

Interpretations of Teachers and Pupils on Issues of Child Abuse in Schools around Bindura: Zimbabwe

Spikelele Mtetwa

¹Bindura University of Science Education, (BUSE), Bindura, Zimbabwe
E-mail: spikelelem@gmail.com

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ABSTRACT The paper assessed interpretations of child abuse in Bindura schools, Zimbabwe, comparing teachers' and students' interpretations of child abuse in the school, home, community and analyzed the responsiveness of relevant authorities and inherent social support. A descriptive research design based on questionnaires was used. Schools were chosen based on the supposition that they are safer havens for children than the community and/or home. It was revealed that various forms of child abuse exist, and teachers' and pupils' interpretations of child abuse are similar, lengthy jail terms and overhaul of the penal system are a part of the solution to this scourge. Both girls and boys are abused though in varying levels. African cultural beliefs were found to sustain most of the child abuses. It was concluded that there is a general dearth of child abuse knowledge among primary school pupils with the community being the major culprit of child abuse.