulting in potential negative effects on children's well-being. Research has shown that stable and emotionally supportive relationships with caregivers are essential for healthy personality development, (McCall, 2019). To support this, Dziro and Mhlanga, (2018) assert that a lack of consistent care or emotional neglect can contribute to difficulties in attachment, self-esteem, and social skills. Residential institutions face certain challenges which include over crowdedness, bias in treatment, intimidation, lack of amenities, insufficient funding, low adoption rate as well as lack of community based care. Several studies have indicated that children raised in institutional settings may face unique challenges that can affect their personality traits. These challenges include but are not limited to social isolation, lack of individualized attention, and difficulties in forming

secure attachments, (Erango and Ayka, 2015). Furthermore, the interaction among peers within these settings can lead to competitive or destructive behaviors, influencing not only personal development but also interpersonal relationships, (Gordon and Browne, 2017).

Despite the importance of this topic, there remains a significant gap in empirical research specifically focusing on the influence of residential institutions on children's personality development. This study aims to address this gap by exploring the various dimensions of orphanage life such as caregiver interactions, social relationships, and educational opportunities, and how these factors collectively affect the personality traits of children raised in such environments. By understanding the unique influences of residential institutions on personality development, this research aims to contribute to the body of knowledge that informs best practices for orphan care and policy-making, ultimately enhancing the developmental outcomes for vulnerable children.

1:3. Statement of the problem

According to Chinyenze, (2017), children brought up in the residential institutions may not cope effectively with the outside world as they tend to be antisocial or selectively social. Most of them are not confident about who they are and this limits their interaction with others. Tatsiopoulou et al (2020) are of the idea that childhood is a critical period for personality development, as various factors influence personality traits, behaviors, as well as emotional well-being. Residential institutions serve as a crucial support system for children who lack parental care, yet the environment and experiences within these institutions can vary widely. This variability raises essential questions regarding how living in an orphanage influences a children's personality development. Despite the growing recognition of the importance of nurturing environments in shaping children's personalities, there is a scarcity of research specifically focusing on the impact of residential institutions. This is so because many residential institutions face challenges such as limited resources, high caregiver-to-child ratios, and insufficient emotional support, which can hinder proper personality development. Moreover, the social dynamics among the children in such institutions, along with their interactions with caregivers, can create unique experiences that significantly affect their psychological growth and personality formation.

This study aims to investigate how different aspects of life in residential institutions inclusive of care giving quality, social interactions, and educational opportunities, affect children's personality development. By examining these influences, the project seeks to provide insights that could inform policies and practices within residential institutions to better support the healthy personality development of children.

1.4. Aim of the Study

This study aims to investigate the influence of residential institutions on child personality development in Zimbabwe and come up with recommendations to improve character development for children in residential institutions.

1.5. Objectives

1. To explore the relationship between residential institutions and child personality development
2. To evaluate the role of caregivers in shaping a child's personality.
3. To come up with recommendations to improve character development for children in residential institutions

1.6. Research questions

1. How does living in an orphanage impact a child's social skills, emotional development and personality development?
2. What are the likely positive and negative effects on orphanage upbringing on children raised within orphanage homes?
3. What are the strengths and weaknesses of the orphanage environment from the perspective of the children and the caregivers?

1.7. Conceptual Framework/Study Hypothesis

Children raised in residential institutions exhibit different personality development outcomes compared to children raised in family environments, with specific differences in traits such as social behavior, emotional regulation, and resilience. The study will particularly assess how the

environment influences behaviour. This will preside over the comparison between family upbringing and orphanage upbringing. The study will also consider social behaviour which involves the ability to create relationships, emotional regulation which focuses on managing emotions and resilience which relates to coping with adversity.

1.8 Justification of the study

The research project "Influence of Residential institutions on Child Personality Development" is significant for several reasons which are as follows.

It helps understand child development. The development of personality during childhood is crucial for lifelong functioning. Investigating how different environments, particularly residential institutions, impact personality traits can provide insights into developmental psychology and inform future practices in child care.

It aims for policy implications. Many children are raised in institutional settings due to parental absence or socio-economic factors. Understanding the potential effects of residential institutions on personality development can influence policies related to child welfare, foster care, and the operation of residential institutions. This research can help establish guidelines that promote healthier developmental environments for children.

It aims to improve orphanage practices. By identifying specific aspects of orphanage life that may hinder or enhance personality development, this study can lead to the implementation of evidence-based practices. Increased awareness can drive reforms in orphanage systems, ensuring that children receive the necessary support to foster positive personality traits.

It aims to fill a research Gap. While there is existing literature on the experiences of children in residential institutions, there is limited research focused specifically on the influence of these environments on personality development. This study aims to fill that gap, adding valuable knowledge to the fields of child psychology and social work.

It has societal impact. As society progresses towards understanding and supporting vulnerable populations, insights from this study can advocate for better resource allocation and support services for orphaned and institutionalized children. It can help raise awareness about their unique needs and promote social justice.

It helps to understand long-term outcomes. Understanding how orphanage environments affect personality can yield insight into how early childhood experiences influence adult behavior. This can inform interventions and support services for former orphans.

From the above information, this research is justified not only by its potential to contribute to academic knowledge but also by its implications for policy development, social work practices, and the overall well-being of children in residential institutions. By exploring the influence of residential institutions on personality development, we can work towards improving the lives of these vulnerable children and enhancing their prospects for a healthy, fulfilling life.

1.9. Definition of Key Terms

Influence

According to Harkins et al, (2014), influence refers to the ability to alter or affect someone or something, especially the power to cause changes without direct force. Influence can also refer to something that affects someone in an important way. Influence is the ability to cause desirable and measurable changes. To influence is to affect or change how someone or something develops, behaves, or thinks.

Orphanage

Generally, residential institutions are institutions committed to housing orphaned and vulnerable children with no close relative to take care of them, (Azlini et al, 2020).

Child

All those under the age of 18 are children according to the United Nations Convention on the Rights of the Child. The 18 years is in line with the age of majority for the constitutions of most countries including that of Zimbabwe. According to the e Children's Act [Chapter 5:06], a child is a person under the age of 16, including an infant. A person under the age of 7 years is an infant while a minor is defined as a person under the age of 18 years.

Personality development

According to Cherry, (2023), personality development a process whereby a person's unique personality is organised and emerges as time goes by. Personality is influenced by factors inclusive of environment, parental control, genetics and society.

1.10. Dissertation Outline

The research comprises distinct sections divided into five chapters.

Chapter One comprises of introduction, the background of the study, the problem statement, aim of the study, objectives, study hypothesis, justification of the study, definition of key terms, dissertation outline as well as the chapter summary.

Chapter Two focuses on literature review and theoretical framework

Chapter Three is centered on research methodology which is mainly data collection.

Chapter Four pays particular attention to presentation, interpretation, analysis and discussion of findings

Chapter Five provides an informed summary of the research project, recommendations and conclusions.

1.11. Chapter Summary

The first chapter laid out the foundation of the study to be carried out providing an insight on the main focus of the research. The chapter provided a clarification of the research which aims to understand and assess the influence of residential institutions on child personality development as well as how to curb the long term outcomes brought by the impact of orphanage environment.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter is an overview of the literature which served as the basis for this research. The chapter reviews the existing literature on the influence of residential institutions on child personality development with a focus on the emotional, social, cognitive and behavioral aspects of development. The chapter is divided into four main sections. The first section reviews theoretical frameworks that have guided the research on the influence of residential institutions on child personality development. The second section summarizes the existing research findings on the relationship between residential institutions and child personality development. The third section focuses on the research gaps and controversies. The last section concludes the chapter and sets the stage for methodology and results chapters that follow.

2.1. Theoretical Framework: Social Learning Theory

This study employed the Social Learning Theory developed by Albert Bandura as it is essential in understanding the influence of orphanage environment on children's personality development. The theory implies that humans learn behaviors, norms and values through observing others especially in social context. This theory stressed the role of observation, modeling and imitation of behaviors, attitudes, and emotional reactions. The theory clearly suggests that we can acquire new behaviors and knowledge by watching others. Residential institutions now well known as residential institutions provide a specific social environment where children learn from caregivers and peers, which can critically affect their behavioral development and personality.

The characteristics of the social learning theory include retention, reproduction, motivation and self regulation. Retention focuses on the ability to remember, reproduction focuses on the ability to reproduce behavior, motivation points out that one must be motivated either by reinforcement or by punishment and self regulation brings to attention the ability to control one's own behavior. These characteristics show how environment and immediate social system influences personality as the child will be trying to imitate so as to fit into the society.

Key aspects of the social learning theory include observation and modeling, peer influence, reinforcement, vicarious training and coping mechanisms. Observation and modeling posits that children in residential institutions often observe the behaviors of caregivers and peers, they tend to imitate these behaviors. Peer influence focuses on the interactions among children in residential institutions. For example, if a child experiences bullying they may become withdrawn and anxious whereas a child who participates in cooperative play may develop teamwork and social skills. Reinforcement relates to positive support from caregivers for good behavior in order to encourage repetition of those behaviors. Vicarious learning proposes that children do not only learn from their experiences but also by observing the consequences of others actions. For instance if a child sees another child being rewarded for academic success they may be inspired to pursue their studies more diligently. Coping mechanisms asserts that residential institutions often expose children to various challenges such as loss and attachment and tend to adopt caregivers' healthy ways to handle stress like problem solving and seeking support. This will lead to healthier emotional development. The treatment, reaction or punishment exerted on the children by caregivers determines the extent to which they open up to their surrounding and adapt to a certain way of life. The children always refer back to their memories and that determines their behavioral traits. Social learning is not immediate but is a process, (McLeod, 2024). The social learning theory emphasises that many of the features of a person's personality may emerge as a results of observing others. Temperament may be determined by environment because of the observational learning.

2.2. Main literature

2.2.1. Child personality development

According to Herzhoff et al (2017), childhood social and personality development is rooted in social interaction, biological maturation, the children's belief of self and understanding of the social world. In order to understand personality development in children, it is important to understand the factors which influence the development. These factors range from environment, relationships, guidance, knowledge, temperament, maturity as well as the individual definition of self. Interaction is observed from the earliest years of child development. Strong emotional attachments may develop between children and those who care for them. These attachments later affect the psychological and social development of the child. Sense of security varies although all children

develop emotional attachments to their caregivers. According to Perret (2015) when their caregivers respond sensitively to them, children become securely attached and when care is inconsistent and neglectful they are insecurely attached. Jordan (2022) posits that attachments are the bedrock of the children's future perception of social interaction and how the child will respond to relationship and peer advancements. Children's experience of relationships with caregivers contributes to the children's expectations for specific people.

2.2.2 Residential institutions and child personality development

Institutional Care has impact on the livelihood of the child. There are certain characteristics of residential institutions which seem to have an impact on the development of a child's personality. According to Chinyenze, (2017), children in residential institutions often experience higher levels of behavioral and emotional difficulties compared to those raised in family settings. Increased risk of sexual and physical abuse, a lack of stimulation, and harsh discipline are common issues for children in institutional care. UNICEF, (2017) revealed that children in institutions are less likely to attend school, and are frequently isolated from their traditional communities. Researches also claim that they experience lower levels of social maturity, attentiveness, concentration and communication, (Bukuluki et al, 2020) and higher levels of apathy, restlessness, disobedience, hyperactivity, anxiety, depression, attention-seeking, sleep disorders, eating disorders and stereotypical behaviors (e.g. rocking, head banging, self-harming). The rigid and rigorous timetables employed by the residential institutions also undermine and limit the children's decision making capabilities as everything is decided and laid out for them. The children are unprepared for life outside of the institution. This supports that children brought up in institutions have distinct characteristics.

Childhood defined (n.d) relays that the experiences of a child greatly contributes to the overall outcome of the child as it is the environment, society and the experiences which are responsible for moulding the child. Nwokorie (2022).asserts that, residential institutions play a crucial role in the development of a child in terms of emotional development, social development, cognitive development and behavioral development. The environment influence the children's attachment, emotional regulation and emotional intelligence. It influences social skills, social competence. and peer relationships. Language, problem solving and academic achievements are areas of cognitive development influenced by the residential institutions' environment. Aggression, anxiety and

behavioral problems are also rooted within the context of the environment in which the child is brought up. It is therefore safe to assume that the overall make up of the child is entirely the responsibility of the environment in which the child is brought up.

2.2.3. Caregiver interactions and child personality development

Caregiver Interactions are the reciprocal relationships between an children and caregivers. These interactions play a crucial role in shaping personality. According to McCall , (2019), it involves the communication and emotional exchanges between the two parties. Pillay (2018) states that the quality of caregiver interactions significantly correlates with the socio-emotional development of children. Caregivers offer love, acceptance, appreciation, encouragement and guidance. Rettew (2017) is of the idea the most intimate nurturing and protection of children as they develop their personalities is from caregivers. The children mature physically, cognitively, socially and emotionally. Children in residential institutions do not have the opportunity to bond with one constant caregiver. Evidence suggests that children in residential institutions may not receive consistent emotional and social support, leading to attachment issues. Sopekan and Ignitius-Ihejirika, (2020) assert that Long-term Outcomes Longitudinal studies have revealed that individuals raised in residential institutions may face challenges in adulthood, including difficulties in forming relationships and increased likelihood of mental health issues. Stahli foundation (2017) emphasizes that studies across most countries have found that, compared to the general population, most care- leavers have consistently shown poorer outcomes in the following areas of their lives. These include unemployment, homelessness, lower educational qualifications, early parenthood, engagement in criminal behaviour and proneness to substance abuse. Interventions and Best Practices Literature suggests that implementing trauma-informed care and fostering strong attachments can positively influence personality development. Programs that promote stability, emotional support, and social skills have shown promise in mitigating negative outcomes for children in residential institutions (Martin & Lawson, 2021).

Most caregivers are not knowledgeable of parenting styles that yield positive results. There are four parenting styles which may be employed depending on the characteristics that the caregiver wants the child to develop. Authoritative parenting style is whereby caregivers have high but reasonable and consistent expectations for the child which then helps the child to develop greater competence and self confidence. Authoritarian approach requires low support and high

demandingness towards the child which helps the child to develop high obedience and proficiency but lower self esteem and social competence. Permissive parenting style is when parents are low in a demand and high in support which leads to child developing low self regulation, problems with authority as the parents do not expect their kids to follow rules and regulations. Uninvolved parenting is when both support and demandingness from parents is low and children lack self control, have low self esteem and less competent as compared to their peers. Caregivers in residential institutions tend to ignore parenting styles convenient and effective for the children. Nikitina (2015) suggests that most caregivers in residential institutions employ the authoritarian parenting style as they provide well ordered and structured environments with clearly stated rules. This is efficient in keeping the children in line with the rules and regulations of the institution as the children then tend to abide by the book.

2.3. Institutional care

2.3.1. Impact of cultural and contextual factors on institutional care

Different cultures have varying values and norms regarding childrearing, family and community. Cultural values can influence the type of care provided in residential institutions and the expectations placed on children, (Jensen and Arnett, 2019). Children's cultural identity and sense of belonging can be influenced by the cultural practices and traditions observed in the orphanage. According to Gestwicki,C (2017), the level of community involvement and support for residential institutions can vary across cultures thereby influencing the resources and services available to children. Residential institutions may need to adapt to cultural norms and value of the local community which may influence the type of care provided. Hyson (2014) is of the idea that the socioeconomic context of the residential institutions can impact the quality of care and resources available to children, for instance education and healthcare. Government policies and regulations regarding orphanage care may influence the type of care provided and the resources available, (Kurevakwesu and Chizasa, 2020). Environmental factors such as access to education, healthcare and recreational activities may impact children's physical, emotional and cognitive development. In support of recreational activities, Ridley et al (2018) states that physical activity is a way of letting the children ventilate and experience a new kind of internal freedom. There is need to help the children experience internal and external development.

In the face of culture and context, there is also need to determine how individual differences influence children's experiences and outcomes in the residential institutions. Kindalin (2017) asserts that children have their own personality traits which are not influenced by environmental forces but are rather in born. Children copy and learn from their caregivers and the surrounding environment but there are certain characteristics which the child will never adopt. Matyash and Volodina (2015) suggest that these personal characteristics are genetic and hereditary which means that the child cannot substitute them for a newly learned or observed behavioral trait and the personal characteristics include temperament, emotional reactivity, resilience, attachment style and learning difficult. These characteristics determine the children's conduct in the residential institutions. For example, children with easy temperament tend to adapt better to institutional care while those with difficult temperament may struggle more. Children who are more emotionally reactive may be more vulnerable to stress and trauma in institutional care. Children with higher levels of resilience tend to cope better with the challenges of institutional care. Children with secure attachment style may tend to form healthier relationships with caregivers while those with insecure attachment styles may struggle. Lastly children with learning difficulty may require additional support and accommodations in institutional care.

Cultures and contexts have influence on the way that residential institutions operate. This means that culture and self are entwined. According to Virtual Lab School (2017), one cannot talk about self without reference to culture and culture cannot be described without reference to the individual.

2:3:2. Institutional care versus family based care

Family based care and istorical care are two different approaches to providing care and support orphaned and vulnerable children, (OVCs). Institutional care is care and support provided to children in a group setting such as an orphanage or a residential care facility. This setting is often characterized by a formal structured environment with a high staff to child ratio. Ringson (2017) mentions that institutional care provides a safe and stable environment for children, it offers access to services such as education as well as healthcare and lastly the institution can provide a sense of community and belonging for the children. As much as institutional care has its merits it also has its demerits. These include lack of individualised attention, expensive, resource intensive and may not provide the same level of emotional support and nurturing as family based care. There has also been a notable number of arguments stating that residential institutions violate children's

rights and compromise their welfare. It further states that lack of adequate care and support is a compromise of children's welfare. Bobyleva (2015) states the lack of resources and financial support violates the children's rights in relation to food, education and shelter. This is not entirely the residential institutions' fault but the effects seem to fall entirely on the children.

On the other hand family based care refers to the care and support provided to children in a family setting such as foster care or kinship care. Family based care provides a more personalized environment for children as it offers a sense of belonging to a family and can be more cost effective than institutional care. This setting offers a personal nurturing environment for the children and easily integrates them into the community. The Simple Life (2017) emphasizes that identity is nurtured by the people through the environment created. However, the family based care setting may not provide the same level of structure and stability as institutional care. It can also be challenging to find suitable foster families or kinship caregivers and may require more support and resources for the foster families or kinship caregivers.

It is important to note that both institutional care and family based care have their own merits and demerits. Luckenbill et Al (2020) imply that the best approach depends on the individual needs and circumstances of the child. Very few studies compare the outcomes of the children brought up in residential institutions and those in family based care. This means that more research has to be conducted in order to ascertain the exact loopholes which lead to personality differences between the children in residential institutions and those raised in family based care.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter focuses on research methodology employed to investigate the Influence of Residential institutions of Child Personality Development. A Case of Tichakunda Children's Home. The study aimed to explore the experiences of children living in residential institutions and to examine the impact of orphanage care on personality development. To achieve this, a mixed methods approach was adopted combining both qualitative and quantitative data collection and analysis methods. The chapter provides an overview of the research design, population, sampling strategy, data collection instruments and data analysis procedures. It also discusses privacy, confidentiality and wellbeing of participants. The methodology employed in this study provides a robust framework for exploring the complex relationships between orphanage care and child personality development as well as for generating findings that can inform policy and practice in this particular area.

3.1. The Research Philosophy

This philosophy focuses on the underlying beliefs, values as well as assumptions that map the research, (Jansen and Rautenbach 2023). It encompasses worldview, understanding of reality and the approach to knowledge generation. Pretorius (2024) is of the idea that research philosophy explains how the researcher thinks knowledge is understood, research values and what they believe reality is. Cersosimo (2022) implies that the main research philosophies are positivism, interpretive, critical realism, pragmatism as well as constructivism and each research philosophy provides a distinct lens through which to study the influence of residential institutions on child personality development. Combining multiple philosophies may enrich the research findings by offering a more comprehensive understanding. This research made use of the pragmatist philosophical perspectives. Pragmatist research philosophy was important to the research because it clarified assumptions, eliminated biases, informed methodology, enhanced validity and facilitated critical thinking. Morgan (2014) asserts that pragmatism takes a more flexible, practical approach and therefore focused on the usefulness and applicability of research findings. With the pragmatic research paradigm both qualitative and quantitative methods played a part thereby adopting a mixed methods research approach.

3.1.1. Ontological considerations

This is a branch of philosophy which deals with nature of existence, reality and being. It refers to assumptions and beliefs that researchers hold about the known nature of reality and how it can be known. Ontology explores the concept of reality, concept of being, nature of existence as well as nature of time and space, (Whatman et al 2023). In the context of this study, ontology focused on the nature of residential institutions, child personality development as well as relationships. Ontology brought to light the environment of the upbringing, the care provided and how these factors contribute to the child's upbringing. It shed light on what constituted personality development in children paying particular attention to traits such as resilience, social skills and emotional regulation. The focus also expanded to understanding social dynamics within residential institutions including staff-child relationships and peer interactions. Realist ontology is based on the assumption that reality is independent, objective and external. This view is rooted in the belief that through empirical evidence, reality is observable, measurable and understandable. Relativist ontology contradicts this as it suggests that reality is shaped by individual and collective experiences not a fixed entity. Reality is subjective and varies from one person or group to another influenced by society, culture and history. Researchers adopt relativist ontology and put emphasis on how important it is to understand how people make sense of the world.

3.1.2. Epistemological considerations

This particular aspect deals with knowledge in its natural form, sources of knowledge and knowledge limitations. It examines acquisition of knowledge, knowledge constitution and certainty of our knowledge claims. The focus of epistemology was mainly on the research methods, the sources of knowledge as well as bias and perspective. There were considerations of how knowledge about child development and orphanage influence is generated. This included previous studies, cultural contexts and existing theories. Epistemology helped to acknowledge potential bias. Epistemology generally examines how we understand the nature of knowledge. It posits that reality can be objectively known through empirical observation if researchers use the right tools. It is grounded in the belief that knowledge can be uncovered through careful measurement and testing. It exists independently of human perception. Another epistemological view suggests that knowledge is not objective but rather a construction by individuals based on their experiences, social interactions as well as beliefs. The last epistemological view asserts that reality is constantly evolving hence not understandable at any given moment. This view is often associated

with pragmatism and recognizes that knowledge is context dependent and dynamic. As a result, knowledge is always incomplete and researchers must be flexible adapting their methods and interpretations as new insights emerge. This epistemological stance support mixed methods approach to capture complexity of reality.

3.1.3. Axiological considerations

This is a branch of philosophy that deals with nature value and value judgments. It examines the principles and criteria used to evaluate and justify values. It explores the relationship between values, beliefs and actions. Axiological considerations reflect on ethical considerations, value judgments and cultural sensitivity. Whatman et al (2023) are of the idea that axiology helps researchers to take into consideration the role of their own beliefs, values and biases in the design. Researchers must reflect on the way they present their findings, the values that guide the choice of their topics and methods. The study protected the rights and wellbeing of vulnerable children in residential institutions. This involved informed consent and ensured confidentiality. The study also evaluated the implications of the research findings in relation to the value of residential institutions stating whether they are beneficial or detrimental to child development.

3.2. Qualitative Research Approach

This research made use of qualitative research approach. According to Grover (2015), qualitative research approach is the study of nature of phenomena and the context in which they appear or the perspectives from which they are perceived but excluding their range and frequency. Bryman (2016) is of the idea that the qualitative research methods helps the researcher to delve deeper into the perceived problem and gaining more information in relation to quality. The use of qualitative research method helped gain insights into experiences and perceptions of children living in residential institutions. According to George (2021), Creswell and Creswell (2018) are of the idea that the use of the This also helped to ingain a deeper understanding of the phenomenon in question.

3.2.1. Case Study Research Design

The research was an observational study hence case study research design was employed in conducting this research. A case study primarily uses a qualitative methodology but sometimes includes quantitative as it is an in depth research design , (McCombes 2021). It can be used to investigate an individual, group of people, events or organization. A case study is defined as an

inconsistent form of qualitative inquiry suitable for a comprehensive and in-depth investigations of a complex issue. The research design ensured a systematic observation of behaviour, events and phenomena in a natural or controlled environment. The case study research design provided a foundation for further research by identifying trends, patterns and relationships. It identified research gaps in existing research and inform development of new research questions. Through this research design the objectives of the research were fulfilled and communicated effectively through clear information dissemination. The case study helped to identify characteristics of the particular population. This research design was employed because it is carried out in a natural environment to avoid swaying respondents. The research design was also important to the research because it identified characteristics, frequencies, trends and categories.

3.3. Study Setting

The study setting for the research project was Tichakunda children's home and school. The residential institution was selected based on its reputation, willingness to participate and accessibility. The residential institutions cater for children from different socioeconomic backgrounds, ethnicities and age groups this providing a diverse sample for the study. These settings facilitated a comparative setting which helped to examine family based care and institutional care on child personality development. This setting is in Tichakunda Children's Home and is easily accessible by public transportation making it convenient for the researcher to conduct data collection. The institution provided a variation of the experiences and exposure of the children as well as the staff. It also provided a rich context for exploring the influence of residential institutions on child personality development. This facilitated a comprehensive analysis of the information acquired from different perspectives.

3.4. Target Population

The target population was children living and learning at Tichakunda residential school. Tichakunda has over seventy (70) children living in its residential home.. The target populations for the research were children living in the residential institution with age range 6-18 years of age both males and females. The length of stay was at least six months to two years. Caregivers and staff working in residential institutions were also included in the research, both male and female with working experience of at least six months to two years. These were social workers, teachers

and administrators working in residential institutions. Community child care workers were also part of the target population as they offered a broader perspective in relation to child personality development in both orphanage setting and family setting.

3.5. Sampling

According to Bishti (2024), sampling is a process of selecting a predetermined number of people from a larger population. This study will make use of purposive sampling and simple random sampling

3.5.1. Purposive sampling

Purposive sampling refers to a way of selecting and identifying cases that will make use of limited resources effectively. It allowed the researcher to handpick participants because of a unique connection, attribute or feature which is exceptional and important to the research. Purposive sampling was to help identify the cases and individuals best suited to address the objectives of the study. The children participants were selected because of certain recognizable behavioral traits, social discipline, social interactions, stubbornness and deviant behaviour if any. The adult participants were selected on how close they are to the children, how often they interact and how popular they are amongst the children.

3.5.2 .Sample size

The study used a smaller sample size per each group of key informants and a larger sample size per each group of participants. This is to ensure that a larger number of participants is incorporated into the research as they are the main focus of the research and have the greatest number in relation to the target population. For the key informants, the smaller sample size helps in acquisition of information from the small population working with the participants. The key informants are inclusive of teachers, social workers and child care workers.

3.5.3. Sample size table

Population	Purposive sample selected	Male	Female
Orphans	9	4	5

Teachers	2	1	1
Social Workers	1		1
Child Care Workers	2	1	1
Total	14	6	8

3.6. Data Collection Techniques and Tools

According to Goyal (2022), data collection refers to the process of measuring and gathering and information on variables of interest in an established systematic fashion that enables one to answer stated research questions, test hypothesis and evaluate outcomes. Data collection tools refer to devices used to gather data. For the data collection the research employed tools and techniques relevant for qualitative research design. Data collection techniques and tools are important because they determine accuracy and quality collected data. The methods help to ensure that the collected relevant to the research questions. Research methods also ensure bias reduction and representativeness through minimized response bias and sampling bias. Accuracy and reliability of collected data acquired through appropriate data collection tools and techniques provides a solid foundation for making informed decisions based on research findings.

3.6.1. In-depth interviews and key informant interviews

According to Rutledge and Hogg (2020), in-depth interviewing involves intense individual interviews with a small number of respondents to assess their understanding on a particular idea. Key informant interview is In-depth interview guide comprising of semi structured questions helped in the acquisition of rich detailed data through flexible questioning. There will be an in-depth interview guide for in depth interviews and key informant interview guide for key informant. These interviews also assisted in allowing contextual understanding social cultural and environmental influences in relation to child personality development. Semi structured interview ensured that the interview addressed the topics of interest and also let the interviewee explain further on interesting topics which may come up during the interview.

3.6.2. Observations

An observation guide will be used to carry out observations. Observations provided flexibility and adaptability as well as the chance to study sensitive topics such as deviant behavior or taboo subjects. They also minimised risk of participant reactivity. Observations ensured gathering of data without having to rely on the honesty and accuracy of respondents as the goal was to gain insight identifying patterns and themes. This helped to understand how people act in real life situations because the observations were carried out in natural settings. This also enabled the researcher to gain insight into behavior, interactions and social dynamics.

3.6.3. Focus group discussions

These involved engaging a group of participants discussing a particular topic. The researcher moderated the discussion and used open ended questions to encourage the participants to elaborate. The researcher also observed the participants' reactions and interactions. This was ideal in exploring group dynamics, shared attitudes and reactions to a particular topic. Focus group discussions promoted active participation and stimulated discussion which allowed participants to share their views and perspectives. This fostered a sense of community and shared experiences which led to identification of the strength and weaknesses as well as benefits and detriments of orphanage life.

3.7. Research Procedure

The researcher printed out the research letter given by the university and took it to the City Of Harare, Department Of Housing And Community Services at the Hatcliffe Community Hall. The letter was signed and stamped by the Community Services Officer 1, Madam Chatiza, a qualified social worker by profession in charge of Harare Northern District. This is because Tichakunda Children's Home is under the jurisdiction of City of Harare and the two parties work together towards the same goal. The researcher then went to Tichakunda Children's Home and requested for permission to interview the participants and the key informants as stated in the methodology. Unfortunately, the school head was not around so the researcher had to seek the permission of the senior master. The senior master was compliant as all the necessary documents were all in hand. The researcher proceeded to give interview questionnaires to the participants and the key informants. The researcher proceeded to observe the environment and later on engaged the

participants in a focus group discussion. Observation of participants was continuous even during the discussion.

3.8. Validity and Reliability/Trustworthiness

These are concepts used to measure quality and depth of research. Consistency focuses on reliability whereas validity is about accuracy. Ability to generalise data across persons is validity. This is in relation to its ability to measure what it has been purported to measure. This usually answers the question which says does the instrument measure what it is designed to measure. Reliability focuses on the consistency evidence and the measures used. This is of utmost importance if the findings of the study are applied in other situations.

3.9. Data Analysis

This research made use of the thematic data analysis. Braun and Clarke (2022) posit that thematic data analysis technique helps to identify patterns and themes within the dataset. The themes were categorized to reveal patterns and relationships that were not immediately apparent. This means that large datasets were reduced to manageable and meaningful themes and patterns. There was also constant comparing and contrasting of data segments in order to increase credibility of research findings by demonstrating a systematic approach to the research findings. The thematic data analysis encouraged the researcher to reflect on their own assumptions and biases thereby promoting a clear understanding of the data.

3.10. Limitations

Participants tend to respond in a way that is socially acceptable rather than being honest and this showed that relying on a single data source may not provide a comprehensive understanding. The participants' responses may be influenced by personal perspectives. Some participants did not fully understand the research or its implications. The participants' confidentiality and anonymity was not fully protected due to the grapevine of the participants themselves. The research timeline was a bit limited which restricted the scope and depth of the study. Some participants were absent due to other commitments and the researcher had to substitute them for another participant with the same level of experience and expertise. To reduce the effects of these limitations the researcher made a few adjustments. There was substitution of unavailable participants with those who were

readily available and ready to comply and participate. Clear information was rendered to the participants to ensure that they understood the research and its implications. The researcher also implemented measures to protect the participants confidentiality and anonymity which include holding the interviews away from public grounds and dining rooms at the orphanage.

3.11. Ethical considerations

The researcher preserved some essential ethical considerations which include informed consent, autonomy, privacy, confidentiality, minimum harm, maximum benefits, fair selection of participants, respect, integrity, cultural sensitivity, language and communication as well as collaboration and coordination. Participants were helped to understand the research and provide their consent. The participants had the right to make decisions about their participation and the decision was respected. Their personal information was protected and confidentiality was maintained. The researcher also avoided causing physical, psychological and emotional harm to the participants. Participants were selected fairly without bias. Extra caution was essential as some of the participants were vulnerable populations especially the orphans. The cultural backgrounds and values of participants were also respected as the issues are sensitive.

3.12. Chapter Summary

This chapter outlined the research methodology employed to investigate the influence of residential institutions on child personality development. The study adopted a qualitative research approach. The data collection instruments included interviews and observations. The interviews explored the child's experiences and perceptions of living in an orphanage while the observations examined the caregiver-child interactions and the orphanage environment. These showed the significant correlations between orphanage environment, caregiver-child interactions and child personality development. Overall, this chapter set the stage for the next chapter.

CHAPTER 4: RESEARCH FINDINGS

4.0. Introduction

This chapter pays particular attention to presentation, analysis and discussion of the research findings. In this chapter, a thematic analysis is conducted to explore the influence of residential institutions on child personality development. Through qualitative data gathered from interviews, questionnaires and observational studies, key themes that elucidate how orphanage environments shape personality traits in children will be identified. This analysis provides an in-depth understanding of the complexities involved in personality development within residential institutions as the insights provided by participants and key informants highlight both the positive and negative aspects of institutional care.

4.1. Demographic data of the participants

The researcher interviewed 9 children living Tichakunda Children's Home, one social worker, two caregivers and two teachers working at the residential institution. The age range for the children was 13-17 years and the duration of their stay was 6 months to 14 years. The employment period for the key informants was 6 months to two years. The table below illustrates the demographic profiles of the groups of participants who constituted the in-depth interviews, questionnaires and the observational studies. The initials N/A mean not applicable

Table 4.1

Population	Age	Sex	Duration
Participant 1	14	Female	5 years
Participant 2	17	Female	3 years
Participant 3	17	Female	3 years
Participant 4	16	Female	2 years
Participant 5	15	Female	4 years
Participant 6	17	Male	4 years
Participant 7	18	Male	6 years
Participant 8	16	Male	14 years
Participant 9	15	Male	4 years
Key informant 1	N/A	Female	8 months
Key informant 2	N/A	Female	8 months
Key informant 3	N/A	Male	6 years
Key informant 4	N/A	Male	2years
Key informant 5	N/A	Female	8 months

4.2. Research Findings

The thematic analysis underscores the complex interplay between the residential institution for environment and child personality development. Key themes identified reveal that certain factors collectively influence personality traits in significant ways. Recognising these themes is vital for developing informed interventions and policies aimed at enhancing the environments within residential institutions to support positive personality development in children. The findings highlight the need for structured programs that address emotional, social and educational needs, ensuring a holistic approach to nurture well rounded personalities in children raised in residential institutions.

4.3. Relationship between the residential Institution Environment and child personality development

4.3.1. Residential institution environment.

Residential Institutions typically provide a structured environment for children who lack parental care. However these institutions often face challenges such as limited resources and lack of individual attention which can affect the children's developmental experiences. The institutionalised setting may affect the development of trust, autonomy and a sense of belonging which are critical for healthy personality development. The residential institution environment may be categorized into specific settings which are the physical environment, social environment, academic environment, cultural environment as well as the emotional environment. All these affect the mental wellbeing and personality development of the children. A nurturing environment can foster feelings of security and belonging while a neglected environment might contribute to feelings of abandonment and low self worth

4.3.2. Social Interactions

The environment in residential institutions significantly influences children's peer relationships and social skills. Social skills are vital for healthy personality development. Access to group activities and shared living arrangements can nurture social skills but limited opportunities for interaction with peers outside the orphanage can hinder the development of social competence. Children in residential institutions may lack opportunities for o develop social skills compared to the in family settings. This problem however can be curbed through structured group activities

within residential institutions which can help social interactions and teamwork skills. Key informant 3 stated,

“children living in the residential institution often find it hard to get attached to their peers or even the caregivers because of the continuous arrival and departure of the staff and children.”

However participant 6 explained,

“living with other kids helped me to engage, socialise and work as a team, it also helped me to understand the true meaning of sharing is caring. Ndivo vanhu vangu ivava saka ndofanira kutovada ivo vachindidawo, tiri mhuri imwe chete”

The researcher also observed that the children and the caregivers in the residential institution turn to each other for support and they use terms which impose them to be family. They have titles for each other and consider each other family. They refer to each other as brother, sister, auntie, father, mother or uncle depending on the role occupied and duties fulfilled by the peer or elder.

4.3.3. Bullying and Conflict Resolution

The data indicated that children in the residential institution face bullying and conflict among peers, which negatively impacts their self esteem and social development. The children at times improvise and take matters into their own hands. Participant 5 said,

“when I get bullied I become angry and usually I fight back, I am not good at exchanging words and I feel like reporting the person bullying me is a waste of time since I am fully capable of defending myself.”

This means that children tend to withdraw into themselves whilst searching for a way forward that is convenient for them and settles the situation faster. Contrary to this , participant 3 said,

“ I am not physically active and I do not consider myself physically strong to get into fights so I usually avoid conflicts and walk away when someone starts exploding and shouting at me. I also report to the superiors if the situation gets out of hand and they usually punish the perpetrator.”

Effective conflict resolution programs and positive peer mentoring relationships were found to be beneficial.

4.3.4. Identity Formation and Self image

Children in residential institutions often grapple with complex issues surrounding identity and self image due to their backgrounds. Societal attitudes towards orphans can affect their self worth. Participants reported feelings of being marginalised which impacted their self image and how they perceive their place in society. Participant 9 expressed ,

" sometimes I feel invisible, there are so many children and it is easy to feel like no one is really concerned about me and no one really cares."

Participant 3 also said,

" sometimes I engage in antisocial activities just to get attention and have someone acknowledge that I am capable of something."

This depicted that children may go on to implement extreme measure so as to draw the attention of their caregivers. It also shows that at times they do not agree with the image and personality which the caregivers impose on them and hence decide to paint a picture which depicts them the way they want to be depicted.

4.4. Role of caregivers in child personality development

4.4.1. Inconsistent Care giving

Children in residential institutions experience changes in caregivers, leading to disrupted attachment patterns. This inconsistency affects their ability to form secure attachments resulting in anxious or avoidant attachment styles. The children develop attachment styles that are insecure due to the unpredictability of caregiver relationships. These insecurities may manifest in difficulties forming relationships later in life. The presence and quality of caregivers is crucial for personality development. Consistent and nurturing relationships with caregivers can mitigate some negative the effects of institutionalization. Training caregiver's in attachment oriented approaches can enhance their ability to provide the emotional support children need. The researcher observed

that some children have strong bonds with their caregivers and tend to be more confident than those who do not have strong relations with their teachers. The bond is however hard for the children to construct because of the continuous arrival and departure of the caregivers. This means that the children continuously have attach and detach which also their personalities as they do not have stable support and care.

4.4.2. Emotional Regulation

The presence of stable emotional support staff can enhance children's abilities to regulate their emotions. Programs that promote emotional intelligence and stability were highlighted as pivotal in fostering resilience. Participants reported various emotional experiences which influenced their personality traits. For example participant 8 said,

" panapa at times unotozyionera because you are your own keeper, ukasadaro wanyura, I learned to be independent early on and I struggled to trust others because I often felt abandoned as I had no particular circle of friends."

This experience depicts how residential institutions can cultivate resilience while simultaneously contributing to trust issues in personal relationships.

Participant 1 shared,

"the caregivers sometimes helped us to talk about our feelings which made me feel understood and that act of opening up to others shaped my ability to empathize with others."

This reveals the children at times need the assistance of the caregivers but cannot solely rely on that because the caregivers are not always available to offer support, guidance and consolation.

4.5. Internal and external factors contributing to child personality development

4.5.1. Strength and Resilience

Conversely, many children exhibited strong resilience. Programs that encouraged self expression and personal storytelling were identified as influential in fostering a positive self image and identity formation. Participant 4 stated,

" I was never good at expressing myself , I felt inferior to my peers but after joining the debate and public speaking club I felt more inclined to socialise with my peers and my social skills have improved since then."

Participant 2 said,

"I felt loved when I was elected the head girl and I think that helped me to be more confident and outgoing."

This implies that the activities in which the children participate offer a form of validation and offer a sense of purpose which then the children use as a foundation to show their strength and resilience.

4.5.2. Educational Opportunities and Cognitive Development

The role of education within residential institutions significantly influences cognitive development and personality traits, particularly traits such as conscientiousness and vigilance as well as openness to experience. Access to quality educational resources and extracurricular activities plays a role in shaping cognitive abilities and encouraging traits like curiosity. Informal learning experiences are also crucial as they promote life skills, social interactions and extracurricular activities. Education is considered a way to liberate one's life from the confines of subjugation imposed on humanity by ignorance. Most children love outdoor games and they consider it a way of expressing themselves. They engage in sports including volleyball, soccer, netball, javelin, discus and shot-put. Participant 7 stated,

" sports help me to refresh and let out all the tension that is bottled up inside me, I also see it as a way to express myself because I am more gifted in sporting activities than academically. I always make up for my academic failures by excelling in sport."

This is also supported by key informant 5 who said,

"there is a notable change in the children's mood and attitude when it is time for extracurricular activities and outdoor games. They seem to enjoy it more although they are obligated to attend lessons and participate academically. They also seem to enjoy indoor group work and intellectual competitions like debate and public speaking."

This suggests that the children have preferences in terms of their educational cognitive development as the children enjoy sporting more than academics. This also portrays a need for freedom through preference of sports because sports give them space to do what they love without constant and strict monitoring.

4.5.3. Cultural and Contextual factors.

The impact of residential institutions on the personality development is also influenced by cultural attitudes towards orphan hood and institutional care. Residential Institutions may be seen as a practical solution to child welfare while in others the stigma surrounding institutionalised children may foster feelings of abandonment and isolation. The influence of culture on child personality development is mainly because of the influence culture has on their residential institutions. Different cultural contexts shape the structure, practices and environments of the residential

institution ultimately impacting the children's growth, behavior and identity formation. Cultural attitudes stigmatise, discriminate and view the children with pity which negatively affects their self image and development. Culture also supports community responsibilities and collective child rearing which helps in shaping collective identity and relationships within the community.

4.6. Chapter Summary

This chapter discusses the findings of the research and provides overview of the complex relationship between residential institutions and personality development in children.. The chapter highlights the critical importance of nurturing environments that promote emotional security and positive interpersonal relationships for children in residential institutions.

CHAPTER 5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The chapter focuses on providing comprehensive synthesis findings of the research on the influence of residential institutions on child personality development. It revisits the research objectives, summarises key results, discusses their implications for social work practice and offers actionable recommendations to foster better developmental outcomes for children in residential institutions. The chapter aims to bridge empirical insights with practical applications emphasizing the vital role of social workers policymakers in enhancing child wellbeing within institutional care settings.

5.1. Summary

The study revealed notable impacts of residential institutions on child personality development including self esteem, social skills, emotional regulation and resilience. The duration of stay at the residential institution was correlated with certain developmental challenges cognitively and academically. Some of the children in the residential institution with supportive care giving exhibited higher levels of self confidence and competence. The children who distanced themselves and experienced inconsistent care giving or inadequate emotional support exhibited tendencies toward anxiety, withdrawal and low self esteem. Character development in the residential institutions solely rests on the surrounding environment. The children need stable relationships, role models and emotional support. These factors influence their perception of self as well as their attitude in life.

5.2. Conclusions

The research indicates that residential institutions play a pivotal in shaping the personality of children and their development. Supportive, consistent and nurturing environments foster healthier psychological development while neglect and inconsistency may impede growth and lead to psychosocial difficulties. This shows the need to optimize residential care practices and integrate social support systems to mitigate adverse effects and promote resilience among vulnerable children. There is also need for individualized care to ensure interaction between care givers and the children.

Caregivers play crucial roles in personality development of the children because they are the primary adult associates of the children. Their conduct directly affects the children and therefore affects their personality. Care givers need training and guidance workshops in order to optimize their potential in caring for the children. This will also help in the coordination between the children and the caregivers thereby improving the personality development in the children.

Children in residential institutions need consistent care and reassurance to develop confidence in them. In order to establish concrete and permanent image of themselves they need stability internally and externally. This means that the main focus should be on the children, their weaknesses and strengths, their likes and dislikes as well as their fears. If primary focus is on the children, their personality development will be in constant monitoring thereby making it easy to detect challenges in relation to their personality development.

5.3. Implications to social work practice

The study outcomes have critical implications for social work. Social workers should advocate for and facilitate training programs that equip the residential institution staff with skills in trauma informed care, emotional support and child development there should also be individualized case planning because emphasis on personalized assessments and intervention strategies can address specific psychological needs and promote positive personality traits. Social workers should also prioritize timely placement into stable family environments or alternative permanent solutions to minimize prolonged institutionalization. Inter agency collaboration through strengthening partnerships between residential institutions, mental health services, educational institutions and community organizations can provide a holistic support to children.

5.4. Recommendations

The following recommendations are proposed based on the findings.

Improvement caregiver training and supervision. Implement ongoing professional development programs focusing on emotional development and trauma management. This will equip the staff with necessary skills, knowledge and ongoing support to ensure high quality care for the vulnerable population.

Establish psychosocial support programs. Regular counseling and therapy sessions should be integrated into residential institutions routines to enhance emotional regulation and resilience. Community support groups and school based interventions can also be essential in psychosocial support programs.

Promote family reunification and alternative care. Whenever feasible, prioritise family reunification or placement in foster care to facilitate natural social development. Also ensure regular follow up visits after reunification to ensure child's wellbeing and prevent re-separation.

Policy advocacy. Encourage policymakers to develop regulations that ensure quality care standards and allocate resources for staff training and child centered programs. Advocacy can also be done through legislation, public awareness campaigns and coalition building

Conduct further research. Research studies are necessary to understand the long term effects of residential institution environment on child personality development.

5.5. Chapter summary

The chapter focused on summation of the findings of the research project , conclusions, and implications to social work practice as well as recommendations in relation to the influence of residential institutions on child personality development. The chapter also indicated the importance further research to have deeper understanding of the influence of environment on personality development.

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APPENDICES

APPENDIX A: RESEARCH LETTER

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APPENDIX B: CONSENT FORMS

Section A: Informed Consent Form for adult

Project title: Influence Of Residential institutions On Child Personality Development. A Case Study Of Tichakunda Children's Home.

Researcher's name: Chimuka Sally S.T. **Institution:** Bindura University of Science Education

I am kindly requesting for your participation throughout the course of my research on the project title mentioned above. The purpose of this study is to investigate the influence of residential institutions on child personality development. The main aim is to explore the experiences of children living in residential institutions and examine the impact of orphanage care on their personality development. The participation involves completing questionnaires about your experiences and feelings, engaging in interviews with the researcher and allowing the researcher to observe your daily activities in the orphanage. Confidentiality and anonymity are guaranteed as names and identifying information will not be linked to your responses. Your participation in this study is voluntary and you may withdraw from the study without penalty or consequence.

Adult Participant Consent: I..... hereby consent to participate in the study entitled Influence of Residential institutions on Child Personality Development. A Case of Tichakunda Children's Home. I understand the purpose of the study. I also understand that my participation is voluntary and I may withdraw from the study anytime.

Signature Date.....

Section B: Informed Consent Form for Child

Project title: Influence Of Residential Institutions On Child Personality Development. A Case Study Of Tichakunda Children's Home.

Researcher's name: Chimuka Sally S.T. **Institution:** Bindura University of Science Education

I am kindly requesting for your participation throughout the course of my research on the project title mentioned above. The purpose of this study is to investigate the influence of residential institutions on child personality development. The main aim is to explore the experiences of children living in residential institutions and examine the impact of orphanage care on their personality development. The participation involves completing questionnaires about your experiences and feelings, engaging in interviews with the researcher and allowing the researcher to observe your daily activities in the orphanage. Confidentiality and anonymity are guaranteed as names and identifying information will not be linked to your responses. Your participation in this study is voluntary and you may withdraw from the study without penalty or consequence.

Child's Guardian Consent: I hereby consent for my child to participate in the study entitled Influence of Residential institutions on Child Personality Development. A Case of Tichakunda Children's Home. I understand the purpose of the study. I also understand that my child's participation is voluntary and he/she may withdraw from the study anytime.

SignatureDate.....

APPENDIX C: Interviews

In depth interview guide for participants

Introduction

A pleasant day to you. My name is Sally Chimuka and I am an undergraduate student at Bindura University of Science Education. I am conducting research on the topic Influence of Orphanages on Child Personality Development. A case of Tichakunda Children's Home. I have identified you as a participant in this area and I am requesting for you to share your experience. All the information shared during this interview will be kept confidential and anonymous. Thank you for time and willingness to participate. I appreciate your contribution to this research

.Section A: General information

1. How old are you?

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2. How long have you stayed at the orphanage?

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Section B: Personal traits and preferences

1. What activities do you enjoy do most, and why?

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2. What are some of the things that make you sad or upset?

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3. Can you describe a time you were very happy or proud?

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4. How do you handle conflicts with others?

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Section C: Interaction

1. Do you have friends and how do you feel about making new friends?

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2. Who do you turn to for support or advice when you need and why?

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3. How do you feel about living in the orphanage?

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4. Who do you consider your primary caregivers and how do they support you?

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5. How do you think the orphanage has influenced your personality and behavior?

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6. Do you think the orphanage is preparing you for independent living?

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Section D: Suggestions to the institution

7. What advice would you give to caregivers and policymakers to improve the living standards of children living in residential institutions

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8. Do you have anything else to say?

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Key informant interview guide for caregivers

Introduction

A pleasant day to you. My name is Sally Chimuka and I am an undergraduate student at Bindura University of Science Education. I am conducting research on the topic Influence of Orphanages on Child Personality Development. A case of Tichakunda Children's Home. I have identified you as a key informant in this area and I am requesting for you to share your expertise. All the information shared during this interview will be kept confidential and anonymous. Thank you for time and willingness to participate. I appreciate your contribution to this research

Section A: General information

1. How long have you worked at the orphanage?

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2. What are your duties in the day to day lives of the children?

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3. Do you share any common ground with children in terms of interests and preferences?

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Section B: behavioral traits in children

4. How would you describe the children's characteristics?

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5. How do the children usually respond to challenges or failures?

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6. What subjects seem to engage the child the most?

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7. Have you noticed any specific behaviors that are consistent or inconsistent?

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8. Do the children show kindness or empathy towards each other?

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Section C: role of caregivers

1. How do you support the emotional and psychological needs of the children in your care?

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2. What is your approach to discipline and behavior management?

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3. How do you facilitate socialisation and interaction among the children?

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4. How do you communicate with the children about their feelings, needs and concerns?

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5. How do you think the orphanage environment affects the children's personality and behavior?

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6. Which strategies do you find effective in helping the child cope with difficulties?

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Key informant interview guide for social workers

Introduction

A pleasant day to you. My name is Sally Chimuka and I am an undergraduate student at Bindura University of Science Education. I am conducting research on the topic Influence of Orphanages on Child Personality Development. A case of Tichakunda Children's Home. I have identified you as a key informant in this area and I am requesting for you to share your expertise. All the information shared during this interview will be kept confidential and anonymous. Thank you for time and willingness to participate. I appreciate your contribution to this research

Section A: general information

1. How long have you worked here

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2. What is your main area of focus or expertise in relation to the wellbeing of the children?

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3. What is the history and mission of the orphanage?

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4. How many children are currently living in the orphanage?

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Section B: Behavioral traits

- 1) How would you describe the children's character?

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- 2) What coping mechanism ls has the child developed to deal with their circumstances?

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- 3) How do the children express their needs?

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- 4) Have you noticed any specific behavioral patterns?

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Section C: Caregiver interactions

- 5) What support systems are in place for the child and how does the child respond to them?

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6) How do you build relationships with the children?

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7) Do you have anything else to add?

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APPENDIX D: Observation guide

1. Observe the orphanage environment, particularly living quarters, play areas and educational spaces.
2. Observe the caregiver-child interactions paying particular attention to verbal and non-verbal communication.
3. Observe the child-child interactions, how the children play, resolve conflict and their socialization.
4. Observe emotional expression and regulation, how the children express and manage their emotions.
5. Observe how the children engage in learning activities including problem solving, critical thinking and creativity.
6. Observe notable behavioral patterns including aggression and withdrawal.
7. Engage with the children and caregivers in daily activities to gain a deeper understanding.

APPENDIX E: Focus group discussion questions

Introduction

A pleasant day to you all. Welcome to this focus group discussion. My name is Sally Chimuka and I am an undergraduate student at Bindura University of Science Education I am conducting a research on the influence of residential institutions on child personality development. A case of Tichakunda residential home. The main aim of this discussion is to gather first hand detailed and factual information in relation to your experiences in the institutional home and the impact it has on your personality. Your responses will be confidential and will be used for academic purposes only. Feel free to share information which you consider relevant and important to the discussion points and questions.

Section A: residential institution experiences

1. Can you tell us a bit about your experience with residential institutions?

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2. How would you describe the living conditions and daily routines in the orphanage?

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3. How do caregivers and staff interact with children and what kind of relationships do they build?

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4. Are there any activities or programs in the orphanage that promote child personality development?

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Section B: influence of the orphanage on the children's development

5. How do you think living in an orphanage affects a child's personality development?

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6. What are the positive and negative influences you have observed or experienced?

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7. How do children in residential institutions develop emotional intelligence, social skills and coping mechanisms?

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8. Are there any community based initiatives and programs that support children in residential institutions?

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Section C: recommendations and suggestions

9. What recommendations do you have for improving the care and support provided to children in residential institutions?

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10. What are the potential solutions or interventions that could address the challenges faced by children living in residential institutions?

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11. How can policymakers and communities work together to promote healthy personality development in residential institutions?

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