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RESEARCH TITLE: AN INVESTIGATION ON THE EDUCATIONAL GAP BETWEEN LEARNERS FROM AFFLUENT AND POOR BACKGROUNDS IN CHINHOYI URBAN CLUSTER, MAKONDE DISTRICT.

BY

PATRICK MUNAMATO

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF APPLIED EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE BACHELOR OF EDUCATION HONOURS DEGREE IN GEOGRAPHY

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DECLARATION

I, Munamoto Patrick, do hereby declare that, this dissertation is my original work and has never been presented to any other institution for any academic award before.

Signature..... Date.....

DEDICATION

I dedicate this research project to Tapiwanashe and Onias Mupfacha for their support and sacrifices throughout my study. I also dedicate this piece of work to my parents Mr and Mrs. Munamoto and my sister Tatenda Munamoto for their unwavering support.

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ABSTRACT

The study examined the education gap between learners from poor and affluent backgrounds in Chinhoyi urban cluster. The problem was that there were many differences exhibited at school by learners between those coming from poor family backgrounds and from affluent backgrounds. The literature review showed that the families' socioeconomic status, parental income, parental education, family size and marital status have an impact on the education of children. The study employed a descriptive research design. The population comprised of 3 government schools, which had 3000 learners, 135 teachers and 3000 parents. The sample comprised of three schools and they automatically qualified to be in the study, 67 learners selected through random sampling technique, 10 teachers chosen through a purposive sampling technique that was also used to select the 3 parents. All the three school heads automatically qualified to be in the study because the study was conducted on their respective schools. Open-ended and closed-ended questionnaires were used and were distributed to school heads, teachers and learners. Interviews were administered to the parents. Document analysis was used to check the payment of fees. Both qualitative and quantitative data analysis was used. The data was presented in form of tables, pie charts and graphs. The results showed that there exists an educational gap between learners from poor and affluent backgrounds. Parental education and income are among other factors that influence the educational gaps and academic performance between learners from different socioeconomic backgrounds. The current economic crisis that is characterised by high unemployment in the country is giving stress to most families as they are failing to provide some of the requirements on their children. The study recommended that the government should create a conducive environment so that parents are employed and able to pay for their children's school fees. Other recommendations made were to award scholarship to children who come from disadvantaged backgrounds.

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ACRONYMS

BEAM	Basic Education Assistance Module
CAMPFED	Cambridge Female Education Trust
CUE	Central for Universal Education
ESAP	Economic Structural Adjustment Programmes
FACEZ	Fund A Child's Education
HIV	Human Immune Virus
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development.
SFA	Schools For Africa
UNDP	United Nations Development Programme.
UNICEF	United Nations International Child's Emergency Fund
ZANU-PF	Zimbabwe African National Union Patriotic Front.

CHAPTER 1 THE RESEARCH PROBLEM

1.0 Introduction

The research intends to investigate on the educational gap between learners who come from family backgrounds that is poor and affluent families. This chapter includes scope of the problem, statement of the problem, research questions, and significance of the study and the definitions of terms.

1.1 Background to the study

Education is today more important than ever. It has been noted that the education levels among the most of the black population around the world are low and their lack of skills has contributed to the widening rich and poor differences. Family socioeconomic characteristics or statuses continue to be among the strongest predictors of student achievement in schools. Educational outcomes of most children are one of the key areas influenced by their family incomes. Children from low-income families often start school already behind their peers who come from affluent families, and this is mainly shown in measures of their school readiness. The level of poverty for the poor families compared to the wealth of the rich is of great concern that at the end contributes highly to the education gap between these two types of learners.

The World Development Report for 2018 pointed out that, without learning, education might fail to deliver its promise to reduce or counter poverty and create an equal opportunity for all individuals. Millions of students in middle or low income countries around the globe face the prospect loss of opportunity and lower wages in later life because they fail to meet the demands during school years. This learning crisis is widening gaps in education instead of narrowing them. Young students who are already disadvantaged by poverty, conflict and gender reach middle age without even the most basic skills that are needed in life.

According to Tavernise (2012), education was historically considered a great equalizer in the American society and was therefore capable of lifting the disadvantaged children and improving their chances for success in life as adults. Recently published scholarship point out that, the

achievement or educational gap between the rich and poor learners is increasing, a development that is likely to weaken the education's uniform effects. Around the world, it is a well-known fact that children from affluent or well economically developed families tend to do or perform better in their studies. Researchers in the United States of America have found out that while the achievement gap between white and black students has narrowed, it is argued that the gap between the rich and poor students has grown considerably high. Racial differences or segregations (blacks and whites) are still common in the American society though they are no longer the main and the biggest threat to the American dream in education. Also in other European countries, education and economic category of parents has a major impact on their school children. In Italy, children born to highly educated and affluent families enjoy more chances to enroll in better schools and have all the required resources compared to children from less privileged families who face many challenges at school, (Ress and Azzolini, 2014).

In addition, children in most European countries are said to have an equal opportunity to achieve high-level skills, despite of their own personal and socio-economic circumstances or family backgrounds, (OECD, 2012). There is more of equity in education and it implies that personal or socio-economic circumstances, such as gender, racial origin or race are not obstructions to educational success among children. Austria, Greece, Poland and Spain have made their pre-primary and primary education compulsory. The governments of European countries invest early in the education of learners that come from disadvantaged backgrounds.

In Africa, the majority of learners are deprived of basic education and this is because of the economic hardships the continent is facing. Failure to access education due to lack of funds has become a most topical social justice issues and this has led to protests in countries like South Africa who linked lack of education to the continuation of social inequalities, (Mlotshwa, 2016). The Center for Universal Education (CUE) estimates that about 61 million African children will reach teenage years lacking the most fundamental literacy and numeracy skills required in life, (Watkins, 2013). In addition, Africa has the lowest secondary school enrollment rate and this is because her governments are failing to extend the educational opportunities to the most marginalised children in the continent. The social and economic environments they operate at mostly affect school systems in Africa and household or poverty mainly forces many children out of the school in search of employment and act as the source of income for the families.

However, there are lot on Non Governmental Organisation (NGOs) and charity organisations that are helping the vulnerable or most affected children to have a better access to quality education. Child Africa is a charity organisation in the East African countries like Kenya and Uganda that provides access to education for orphans and children from disadvantaged families. Schools For Africa (SFA) is one of the major international organisation which is currently working with 13 countries in the Sub-Sahara Africa which are Angola, Malawi, Mozambique, Rwanda, South Africa, Zimbabwe, Niger, Burkina Faso, Mali, Ethiopia, Madagascar, Sierra Leone and Guinea Bissau. The SFA project is a partnership of the United Nations international Children Emergency Fund (UNICEF), the Nelson Mandela Foundation and the Hamburg Foundation, and as of now it has supported more than 30 million children achieve the dream of education.

Zimbabwe has invested highly in its education sector because it recognizes education as significant to national and economic development of the country. The government since independence in 1980 has made great efforts to increase participation of learners at all levels in education. The ZANU- PF led government inherited a sound economy from its British colonizers but followed a socialist path whereby there was an increase expansion on schools infrastructure and teacher training programmes around the country, (The Zimbabwean, 2017). The government introduced free primary education that was compulsory for every child in the age group between six and twelve years old and only at secondary level was where the fees being paid. Problems began to shoot when the government adopted and implemented a five-year development plan commonly known as the Economic Structural Adjustment Programmes (ESAP) in 1991. These structural adjustment programmes led to the critical underfunding and underperforming of the education sector in the country. The same year saw the amendment of the Education Act of 1987 and the introduction of fees for primary schools. In the early 2000s, the government initiated a chaotic Land Reform Program that led to the economic collapse of the country and its standards of education declining. Thus, the resultant economic meltdown negatively affected the gains of the independence that were previously been attained in the education system before.

The World Bank in 2014 once reported that, Zimbabwe is among one of the country with the world's highest unemployment rates, high poverty levels, inequality and a twofold economy characterized by the informal and formal sector. The World Bank also classifies the country as a

low-income country whereby its 72% of the population lives below the poverty datum line, (Gwaunza, 2017). The country has also been named as characterised by imbalanced societies whereby the gap between the rich and the poor is huge and easily noticeable. This can be evidently seen on the material things that are owned by the two societies; the rich live large and earn much compared to the poor families who struggle to feed their children and living at a less than \$1 per day. The majority of the families in the country cannot afford past a single meal per day due to the economic hardships the country is currently. With the unemployment rate of above 80% most of the families have been left with no option but turning to vending and illegal foreign exchange dealings to earn a living.

Mainly, the schools in Zimbabwe's urban areas are characterised by learners that come from different family backgrounds with those coming from the low socioeconomic families occupying a large proportion. Most of the learners who come from poor families lack enough resources to use in schools and as a result, they are always legging behind. According to McManus (2015), from the day, they start nursery school or pre-school, children from families of low socioeconomic status will already be more than a year behind those children of rich families in their grasp of both reading or intelligence and math. The children of less educated parents have more social and emotional problems and are likely not to report to school daily. Also because they are poor, the parents are less likely to afford private schools for their children where there are many better opportunities offered which may include extra lessons, music and art, elite sports like cricket, tennis ball and soft ball that richer, better-educated parents lavish on their children.

In the end, due to the current political, social and economic crisis surrounding Zimbabwe, the country is now in a position where the government does not have adequate funding for the education sector and the majority of the citizens not affording to pay tuition for their children's education. Although the government of Zimbabwe is working so hard to ensure that education is accessible by all citizens, narrowing the gap between the students from high socioeconomic status and those coming from low socioeconomic status has been a big challenge. Parent's lack of education, increases the likelihood of poverty being perpetuated, and transmitted across all generations to follow. According to the UNDP (2013), the possibility or chances are high that a child who lives in a poor household in which the family-head hold less than a primary education will experience a high risk of non-attendance or drop out of the school early. Thus, it is against

this background that the researcher sought to investigate the educational gap between learners from poor and affluent families in Chinhoyi urban secondary schools.

However, many NGOs are working with the government in providing education to the more disadvantaged children both in the rural and urban areas. These include the Basic Education Assistance Module (BEAM), which is working with the rural children mainly the orphanage, and those who come from a female-headed family by paying fees for them. Cambridge Female Education Trust (CAMPFED) promotes and supports the education of a girl child by providing financial and material assistance. They also help with the guiding and counseling of the girl child. The Zimbabwe Children's Home looks after the ex-combatants or war-vets children and children from low socio economic families. In addition, the government stated that, no children should be turned home for not paying their school fees. This was done so that children from poor families have equal access to education with those from rich families.

1.2 Statement of the problem

The research seeks to determine the educational gap between learners from poor and affluent families. Gaps on education may exist between students from different backgrounds for example ethnic, racial, gender, disability, on access to courses and special educational opportunities. There are a lot of differences between learners from poor families as they lack enough resources to use at school, studying time and lack of parental involvement compared to those from rich or affluent families who can afford much for their children. Students from poor backgrounds hardly have enough money to pay for their school fees and therefore will stay in fear of being returned home. This affects students and thereby reducing their concentration and confidence levels at school. The differences in the socioeconomic backgrounds between learners affect them directly or indirectly in their educational pursuit thereby providing an uneven playing ground for learners coming from poor backgrounds. The research therefore, aims to uncover the reasons behind the educational gap between learners coming from poor and rich backgrounds.

1.3 Purpose of the study

The study sought to:

1.3.1 Examine how families' socioeconomic status contributes to an educational gap between learners.

1.3.3 Identify some of the factors that influence educational gaps within the learner's background.

1.3.3 Discuss how the economic situation of the country and the implemented new curriculum contributes to the educational gap between learners from affluent and poor backgrounds.

1.3.4 Establish strategies that can be implemented to reduce the educational gap between learners from different backgrounds.

1.4 Research questions

1.4.1 How does the socioeconomic status of families contribute to the educational gap on learners?

1.4.2 What are the other factors that enhance an educational gap between learners from affluent and poor backgrounds?

1.4.3 How is the economic crisis in Zimbabwe influencing an educational gap between learners from different socioeconomic status?

1.4.4 Does the new curriculum have any contributing factor on maintaining the education gap between learners?

1.4.5 What strategies can be implemented to reduce the educational gap between learners from affluent and poor backgrounds?

1.5 Significance of the study

This study will be of benefit to a number of stakeholders that is to say; the government, schools, teachers, students, parents and the researcher as a student at Midlands State University (MSU).

1.5.1 Government

An educated population brings pride to the government as it reflects on its ability to make sound policies aimed at advancing its population socially and economically. The study will be of much importance to the government as it enables it to make policies that are in line with the economic state of the nation. The economic situation of the country had been performing poorly since 2000 and it has greatly affected the education sector. Some of the parents are finding it hard sending their children to school because of lack of funds, resources and mostly they are unemployed. Because basic education is a recognized entitlement and the society benefits when children are educated, the state should bear the cost, especially for poor, orphans and marginalized children. The government thus can source funds from non-governmental organisation and different sponsors that can pay fees and provide resources in schools. The likes of Basic Education Assistance Module (BEAM), which was sponsored by the Department for International Development, had been paying schools fees for most of the vulnerable children in rural schools. Therefore, the government can also engage as many international organisations that are willing to help children in schools so as to close the existing educational gap between learners from different socioeconomic backgrounds.

1.5.2 The Schools

The need for broader social and economic changes in our country does not provide an excuse for maintaining the status quo in schools. Many schools will also benefit from this piece of study as it enable them to understand the education gap between learners from poor and affluent, and implement certain measures discussed. The schools will therefore give students from poor backgrounds access to the same high-level curricular and pedagogical opportunities and high expectations as their wealthy peers.

1.5.3 Teachers

During the school calendar, children generally spend more time interacting with their teachers than with their parents. Teachers do meet children from different socioeconomic background in a classroom setup. This study will have a big impact on teachers, as it will enable them to understand that the schools are made up of learners that come from different backgrounds.

Teachers will not look down on those learners that have difficulties on school resource attainment and give them equal opportunities in a classroom.

1.5.4 Parents

Parents are the ones responsible for the upbringing and welfare of their children. This study will be of paramount importance to parents, as it will enable them to understand the demands their children will need at school. The parents will be able to prepare in time their children so that they will not face challenges at school.

1.5.5 Learners

During school days, learners spend the whole time interacting with each other and teachers. They learn, understand and befriend. This study will be of importance to learners because they will understand the fact that the school is made up of learners with different family backgrounds. Some have access and some do not have access to all the required resources. They will learn to share and not look down upon each other, but take themselves as equal to obtain the benefits of education.

1.5.6 The Researcher

The study will be of greater significance to me as a student at Midlands State University to be awarded a Bachelors of Education Honours Degree in Geography. The study on the education gap poised by socioeconomic group will act as framework and references to other researchers who will do the same research or the related researches as it will act as the guidelines to them.

1.6 Limitations of the study

Trochim (2006) views limitations as those factors that hold the research such as time, money and workforce and entire population, which are beyond the researcher's control. The study was carried only in the urban schools of Chinhoyi thus, the population size was low. One of the major constraints was financial input. This was because the researcher had no money for transport to move to and from the sampled schools where the data was collected. In addition, the printing of all the questionnaires required a lot of money. In some schools, the learners were unwilling to give answers because they were not sure of what answers would please the school authority. Some of the learners were not comfortable to disclose their family socioeconomic status. In this case, the researcher had to re-emphasise the fact that all answers were anonymous and only the researcher had access to them.

1.7 Delimitations

Denscombe (2010) defines delimitation as boundaries or perimeters set by the researcher to control the study being done. This study focused on three secondary schools in Chinhoyi urban cluster only. Findings and realizations of the study may not necessarily be generalized to other parts of the country and neither can the findings be universalized. The research was conducted within a timeframe of eleven months from December 2017 up to November 2018.

1.8 Operational Definitions of terms

Affluent- having a lot of money, rich or wealth

Educational gap- sometimes referred to as an achievement gap is the differences in academic performance between groups of students- (better income and low income families), (Ansell, 2011)

Educational level- the rank of a person's formal education attainment.

Family income- refers to wages, salaries, rent, profits and any flow of earnings received in a family, Simiyu (2001).

Poor - lacking sufficient money to live at a standard considered comfortable or normal in society.

Parental education- is the highest education level the parent completed measured from high to professional school,

Parental involvement- are the activities occurring between a parent and a child or between parent a teachers at the school that can contribute to the child's educational outcomes, (Abdullah, Seede, Alzaidiyeen, Shabatat, Alzeydeen and Al-Awabdeh, (2011).

Socioeconomic status- is the social standing or class of an individual or group and often measured as a combination of education, income and occupation, (Marmot, 2004).

1.9 Chapter Summary

This chapter was an introductory chapter of the dissertation as a whole. It is the focal point of the study as it presents the rationale of carrying out this study as presented in the background of study and the reasons for the importance of the study have been noted. It also draws attention to the research questions that the researcher need answers to in order unpack the key constructs in the research study.

The next chapter focuses on the related literature concerning the topic under study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

Chapter 1 presented and discussed the introduction of the study and included the background to the study, statement of the problem, purpose of the study, research questions and its significance. This chapter presents a comprehensive review of the related literature that is related to the research study. Series of articles that are related to the topic under study were scrutinised. The study seeks to investigate on the educational gaps that exist between learners from affluent or rich and poor backgrounds.

Literature review serves as a base to the development of this study. Green, Johnson and Adams (2006) are of the view that literature review are facts or occurrences on what has been published on the topic by accredited scholars and researchers. The literature review rationalise the problem and a central preposition within the context of the existing educational gaps. The following aspects which include the socioeconomic status of parents on learners' education, the factors that influence education gaps and how the economic situation in Zimbabwe contribute to the education gaps will be discussed.

2.1 Contribution of socioeconomic status on education performance of learners.

From the onset, parents are the primary sources involved in the raising of children in every society and this is the reason why the family is regarded first as an important driving force of socialisation. Whenever the parents' posses the resources and skills, they administer them efficiently and happily for the upbringing of their children, which will in turn, benefit the society and encourages development of the country at large. Children's capability to concentrate, achieve and succeed in school is dependent on how successfully they are managed by their parents at home, (Vellymallay, 2012). It is of much importance to note that, not all children come from a household that is capable of providing them with the educational resources that are necessary for their academic success.

Socioeconomic is an economic and sociological total measure of a person's work experience or a family's economic and social position based on income, education and occupation, (Marmot

2004). Studies have repeatedly found that socioeconomic status affects students' outcomes, (Jeynes, 2002, Eamon, 2005, and Hochschild, 2003). According to the Organisation for Economic Co-operation and Development; OECD, (2005), academic achievement depends not only on the factors in school but also on the socio-economic setting where students grow up.

Across all socioeconomic groups, parents face a major challenge when it comes to providing optimal care and education on their children. Families with high socioeconomic status often have more success in preparing their young children for school. These parents have a variety or a wide range of resources to promote the educational development of their children. Thrupp (2006) argues that students with higher family socioeconomic status had higher school achievement compared to those that come from families with low socioeconomic status. He also states that these gaps in New Zealand are relatively wide. A large number of children that are born into disadvantaged families or who experience prolonged periods of poverty do not actually enjoy the high levels of educational success. Ladd (2012) an American educational economist points out that, children from disadvantaged households perform less well in school on average than those from advantaged households. In Germany, socioeconomic status of the students account for 23% and 12% in Japan of their academic performances, (OECD, 2005). Low parents' economic status has a negative effect on the academic performance of students because their parent's financial challenges distract them on concentrating on their studies that can lead to scoring low grades.

Socioeconomically advantaged parents are capable of providing their children with a high quality care, books and toys to encourage them to have various learning activities at home. They have information concerning their children's health, social, emotion and cognitive development. In addition, parents from high socioeconomic backgrounds tend to be more involved in their children schooling than parents of low socioeconomic status. Hill and Taylor (2004) postulates that, parents from low socioeconomic backgrounds tend to deal with non-flexible work schedules and stress thus they do not have time with their children's books and helping them in doing home works. This is because low socioeconomic families are involved in strenuous manual work in order to provide food and shelter for their families. Jamila (2009) supports the view by stating that parents from high socioeconomic backgrounds are more likely to interact with their children, promote learning and being warm to them and more encouraging than low socioeconomic parents and these differences are associated with education achievement.

Families with low socioeconomic status often lack the financial, social and educational support that is characterised by families from high socioeconomic status. Sometimes when necessities are lacking, parents place top priority on housing, food and clothing. According to Ewijk and Slegers (2011), educational toys, games and books may appear luxuries and parents may lack time, energy or knowledge to find innovative and less expensive ways to foster their children's development. Poor families tend to have lower demand for school than their rich families whatever the benefits of schooling, the costs for them are too difficult to meet, (UNDP, 2013). The major reason why these parents remove their children from school includes fees for registration, admissions and examinations, the cost of uniforms and books, the provision of other daily demands to their children and the cost of transportation to and from the school. In general, several studies suggest that the direct costs or financial constraints affects children and lead to their low participation in schools, (Ewijk and Slegers, 2010). In America, students with a low socioeconomic status earn lower test scores and are more likely to drop out of school, (Eamon, 2005 and Hochschild, 2003). Children from low-SES families enter high school with average literacy skills that are five years behind those of high-income students, (Reardon, Valentino, Kalogrides, Shores, and Greenberg, 2013).

Hope is an important thing in life. Low socioeconomic families are often associated with viewing the future as containing the negative outcomes than the positive ones, (Robb, Simon, and Wardle, 2009). When learners think that failure or low performance is likely, they are most probably not to give efforts in trying. The literature also suggests that hope influences the beliefs and behaviors of the parent, leading to positive outcomes for children.

The socioeconomic status of a child is mostly determined by combining the parents' level of education, occupation status and income levels, (Jeynes, 2002). According to Parson, Stephanie and Deborah (2001), socioeconomic status is the term used to distinguish between people's relative position in the society in terms of family income, political power, educational background and occupational standing. Thus, socioeconomic status is based on the families' occupation, income and education. These bases are to going to be discussed under the factors that affect learners from low-income households to perform less well on average than their more affluent peers.

2.2 Factors that contribute to education gaps between learners from a rich and poor backgrounds in schools.

2.2.1 Parental Education.

The family is the first and primary social system in which young children begin to acquire the fundamental cognitive and social skills necessary for school, (Machida, Taylor and Kim, 2002). Many of the research so far conducted suggest that parental education remain an independent predictor of child education and outcome. The influence of the level of education of parents on the academic performance of their children is apparent in many countries. According Egalite (2016), parental education has been identified as a single associate of children's success in school, the number of years they attend at school and success later in life. In America, better-educated parents are more likely to consider the quality of schools when selecting a location in which to live. Chevalier (2004) point out that parents with high education provide the most favorable and safe environment for their children to study, thus providing the necessary inspiration for them to proceed to higher education like colleges and universities. Once their children enter a school, educated parents are more likely to pay interest to the quality of teachers at the school and that their children are adequately served. These parents also participate in parent-teacher discussions or consultations and volunteering in various activities at the school that may encourage the staff or teachers to attend to their children's needs, (Eccles, 2005). Parents who believe that their participation would be beneficial to the child's academic achievement are more likely to work together with schools and teachers than those parents who disbelief their discussion with the teachers will make a difference, (Eamon, 2005). Lareau (2003) argued that parents with little education or low educational qualifications, in contrast to those who have professional degrees feel less able to assist their children with homework, are also less likely to communicate with teachers, attend school consultation days and check their children's exercise books..

In addition, Pamela and Kean (2010) states that students whose parents have a tertiary level of education perform better in subjects like science, on reading and mathematical ability than those students whose parents have a low education attainment. The average grades scored by students with well-educated parents are 7% higher than students with poorly educated in developing countries to 45% higher in most developed countries, (Pamela and Kean, 2010). According to

Wylie (2001), parents who held low levels of qualifications are more likely to have a narrower range of knowledge. These parents do not have time to check their children's homework, helping them and paying for educational trips or other curriculum activities. Working multiple jobs or with an untimely working shift while earning less makes it harder for these parents to dedicate and manage time to their family dinners, read to their children and even invest in such activities like music, art or sport clubs at the school. Mothers with fewer years of education have been also found to read less frequently to their children and use less advanced language and literacy skills themselves that can affect the quantity and quality of their verbal interactions with their children, (Hoff, 2003 and Rowe, Pan, and Ayoub, 2005). A research by Wylie (2001) concludes that children with parents who have low qualifications are less likely to use a community library and take part in the musical activities at the school.

Parents' level of education is important on schooling since parents want their children to maintain the status quo, (Mallan, 2009). Parents with high educational qualifications have a stronger confidence on their children's academic abilities and higher expectations. This confidence and expectations motivate the children to do well at school.

2.2.2 Family Income

Income has been found to make great contributions to the child's outcomes in that, much of its influence is from the parents who invest or not in education resources and services, (Yeung, Linver and Brooks, 2002). The family's income, high or low has its impact on children's achievement and performance in all their learning years. Simiyu (2001) argues that, family income refers to wages, salaries, rent, profits and any flow of earnings that are received within the family. The families' income can come in form of employment or workers' compensation, social security, pensions and government, public or family financial assistance (remittances).

Low income affects the ability of families to purchase goods and resources that help with development of their children at school. Also low income affects the opportunity of children to participate in school trips, extra-curricular activities and other holiday programmes like extra lessons. Wylie (2001) states that, children from poor families have less adequate diet or food and sometimes come to school hungry which in turn reduces their ability to concentrate and

participate in class. Basch (2011) supports the view by stating that skipping breakfast is common in urban children and it negatively affects student's academic achievement and raising absenteeism. Goulter (2012) postulate that, the basket of support and care that children of the poor bring with them to schools is mostly empty. Many children from low socioeconomic backgrounds feel substandard or lack confidence in their own abilities at school.

The literature also suggests that income influences the beliefs and behaviors of the parent, leading to positive outcomes for children. Low-income families may have high expectations and performance beliefs that do not link well with their children's actual school performance. Parents' abilities to form accurate beliefs and expectations regarding their children's performance are so essential in structuring the home and educational environment so that they can excel in post schooling ventures. Mothers with high education have high expectations for their children's academic performance. Children from parents that are more active in the process of imparting educational knowledge to them excel in their academic career and are often more productive in the society later in life.

There is wide evidence that claims that, poverty in terms of family resources has a powerful impact on the children's educational opportunities and success, (Blanden and Gregg, 2004). Poverty in terms of low family income affects children in a different ways. Children may have lack of access to computers or laptops, textbooks, poor housing, domestic violence and stress from low pay or unemployment by parents, (Eden, 2013). These in all makes it difficult for children to view themselves as positive learners and only those who are focused and dedicated will excel in education. Low income is more likely to affect the parents' senses of being able to provide their children with the same advantages or school resources as those from their affluent households. The parents who are stressed by money and unemployment, working unsocial hours in one job are more likely to have less time with their children to provide them with a conducive environment for good educational outcome, (Blanden and Gregg, 2004).

Low-income backgrounds children are also more likely to attend low-quality schools that often lack resources. They often lack space at home to do their homework. Rothman (2003) suggests that children from low-income families do not have a safe study environment in their homes to have a positive influence on their academic achievement at school. As a result, many poor children move frequently and this can interrupt their learning, as they will be changing schools.

A related problem is the fact that around 50% of children in poverty in Zimbabwe live in rental accommodation and there is no adequate space for studying because their parents will not afford more rooms due to high rentals. The success rate for low-income students in subjects like the sciences, information and technology and mathematics disciplines are much lower than that of learners who come from well-represented backgrounds.

2.2.3 Family size.

Family size refers to the total number of children in a child's family in addition to the child himself or herself. In an African culture, polygamous is common among well-educated and poor families and is associated with many children. Lacovou (2001) states that children from large families perform less than children from smaller families and this is true with those who are the first-born children. The older children usually have the advantages of attention and warmth during the early stages of life. Researches' have shown that more attention and time are usually given to the first born in a large family, (Black, Devereux and Salvanes, 2005). The parents' attention declines as the number of children increases that will enable the later born children to perform less than their earlier born siblings. The more the children in a family the less the inputs are channeled to the other children. These inputs can include time, money attention and resources. Therefore, in conclusion children from large families have lower levels of education than those from small families.

2.2.4 Parental Marital Status.

Several studies have shown that, the rise in single-parent families is the primary cause for school failure, antisocial behavior, drug abuse and early pregnancies among children, (Popenoe, 2009 and Pearlstein, 2011). Children from two-parent homes are said to perform better than children from a single parent, (Amato, Patterson and Beattie, 2015). Single parenthood reduces the amount of time the parents have on their children both for mothers and fathers and this may affect the children, as there will be less supervision, socialisation and monitoring. The house composition of single mothers is more likely to be less stable with extended family, boyfriends

and stepfathers entering and exiting the picture over the course of the child's childhood and this instability maybe psychologically damaging to the children. At times, single mothers can fail to afford school resources such as sports kit and fees and this can shape the education aspiration of the children negatively. Amato, Patterson and Beattie, (2015) support this by arguing that, children who live with single parents have less access to resources than children with two parents do. In addition, single mothers are more reliant on their children for support and assistance than married mothers are.

In addition, the increases in orphan hood, children caring for their sick parents and other vulnerabilities linked to the HIV epidemic have posed many challenges on sustaining and improving the education levels in the country, (Nyamukapa and Gregson, 2005). There are increased responsibilities on children from single parent homes like domestic duties, which can impede the time for school work.

2.3 The economic crisis and its impact on education

During an economic crisis, the poor performance of an economy is mainly associated with reductions in hourly wage rates, number of hours worked and the amount of funds available for children. These conditions affect children's enrollment, school attendance, performance, and the school quality.

The economic crisis in Zimbabwe led to the closing of many industries and the result was high unemployment. This led to child labor as most of the parents relied on their children that affected their education. According to the economic studies, a child is exposed to a variety of negative effects and they can include:

- The decrease in adult income makes it difficult for parents to endure the direct costs of education such as school fees, levies, uniforms, books and field trips. Therefore, the education outcomes of the child are hindered because they can be withdrawn from the school.
- The decrease in adult income may also force parents to rely heavily on child labour. The increase in child labour may harm the education outcomes of the children, as they will have few hours of studying.

- The reduction in hourly wages may foster parents to work long hours and therefore reduces the time they spend with their children assisting them in their studies.

In Zimbabwe, formal education is regarded as the birthright of every child. After independence, the education system in the country was the most funded sector as there was an increase in its budget allocation accounting for about 18% of the government expenditure from 1980. Shizha and Kariwo (2011) posit that the Zimbabwean government witnessed incredible strides in school expansion and the driving principle was 'Growth with Equity'. This enabled the literacy rate in the country to be the highest in Sub-Saharan Africa. Zimbabwe experienced a major economic crisis from the early 2000s and from which it is still recovering. The chaotic land reform of 2000s was cited as the main catalyst for the economic and social crisis the country is facing, (Koech, 2012). The economic crisis did not only affect the financial sector, but the education sector among others suffered during that time, (Raath, 2008). The re-introduction of primary school fees saw a steady increase in all the school fees. The rising school fees affected the education system. The decline in productivity in the country led to retrenchment in many industries that resulted in high unemployment. This meant that there was decline in the disposable income and the families were unable to pay the rising school fees. Parents had to withdraw their children from schools so that they can help them and earn a living

The economic meltdown that hit its peak in 2008 left the education sectors in tatters, (Zhangazha, 2014). The decrease in the government expenditure on education sector left many schools relying on the tuition fees and levies. This led to the consequent rise of schools fees as the schools wanted to sustain themselves. There was also use of student fees and levies to supplement salaries and retain teachers in 2008 that worsened the inequalities between students who can afford higher supplements and those from poor socioeconomic backgrounds, (Zhangazha, 2014). In addition, Thornycroft (2017) stated that, the deepening of the economic crisis, cash shortages and the introduction of the new curriculum led to tens of thousands children failing to go to school or continue with education in January because parents could not afford to pay fees and the demands of the new curriculum. In addition, the price hikes in the country sparked outrage among parents trying to balance several bills, food and preparing their children especially those at boarding school, (Chikiwa, 2018). This is the same year where the

once Education Minister Lazarus Dokora noted that, those parents who could not pay their children's school fees could pay it via livestock (mbudzi) or working at the school.

2.4 Summary

The socio economic status of a family is the main contributor of the education gaps among children. Families with a high socio economic status are capable of providing enough resources on their children compared to low socio economic families. In addition, educated parents can spend time with their children helping them with school homework that is not mainly done by children whose parents are less educated. These are the most common factors that are contributing to the educational gaps in schools today.

The next chapter focuses on the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the research methodology and instruments that were used by the researcher to gather data in order to address the problem. It outlines the research design, population, sample and sampling procedure, research instruments, data collection procedures and data analysis plan used by the researcher in the research. The advantages and disadvantages of the data collection instruments used are discussed in this chapter.

3.1 Research Design

A research design is a plan for the study that provides a framework for collecting data. It is also a systematic plan or structure of conducting a research. Creswell and Creswell (2018) states that the function of research design is to ensure that the findings obtained enable the researcher to effectively address the research problem. It guides the study in the process of collecting, analysing and interpreting data. Saunders, Thornhill and Lewis (2007) view a research design as a programme that guides the research in the process of collecting and analysing data. The research design therefore provides directions to determine the answers to the research questions raised in Chapter 1. In this research, both qualitative and quantitative methods of data collection were used during the process.

The researcher adopted a descriptive survey to obtain information concerning the educational gaps between learners from poor and affluent families. According to Kummar (2005), the descriptive survey research design involves rendering present circumstances and relationships, opinions, ongoing processes, effects that are evident and developing trends. Saunders et al (2007) define descriptive survey as a method that looks at intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. The researcher chose this type of research design because it allowed for the gathering of in-depth information. The research design constitutes everything that the researcher employs and does in order to implement the research study, achieve the objectives of the research and answer the research questions, (Oppenheim,

2005). He also went on to argue that, research design should be in tandem with the overall purpose of the study.

Descriptive survey research seeks to find out what situations are occurring and the distribution of phenomena in a population. The descriptive survey research design, therefore, focuses on the present, the past situations and experiences, situations that are likely to change focusing on the outcome of the data. The researcher conducted document analysis, carried face-to-face interviews and distributed questionnaires as a way of collecting data.

3.2 Population

According to Hartl (2007), a population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. A population is the total membership of a defined class of people, objects or events, (O'Leary, 2004). Only three government high schools in Chinhoyi urban cluster made up the entire population. Combined, the three schools had 3000 learners, 3000 parents, 135 teachers and three school heads.

3.3 Sample

A sample survey involves examining only a portion of the total group in which the researcher is interested, and from it, generalizes information about the group as a whole. Sampling involves selecting units of analysis like people in a manner that maximises the researcher's ability to answer the research questions that are set in the study, (Latham, 2007). For the purpose of this study, a sample of 83 respondents was used. The three government schools automatically qualified to be in the study.

The 67 learners were selected using a simple random technique and this was 2.2% representation of the total learners. In this technique, every learner had an equal chance of being selected. According to Chiromo (2009), simple random technique sampling is the one in which each member has an equal and independent chance of being selected. The learners were central in this

study because their views on how parents' backgrounds affects their education positively or negatively.

The 10 teachers were selected using purposive sampling technique and these were mainly geography teachers. All the three school heads at the three schools participated in the research; this is because they automatically qualify in the study since the research was conducted at their respective schools.

The sample also consisted of three parents who were selected using the purposive or judgmental sampling technique. This sampling method involves the researcher choosing the subject to serve as the respondents, (Chiromo, 2009). The parents were chosen according to their occupation and they had rich information that was useful for this study. These parents were drawn from each of the schools.

Table 3.1 Research Data

TARGET GROUP	TARGET POPULATION	SAMPLE
School learners	3000	67
School Heads	3	3
Teachers	135	10
Parents	3000	3

3.4 Research Instruments.

Morrison, Cohen and Manion (2000) define research instruments as tools used to gather data that are vital in finding responses to the phenomenon under study. Collecting data is a credible task and is important to remember that, one method of data collection is not essentially better than the other, (O'Leary, 2004). Therefore, in this study, the researcher used questionnaires, interviews and document analysis (triangulation) to collect data.

3.4.1 Questionnaires

A questionnaire can be defined as a set of questions for gathering data. It is a method of gathering information from respondents through self-administration of questions in a paper and pencil format. According to Chiromo (2009), a questionnaire is that form of inquiry that contains a systematically compiled and organised set of questions that are sent to the population sample. Questionnaires for school heads, teachers and learners were designed differently to suit the intended respondents. Questionnaires are a set of questions and statements. The questionnaires involved both open and closed ended questions. Open-ended questions give respondents platform to bring out their emotions and to air out their views without interference. The researcher also used the closed ended questions whereby the learners had to tick the appropriate box according to their own thinking.

The rationale for using the questionnaires were their cost-effectiveness, flexibility, relevance and comparability, (Morrison et al, 2000). The researcher also selected this data collection method because questionnaires provided documentary evidence for future use unlike other instruments such as interviews and observations. The structured questionnaire had predetermined answers with boxes to tick, that saved time and directs the respondents on what answers to give, which were relevant to the study. To avoid biased information on the payment of school fees the researcher conducted a documentary analysis.

3.4.2 Document analysis.

The researcher had to check documents on the payment of fees in the bursar's office on both the three schools. The researcher chose this method because documents are stable and non-reactive data sources that means that they can be read and reviewed many times and remain unchanged, (Bowen, 2009). In addition, obtaining and analysing documents is more cost and time efficient than conducting your on experiments.

3.4.3 Interviews

Interviews are a systematic way of talking and listening to people and another way of collecting data from individuals through conversation. O'Leary (2004) defines interviews as a verbal technique for obtaining data. The interviews were administered to the three parents. An interview guide was used primarily as a follow up to data collected using questionnaires and document analysis in order to verify the reliability and validity of this data. Structured interviews were used in this study. This gave the researcher control over the order of the questions. Interviews are opportunities for probing views and opinions of interviewees, (Gray, 2004). Thus in this research the researcher had control over topics and the format of the interview. The rationale for using interviews as a way of data collection was the ability to elucidate grey areas; the ability for the researcher to repeat or rephrase questions for the benefit of the respondent's understanding and its flexibility for the respondents to use their vernacular language.

3.5. Validity

Babbie (2001) defines validity as the degree to which a research study measured what it intends to measure. This means that validity is that quality of a data-gathering instrument that enabled it to measure what it is supposed to measure. The interview guide was prepared for parents and was validated through the pilot study that was carried before the actual interviews. The researcher had to organize questionnaires according to the research questions of the study as a way of testing validity. In addition, the use of triangulation ensured valid results from the findings since the data collection methods complemented each other. By using different methods of collecting data, a researcher can enhance the validity and reliability of the collected data.

3.6 Data collection procedures.

The researcher obtained an introductory letter from the Midlands State University, Faculty of Education, Department of Applied Education to carry out the research in Chinhoyi. Permission was obtained from the Ministry of Primary and Secondary Education in Mashonaland West Province, Chinhoyi, to conduct the research in Makonde District. In addition, the researcher

sought permission from the three school heads from where the study was conducted. The researcher administered questionnaires on teachers, school heads and learners personally. Confidentiality was ensured to all the respondents not to write their names on the questionnaires and these questionnaires were collected immediately upon completion.

3.7 Data analysis plan

Data analysis refers to the process of examining data, which has been collected. The purpose of analysing data is to obtain usable and useful information. The researcher used both the qualitative and quantitative data analysis. Qualitative data analysis involves moving from raw data collected and uses it to provide explanations, understanding and interpretations of the phenomena, people and situations. Chiromo (2009) describes qualitative research, as that research that produces findings not arrived at by means of statistical procedures or other means of quantification. An open-ended approach was applied where by the data had to be analyzed with respect to the research questions and the theories posed by the researcher as well as theories of what was occurring that could come out of the data itself. This is according to Morrison et al. (2000) who postulate that a grounded theory or open-ended approach is whereby the analysis of the data comes from looking at the data. A constant comparison approach to data analysis looks to discover key and repeated themes that may come out from the data. Themes were then used to find, classify and compare incidents so a clear account can be given of the research data.

Quantitative method was used to present data statistically into numbers, percentages and illustrated in form of tables and graphs, such as respondents' personal details, their views on the educational gap between learners from different socioeconomic backgrounds.

3.8 Ethical Considerations

The researcher considered the following aspects:

3.7.1. Protection from harm

Anonymity was maintained so as to protect participants from harm, be it physical or emotional as respondents did not provide their names on the questionnaires. The researcher guaranteed the learners that the raw data obtained was not to be disclosed to anyone who was outside of the

research project, as such the information was only kept and used by the researcher and only to be displayed after analysis.

3.7.2. Informed consent

Informed consent was sought from the ministry and all the relevant authorities to ensure the authenticity of the study. The researcher explained to the respondents the purpose of the study and ensured them that it was possible to terminate participation at any time when they do not feel comfortable.

3.9 Summary

The chapter outlined the research methodology used in this study. These include the research design employed, sample and sampling procedures, the target population, research instruments, data collection procedures, and the data analysis plan. A descriptive survey research design was chosen for this research while questionnaires and interviews were the selected research instruments. Letters of approval for data collection were obtained from Midlands State University and the Ministry of Primary and Secondary Education and the three school heads.

The next chapter dwells on data presentation, analysis and discussions.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is a follow up of the data collection and methodology procedures in the previous chapter. The chapter focuses on the data presentation, analysis and discussions on the educational gaps, between learners from affluent and poor backgrounds in Chinhoyi urban cluster. The data was collected with the use of questionnaires, interviews and document analysis. The respondents include the school heads, teachers, parents and the learners.

4.1 The demographic characteristics of respondents

This section presents the demographic characteristics of respondents and these include gender, form, professional qualifications and length in service or working experience.

Table 4.1 Gender

Gender	Male		Female		Total
	No.	%	No.	%	
School heads	2	66.67	1	33.33	3
Teachers	6	60	4	40	10
Parents	2	66.67	1	33.33	3
Learners	30	44.78	37	55.22	67

The table above shows that the majority of the respondents were females (52%) and 48% being males. This was expected because there are more females than males in the country's population.

4.1.2 Class Form

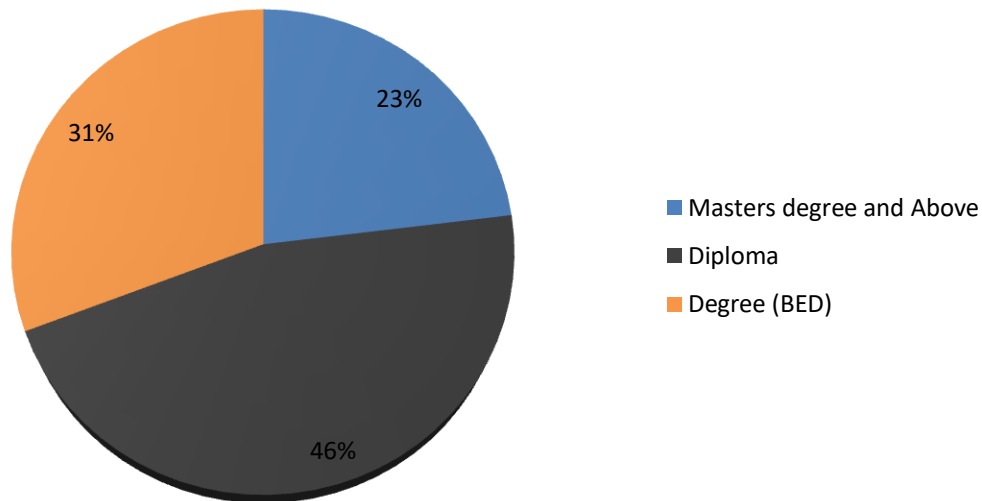
The learners were asked to indicate their class form and the information was presented as below.

Table 4.2 Class Form

Class Form	Males	Females	%
1	2	2	6
2	3	3	9
3	5	6	15
4	7	9	24
5	10	10	30
6	5	5	15
Total	32	35	100

It is shown on the table above that, most of the learners chosen were those who were to write their Ordinary Level examinations and those that were in the lower upper six classes. These two forms had 36 participants, which was 54% representation of the learners. The form 3 class and form six class had a 15% each of the learner's representation in the study. The lowest learner's representation in the study was on the form one and two classes who had 6% and 9% respectively.

Fig 4.1 Professional Qualifications.

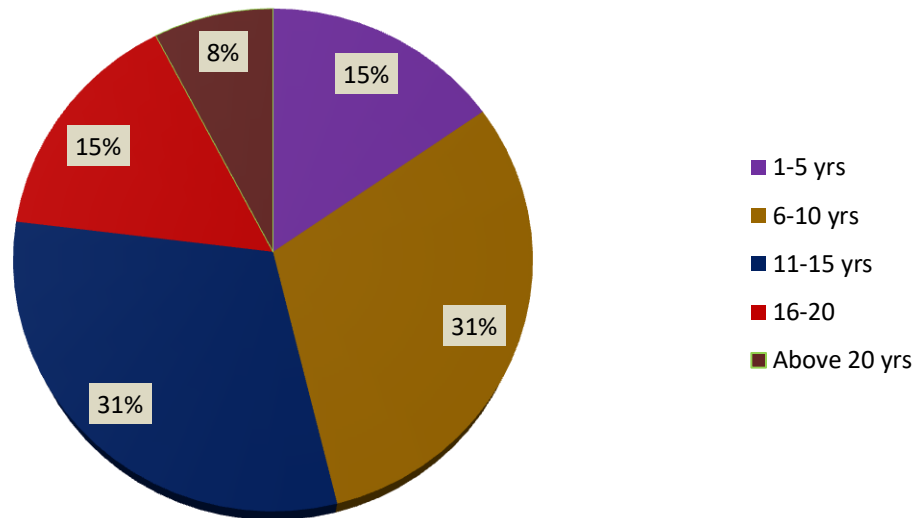


The data on Figure 4.1 above shows that most of the teachers had diplomas as their highest qualification and they occupy 43% followed by 4 teachers (36%) who had degrees. The other 23% was represented with those who had masters degrees and above of which they were mainly the school heads.

4.1.4 Teaching experience

The teachers had also to indicate their teaching experience. This is the time they had been involved in the teaching service. The information collected was compiled as below.

Figure 4.2 Teaching experience.



The information on figure 4.2 above shows that 31% of teachers had a minimum of 6 to 10 years and it is the same as those from 11 to 15 years teaching experience. This data thus therefore shows that the teachers who took part in the study had a teaching qualification that could enhance a good contribution on this study. This is because the longer one continues doing the same job, the more his or her knowledge increases and experience working with children. Those who had 16 to 20 years teaching experience occupied 15%, the same percentage as those that had 1 to 5 years teaching experience and this could be newly qualified teachers. Only a few had a teaching experience of above 20 years as shown on the pie chart with an 8% representation.

4.2 Parent's socioeconomic status.

4.2.1 Parent's occupation

The learners were asked to indicate their parent's occupation.

Table 4.3 Parental Occupation

Type of employment	No of respondents
Civil servant	24
Business person	16
Farmer	3
Manual worker	7
Lawyer	1
Doctor	4
Others	21
Total	67

The table above shows that 24 learners indicated that their parents were civil servants. 16 learners stated that their parents were business persons with 21 saying that their parents were employed in other forms of employment. Professional jobs such as doctors and lawyers had a low number of learners who indicated as the form of their parent's employment and this shown by 4 and 1 respectively.

Further interviews that were carried out with the three parents about their type of employment had the following information:

Parent 1: *I am a civil servant,*

Parent 2: *I am a business person and I am into transport.*

Parent 3: *I am unemployed and in my life, so far, I have not received a pay slip. As you can see, am into vending here in town to earn a living.*

4.2.2 Parent's income.

School heads, teachers and learners indicated how different socioeconomic status and income of parents influences their education. The data was then presented as the table below.

Table 4.4 Parent's socioeconomic status.

Views	Agree	Disagree	Neutral	Strongly Agree	Strongly Disagree
Parents' socioeconomic status influence how a student attends school.	23	20	3	21	13
Parents' socioeconomic status determines how well they prepare their children to go to school	26	11	1	37	5
Families with high socioeconomic status are more involved in the education of their children more than low socioeconomic families.	20	16	4	27	13
Families with low socioeconomic status are not able to provide all the school requirements on their children.	21	10	2	38	9
Parents' income status determines the type of school their children attends.	29	5	0	43	3
Parents' income status determines the ease with which student's fees and other levies are paid.	27	7	1	41	4
Families' income status influences how regular a student is given money for transport and lunch.	24	5	0	51	0

The findings summarised in table showed that, 23 respondents agreed with the fact that parent's socioeconomic status influences how a student attends school and 20 disagreed. Many respondents indicated that they agree (26) and strongly agree (37) that the parent's socioeconomic status determines how well they prepare their children to school. In addition, 20 respondents agreed and 27 strong agreed that families with high socioeconomic status are more involved in the education of their children more than low socioeconomic status families. 16 respondents disagreed and 13 strongly disagreed with the statement. The results also indicated that 38 respondents strongly and 21 agreed with the fact that families with low socioeconomic status are not able to provide all the requirements on their children. Parent's income status

determine the type of school their children attends obtained a high number of respondents who strongly agreed (43) and also 29 respondents agreed to this view. Those who do not agree and strongly disagree were 5 and 3 respectively. More respondents (41) strongly agreed with the view that parent's income status determines the ease with which the student's fees and other levies are paid. This was the same case with the 51 respondents who strongly agreed with the view that families' income status determines how a student is given money for food and transport. Only 5 respondents disagreed with this view.

4.2.3 Payment of fees by parents

Learners indicated how their parents pay their school fees and how many installments per term. The data shows the responses from the learners.

Table 4.5 Payment of fees

Type of fees payment	No of respondents
Installments	17
No installments	50
Total	67

The data above shows that most of the learners were not paying their schools through installments. Only 17 learners indicated that they were paying their fees through installments of about 2 times per term.

Two of the three parents through interviews, indicated that they were having difficulties in paying their student's school fees:

Parent 1: *The issue of school fees for my children always gives me sleepless nights. I have 3 children who are going to school and I have not yet finished paying their fees.*

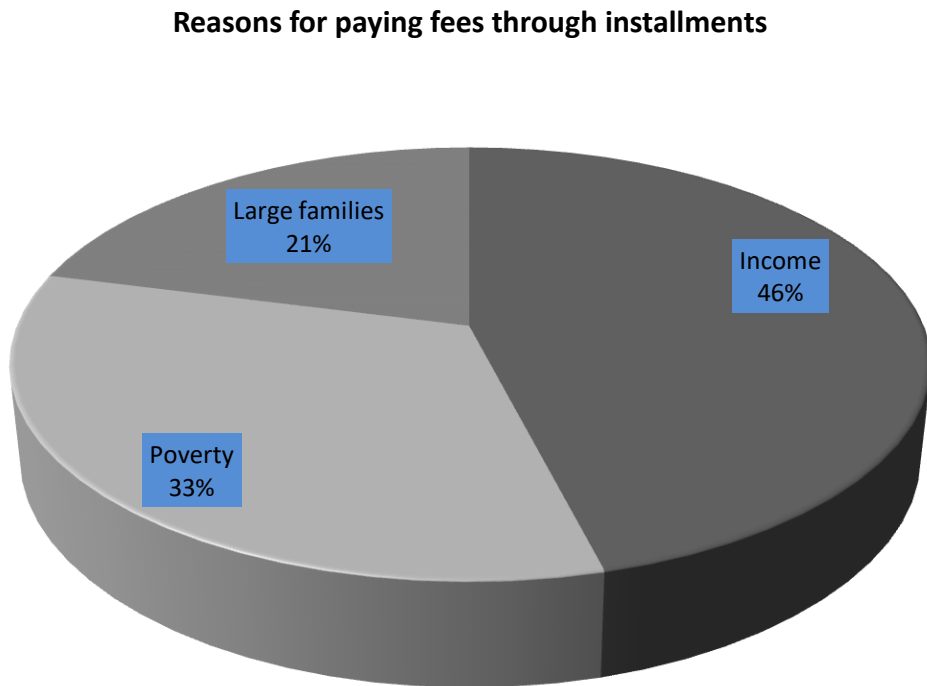
Parent 3: *Eeh, the money I am getting from selling in the streets is not enough to cover all the demands I have at home, so I pay their fees through installments.*

Only one parent indicated that the schools fees for his children are paid in time and once.

Parent 2: *I pay my children's school fees during the school holidays and I do this so that I will not have difficulties when they have opened at school.*

The researcher went further to conduct a document analysis and noticed that some of the learners had not finished paying their school fees. Other students had balances for the previous term.

Fig 4.3 Reasons for paying fees through Installments.



Data from Fig 4.3 shows that most of the learners who had not finished paying their school fees was due to an irregular income from their parents, 46% and 33% cited that it was because of the large family where they come from. The remaining 21% revealed that it was because of the economic hardships currently facing the country.

The data gathered through interviews from parents was clear to the researcher with the reasons why they were paying their children's fees through installments.

Parent 1: *I am not working and I do not have a stable income at the end of the month*

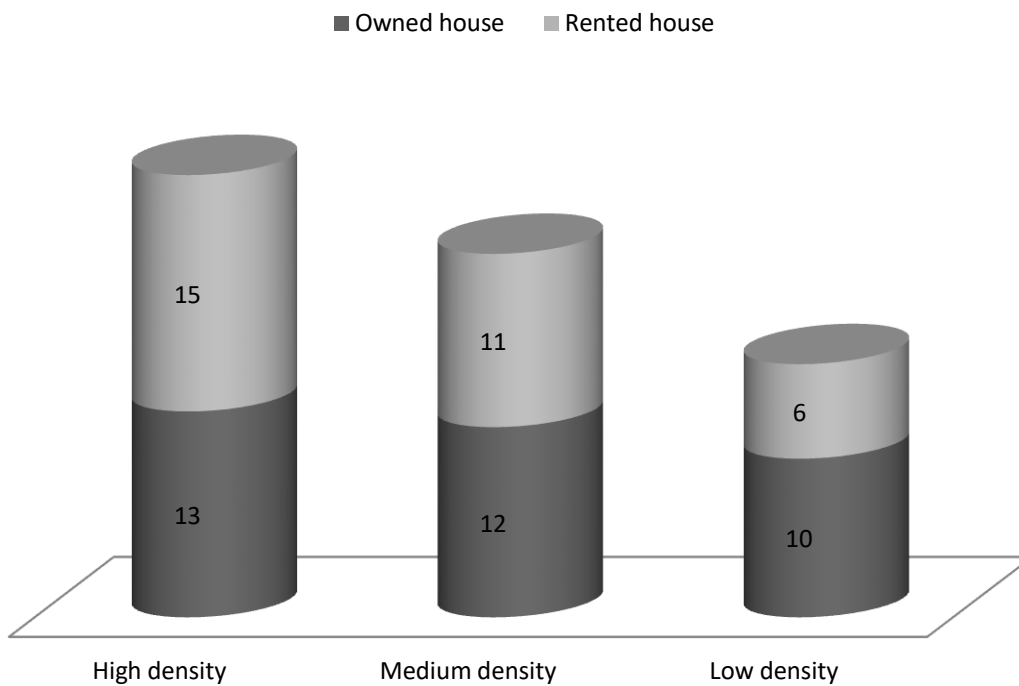
Parent 3: *I have three children who are going to school and it becomes difficult for me to pay their fees once, so I had to pay as to how I get it.*

4.3 Factors that enhance an education gap between learners from affluent and poor backgrounds.

4.3.1 Place of residents.

The learners indicated the type of the location where they stay on the questionnaire. In addition, the information regarding whether their parents own the house they are staying at or it is a rented house was collected.

Fig 4.4 Place of Residents



The data on Fig 4.4 shows that most of the learners stated that they were staying in the high-density suburbs as they occupy almost 42% of the total learners asked. 34% of them indicated that they were staying in medium densities and 23% staying in the low-density suburbs. The high-density suburbs also showed that most of the learners stated that their parents own the house they are staying. Of the 67 learners who participated in the study 13 stated that they were staying in the houses owned by their parents compared to the 12 in the medium and 10 in the low

densities. And the data collected also went on to show that more than half of the learners were staying in the houses owned by their parents compared to 32 learners who indicated that they were staying in the rented houses.

Further investigations carried through the administering of interviews to the two parents indicated that; one parent had the house of their own and another parent staying in rented houses.

Parent 1: *I am living in a 3 roomed rented house with my family of 5. Things are so hard that I cannot manage to build my own house. There is space for my children to do their studies freely*

Parent 2: *I own a seven-roomed house, which is in the high-density suburbs. I stay with my family and currently have three children who are going to school.*

4.3.2 Effect of Family Size on children.

The researcher asked the respondents on the effect of the family size on children and how it enhances the educational gap and academic performance.

Table 4.6 Family size and its effects on education.

Opinion	Frequency	Percentage %
Yes	57	69
No	26	31
Total	83	100

The findings indicate that, 69% of the respondents agreed that family size has an impact on the education and performance of children while 31% felt that it was not a factor, which can contribute to any performance at school.

4.3.3 Family Composition from where the learners come from

Table 4.7 Family Structure

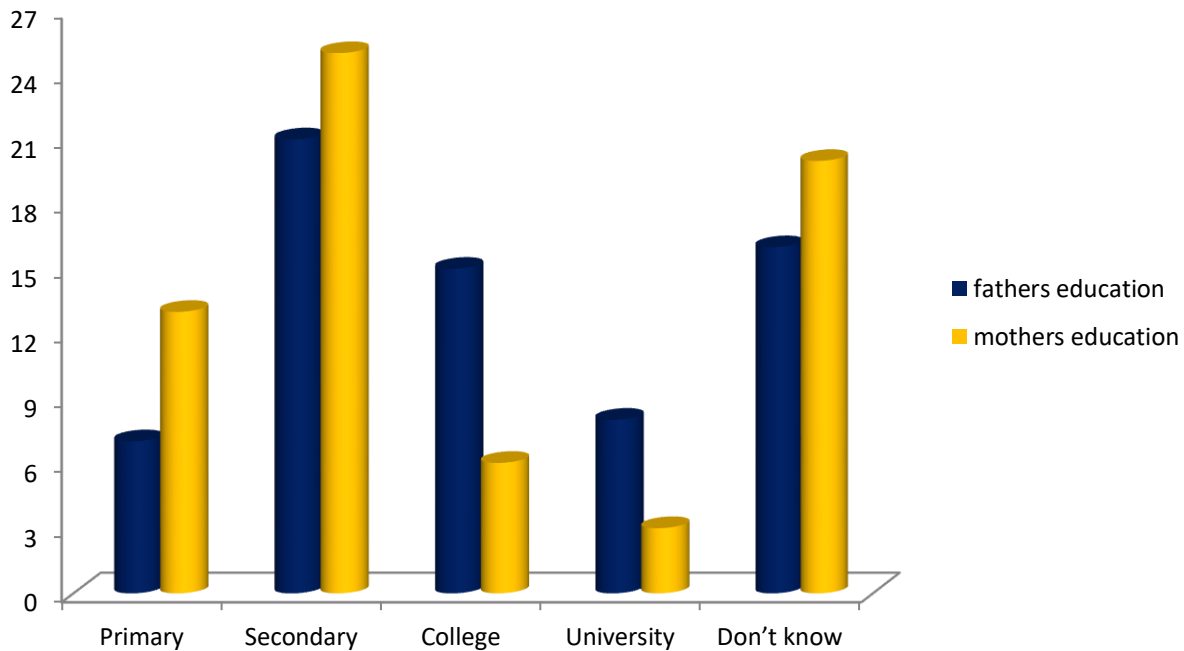
Family Structure	Number of learners
Two parent family	52
One parent family	15

The information on table 4.7 shows that some 52 learners indicated that they were staying with both of their parents and 15 were staying in a one parent headed family.

4.3.4 Parent's level of education

The students were asked to indicate the levels of education for their parents.

Fig 4.5. Father and Mother's highest level of education.

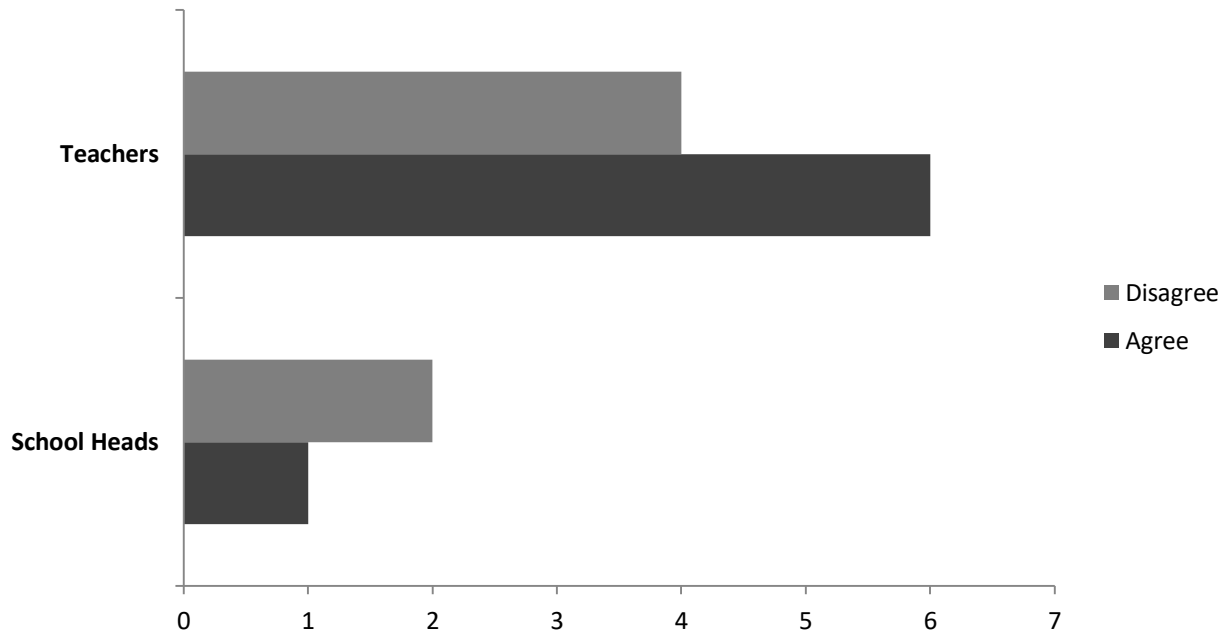


The data above shows the highest educational levels for their parents that were provided by learners. 7 learners indicated that their fathers had a primary education and 13 indicate that it was their mothers who had a primary education. The results indicate that the largest level of education where both fathers and mothers attained was the secondary education. 21 and 25 respectively represent this. 15 learners indicated that their parents had a college education and 6 indicated that their mothers had also college education. About 8 learners stated that their fathers had a obtained a degree as their highest level of education with 3 learners indicating it to their mothers. In addition, almost half of the learners were not aware of their parent's level of education.

4.3.2.1 Parental education level determines the type of assistance a child receives at home.

School heads and teachers were asked about the influence of parental education level and the type of assistance a child receives at home. The information was then summarised as below.

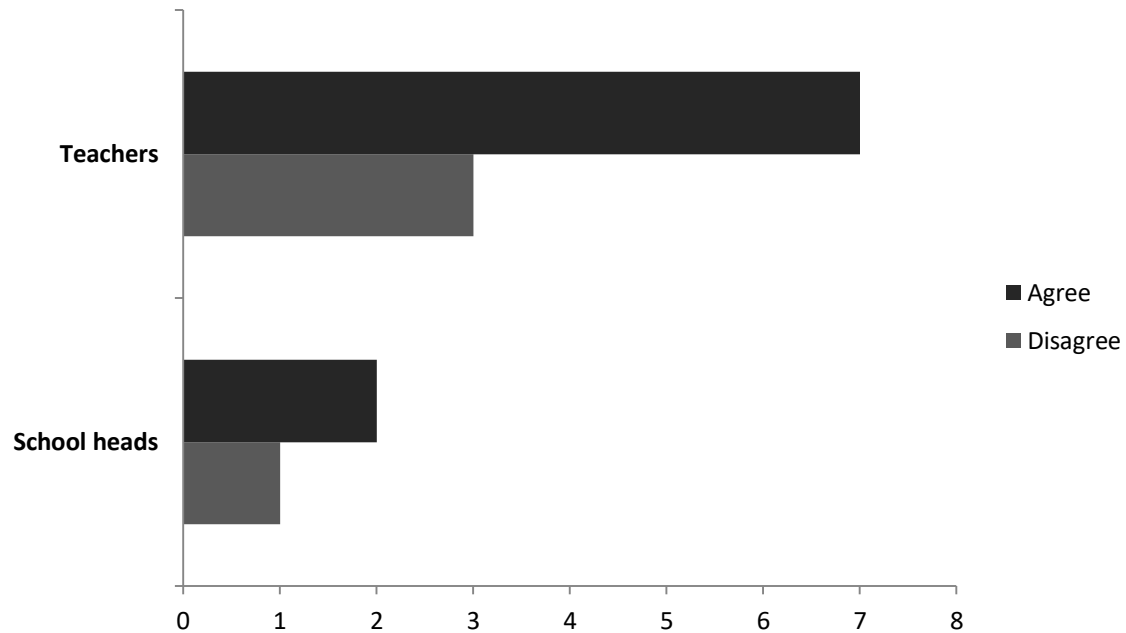
Fig 4.6 Parent's Assistance at home.



The data in Figure 4.6 shows that of 2 school heads disagreed and one agreed on the fact that parental education influences the type of assistance a child receives at home. More than half of the teachers agreed with only 4 teachers disagreeing with the statement.

4.3.2.2 Parental education qualification provides an inspiration on their children to work hard at home.

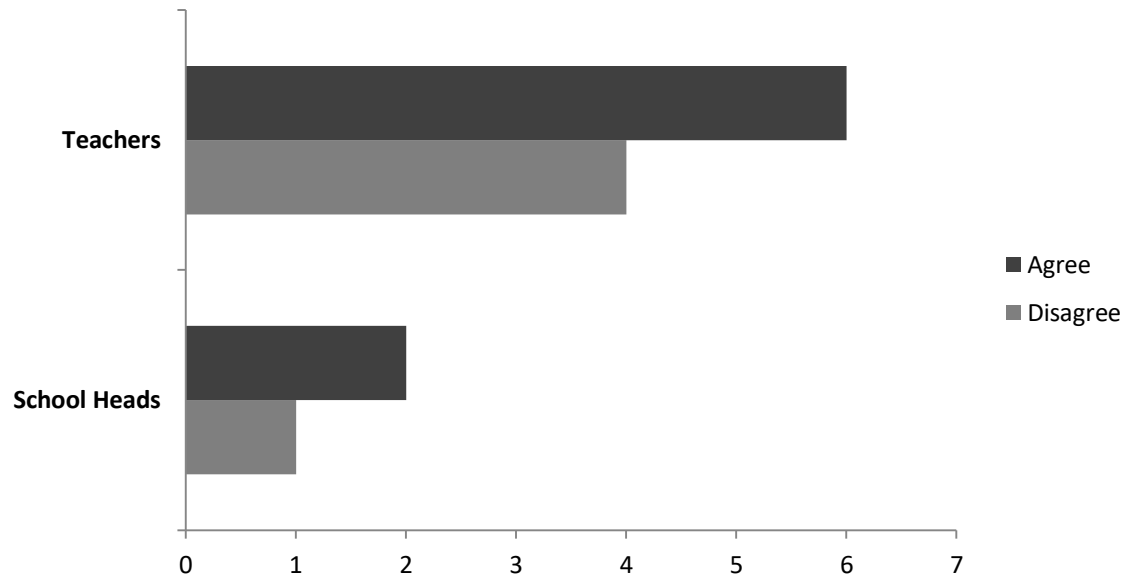
Fig 4.7 Parent's education qualifications inspire children



The data in table Figure 4.7 shows that 2 school heads agreed with the view that parental education provides an inspiration on their children to work hard at home. In addition, majority of the teachers agreed and 3 teachers disagreeing to the fact that parental education provides an inspiration to their children to work hard.

4.4.2.3 Parent's levels of education influence the interests they attach to their children's education.

Figure 4.8 Parent's influence on their children's education.

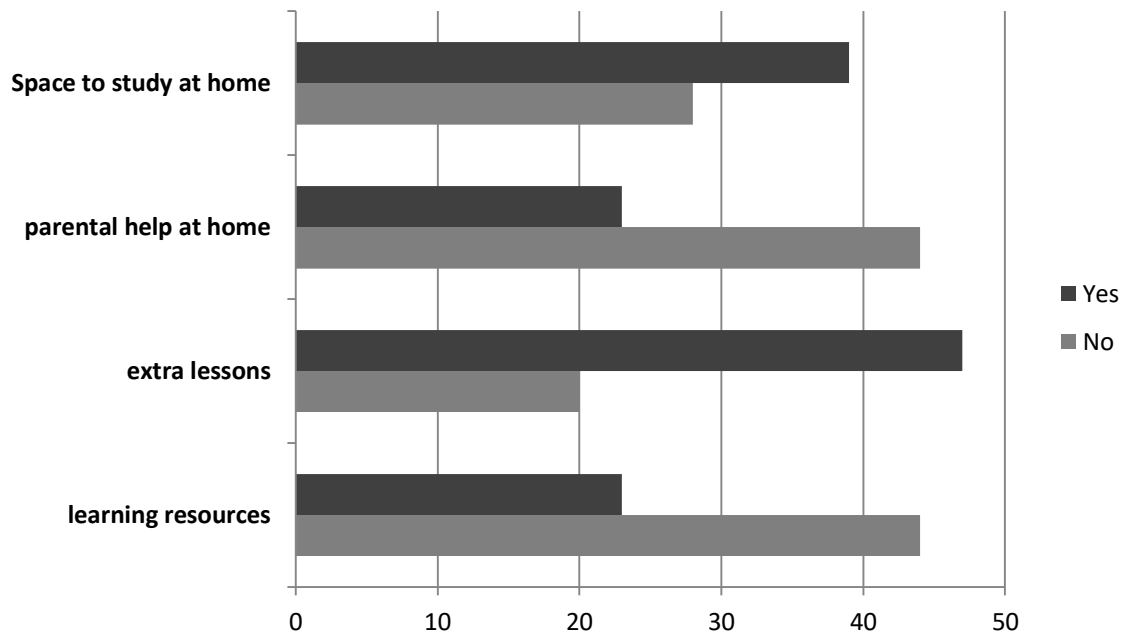


The data on Fig 4.8 shows that two school heads and more than half of the teachers agreed to the fact that parent's level of education influences the interest they attach to their children's education. Those who disagreed were 4 teachers and 1 school head.

4.4.2.4 Learning resources, extra lessons, and parental help at home

The study evaluated the effects of learning resources, extra lessons and parental help at home. The following information was then gathered.

Fig 4.9 Learning resources, extra lessons, and parental help.



The data above on Fig 4.9 indicates that two thirds of the learners pointed out that they had no the learning resources required by the new curriculum with only 23 proving to have them. Majority of the learners (47) indicated that they were attending extra lessons at home with a few failing (20) to attend. In addition, two thirds of the learners indicated that they were not receiving parental help on doing home works at home with 23 accepting that they got some help on doing schoolwork from their parents. The data also shows that 39 learners agreed that they have enough space at home to do their studies with 28 noting that it was not adequate.

4.4 The economic situation in Zimbabwe and how it is affecting the educational system.

The study further investigated how the economic situation in Zimbabwe has undermined the education system and exacerbated the educational gap. The data responses from the teachers and school heads was summarised as below.

Table 4.8 The Economic Crisis in Zimbabwe.

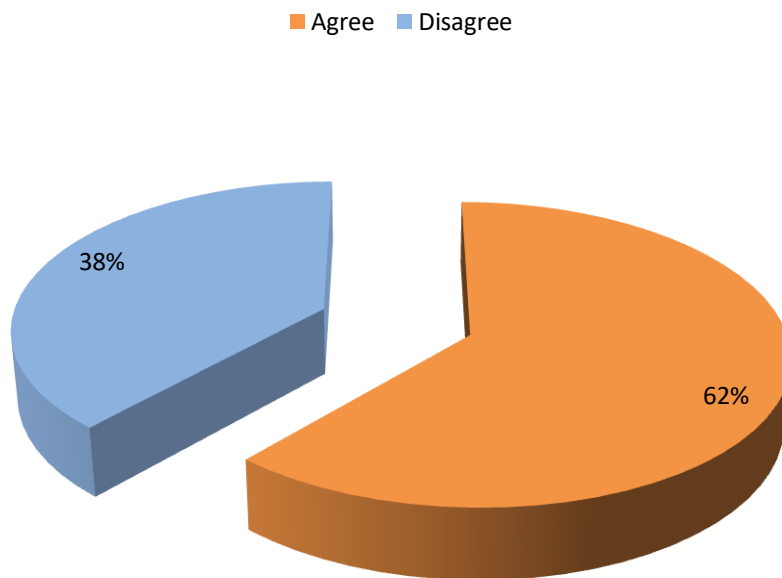
View	Teachers	School heads
High unemployment rate	10	3
Low income or salaries on families and teachers	10	2
Cash shortages	9	3
Lack of resources in school	10	3
High prices goods or school items	7	2
Teacher attrition.	6	2
Child labour	7	1

From the information provided on the table above, all the school heads and teachers noted that high unemployment in the country due to economic crisis is influencing the education gap. All the teachers pointed out that, low salaries among teachers and families is affecting the education sector, with 2 school heads stating the same. Cash shortages in the country was cited by majority of the teachers and all the 3 school heads. All the respondents indicated lack of resources in schools as influencing the educational gap between learners. High prices of goods was cited by more than half of the teachers and 2 school heads with teacher attrition in the country indicated by 6 teachers and 2 school heads. Child labour was only pointed out by majority of the teachers and 1 school head as an economic factor influencing an educational gap between learners from different socioeconomic status.

4.5 The New Curriculum.

The study also sought out to find the teachers and school heads' view on the new curriculum and the educational gap. The information was compiled as below.

Figure 4.10 The New Curriculum



The data on Fig 4.10 shows that 62% of the school heads and teachers agreed to the fact that the demands of the new curriculum are necessitating an education gap. Only a few 38% had to differ and disagreed with this view.

4.6 Strategies that can be implemented to reduce the educational gap between learners from affluent and poor backgrounds.

School heads, teachers and children were therefore asked to identify some of the strategies that can be implemented to reduce the educational gap between learners from affluent and poor backgrounds. The information provided was then summarised on the table below.

Table 4.9 Strategies to reduce educational gaps.

Strategy identified.	Frequency				
	School Heads	Teachers	Parents	Learners	%
Provision of loans	3	6	2	23	41
Donor funding	3	9	3	44	71
Provision of enough resources in schools	3	10	3	40	80
Avail scholarships through SDA	2	7	1	20	36
Employment creation	3	10	3	56	82
Club funding at school	2	6	1	50	71
School fee exemption on orphans	3	5	2	30	48
Price controls	3	10	3	33	61
Guide and counseling	1	3	0	13	20

The data on table 4.8 shows 41% of the respondents indicated provision of loans to financially disadvantaged parents to pay fees for their children. Donor funding was noted by 71% of the respondents with provision of enough resources in schools scoring 80%. All the school heads, 10 teachers, parents and majority of the learners pointed out that there is need of creation of employment in the country. About 50 learners suggested that there should be club funding at school to help those in need. The school heads, teachers, parents and half of the learners indicated that there should be price controls on the goods in the country. Few respondents noted guide and counseling among those learners who come from poor families to motivate them and feel comfortable that they can do well on their studies despite the challenges they are facing.

4.7. Discussion.

4.7.1 The socioeconomic status of families contributes to the educational gap on learners.

From the data gathered in Table 4.5, the socioeconomic status of a family has a strong effect on student's education. The school heads, teachers and learners agreed that parent's socioeconomic status influence how a student attends school and this was a 55% of the respondents. Children from high socioeconomic backgrounds are catered well and are not likely to miss school because their fees are paid in full and on time. Mainly their children are sent to boarding schools or private schools where the facilities are different from those most government led schools. Children from low socioeconomic are more likely to miss or not to attend school because of fees, lack of uniforms, books or transport to and from school. The UNDP (2013) in its report concluded that poor families tend to have a lower demand for school on their children than the rich families because whatever the benefits they get from schooling, the costs for them to meet their children's school requirements are difficult to meet. When low socioeconomic parents believe that failure or low performance is likely on their children, they are most probably to encourage them to miss school, help them at home, and later affect their performance because they will be behind always. It therefore becomes clear that the findings of the study support the view that parent's socioeconomic status enables the educational gap to widen, (research question 1).

From the findings, the researcher noted that teachers, school heads and three quarters of learners agreed that parent's socioeconomic determines how well they prepare their children to school. This is because parents who have a high socioeconomic status are able to provide much on their children but those from low socioeconomic status sometimes struggle. High socioeconomic status parents have a range of resources that can encourage the educational development of their children and improve their performance. In addition, families that are more affluent can use their resources to make sure that their children acquire a range of extracurricular activities. Their homes are equipped and exposed to educational facilities that are necessary for the education of their children. They can hire teachers to teach their children at home, and this gives an upper hand than their counterparts from low socioeconomic backgrounds. Low socioeconomic families put priority first to such necessities like housing, food and clothing before providing educational resources to their children. Eamon (2015) support this argument when he notes that, low socioeconomic status prevents access to certain resources that might affect the academic performance of the children. From the findings, it becomes clear that learners from affluent and poor backgrounds have differences on school preparation provided by their parents.

School heads, teachers and learners supported the view that families with high socioeconomic status are more involved in the education of their children more than their low socioeconomic families. Parents from high socioeconomic status are likely to come to school to discuss the education progress of their children. They help their children with home works and can spend a good time with them. Low socioeconomic parents tend to be occupied due to working long hours and stressful jobs thereby not much involved in the education of their children. Children from affluent backgrounds tend to engage and discuss their education and performance with their parents more than those from poor backgrounds. This gives them an upper hand in their studies than children from poor backgrounds.

4.7.2 Factors that enhance an educational gap between learners from affluent and poor backgrounds?

4.7.2.1 Parental education

The findings show that the respondents agreed with the fact that parent's educational level influence educational performance among children, there by necessitating the educational gap. This can be attributed to the fact that the more educated the parents are, the more they value education and support their children in their studies. Learners indicated the highest education qualifications of their parents and some noted that their qualifications help them to work hard. Teachers and headmasters also agreed that parental education qualifications influence children's achievement at school. Parents with high educational qualifications have confidence on their children's abilities and have higher expectations. Parents with low educational qualifications feel less able to assist their children with homework and less likely to communicate with teachers. Therefore, children from affluent backgrounds tend to do better than children from poor backgrounds. This is so because children from educated home would like to follow the footsteps of their parents.

From the findings in Fig 4.6, 70% of the teachers and school heads agreed that, parent's education qualifications determine the kind of assistance children receive at home and parent's education qualifications provide an inspiration to their children to work hard in their studies. 47 learners asked indicated that they were having extra lessons at home with 20 learners not

attending these lessons. Extra lessons have become an important factor as they boost academic performance. Furthermore, 44 learners agreed that they were not having parent help at home with only 23 learners accepting that their parents were helping them with studies. From the findings, the researcher noted that parental education plays an important role in their children's education. Most educated parents have better paying jobs and a guaranteed income to support the needs of their children. The World Bank (2014) noted that, students with parents who are educated are more likely to perform better at school. This is because educated parents can act as second teachers to their children. Parents who have low educational qualification do not have time to check their children's books and because they are involved in manual and strenuous jobs, they do not have time with their children and helping them. This thus therefore enables the educational gap between learners from affluent and poor backgrounds continue to widen. Those learners coming from low educated parents are affected most, as they may not have someone to help with schoolwork at home. Some of the homework books of learners checked by the researcher through document analysis had blank spaces and even the homework not done that shows that they do not have someone to help them at home. With this in common, it therefore becomes clear that learners from better-educated parents are always ahead in their education than learners from low educated parents.

4.7.2.2 Parental Income.

From the findings in Table 4.5, almost 70% of the respondents agreed that parent's financial status determines the type of school. This is true because financially advantaged parents are able to send their children to better schools like private or boarding schools. These parents can pay for educational tour or field trips or other extra-curricular activities and holiday lessons, which are useful in their studies. Financially disadvantaged parents are more likely to send their children to low quality schools that lack resources and not paying money for their children to go educational tours.

Furthermore, 90% respondents stated that parent's financial status determines the ease with which student's fees and other levies are paid. Parents that have a high income pay their children's fees in time compared to parents who have low incomes. This is because they earn

large and can manage to pay their children without installments. Some of the learners indicated that their parents were paying the school fees in installments. This is because their parents were unemployed and they cannot afford to pay their fees once. Parent's inability to pay for their children's school fees and providing them with the necessary resources they require at times cause them to be sacked from school by the school officials. Some children will not feel comfortable to go to school when their school fees are unpaid, because being returned home maybe an embarrassment in front of other children. This gives an added advantage to children from advantaged families because they will continue with their studies well with the later being left and will not catch up easily.

An absolute 95% of the respondents indicated that parent's income status also determines how regular students are given money for food and transport to school. Parents with a high income are able to give their children money to buy food at school or transport them to and from school. They are always at school and home on time. Children with parents, who have a low income or do not have an income at all, sometimes go to school with an empty stomach that will later affect their concentration at school. They can travel long distances on foot and miss the first lessons. These children will also get home late and will not have enough time to study because they will be tired. Children concentrate much better in a class when they are provided with the needs that are more pressing such as textbooks, pocket money for lunch and transport to school. From the findings, it becomes clear that parental income has an influence on the education between learners from affluent and poor backgrounds.

However, some of the respondents disagreed with the view on how parental income's influences the education of children. This is because when learners are supported with all the requirements like laptops and other electronic gadgets, they get carried away and later perform below standard.

4.7.2.3 Family Structure.

Studies have shown that children raised in one parent families perform less on average than children from two parent families. The information on table 4.7 shows that some of the learners were coming from a single parent headed family. Children from divorced families have significantly low levels of education and this is because there might income changes and paternal absence in the family, (Biblarz and Gottainer, 2000).

4.7.3 The economic crisis in Zimbabwe influences the educational gap between learners from different socioeconomic status.

The information provided in table 4.7 shows that, all the school heads and teachers stated that high unemployment rates in the country are affecting parents. There is high unemployment in the country, which is above 80%, and this is making hard for parents to provide all the school requirements on their children since they are unemployed. Children can feel the effects of their parent's unemployment in education. Labour unions and other independent bodies have pegged an 80-90% the unemployment rate in Zimbabwe though the figure is debatable, (Bulawayo 24 News, 2018).

In addition, teachers and school heads indicated that there are low income among parents and to teachers too which is affecting children mainly from poor backgrounds. Because of the economic crisis, the country is undergoing, parents are having difficulties paying school fees in time and sending their children to better-equipped schools. Teachers indicated that they are getting low salaries, which are not equivalent to the service they are offering. Zimbabwean teachers earn about \$400 per month, which is the lowest in the region, (Mashaya, 2018). Parents who have better incomes send their children to boarding and private schools and those that are living below the data poverty-datum line are left with no option than sending their children to cheaper schools that have no adequate resources.

The respondents indicated that there are high cash shortages in the country and high prices being charged on goods. Currently people are having difficulties in accessing their money from the banks because there are cash shortages in the country. In addition, prices for basic needs are high and poor parents are not affording these. Books, school uniforms, food and transport are high and affecting parents in sending their children to school.

Child labour in the country is also influencing the educational gap between learners from different socioeconomic status. Children who come from poor backgrounds like those staying in urban areas are subject to child labour. They have to help their parents in various businesses like selling various goods that may include airtime, green vegetables and bananas in the streets. These children do not have enough time to study, and during weekends, they will be with their parents helping them to raise money for the upkeep of the family. Children from affluent families have

enough time to study, their parents can afford everything for them and they have house helpers. This in turn gives a different between the two children, of which the one coming from a poor background is the most academically affected.

From the findings, the teachers and the school heads indicated that due to the economic hardship the country is in, there is lack of resources in schools. These include textbooks, classrooms, computer laboratories, laboratory instruments and computers at school. Most of the schools that are located in high-density suburbs are underfunded, they have poor infrastructure, low quality furniture and with the lack of enough classroom, there is a high number of learners in one class. Some of the classes are conducted outside under a tree or on an open space. Boarding schools and private schools have enough resources for their learners and they have a learning advantage compared to those studying in school with no enough resources. Such learners are always ahead in terms of technology, performance and in sporting activities.

4.7.4 Does the new curriculum have any contributing factor on maintaining the education gap between learners?

The teachers and school heads noted that the requirements of the new curriculum are necessitating the education gap between learners. This is because most of the families are financially disadvantaged and therefore they cannot afford some of the requirements. The new curriculum requires learners to have laptops, textbooks and bond paper among others. It becomes difficult for parents who are unemployed to provide all these requirements. Affluent parents can afford to buy such things for their children and this helps the academic performance.

Some schools do not have computer laboratories and children are disadvantaged. When the school had few computers, the students to computer ratios are high. This is the case with most rural schools in the country. They do not have electricity and enough space. In urban areas, learners bring with them electric gadgets to school and they will not share with those that do not have. With the current economic situation in the country, parents are finding it difficult in providing their children's needs such as stationery, sports kits and books. Children who do not possess such items are more disadvantaged and left behind. The educational gap between such children will always be there.

4.7.5 Strategies that can be implemented to reduce the educational gap between learners from affluent and poor backgrounds.

From the findings in Table 4.8, the school heads, teachers and learners came up with their strategies and the researcher had to group these according to frequency. There is need for provision of loans to financially disadvantaged families to pay fees for their children. These loans can be given to parents and pay back after a year or two so that their children can be safe at school. The loans must be easily accessible and with reasonable charges so that parents will feel comfortable to apply them.

From the data collected, parents, teachers, school heads and parents supported the introduction of donor funding in schools to help learners from poor backgrounds. Donor funding can be sourced from Non-Governmental Organisation, companies and individual people. There are many donors in Zimbabwe, which include BEAM, UNICEF, which are helping children from poor families and marginalised areas to have access to better education. Germany has been one of the major donors funding country in the education sector and has promised to provide \$32million from 2016 to 2020. The funds may be used to buy resources, build classrooms and pay for those learners that have parents who struggle financially. Fund A Child's Education (FACEZ) is a donor funding program which provides economically challenged children in Zimbabwe with an equal opportunity to access basic education through sponsorship from individuals and corporates alike. This will help them to enjoy the same benefits of education with those learners that come from rich backgrounds.

In addition, there is a high employment rate in the country, so the government has to promote a conducive or safe environment for investors to create employment in the country. Many Zimbabwe living in urban areas are unemployed but instead rely on vending. When people are employed, they earn an income and this will help parents to pay for their children's school fees, buy books and uniforms. Parents are failing to pay their children school fees because they are unemployed and they live on hand to mouth.

The respondents suggested that there should be price controls on goods in the country. Prices of basic commodities and goods are going up and changing on daily basis. Families are failing to afford these because their salaries are not increasing which becomes a burden. Prices for books,

uniforms, plastic covers, calculators have increased in the country. "Prices for basic commodities have been going up since last week and parents are struggling to buy necessities for the children who start school tomorrow," (Mashaya, 2018, p. 2). This therefore makes it hard for unemployed parents to provide the requirements to their children. There is need to control the prices in the country so that they are reasonable.

4.8 Summary.

The chapter focused on the data presentation, analysis and presentation. The findings were presented in form of tables, graphs and charts. The data provided by respondents from the questionnaire and interviews was discussed in relation to the literature reviewed. Findings revealed that there exists an educational gap between learners from affluent and poor backgrounds. The socioeconomic status of a family that encompasses the parental education and income plays an important role on the academic performance of learners from different backgrounds. As a result, low-income earners are faced with difficulty when it comes to providing children's educational needs. Unless some intervention is given to such children by government or any help from donors to enable them effectively engage in their education with others safely, most of them are likely to drop out of school or to be at a lower education level than those learners from rich affluent backgrounds.

The next chapter focuses on the summary conclusions and recommendation made by the researcher.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study, conclusions and recommendations on the educational gap between learners from affluent and poor backgrounds. The chapter focuses on the summary of the research study, conclusions that were drawn from the findings or results and recommendations in line with the conclusions made.

5.1 Summary

The main purpose of the study was to investigate the educational gap between learners from affluent and poor backgrounds in Chinhoyi urban cluster. The problem is that learners from poor backgrounds are performing low than those from affluent backgrounds. This prompted the researcher to investigate the educational gap between such learners. The three schools in the sample automatically qualified because the researcher was focused on the government owned schools. The sample consisted of 3 school heads, 10 teachers, 67 learners and 3 parents. The three school heads automatically qualified in the study because the research was conducted at their respective schools. Teachers were selected through purposive sampling technique, learners through simple random and parents through purposive or judgmental sampling technique. Questionnaires were administered to school heads, teachers and learners and interviews were done with parents. The researcher did document analysis on the bursar's office to check the payment of school fees. A descriptive survey research design was used to collect data and data the data was analysed using both the quantitative and qualitative data analysis.

From the findings in chapter 4, the first research question sought to explore how socioeconomic status of families contributes to the educational gap on learners. School heads, teachers and learners agreed that parent's socioeconomic influences how a student attends school, parent's socioeconomic status determines how well they prepare their children to go to school and that families with low socioeconomic status are not able to provide all the school requirements for their children. This is because parents from high socioeconomic status are able to provide all the necessary resources for their children and support. Low socioeconomic families find it difficult

to support their children's education because they lack the financial, social and education support that is characterised by families with high socioeconomic status. Children from low socioeconomic families sometimes miss school because their parents do not have money, which will later disturb their studies

The second research question examined the factors that contribute to the educational gaps between learners from affluent and poor backgrounds. Most of the respondents agreed to some extent that parental education has an influence on the education gap between learners. For example, educated parents know much the essence of education better than low educated parents do and therefore, they provide the necessary resources to their children to study well. In addition, teachers and school heads noted that, educational levels or qualifications of parents have a positive influence on their children's education. This is because; most educated parents are believed to assist their children with their studies at home, than low educated parents who might have low knowledge. Some learners indicated that their parent's level of education gives them an inspiration to work hard at school so as to achieve the same levels with their parents or go further. Low parental education may affect the how they value their children's education in providing their needs and talking to their teachers, checking their exercise books or report books and attending school consultation days.

The third research question examined the extent on which the economy of Zimbabwe influencing the education gap between learners from affluent and poor backgrounds. The findings revealed that school heads and teachers noted high unemployment rates in the country as enabling the education gap. Some of the parents from poor backgrounds are failing to pay their children's school fees and providing with them the necessary resources because they are unemployed. The strenuous jobs they are in makes them to get home late, tired and will not have time with their children. Those employed have a source of income, the can adequately prepare for their children. The high prices of goods in the country is affecting many parents especially those who are unemployed. In addition, the school heads and teachers indicated low salaries for them and parents are affecting how their children are provided with the school needs. Poverty in the country now allows some children to go to school with an empty stomach, travelling long distances to school on foot that affects their studies later.

The fourth research question examined how the new curriculum is necessitating the educational gap between learners from affluent and poor backgrounds. The school heads and teachers agreed that the demands of the new curriculum are a burden to poor parents. Some of the parents are failing to buy laptops, textbook, sports kits and stationery needed. This is because they are unemployed and the daily price changes in the country it because difficult to provide these. Children from affluent families will have the requirements and it gives them an added advantaged in their studies than those from poor backgrounds.

The study established a number of strategies that could be employed to reduce the educational gap and improve performance between learners from affluent and poor backgrounds. These strategies include donor funding from different organisation to pay school fees for the disadvantaged children. Employment creation in the country so that parents can have a stable source of income and able to provide enough resources for their children. The government should also provide enough resources in school like books, infrastructure and stationery. There must be exemption of fees for orphans and guide and counseling on children that come from poor backgrounds. The school through the School Development Association should avail scholarship to learners that come from poor backgrounds who are financially struggling to pay their school fees.

5.2 Conclusions.

The study was mainly guided by the research questions and the following conclusions were made based on the findings in Chapter 4. The researcher concluded that there exists an educational gap between learners from affluent and poor backgrounds. Children from high socioeconomic status are more prepared to go to school and their parents have a variety or range of resources to promote their educational developments. These children have higher achievement compared to those who come from low socioeconomic status. Parents that are socioeconomically advantaged are capable of providing their children with a high quality care, books and toys to encourage them to have various learning activities at home. In addition, parents from high socioeconomic backgrounds tend to be involved in their children schooling than parents of low socioeconomic status. Families with low socioeconomic status often lack the financial, social and educational

support that is characterised by families from high socioeconomic status. They put more priority on the basic needs like food, clothes and shelter, laptops and other gadgets seem luxurious to them.

The researcher found out that, school heads, teachers and learners agreed to the fact that parental educational qualifications influence children's achievement at school. Parent's education qualification inspires children to work hard at school to equal their parents' education success or even surpass their level. Children from high-educated parents and good socioeconomic backgrounds enjoy a number of educational benefits because they have access to books, newspapers and assistance from their parents which children from low educated parents do not have access. These opportunities give children from affluent backgrounds an advantage in concept and language development skills, technology and calculations over their counterparts in school.

The findings also suggest that the economic situation in the country has had a negative influence on the education sector among children from different socioeconomic backgrounds. With the high unemployment in the country, poor families are finding it difficult to pay school fees and provide their children with the all the school requirements. Prices are sky rocketing which can only be afforded by affluent families. The new curriculum also brought its requirements on children, which put more burdens on poor families. The requirements are expensive and only a few are able to provide these to their children.

5.3 Recommendations.

Based on the findings and conclusions drawn from the study a set of recommendations were made:

- The government of Zimbabwe must ensure that needy students are given government scholarship and bursaries in order to reduce the financial constraints their parents experience.

- Parents should discuss with their children the progress and challenges they have in their studies. This would show the interest they attach to their children that can enable them to take their studies seriously.
- The government of Zimbabwe must consider coming up with policies that leads to the uplifting of living standards for parents like employment creation.
- The School Development Association should encourage parents the importance of involvement in their children's education and provide scholarship to children struggling to pay their fees.
- The schools should solicit non-governmental organisations, donors and individuals who can help learners that are having difficulties in school fees payment.
- Government should provide textbooks and other learning materials required by secondary

school learners in all secondary schools.

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APPENDICES 1

Questionnaires for school teachers and school heads.

My name is MUNAMATO P. (R153745M) studying a Bachelors of Education Honours Degree in Geography at Midlands State University. I am carrying out a research project on the *educational gaps between learners from affluent and poor backgrounds in Chinhoyi urban cluster, Makonde District*. The data being collected will be used to find out whether there exists a gap between learners from poor and affluent backgrounds and what are some of the factors which can contribute to the gap and used for educational purposes. You have been chosen as a potential respondent and kindly requested to contribute to this research by answering the questions below. The information that you will provide will be private and confidential.

Thank you in advance for your corporation.

Instruction:

Tick in the box or use the spaces provided for explanations when necessary.

1. Sex: Male Female

2. Highest level of qualification:

a. Masters Degree in Education

b. Bachelors' Degree in Education

c. Diploma in Education

d. Others (specify)

.....

- 3. Length in service / teaching experience: 1-5 yrs
- 6-10yrs
- 11-15yrs
- 16-20yrs
- Above 21 yrs

4. What subject do you teach?

Agree Disagree Neutral Strongly Agree Strongly Disagree

5. Parents' socioeconomic status influence how students attend school?

1. Parents' socioeconomic status determines how well they prepare their children to go school?

2. Families with high socioeconomic status are more involved in the education of their children more than low socioeconomic families?

3. Families with low socioeconomic status are not able to provide all the school requirements on their children?

4. Parents' income status determines the type of school their children attends?

5. Parents' financial status determines the ease with which student's fees and other levies are paid?

6. Families' income status

influences how regular a student is given money for lunch and transport?

5. What are some of the challenges faced by parents in financing their children's educational facilities?

.....
.....
.....
.....

6. Parents' academic qualifications influences children's achievement at school?

Yes No

7. Parents' education qualifications determines the kind of assistance children receive at home?

Yes No

8. Parents' education qualifications provide an inspiration on their children to work hard?

Yes No

9. Parents' levels of education influence the interests they attach to their children's education?

Yes No

10. Does family size have an impact on the education of children?

Yes No

11. How does being a single parent affect children's education?

.....
.....
.....

12. How is the economic situation in Zimbabwe affecting the education system among children from different socioeconomic backgrounds?

.....
.....
.....

13. Are the requirements of the new curriculum necessitating the educational gap between learners? If yes or no, explain your reason. Yes No

.....
.....

Thank you.

APPENDICES 2

QUESTIONNAIRES FOR LEARNERS

Dear Respondent

This questionnaire is aimed at collecting information on the *educational gap between learners coming from different socioeconomic backgrounds in Chinhoyi urban cluster, Makonde District*. All the data to be collected will solely used for the purpose of the study. Your objective responses to questions will help this study in coming up with a good idea of the problem and also the recommendations on the issues raised. Respondents are assured of their confidentiality on any information they will provide.

Thank you in advance for your cooperation.

Instruction: *Tick in only one box or use the spaces provided where explanation is necessary.*

Bio-data:

1. Gender: Male Female

2. Age

3. How many are you in your family?

4. Are you living with both of your parents? Yes No

5. Form : 1

 2

 3

4

5

6

6. Fathers' highest level of education

Primary school

Secondary school

Diploma

Bachelors Degree

Masters

Doctorate

Don't know

7. Mother's highest level of education qualification?

Primary school

Secondary school

Diploma

Bachelors Degree

Masters

Doctorate

Don't know

8. Are your parents employed? Yes No

9. Indicate your parent's occupation: Civil servant

Doctor

Farmer

Lawyer

Business person

Manual worker

Others (specify).....

10. Where do you stay?

High density

Middle density suburb

Low density suburb

11. Is the house you stay at owned by your parents? Yes No

Agree Disagree Neutral Strongly Agree Strongly Disagree

10. Parents' socioeconomic status influence how students attend school?

11. Parents' socioeconomic status determines how well they prepare their children to go school?

12. Families with high socioeconomic status are more involved in the education of their children more than low socioeconomic families?

13. Families with low socioeconomic status are not able to provide all the school requirements on their children?

14. Parents' income status determines the type of school their children attends?

15. Parents' financial status determines the ease with which student's fees and other levies are paid?

16. Families' income status influences how regular a student is given money for lunch and transport?

27. Why do you not have some of the learning materials?

.....
.....

28. Do you have a pair of uniform? Yes No

29. Do you attend extra lessons at home? Yes No

If not, explain why?

.....
.....

30. Do your parents help you with your studies at home? Yes No

31. If not, explain why?

.....
.....

32. Do you have space at home where to do your homework freely? Yes No

33. In what ways do your parents' educational qualifications help you as a learner in your studies?

.....
.....

34. What do you think needs to be done to enable equal education to those learners who have difficulties in schools?

.....
.....
.....

Thank You.

INTERVIEW GUIDE FOR PARENTS.

1. Gender: Male Female
2. Are you employed. Yes No
3. Do you have children who are going to school? Yes No
4. How many are they? 1
2
3
5. Do you think there exist an educational gap between learners from poor and rich backgrounds?
6. Who do you think are the most affected learners?
7. In what ways do families' different socioeconomic status have on the education gap between learners?
8. Do you have difficulties in paying school fees for your children? Yes No
9. How is this affecting the educational achievement of such children?
10. How are you managing to pay fees and provide school requirements?
11. Do you have any balance on your children for last term?
12. Do you think your level of education has an impact on your children?
13. How is the school where your children are attending handling learners who are having difficulties in paying their school fees?

14. What are the other factors do you think enabling the educational gap or achievement between learners from poor and affluent backgrounds?

15. In your own view, what do you think needs to be done to reduce the educational gap between learners from poor and affluent families?

DOCUMENT ANALYSIS

Document	Checklist	Notes
Receipt Book	To check on the payment of fees by learners	
Homework Book	To check whether the learners are doing their homework at home	