
Bindura University
of Science Education



The Influence of Paid Extra Lessons on the Quality of Teaching and Learning in Beit bridge Secondary Schools in Zimbabwe

Sibanda Polite

B1234157

Supervisor: Mrs. T.B. Mtetwa

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Abstract

This exploratory study sort to probe the escalating phenomenon of paid extra lessons in Zimbabwean secondary and high schools, particularly Beitbridge district, examining their influence on pedagogical quality and learning outcomes. Employing a qualitative approach, the research combined individual interviews, focus group discussions, and observations to collect data from the sample. The findings revealed that most students receive extra tuition through paid lessons, with a disproportionate representation of students from higher socio-economic backgrounds. The data suggests that students from affluent households have significantly greater access to tutorials, with most of the students receiving weekly support. Notably, these students exhibited superior academic performance, higher motivation, and enhanced self-confidence compared to their peers without access to paid extra lessons. The study raises concerns regarding unequal access to paid extra lessons among students from diverse socio-economic backgrounds, with implications for the provision of targeted support. The study thus recommends that Policymakers, governments, and educators should re-assess their pedagogical approaches, including funding basic education, implementing targeted support mechanisms, and exploring the potential of technology to supplement extra lessons. This may ultimately increase access to quality education for a broader student population including those from lower economic backgrounds.

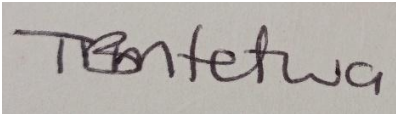
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SUPERVISOR'S SIGNATURE:

A handwritten signature in black ink on a light-colored background. The signature appears to be 'T. B. Mutetwa' written in a cursive, slightly stylized script.

Dedications

I dedicate this project to my husband Mr Kudzai Mutangadura for being there for me always

Abbreviations

BUSE	Bindura (State) University of Science Education
FGD	Focus Group Discussion

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Chapter 1

Setting Stage for the Study

1. Introduction

Paid extra lessons, also known as “private tutoring”, have become a common practice in Zimbabwe as a means to supplement regular classroom instruction. These extra lessons are typically offered by teachers in tutoring centres outside of regular school hours and are believed to provide additional academic support to such students. However, its impact on quality of teaching and learning in Zimbabwe remains debatable. This study aims to explore the perspectives of Teachers on the influence of paid extra lessons on teaching and learning in Zimbabwe. By examining the experiences and views of those directly involved in the education system, this research seeks to shed light on the potential benefits and challenges associated with the prevalence of paid extra lessons in the country. Drawing on literature that relates to paid extra lessons in education, as well as empirical studies from other countries, this study provides insights into the effects of paid extra lessons on learning outcomes, student well-being, and the overall quality of education in Zimbabwe. By addressing these issues, this research aims to inform policymakers, educators, and other stakeholders on the implications of paid extra lessons for the education system in Zimbabwe.

1.1 Background

Paid extra lessons are popular in Zimbabwe as a supplement to regular classroom instruction. These extra lessons are typically offered by teachers from students’ tutoring centres but outside of school hours, and are intended to provide additional academic support to trailing students. While some argue that extra lessons can enhance the quality of teaching and learning by providing additional practice time and personalized attention, others believe that they can exacerbate inequality as teachers may not perform to expectations in class as they are incentivised by extra lessons, which does not only put pressure on students’ abilities to pay, but also to perform well on exams.

This practice is a prevalent educational practice in various countries worldwide. For instance, in South Korea, the use of paid extra lessons, referred to as "hagwon," is commonly observed, especially among students preparing for university entrance exams. Students often attend schools doing paid extra lessons in addition to regular classes to receive extra academic support and exam preparation (Bray, 2009). Similarly, in Japan, paid extra lessons, known as "juku" or 'cram' schools, is popular for providing additional lessons in subjects like mathematics, English, and science to supplement the regular school curriculum and enhance academic performance (Stevens, 2016). In India, paid extra lessons is widely practiced, with many parents hiring private tutors to assist their children in improving academic skills and preparing for entrance exams of competitive colleges and universities. Paid extra lessons is perceived as a means to ensure academic success and gain a competitive advantage in the highly competitive education system in one's country (Sarangapani et al., 2019). Moreover, in the United States, paid extra lessons is a common practice, where students seek extra help in subjects such as math, science, and English. Tutoring centres, online tutoring services, and private tutors offer supplementary academic support to students at all levels of education (Kriegler et al., 2014). The prevalence of paid extra lessons worldwide signifies a growing demand for additional academic support outside traditional classroom settings. Various factors drive students and parents to seek paid extra lessons services, including improving academic performance, preparing for standardized tests, and gaining a competitive edge in educational pursuits (Akiba et al., 2007).

Research on the influence of paid extra lessons on teaching and learning in Zimbabwe is limited, but studies from other countries suggest mixed results. A study by Mundy and Rinehart (2003) found that extra lessons in mathematics in Cambodia improved student performance on standardized tests, suggesting a positive impact on learning outcomes. However, a study by Bray and Lykins (2012) in Hong Kong found that extra lessons were associated with increased stress and pressure on students to excel academically, leading to negative consequences on their mental health. In Zimbabwe however, the culture of paid extra lessons is particularly prevalent among students preparing for national examinations such as the Zimbabwe School Examinations Council (ZIMSEC) exams. Many parents believe that extra lessons are necessary for their children to succeed academically and gain a competitive edge in a challenging education system. However,

there are concerns that the reliance on extra lessons may contribute to a lack of confidence in the regular classroom teaching and undermine the quality of education provided by these schools.

In this way, the influence of paid extra lessons on the quality of teaching and learning in Zimbabwe is complex and deserves further research. While extra lessons can provide valuable support to students, there are also risks of exacerbating inequality and placing undue pressure on learners. It is important for policymakers and educators in Zimbabwe to consider the impact of extra lessons on teaching and learning and to ensure that all students have access to high-quality education regardless of their ability to pay for additional support.

1.2 Statement of the Problem

There has been an increased prevalence of paid extra lessons in various countries has raised significant concerns regarding its potential impact on educational equity, access to quality education, and the effectiveness of traditional classroom instruction. Research studies have indicated that paid extra lessons is becoming more common globally, leading to questions about its implications for students who may face barriers to accessing such additional support due to financial constraints (Bray, 2017). This reliance on paid extra lessons to supplement regular schooling has sparked discussions about whether the current education system adequately meets the needs of all students and highlights potential gaps in educational provision (Pacheco, 2017). Moreover, academic research has suggested that disparities in academic outcomes may exist between students who receive paid extra lessons and those who do not, raising concerns about the fairness of the education system and the perpetuation of educational inequalities. Studies have also pointed out that the increasing use of paid extra lessons may create additional pressure on students to excel academically, potentially impacting their well-being and mental health (Aaku & Futak-Campbell, 2020). Therefore, the problem revolves around the urgent need to critically examine the role of paid extra lessons in education, its impact on students' learning outcomes, the equity implications of its widespread practice, and the potential challenges it poses to the existing education system.

When we address these concerns, it is essential for us to promote a more inclusive and effective educational environment that caters to the diverse needs of all our students; inclusive and effective

enough to work towards reducing the educational disparities we find in most poor settings in third world countries (Zhang & Bray, 2019). The question for this study therefore is: *How do paid extra lessons influence the quality of teaching and learning in Zimbabwe?* This is supported by the following research problems:

1. What is the prevalence of paid extra lessons among students in different educational settings and socio-economic backgrounds?
2. What is the correlation between paid extra lessons and student academic performance?
3. What are the primary motivations behind seeking paid extra lessons, including perceived benefits, challenges, and reasons for supplementing traditional classroom instruction?
4. How can paid extra lessons be made accessible to all learners to improve on quality of teaching and learning and educational equity?

1.4 Justification of the Study

This study on the influence of paid extra lessons on quality of teaching and learning in education aims to bridge existing gaps in the literature by investigating student perspectives on its effectiveness, exploring its relationship with classroom instruction, and identifying potential challenges and benefits associated with its widespread practice. Through this research, valuable insights can be gained on how paid extra lessons influences student outcomes, motivation, and academic experiences, subsequently informing evidence-based strategies to optimize the learning environment and enhance overall learning outcomes.

Furthermore, by shedding light on the equity implications of paid extra lessons and addressing the factors driving its popularity, this study seeks to contribute to policy discussions aimed at promoting educational equity, improving access to quality education, and supporting students' academic success. Ultimately, the study aims to provide evidence-based recommendations that will inform educational practices and policy decisions, fostering a more inclusive and effective education system for the benefit of students, teachers, and schools.

1.5 Research Aims and Objectives

The study aims to comprehensively examine the prevalence of paid extra lessons among students across diverse educational settings and socio-economic backgrounds, identify the factors influencing its uptake, and assess its impact on student academic performance. This aim is supported by the following objectives:

1. To investigate the prevalence of paid extra lessons among students from diverse educational settings and socio-economic backgrounds.
2. To examine the relationship between paid extra lessons and student academic performance.
3. To identify the motivations behind seeking private tutoring, including perceived benefits, challenges, and reasons for supplementing traditional classroom instruction.
4. To explore ways to increase access to paid extra lessons and promote educational equity, addressing disparities in tutoring resources and their impact on students from disadvantaged backgrounds.

1.6 Significance of the Study

The significance of this study lies in its potential to generate valuable insights and contribute scholarly knowledge to the field of education. By investigating the impact of paid extra lessons on student academic performance, the study aims to inform educational practices, provide evidence-based guidance for policymakers and educators, and enhance the quality of tutoring programmes. Moreover, the study's findings have the potential to address achievement disparities, improve educational outcomes, and promote equity in education by identifying effective strategies to support underprivileged students. Furthermore, the study can contribute new perspectives and evidence to the research field, expanding the understanding of factors influencing student achievement and informing future studies in the area of paid extra lessons and academic success. Ultimately, the significance of this study lies in its potential to advance scholarly discourse, inform educational interventions, and ultimately contribute to the goal of ensuring all students have access to quality education and opportunities for academic advancement.

1.7 Limitations of the Study

Several limitations have impacted the study, including bias, time constraints, resource availability, and government policies.

Firstly, the study faced challenges in recruiting participants as many administrators and teachers in paid extra lessons were hesitant to participate due to stigma and uncertainties surrounding educational legislation. This resulted in a non-representative sample of Teachers being the focus of the study. Additionally, data collected through surveys and interviews may have been influenced by socially desirable responses, leading to potential inaccuracies in participants' accounts of their paid extra lessons experiences.

Secondly, time constraints posed a significant limitation on the study, which was conducted by a novice researcher from August 2023 to May 2024. This limited the depth and breadth of data collection and analysis, potentially resulting in gaps in understanding the impact of paid extra lessons on student outcomes. The study's timeframe also precluded the use of a longitudinal approach to examine the long-term effects of paid extra lessons on student academic performance and well-being.

Thirdly, the study was hindered by the lack of research funding, forcing the researcher to rely on personal resources for expenses such as travel, communication, and supplies. This constraint limited the number of research participants and restricted the researcher's ability to conduct multiple trips for data collection.

Lastly, the study was influenced by educational and governmental policies in Zimbabwe, which may have impacted the outcomes in terms of paid extra lessons's effects on student educational systems and outcomes.

1.8 Delimitations of the Study

The study is delimited by the following factors:

Firstly, its geographic limitation is focused on Beitbridge, where the researcher resides. This may hinder the generalizability of the findings to other educational contexts and systems. Additionally, limitations related to age prevented the inclusion of certain age groups, such as elderly learners known as repeaters or adult learners, potentially limiting the applicability of the results to younger age groups. The geographical location also presented barriers related to language and culture, excluding other potential populations and communities from participating in the study.

Secondly, the study is delimited to the concept of extra lessons in educational settings. It does not encompass regular educational settings such as traditional classroom tutoring or general teaching and learning experiences.

1.9 Assumptions of the Study

This study assumes that Teachers are going to respond to the study questions in an honest manner, making the data to be collected valid and reliable. Students in paid extra lessons would be motivated to participate in this study because it improves their academic performance as they seek additional support beyond regular classroom instruction. This makes the study timely relevant for the respondents to provide an outcome for the basis of knowledge and skills they require.

The study further assumes that experienced professionals in paid extra lessons will guide the researcher to understand how they achieve academic goals beyond classroom educational settings. This relates to academic achievement and educational outcomes as well as access to educational resources and learning materials not readily available in regular schools.

Paid extra lessons is going to be explained as a supplement to formal educational approaches used to help students succeed in their academic pursuits. The experiences and perspectives of students and teachers who participate in paid extra lessons can provide valuable insights into the benefits and challenges associated with this educational practice.

1.10 Definition of Terms

The following terms were chosen for this study:

Paid Extra Lessons: Paid extra lessons, also known as supplementary instruction or tutoring, refer to individualized instruction provided outside of the regular school setting, usually by a qualified teacher or tutor, to support students in improving their academic performance and understanding of specific subjects. (Ladson-Billings, 1995; Weinstein, 1987). This instruction is designed to supplement the student's regular education and can be tailored to meet their individual needs and learning style. They can be particularly effective for students who are struggling with a specific subject or concept, or for those who need additional support to keep up with their peers.

Academic Achievement: Academic achievement refers to the level of success a student has reached in their academic endeavors, including grades, test scores, and overall knowledge and skills in various subjects. It encompasses the tangible and intangible measures of a student's learning outcomes, reflecting their ability to master curriculum standards and demonstrate academic proficiency (Marzano, 2007; Hattie, 2009). Academic achievement is often measured by standardized tests, report cards, and other forms of assessment, which provide teachers and educators with valuable insights into student progress and performance.

Educational Outcomes: Educational outcomes refer to the results and impact of the educational process on students, including their knowledge, skills, attitudes, and behaviors developed as a result of their academic experiences. These outcomes encompass the tangible and intangible effects of education on students' personal, social, and cognitive development (Boud & Garrick, 2007; Tinto, 1993). Educational outcomes can be categorized into short-term, intermediate, and long-term outcomes, including immediate academic achievement, job preparation and placement, and lifelong learning habits.

Qualified Teacher or Tutor: A qualified teacher or tutor is an individual who possesses the necessary credentials, experience, and expertise to effectively teach and support students in their learning and academic growth. This includes possessing a bachelor's degree in education or a related field, as well as having completed a student teaching program or other certification process (Darling-Hammond, 2000; National Education Association, 2019). In other words, a qualified teacher has the knowledge, skills, and dispositions

necessary to create an effective learning environment, engage students in meaningful learning experiences, and promote student achievement.

Regular School Setting: A regular school setting refers to the traditional educational environment where students receive instruction from teachers in a classroom setting as part of the formal education system. This setting typically includes a structured curriculum, standardized assessments, and a dedicated physical space for learning, with students attending classes at fixed times and days. (Ladson-Billings, 1995; Wells, 1993). Regular schools are defined as those that provide a comprehensive education programme for students in primary and secondary schools, with a focus on academic achievement, socialization, and personal development.

1.11 Chapter Summaries

Chapter 1: Introduction

This chapter provides an overview of the study, including the background, rationale, objectives, and significance of examining the impact of paid extra lessons on student academic performance. The chapter introduces the research questions and outlines the methodology used to investigate the assumptions of the study.

Chapter 2: Literature Review

The literature review explores previous research on paid extra lessons, academic achievement, and educational outcomes. It examines the theories and findings related to the benefits of paid extra lessons and its role in supporting student learning. The chapter also reviews the characteristics of qualified teachers or tutors and discusses the motivation behind students seeking paid extra lessons.

Chapter 3: Methodology

This chapter outlines the research design, methods, and procedures used in the study. It describes the participants, data collection methods, and data analysis techniques employed to investigate the assumptions of the study effectively.

Chapter 4: Results & Discussion

This chapter presents results and discussions of the findings of the study, including the impact of paid extra lessons on student academic achievement, confidence, and overall educational outcomes. It discusses the experiences and perspectives of students who participate in paid extra lessons and highlights the benefits and challenges associated with this educational practice.

In the discussion section, the results are interpreted, and their implications are analyzed in relation to the existing literature. The chapter explores the significance of the study findings, discusses their limitations, and suggests recommendations for future research and practice in the field of paid extra lessons and student academic support.

Chapter 5: Summary, Recommendations and Conclusions

The conclusion chapter summarizes the key findings of the study and provides a conclusion to the research questions and objectives. It offers final reflections on the assumptions of the study and their implications for understanding the role of paid extra lessons in supporting student academic performance and overall educational outcomes.

Chapter 2

Literature Review

2. Introduction

This chapter explores various aspects, benefits, and challenges associated with the phenomenon of students receiving additional academic instruction outside of regular classroom hours through extra lessons or paid extra lessons. This chapter is a literature review that provides insights into the effectiveness of extra lessons in enhancing students' academic performance, identifying factors that influence the decision to enrol in extra lessons, and evaluating the impact of such supplementary education on students' overall learning outcomes. This review seeks to contribute to a deeper understanding of the role of additional academic support in educational settings, and its implications for student achievement.

2.1 Theoretical Framework: Educational Stratification.

2.1.1 Educational Stratification

Educational stratification is a deeply rooted concept that has long been recognized in the field of sociology and education (Collins, 2013). Research has shown that access to education and academic achievement are closely intertwined with social class, leading to the perpetuation of inequalities within society. As Hauser (1970) notes, individuals are often divided into different social classes based on their educational opportunities and achievements. Also Bourdieu's theory of social reproduction further elucidates how education serves as a mechanism for perpetuating social hierarchies. According to Bourdieu (1986), individuals from higher socio-economic backgrounds have greater access to educational resources, such as paid extra lessons services, which can reinforce existing inequalities and widen the achievement gap between students from different socio-economic backgrounds.

This suggests that educational resources play a crucial role in shaping individuals' academic outcomes and future opportunities. This therefore has an impact on society as educational stratification perpetuates disparities in education and opportunities, and can hinder social mobility and limit the potential for individuals from lower socio-economic backgrounds to achieve success.

As such, addressing issues of educational stratification is crucial for creating a more equitable and just society because it underscores the pervasive influence of social class on educational outcomes and opportunities. To work towards creating a more inclusive and equitable educational system requires that social stratification is dealt with as resources perpetuate social inequalities and is a mechanism that maintains disparities.

2.1.2 Impact of Paid extra lessons on Educational Inequalities

Paid extra lessons is a significant factor on educational inequalities wherein students from higher socio-economic backgrounds have a higher competitive advantage over their peers from lower socio-economic backgrounds who cannot afford paid extra lessons. This exacerbates existing disparities in educational achievement and perpetuates social inequalities. As Bray (2017) points out that dependence on paid extra lessons as a supplement to formal education can create obstacles for students who lack access to such additional support, thereby reinforcing educational stratification. Recent studies indicate that paid extra lessons widens the achievement gap between students from different socio-economic backgrounds, leading to unequal educational outcomes (Hof, 2014; Kim & Hong, 2018).

When we critically examine the implications of paid extra lessons on educational stratification, we find that paid extra lessons perpetuates educational inequalities and disparities in terms of students' access to educational resources and opportunities. Paid extra lessons thus entrenches socio-economic inequalities and limits the potential for social mobility, calling stakeholders to create a more inclusive and equitable educational system that levels the playing field for all students with far-reaching consequences on how social hierarchies continue to be created and recreated.

2.1.3 Evidence of Educational Stratification through Paid extra lessons

There are valuable lessons on the connection between paid extra lessons and educational stratification from recent studies (Azam, 2016; Verger, Fontdevila & Zancajo, 2016). In India, affluent families are more likely to receive paid extra lessons, highlighting the unequal access to educational resources based on socio-economic status (Abrol, 2016). This disparity contributes towards the perpetuation of social inequalities and reinforces educational hierarchies within the Indian education system. Similarly, in Japan, paid extra lessons was started a long time ago. It is

also known as "juku," and is accessed by students from higher socio-economic backgrounds to improve their academic performance (Horio, 1986). The privileging of students from higher socio-economic groups through paid extra lessons widens the education gap between the 'haves' and the 'have-nots', furthering existing disparities into educational outcomes and opportunities. This pattern underscores the effects of educational stratification on academic support between students from privileged backgrounds and barriers for students from poor backgrounds. The examples from India and Japan highlight how education can be unequally distributed calling for the need to provide equitable educational opportunities to all learners through an inclusive educational system.

2.1.4 Challenges in Addressing Educational Inequalities

The prevalence of paid extra lessons presents a significant challenge for policymakers and educators in addressing educational inequalities. Despite the potential benefits of additional academic support, the reliance on financial resources to access paid extra lessons services creates barriers for students from disadvantaged backgrounds, perpetuating educational stratification and impeding efforts to promote equal access to quality education for all students. Akiba et al. (2007) emphasize that disparities in paid extra lessons participation can exacerbate the achievement gap and further widen social inequalities in education. This underscores the complex impact of paid extra lessons on educational inequalities. This is because academic support is based on socio-economic status, which deeply perpetuates unequal educational outcomes and opportunities. This calls for a concerted effort to mitigate the barriers of paid extra lessons on educational equity to disadvantaged students by creating a more inclusive education system that fosters equal access to educational resources for all. Educational stakeholders therefore are obliged to create an educational system that narrows the gap between students from privileged backgrounds and those from poor backgrounds by promoting equitable educational landscapes that prioritize equal access to educational opportunities for all students.

In all, educational stratification offers valuable insights into the impact of paid extra lessons on educational inequalities. However, we have to understand it so that we can address the existing problems associated with access to resources that perpetuate educational inequalities promoting unequitable access to quality education for all students. This is because such inequalities replay themselves in the lives of children from poorer families.

2.2 Understanding Paid extra lessons

2.2.1 Role of Parental Aspirations in Paid extra lessons

The influence of parental aspirations on paid extra lessons has been highlighted as supporting the demand for paid extra lessons services. Parents often than not, seek paid extra lessons to ensure and enhance their children's academic success as well as for their future educational and career prospects (Bray, 2017). Parental motivations thus drive the paid extra lessons market, as they see additional academic support as a way to provide their children with competitive advantage in a cut-throat academic environment. Parental aspirations thus underscore the crucial role parents play in shaping their children's educational experiences and opportunities. This suggests that parental aspirations and expectations play a significant role in driving the demand for paid extra lessons services in most centres in Zimbabwe. Parents who seek additional academic support for their children aim to secure their children's academic success and future prospects, which makes parents key stakeholders in the educational journey of their children. The study underscores the complex dynamics that influence parents' decisions, and the impact those decisions make on paid extra lessons services. Thus inclusion of parents in paid extra lessons provides us with a holistic approach to address its implications on educational inequalities and opportunities amidst their children's educational experiences.

2.2.2 Human Capital Development Theory and Paid extra lessons

Becker's (2009) theory of human capital development offers a foundational perspective on the relationship between paid extra lessons and academic achievement. According to the human capital development theory, investments in additional educational resources, such as paid extra lessons, can lead to accumulation of human capital, resulting in higher academic achievements and improved employment outcomes for individuals (Becker, 2009). This positions paid extra lessons to be a strategic investment in enhancing students' skills, knowledge, and competencies, thereby contributing to overall human capital development. Human capital development is a theory that provides a valuable framework for understanding how paid extra lessons can enrich students' educational experiences and equip them with the tools needed for success (Becker, 2009). The view that paid extra lessons is an investment in human capital urges educational stakeholders to recognize the potential benefits of additional academic support in enhancing students' academic

performance and future prospects. This theory thus sheds light on the transformative impact of paid extra lessons on students' academic achievement and overall development; which can guide educational efforts to leverage on paid extra lessons as a strategic investment in building students' human capital development as well as fostering their educational success.

2.2.3 Empirical Evidence of Parental Involvement in Paid extra lessons

The influence of parental aspirations on paid extra lessons practices is highlighted by researchers. Pacheco's (2017) for example, demonstrated that parents from various socio-economic backgrounds prioritize paid extra lessons as a way to enhance their children's academic development and success. This finding underscores the pivotal role of parental involvement in fueling the demand for paid extra lessons services and emphasizes the significance of recognizing and understanding parental aspirations in shaping students' educational paths. This consistently points towards the impact of parental aspirations on paid extra lessons decisions as parents seek additional academic support for their children. Educators and policymakers on the other hand should better understand the complexities underlying the demand for paid extra lessons services and the implications for students' educational experiences and outcomes. In all, Pacheco's (2017) study offers valuable insights into the influence of parental aspirations on paid extra lessons practices; as well as in shaping students' educational trajectories. This informs our efforts on how to address the broader dynamics of paid extra lessons and its impact on educational equity and opportunity.

2.2.4 Challenges and Implications of Parental Involvement in Paid extra lessons

The reliance on paid extra lessons as a supplement to traditional education can indeed present challenges and exacerbate educational inequalities. Students from disadvantaged backgrounds may not have equal access to paid extra lessons, potentially widening the gap between those who can afford additional support and those who cannot (Mitra, 2020). Additionally, the pressure to excel academically through paid extra lessons can lead to increased stress and burnout among students, as highlighted by Aaku and Futak-Campbell (2020). These challenges underscore the importance of critically examining the implications of parental aspirations and involvement in paid extra lessons on students' well-being and academic experiences. Literature emphasizes that heavy reliance on paid extra lessons for academic success has potential negative consequences. While

parental aspirations can serve as a motivator for seeking additional support, it is crucial to consider how this practice may impact students' well-being and perpetuate existing educational inequalities. It needs to be argued that the increased trend towards paid extra lessons can have both positive and negative implications for students affecting students' well-being and academic experiences, and needing to be redressed.

In all, parental aspirations and human capital development underscore how paid extra lessons services are sought in educational settings. The influence of parental aspirations on students' educational experiences, can work towards promoting equity and enhancing educational opportunities, and all students can benefit when all stakeholders come on board to address inequalities and competitions.

2.3 The Impact of Paid extra lessons on Educational Outcomes

2.3.1 Role of Social Capital in Paid extra lessons

The theory of social capital, as articulated by Putnam (2000), sheds light on the impact of paid extra lessons on educational outcomes and equity. Putnam underscores the importance of social networks and relationships in influencing individuals' access to resources and opportunities. In the realm of paid extra lessons, students who have connections to supportive social networks capable of providing them with information and resources related to paid extra lessons are more likely to derive benefits from these services. This underscores how social capital plays a pivotal role in shaping the distribution of educational resources and perpetuating existing social hierarchies within the educational system. In this way, this study considers how social capital provides and utilises paid extra lessons services to impact how students access supplementary educational support. The complex interplay between social factors, educational opportunities, and outcomes in this study, calls stakeholders to consider viable mechanisms to address disparities and equities in education where social networks and relationships in social capital advantage some students against others. In all, Putnam's (2000) offers valuable insights into the influence of paid extra lessons on educational outcomes and equity by recognizing the role of social networks in shaping students' access to educational resources that inform efforts to address disparities and promote more equitable access to educational opportunities.

2.3.2 Inequities in Access to Paid extra lessons

It has been revealed by Lee, et al. (2018) that there are disparities in access to paid extra lessons, and the role of social capital in perpetuating these inequities. It is argued that students from privileged backgrounds are more likely to benefit from paid extra lessons due to their social connections and networks (Lee, et al., 2018). This unequal access to additional educational support can lead to the widening of the achievement gap between students from varying socio-economic backgrounds, further exacerbating educational inequalities. Lee, et al (2018) highlight the significant influence of social capital in determining students' access to paid extra lessons and subsequent educational outcomes. This underscores the crucial role of social networks and relationships in shaping students' access to paid extra lessons services. By acknowledging the impact of social capital on educational opportunities, and the need for stakeholders to work towards addressing these disparities and fostering greater equity in access to educational support services. This research contributes towards valuable insights into the mechanisms through which social capital influences access to paid extra lessons and underscores the importance of addressing these inequities to promote educational equity and opportunities for all students.

2.3.3 Effects of Social Networks on Paid extra lessons Participation

Park et al. (2019) delved into the influence of social networks on participation in paid extra lessons. They conducted a study exploring how students' social connections with peers and teachers can shape their decisions to partake in paid extra lessons (Park et al. 2019). Findings indicate that students who have robust social ties within their educational environments are more inclined towards opportunities they pursue by engaging in paid extra lessons. This underscores the significance of social capital in facilitating students' access to, and engagement with, paid extra lessons services, thereby influencing their educational outcomes. Park et al. (2019) underscored the pivotal role of social networks in influencing students' decisions to participate in paid extra lessons, recognizing that social capital influences students to engage with educational support services, despite the disparities they present in terms of access to educational opportunities, and in promoting more equitable opportunities for all students. This contributes towards valuable insights into how social networks can mediate students' involvement in paid extra lessons, and hence need

to consider social capital in utilising available educational resources, in view of their implications for students' academic success.

2.3.4 Challenges in Addressing Equity in Paid extra lessons

The influence of social capital on access to paid extra lessons and its implications for educational equity is a matter of concern on students' access to these services (Mazawi, Sultana & Bray, 2013) and in educational research. The unequal distribution of social networks and relationships can perpetuate disparities in paid extra lessons participation, posing barriers for students from marginalized backgrounds (Wiseman, 2021). This further deepens educational inequalities and hampers efforts to achieve equitable access to quality education for all students. As stated by Morgan and Sorensen (1999), social capital in the form of networks and relationships can serve as valuable resources for individuals, providing access to opportunities and support. However, the unequal distribution of social networks can create barriers for students from disadvantaged backgrounds, affecting their participation in paid extra lessons. Thus, policymakers and educators need to take into account the impact of social capital on paid extra lessons practices and strive to reduce the inequities associated with this educational supplement.

Further, research by Shaw, et al., (2004) highlights how social networks and connections play a significant role in shaping students' access to educational resources, including paid extra lessons. Students from more affluent backgrounds often have greater social capital, enabling them to navigate and access supplementary educational services more easily than their peers from disadvantaged backgrounds. This can perpetuate educational disparities and hinder efforts to ensure equal access to quality education for all students. Therefore, as emphasized by Couwenhoven (2013), stakeholders need to consider the implications of social capital on child development which includes paid extra lessons practices when developing strategies to mitigate the inequities associated with it. Thus the influence of social networks on access to paid extra lessons can be used to create a more inclusive and equitable education system that benefits all students if stakeholders develop it to assist learners.

In all, social capital is a theory that sheds light on the impact of paid extra lessons on educational outcomes and equity by emphasizing the role of social networks in shaping access to additional

educational resources. This influences students' participation in paid extra lessons, and informs stakeholders to make efforts to address disparities and promote equity in education. This is because social relationships in accessing educational opportunities give some students an advantage over others, hence stakeholders need to work towards creating a more inclusive and equitable educational environment for all students.

2.4 The effects of Paid extra lessons and Student Academic Performance

2.4.1 Positive Impact of Paid extra lessons on Student Performance

While the research conducted by Akiba et al. (2007) underscores the positive impact of paid extra lessons on students' academic performance, it is essential to critically examine the implications of these findings within the context of educational equity. While paid extra lessons may enhance academic outcomes for students who have access to these services, it is crucial to consider the potential exacerbation of educational inequalities resulting from disparities in access to paid extra lessons. As highlighted by Muijs et al. (2014), students from more affluent backgrounds are more likely to receive paid extra lessons, leading to the widening of the achievement gap between privileged and disadvantaged students. This can perpetuate existing disparities in educational outcomes and access to resources, ultimately hindering efforts to achieve equity in education. Therefore, while paid extra lessons can indeed provide valuable academic support and enhance students' learning experiences, policymakers and educators must address the equity implications of paid extra lessons. Strategies should be implemented to ensure that all students, regardless of their socioeconomic background, have access to quality academic support and resources that can facilitate their academic success.

2.4.2 Equity Implications of Paid extra lessons

The potential impact of paid extra lessons on exacerbating educational inequalities has been a subject of concern, as highlighted by Pacheco (2017). While paid extra lessons can positively influence academic performance, the disparities in access to these services can perpetuate social inequalities and widen achievement gaps, particularly for students from disadvantaged backgrounds. Research by Kirp (2013) underscores the unequal effects of paid extra lessons, noting that students from higher-income families are more likely to benefit from these services, enhancing their academic success and furthering advantages already present. This can contribute

to a cycle of disadvantage and privilege, reinforcing existing disparities in educational outcomes. Therefore, as emphasized by Kintop and Alhomod (2020), addressing equity concerns related to paid extra lessons is crucial in ensuring fair access to educational resources and opportunities. Efforts should be made to provide support for students from all backgrounds, mitigating the unintended consequences of paid extra lessons on perpetuating social inequalities.

2.4.3 Impact of Socioeconomic Factors on Paid extra lessons Participation

The research by Kim et al. (2019) underscores the influence of socioeconomic factors on participation in paid extra lessons, with students from higher-income families being more likely to engage in these services compared to those from lower-income households. This disparity in access to additional academic support can lead to varying levels of academic achievement among students from different socio-economic backgrounds, highlighting the equity implications associated with paid extra lessons. Findings by Kalogrides and Loeb (2013) further emphasize the role of socioeconomic status in shaping the benefits of paid extra lessons, with affluent students potentially gaining more advantage from these services. This perpetuation of educational inequalities based on income inequalities underscores the need for interventions to address disparities in access to paid extra lessons and its impact on student outcomes. Therefore, as Robertson et al. (2020) suggest, policies and initiatives should focus on promoting equal opportunities for all students to access high-quality educational support, bridging the gap in educational resources and opportunities to ensure fairness and equity in academic outcomes.

2.4.4 Mitigating Inequities in Paid extra lessons

To mitigate against the implications of inequity in paid extra lessons necessitates a holistic approach that acknowledges the socio-economic factors influencing access to these services. When we intervene against educational inequities, we need to prioritize targeted support for underserved students, such as enhancing access to quality education within schools and providing alternative forms of academic support for those without access to paid extra lessons. This is believed to begin the process of tackling the root causes of disparities in educational opportunities.

Research by Bray (2022) underscores the importance of addressing socio-economic disparities in access to paid extra lessons, advocating for policies that aim to level the playing field for all

students. This includes initiatives that provide financial assistance or subsidies for underprivileged students to access educational support outside of the traditional classroom setting. Similarly, the study by Ku, Lee & Kim (2022) highlights the effectiveness of targeted interventions in reducing academic achievement gaps among students from different socio-economic backgrounds. By implementing strategies that offer tailored support to students facing socio-economic barriers, policymakers can enhance educational equity and promote inclusive learning environments. Thus, as suggested by Lubieniski and Lubieniski (2013), a multi-faceted approach that encompasses both in-school support measures and external resources is crucial in addressing the equity implications of paid extra lessons and striving towards equal educational opportunities for all students.

The effects of paid extra lessons on student academic performance are complex, with studies demonstrating both positive impacts on grades and test scores, as well as concerns about equity implications and disparities in access. These concerns need to be addressed if inclusive educational practices can be promoted.

2.5 Potential Challenges of Paid extra lessons on Student Mental Well-Being

2.5.1 Impact of Academic Pressure on Student Mental Health

The research conducted by Aaku & Futak-Campbell (2020) highlights the potential adverse effects of paid extra lessons on students' mental well-being. The pursuit of academic excellence through paid extra lessons can lead to increased levels of stress, anxiety, and burnout among students. The emphasis on achieving high academic standards and the added pressures of paid extra lessons can impose a substantial mental health burden on students, affecting their overall well-being and holistic development. Supporting this perspective, a study by You et al. (2019) found a significant association between paid extra lessons participation and higher levels of stress and anxiety among students. The pressure to perform well in academic settings, exacerbated by the demands of paid extra lessons, can contribute to mental health challenges that may impede students' ability to thrive academically and personally. Moreover, as highlighted by Feldman et al. (2021), it is crucial for educators, policymakers, and parents to consider the potential negative impacts of intensive paid extra lessons on students' mental health. Striking a balance between academic excellence and students' well-being is essential in promoting healthy development and ensuring a positive learning environment.

2.5.2 Links Between Academic Pressure and Mental Health Issues

The association between academic pressure, paid extra lessons, and mental health issues among students has been underscored by research findings. The pressure to excel academically, combined with the dependence on paid extra lessons for academic achievements, can amplify feelings of inadequacy, perfectionism, and stress. Chen et al. (2018) conducted a study exploring the interplay between academic pressure, paid extra lessons, and mental health outcomes, unveiling the adverse impacts of overwhelming academic expectations on student well-being.

Supporting this view, a study by Suh et al. (2020) found that students experiencing high levels of academic pressure were more likely to engage in paid extra lessons, which, in turn, was associated with increased levels of stress and anxiety. The reliance on paid extra lessons as a means to cope with academic demands can intensify mental health challenges, creating a cycle of pressure and emotional strain for students.

Furthermore, Lee and Kim (2019) emphasized the importance of addressing the mental health implications of academic pressure and paid extra lessons to promote holistic student well-being. Recognizing the detrimental effects of excessive academic demands on mental health is essential for creating supportive learning environments that prioritize students' emotional and psychological needs.

2.5.3 Balancing Academic Excellence and Mental Health

Balancing the pursuit of academic excellence with mental health considerations is crucial in addressing the challenges posed by paid extra lessons on students' well-being. This study urges stakeholders (i.e. educators, parents, and policymakers) to prioritize students' mental health and establish supportive environments that foster healthy stress management practices, self-care, and well-being initiatives. The incorporation of mental health education, counselling services, and peer support systems within educational settings can assist students in navigating the pressures associated with educational and academic success while safeguarding their mental well-being. The importance of integrating mental health support services into the educational settings to address the mental health implications of academic pressure helps students manage stress and prioritise the

well-being of their mental health on their academic demands (Pan, et al. 2021). Additionally, research by Yin and Huang (2019) highlighted the significant role of peer support systems in promoting mental health among students facing academic stress. Peer support networks can offer emotional support, validation, and coping strategies to help students navigate the challenges of paid extra lessons and academic pressures while fostering a sense of belonging and community.

2.5.4 Promoting Holistic Development and Resilience

Fostering holistic development and resilience in students can act as a protective factor against the potential negative effects of paid extra lessons on mental health. To promote this holistic development, a balanced approach to learning is required where learners are involved in extracurricular activities, nurturing interpersonal relationships, and advocating for self-care practices that are crucial in enhancing students' overall well-being and resilience. The significance of holistic development in conjunction with academic success can assist students in attaining their goals while safeguarding their mental health and well-being. Masten et al. (2018) supports this view and emphasizes the importance of resilience in promoting positive outcomes and mitigating the impacts of stress on mental health. Thus, resilience can be built through various factors such as supportive relationships, problem-solving skills, and emotional regulation. This can help students navigate challenges associated with academic pressures and the need for paid extra lessons services.

Furthermore, Wong and Lim (2020) highlighted the benefits of extracurricular involvement in promoting social connections, personal growth, and mental well-being among students. Thus when we engage in a variety of activities beyond academics, we can provide students with opportunities to develop diverse skills, enhance social support networks, and cultivate their overall resilience.

The section has discussed the potential challenges of paid extra lessons on student mental well-being. This underscores the importance of addressing the impact of academic pressure and stress on students' holistic development. If we realise these links (i.e. between paid extra lessons, academic demands, and mental health issues) we promote a balanced approach to education that prioritizes students' well-being. We can achieve this by fostering supportive environments, by promoting resilience, and by integrating mental health initiatives within educational settings.

Stakeholders therefore can mitigate the negative consequences of paid extra lessons on students' mental health and promote holistic development by providing necessary initiatives.

2.6 Conclusion

This chapter has viewed literature review on paid extra lessons or paid extra lessons encompasses concepts of educational stratification, human capital development, and social capital with an impact on student academic performance, educational equity, and well-being, hence the need for further research to address these complex issues. This chapter has touched on various facets of supplementary education outside of regular classroom hours inclusive of potential benefits to students' academic performance, as personalized support boosts their confidence in challenging subjects. The next chapter will focus on research methodology.

Chapter Three

Research Methodology

3. Introduction

The research methodology for this study involves a comprehensive approach that takes into account the various factors affecting student academic performance and mental well-being in relation paid extra lessons. to paid extra lessons. This section will discuss the research design, data collection methods, sample selection, data analysis, and ethical considerations for this study.

3.1 Research Design

The use of a descriptive research design with a case study method in investigating the influence of paid extra lessons on the quality of teaching and learning in Beitbridge urban offers valuable insights into the phenomenon under study. This approach allows for a detailed and nuanced understanding of the issues involved, rather than simply amassing and tabulating facts. According to Yin (2003), descriptive case studies are an effective tool for gathering detailed data and identifying the unique characteristics of a narrowly defined subject.

This study employed a descriptive research design with a case study method to investigate the effects of paid extra lessons on quality of teaching and learning. Following Yin's (2003) recommendation of descriptive case studies, this method was used to analyze real-life situations and facilitate the application of theoretical concepts and methodological extensions. The case study approach enabled the researcher to gather detailed data on a narrowly defined subject, i.e., specific student cases, and identify their unique characteristics, as opposed to generalizable patterns.

The use of descriptive research design with a case study method in studying the influence of paid extra lessons on the quality of teaching and learning offers numerous advantages for understanding the complex and multifaceted nature of this phenomenon. As Haase and Myers (1988) note, descriptive case studies help provide answers to the questions of "who, what, when, and how" associated with a particular research problem. In the context of paid extra lessons, this method allows for a rich understanding of the experiences and perceptions of the various stakeholders

involved. A primary advantage of this approach is its ability to capture contextualized data that provides insights into the nuances and complexities of paid extra lessons.

In the context of paid extra lessons, the descriptive research design with a case study method provides a comprehensive understanding of the unique experiences and perceptions of students, tutors, and other stakeholders. This allows for a nuanced and detailed understanding of the phenomenon, which can provide valuable insights into factors that contribute to student performance and mental well-being. As Merriam and Tisdell (2015) note, case studies are particularly useful for "understanding complex, real-life, contemporary social phenomena in their natural settings" (p. 4).

While this research design offers detailed data and in-depth analysis, it is limited by its focus on a small number of cases in this study. This makes it difficult for us to generalize the findings to the broader population in the study area. It is recommended that potential limitations of this research design can be addressed by collecting data from multiple sources and multiple cases to ensure a more comprehensive understanding of the factors contributing to the influence of paid extra lessons on the quality of teaching and learning in Zimbabwe.

3.2 Research Approach

3.2.1 Qualitative Research Approach

In examining the influence of paid extra lessons, a qualitative research approach offers valuable insights into the nature of the phenomenon and the experiences of the individuals involved (Busetto et al., 2020). As Tewsbury (2008) defines, qualitative research is a process of planning the research by integrating all components of the study, including techniques, research instruments, and data analysis. This approach involves collecting and analysing non-numerical data to gain a deeper understanding of concepts, opinions, or experiences (Tewsbury, 2008).

Dentine and Lincol (2000) argued that the aim of qualitative research is to develop an understanding of the meanings and experiential dimensions of human lives and social worlds. This research approach is insightful, as it involves observing people, recording what they say, and capturing the events that occur in their daily lives. This leads to the production of rich, descriptive

data that can help understand the experiences and behaviours of individuals, such as student performance in relationship to paid extra lessons (Dentine & Lincol, 2000).

Makombe (1999) asserted that the purpose of qualitative research is to explore the richness and complexity of social experiences by recording the actions and interactions of individuals within the study. Tewsbury (2008) further defined qualitative research as a methodical process of planning research by integrating various components such as techniques, research instruments, and data analysis. This approach involves collecting and analysing non-numerical data to gain a deeper understanding of concepts, opinions, or experiences (Tewsbury, 2008).

Busetto et al. (2020) further contended that qualitative research delves into the nature of phenomena and is useful for addressing "why" questions that aim to understand the reasons behind certain occurrences. This approach is well-suited for gaining insight into social experiences, as it allows for the exploration of meanings and perspectives from the participants themselves, who are directly involved in the events under study (Busetto et al., 2020).

Dentine and Lincoln (2000) described the purpose of qualitative research as developing an understanding of the meanings and experiential dimensions of human lives and social worlds. This approach, as described by the authors, involves observing people, recording their speeches, and documenting the events that occur in their lives. This generates a rich, descriptive data set that captures the complexities of human experience, without introducing any manipulation of variables.

In addition, Hammarberg et al. (2016) assert that qualitative research can use small samples, guided by theoretical considerations rather than probability, to arrive at generalizable conclusions while still providing a more realistic feel of the world than numerical data alone can offer. The authors contend that this approach is not limited by a fixed number of participants, but instead focuses on generating rich data that offers multiple perspectives and explanations for human behaviour, such as student performance in relationship to paid extra lessons. Thus, for a study like this, where an in-depth understanding of, qualitative research offers significant advantages over quantitative approaches.

Hammarberg et al. (2016) further emphasize that the qualitative approach offers the unique advantage of using small, theoretically guided samples to arrive at generalizable conclusions while still providing a more vivid and realistic sense of the world than numerical data alone can offer. This method is not limited by the size of the sample, allowing for in-depth exploration of human experiences and behaviours from multiple perspectives.

In sum, the selection of a qualitative research approach for this study is justified by its strengths in providing a more comprehensive understanding of the complex factors influencing student performance in relation to paid extra lessons. Qualitative research's emphasis on rich, experiential data and the exploration of social complexities offers a suitable methodology for investigating the phenomenon. While qualitative research has its own limitations, including potential bias and lack of generalizability, its ability to generate thick descriptions of the world as experienced and lived by the participants, without the need for variable manipulation, is well-suited to address the research problem at hand.

3.3 Population of the Study

Some research studies suggest that paid extra lessons is a widely used form of supplementary education in many countries, including Zimbabwe. For example, according to Gono (2016), paid extra lessons has become “increasingly popular in Zimbabwe, especially among urban dwellers” (p. 3). This study however uses a few students from a particular locale as the researcher had no resources to reach all of Zimbabwe’s schools for experiences and reflections.

The study aimed to explore *The Influence of Paid Extra Lessons on the Quality of Teaching and Learning in Zimbabwe*, particularly focusing on paid extra lessons. The study population consisted of male and female participants aged 18 years and above in teaching and learning institutions where paid extra lessons is practiced.

With the population and sample selection established, the next phase in the study involved data collection. The researcher utilized focus group discussions and key informant interviews to collect in-depth data regarding the influence of paid extra lessons on the quality of teaching and learning in Zimbabwe. This approach allowed for rich, contextualized understanding of the experiences,

attitudes, and perceptions of the participants. Focus group discussions provided a platform for open and participatory discussion among the participants, facilitating the exploration of complex issues and the identification of common themes and patterns.

3.4 Sample and Sampling Techniques

In order to gain in-depth insights into teachers' perspectives on paid extra lessons, this study employed the purposive sampling technique. The researcher selected a sample of male participants based on specific characteristics, such as age, gender, and profession, to ensure that the sample was representative of the population of interest. This sample included teachers, tutors and students of different ages, ethnicities, socio-economic backgrounds, and both sexes. To recruit participants, the researcher utilized a variety of methods, including talking to school heads, student unions, teachers' unions, and online forums.

Purposive sampling is a valuable approach in qualitative research, particularly when studying populations that are hard to reach or stigmatized. By selecting participants who are most likely to provide valuable data, researchers can increase the validity and reliability of their findings (Forchuk & Daliege, 2003). In the context of this study, purposive sampling was used to select teachers who are most knowledgeable about the influence of paid extra lessons on the quality of teaching and learning in Zimbabwe.

The use of purposive sampling also allowed the researcher to overcome the challenges associated with sampling from suspicious populations, such as unlawful social groups, stigmatized populations, and elites. For example, in some cases, researchers may struggle to recruit participants from populations that are marginalized or stigmatized due to societal norms or power imbalances (Berg, 2007). Purposive sampling can help to mitigate these challenges by allowing researchers to target specific individuals or groups who are more likely to be willing to participate in the study.

Reflexivity is also an essential component of qualitative research, particularly when working with sensitive or stigmatized populations. Reflexivity involves the researcher reflecting on their own biases and assumptions, and acknowledging their positionality in the research process (Forchuk &

Deliege, 2003). This approach helps to ensure that the researcher does not impose their own biases on the data and instead allows the participants' voices to be heard.

As noted by Forchuk and Deliege (2003), "reflexivity is a critical aspect of qualitative research because it allows the researcher to acknowledge and challenge their own biases and assumptions" (p. 12). By being reflexive, researchers can ensure that their findings are not influenced by their own personal beliefs or values, and instead provide a more accurate representation of the participants' experiences and perspectives.

In conclusion, purposive sampling and reflexivity are crucial components of qualitative research, particularly when studying populations that are hard to reach or stigmatized. By selecting participants who are most likely to provide valuable data and acknowledging the researcher's own biases and assumptions, researchers can increase the validity and reliability of their findings.

3.5 Data Generation Methods and Instruments

The use of interview guides proved instrumental in collecting data for the study, particularly in the context of focus group discussions. Sanders (2006) posits that this methodology is well-suited for exploring paid extra lessons issues, as it allows for in-depth accounts of the sometimes exclusive world of those being interviewed. Interview guides facilitated a structured yet flexible approach to data collection, enabling the researcher to probe further into specific topics and nuances while maintaining focus on the research questions. This approach facilitated the generation of rich, comprehensive data, which could be analyzed and interpreted for greater insights into the study topic.

3.5.1 Personal Interview Guides

Semi-structured interviews are well-structured and provide a clear justification for the suitability of interview guides in this study. This can be used for both personal and professional interviews.

Haralambos and Holborn (1991) highlight the benefits of semi-structured interviews, which enable both the interviewer and interviewee to engage in a mutual exchange of information, leading to more honest responses. Using semi-structured interviews for school administrators had more

advantages than disadvantages, such as flexibility, which allows for probing and elaboration on the interviewee's responses. This was enhanced by recording or note-taking during the interviews to accurately capture the participants' responses and non-verbal cues.

Regarding key informant interviews (KIIs), judgment sampling was used to select participants (headmasters and Teachers-in-Charge) who were connected to paid extra lessons. Only 3 schools administrators were interviewed. Babbie and Mouton (2006) support the notion that KIIs involve seeking permission from individuals to be interviewed at appropriate times in a group. This however has to understand the role of power dynamics as there is a potential power imbalance between the interviewer and interviewee(s), especially where sharing opinions has some possible repercussions or lack of familiarity with the topic.

There was also elaboration on data analysis where transcriptions and summaries were done to identify common themes and patterns. The analytical approach included coding schemes, data reduction techniques, and how rigor in the analysis was ensured. Also data collection ensured data saturation was reached. Data saturation occurs when additional data collection does not yield new insights or themes.

3.5.2 Focus Group discussion

Berg (2001) emphasizes the effectiveness of focus group discussions for eliciting in-depth information in a permissive environment. This methodology, as endorsed by Krueger and Casey (2000), allows for small groups of 6-10 individuals with similar backgrounds to interact, share perceptions, and express themselves freely under the guidance of a facilitator. In the context of this study, three focus group discussions provided an ideal platform to collect data on the phenomenon of paid extra lessons and its impact on teaching and learning. The homogeneity of the participants, who were teachers, tutors and learners involved in paid extra lessons, ensured that the discussion focused on their shared experiences and perspectives.

Bangura (2007) highlights the advantages of focus group discussions for qualitative studies, such as the current study. This methodology allows for the collection of real-life data in a social environment, which provides a more naturalistic and contextualized understanding of the research

topic. Furthermore, focus group discussions are cost-effective, as they involve smaller groups of participants compared to other methods.

In the context of this study, the focus groups served as a platform for participants to share their experiences and counsel each other on the issues surrounding paid extra lessons, which enabled them to express their thoughts and feelings more freely.

Table 3.1: Focus Group Discussions Composition

GROUP	COMPOSITION AND JUSTIFICATION
Group 1: Teachers	The Focus group involved 8 teachers selected from schools in Beitbridge urban chosen at random. These FGDs were carried out at the schools.
Group 2: Tutors	The focus group involved 7 tutors, selected at random at different work places. The FGDs were carried out at the government school.
Group 3: Learners	The FGD involved 6 learners selected at random in six schools in Beitbridge urban. The FGD was carried out at the schools. The learners were selected in consideration of maturity to understand the topic under discussion.

After all FGDs were conducted, the written notes from all the groups were analysed according to a matrix that allowed the researcher to compare the information.

3.6 Data Collection Procedure

The data collection procedure in this study was carefully designed to ensure that the targeted population was accurately represented and that a range of data collection methods were used to capture different perspectives. Focus group discussions and personal interviews were selected based on feasibility and participant preference. The researcher adopted a participant-centered approach, as recommended by Creswell (2003), to establish rapport, clarify questions, and encourage participant engagement. The use of varied data collection methods allowed the researcher to capture multiple facets of the phenomenon under study and triangulate the findings for greater validity and reliability.

3.6.1 Pre-testing

Adams' (2015) argument underscores the crucial role of pre-testing in the research process. By piloting the data collection instruments on a small sample, the researcher can identify and rectify potential issues, such as ambiguous questions, intrusive questions, or time-consuming questions, before conducting the actual study. This iterative process ensures that the data collection tools are optimized for maximum reliability and validity. As highlighted by Adams, pre-testing also allows the researcher to gauge participant engagement and interest in the study, identifying areas where boredom or loss of interest might occur.

3.7 Data Presentation and Analysis Procedures

Utilizing thematic data analysis for this research project aligns with the qualitative data collection methods, specifically the semi-structured interviews and focus group discussions, which are expected to yield rich, in-depth insights into teachers' perspectives on the influence of paid extra lessons on the quality of teaching and learning in Zimbabwe. Thematic analysis, as advocated by Braun and Clarke (2012), provides a systematic and rigorous approach to identifying, organising, and interpreting patterns of meaning across the dataset.

3.8 Validity and Reliability

3.8.1 Validity

Validity in research, as highlighted by Nyathi (2020), is essential for ensuring that the interpretations and concepts derived from the research align with the experiences and perceptions of the participants. Triangulation, as advocated by Dikko (2016), is a powerful approach for establishing validity and reliability in research by combining multiple methods and sources of data.

In this study, triangulation was utilized by employing a range of data collection methods, including interviews, focus groups, observations, and literature to provide a comprehensive and corroborative understanding of the phenomenon.

3.8.2 Reliability

Reliability in research, as described by Noble (2014), emphasizes the reproducibility and consistency of findings in response to the same stimuli. Employing multiple, validated measures

and standardized procedures is an important aspect of ensuring reliability in research. In this study, the researcher adopted various strategies to enhance reliability, such as inter-rater reliability assessment, pilot testing, and triangulation of data sources. As highlighted by Dikko (2016) and Noble (2014), triangulation is a powerful strategy for enhancing reliability and validity in research.

3.9 Ethical Considerations

Informed consent and confidentiality are key ethical considerations in research, as identified by Fouka and Mantzourou (2011) and Akaranga and Makau (2016). Informed consent ensures that participants are provided with adequate information to make a voluntary decision to participate, while confidentiality safeguards participant privacy.

The measures taken by the researcher in this study, such as the informed consent form and confidentiality agreements, demonstrate a commitment to upholding ethical standards. The researcher ensured that participants had sufficient information to make an informed decision about their participation, and implemented security measures to protect participant data.

3.10 Chapter Summary

The chapter presented a comprehensive outline of the research design, methodological approach, and ethical considerations for the study. The descriptive case study approach provided an in-depth and contextualized understanding of the research problem, allowing the researcher to gather accurate and relevant data. Moreover, the use of varied data collection methods, such as interviews, semi-structured, and focus group discussions, provided a triangulated and robust dataset that strengthened the validity and reliability of the findings. The researcher's attention to ethical considerations demonstrated a commitment to upholding ethical standards and safeguarding the values, norms, and beliefs of the participants.

Chapter 4

Data Presentation, Analysis and Discussion

4. Introduction

This chapter explores the influence of paid extra lessons in Zimbabwe using the experiences of private tutors and students. Findings presented in this chapter indicate that participants produced authentic and honest statements with regards to their experiences. This chapter will address the study's objectives to:

1. Investigate the prevalence of paid extra lessons among students from diverse educational settings and socio-economic backgrounds.
2. Examine the relationship between paid extra lessons and student academic performance.
3. Identify the motivations behind seeking private tutoring, including perceived benefits, challenges, and reasons for supplementing traditional classroom instruction.
4. Explore ways to increase access to paid extra lessons and promote educational equity, addressing disparities in tutoring resources and their impact on students from disadvantaged backgrounds.

Findings in this chapter provide us with a deeper understanding of paid extra lessons on the quality of teaching and learning. . It also suggests possible interventions for the process to benefit the education system in Zimbabwe.

4.1 Demographic Characteristics of Respondents

The composition of the participants in this study provides a rich source of information on the influence of paid extra lessons on quality teaching and learning. The complete turnout of teachers (8), tutors (7), and students (6) for focus groups and three school administrators for personal interviews, all of whom had a minimum of primary education up to postgraduate education, suggests a general interest and awareness of the importance of paid extra lessons. The high number of teachers and tutors who have a vested interest in education also suggests a potentially nuanced understanding of various motivations behind seeking paid extra lessons, such as social and economic factors. The following pages present, interpret and discuss the findings of the study.

4.2 Prevalence of Paid extra lessons in Zimbabwe

4.2.1 Parental Aspirations on Paid extra lessons

The role of parental aspirations in paid extra lessons is a significant factor in driving the demand for paid extra lessons services. As Bray (2017) notes, parents often seek paid extra lessons to ensure and enhance their children's academic success and future educational and career prospects. This highlights the crucial role parents play in shaping their children's educational experiences and opportunities.

On parental aspirations teachers stated that *"Parents are often the driving force behind seeking paid extra lessons. They want to ensure their children succeed academically and gain a competitive edge."* This was supported by tutors who also stated that *"We have seen parents come from all walks of life, but the common thread is their desire to give their children the best possible education."* This has been authenticated by several students in the focus groups who said that their parents forced them to engage in paid extra lessons. A vocal female student stated that *"My parents want me to get good grades and go to a good college. They think paid extra lessons will help me achieve that."*

The responses reveal a pervasive and powerful role of parents in influencing their children's educational trajectories through paid extra lessons. The parents' desire for academic success and a competitive advantage is a compelling motivator, as seen in the teachers' and tutors' observations. It appears that parents across socio-economic backgrounds prioritize their children's education, regardless of background, as expressed by the tutors' diverse clientele. Students, too, acknowledge their parents' aspirations and expectations for good grades and admission to prestigious colleges as the primary reason for seeking paid extra lessons.

4.2.2 Investment in Human Capital

The human capital development theory provides a valuable framework for understanding the relationship between paid extra lessons and academic achievement. According to Becker (2009), investments in additional educational resources, such as paid extra lessons, can lead to accumulation of human capital, resulting in higher academic achievements and improved

employment outcomes for individuals. This positions paid extra lessons as a strategic investment in enhancing students' skills, knowledge, and competencies. The teachers stated that *"Paid extra lessons is an investment in human capital. It helps students develop skills and knowledge that will benefit them throughout their lives."* This was supported by tutors who said *"By providing additional support, we're helping students build a strong foundation for future success."* Also of the students poignantly said *"I think paid extra lessons has helped me become a better student and given me more confidence in my abilities."*

The responses reveal a unified view of paid extra lessons as a valuable investment in human capital, with long-term benefits that extend beyond the immediate academic gains. Teachers and tutors both emphasize the role of paid extra lessons in fostering critical life skills and knowledge, while students acknowledge the increased confidence and academic proficiency they've gained through the process. This showcases the intertwined nature of paid extra lessons and its potential to shape students' self-perceptions, academic success, and life trajectories.

However, the reliance on paid extra lessons can present challenges and exacerbate educational inequalities. Students from disadvantaged backgrounds may not have equal access to paid extra lessons, potentially widening the gap between those who can afford additional support and those who cannot (Mitra, 2020). Additionally, the pressure to excel academically through paid extra lessons can lead to increased stress and burnout among students (Aaku & Futak-Campbell, 2020).

4.2.3: Empirical Evidence of Parental Involvement in Paid extra lessons

Pacheco's (2017) study highlights the influence of parental aspirations on paid extra lessons practices, demonstrating that parents from various socio-economic backgrounds prioritize paid extra lessons as a way to enhance their children's academic development and success. This finding underscores the significance of recognizing and understanding parental aspirations in shaping students' educational paths. This has been supported by teachers who authenticated paid extra lessons saying *"Research shows that parents are increasingly seeking paid extra lessons to supplement their children's education."* Also tutors argued that *"We have seen a significant increase in demand for paid extra lessons over the past few years."* One of the student also said

"My friends and I have all been getting paid extra lessons at some point or another. It's just what parents expect these days."

The responses suggest that paid extra lessons has become a mainstream phenomenon in education, with increasing demand fuelled by parental expectations and a desire to supplement traditional schooling. The growing popularity of paid extra lessons is further confirmed by both the teachers' and tutors' perspectives, which indicate a trend of greater participation in paid extra lessons services, perhaps reflecting a shift in societal and educational norms. The students' casual acceptance of paid extra lessons as a common practice among peers emphasizes the normalization of this educational approach.

4.2.4: Challenges and Implications of Parental Involvement in Paid extra lessons

The influence of parental aspirations on paid extra lessons is a complex issue that requires a critical examination of its implications for students' well-being and academic experiences. While parental aspirations can serve as a motivator for seeking additional support, it is crucial to consider how this practice may impact students' well-being and perpetuate existing educational inequalities.

It is interesting and important to note that teachers are aware of the inequalities perpetrated by paid extra lessons. The teacher observed that *"While paid extra lessons can be beneficial, it's not always accessible to all students. This can exacerbate existing inequalities."* Also tutors supported saying *"We have seen students who are stressed out from trying to keep up with the demands of paid extra lessons. It's not always healthy."* Students could not be outdone on this understanding as one student said *"Sometimes I feel like I'm under a lot of pressure to do well because my parents are counting on me to get good grades."*

The responses unveil potential downsides to the increased reliance on paid extra lessons in education. Teachers highlight the issue of unequal access, which can compound existing socioeconomic disparities. Tutors raise concerns about the mental well-being of students, who may face immense stress and pressure as a result of the expectations placed on them. Students also express feelings of being under immense pressure, not just from school but from their parents' aspirations for their academic success. These insights underscore the need for a balanced and

thoughtful approach to paid extra lessons, to ensure that it remains a tool for academic development, rather than a source of stress and division.

4.2.5 Summary

Paid extra lessons represents a nuanced and multifaceted phenomenon in the modern educational landscape, with parental aspirations and human capital development as critical driving forces. While acknowledging the potential benefits of paid extra lessons, this study highlights the necessity of confronting the accompanying challenges and inequities that could exacerbate existing societal divisions and stress on students. Thus, a holistic approach is needed to ensure that paid extra lessons remains a tool for enhancing educational outcomes while promoting equality and mental well-being in education.

4.3 The Impact of Social Capital on Paid extra lessons

4.3.1: The Role of Social Capital in Paid extra lessons

The concept of social capital, as described by Putnam (2000), highlights the significance of social networks and relationships in shaping individuals' access to resources and opportunities. In the context of paid extra lessons, social capital plays a crucial role in determining who has access to these services and who does not. As Lee et al. (2018) found, students from privileged backgrounds are more likely to benefit from paid extra lessons due to their social connections and networks.

Teachers acknowledged academic suggestions that social connections advance paid extra lessons saying "*Social capital plays a huge role in paid extra lessons. Students with strong social connections have better chances of accessing these services.*" Also tutors said "*We have seen how students' social networks can make a big difference in their ability to get paid extra lessons.*" A student agreed with this saying "*My friends and I all have connections that help us get access to paid extra lessons. It's not always easy for everyone to get.*"

The responses underscore the significant role of social capital in paid extra lessons, amplifying the disparities faced by marginalized students. Teachers and tutors emphasize the advantages enjoyed by students with strong social networks, which can provide crucial access to these services. Students provide first-hand accounts of how their social connections have enabled them to obtain

paid extra lessons, highlighting the advantages afforded to those with such networks. The discussion reveals how social capital is intertwined with paid extra lessons, potentially creating a self-reinforcing loop where students with more resources can access further opportunities, further exacerbating existing inequalities.

4.3.2: Inequities in Access to Paid extra lessons

The importance of considering the impact of social capital on paid extra lessons practices and the need for stakeholders to work towards addressing disparities and promoting equity in education need to be examined. As Morgan and Sorensen (1999) noted, social capital can serve as a valuable resource for individuals, providing access to opportunities and support. However, the unequal distribution of social networks can create barriers for students from disadvantaged backgrounds, affecting their participation in paid extra lessons.

The issue of inequalities cannot be avoided and teachers bemoaned it saying "*Unfortunately, there are significant disparities in access to paid extra lessons. Students from more affluent backgrounds tend to have an advantage.*" In this way, tutors stated that "*We have noticed that students from privileged backgrounds are more likely to have the resources and connections to access paid extra lessons.*" One student from a disadvantaged background also confessed that "It's hard for my friends and me to get paid extra lessons because we don't have the same social connections as our peers from wealthier families."

The responses illuminate the stark socioeconomic disparities that can arise within paid extra lessons, with privileged students enjoying a distinct advantage in terms of resources, connections, and access. Teachers and tutors observe how students from affluent backgrounds are more likely to have the necessary means to access paid extra lessons. Students' responses reveal the difficulties faced by those from less privileged backgrounds, who may lack the necessary social capital or financial resources to secure paid extra lessons opportunities. The discussion paints a bleak picture of unequal access to tutoring and underscores the importance of addressing these societal inequalities to promote educational equity.

4.3.3: Effects of Social Networks on Paid extra lessons Participation

Research by Park et al. (2019) underscores the significant influence of social networks on students' decisions to participate in paid extra lessons. Findings suggest that students with robust social ties within their educational environments are more likely to engage in paid extra lessons. This highlights the importance of social capital in facilitating students' access to and engagement with paid extra lessons services. However, the unequal distribution of social networks and relationships can perpetuate disparities in paid extra lessons participation, posing barriers for students from marginalized backgrounds (Wiseman, 2021). This deepens educational inequalities and hampers efforts to achieve equitable access to quality education for all students.

Respondents, especially teachers, indicated that *"Social networks can influence students' decisions to participate in paid extra lessons. Students with strong connections are more likely to engage in these services."* This was supported by tutors saying *"We have seen how students' social connections can encourage them to take advantage of paid extra lessons opportunities."* Students: *"My friends and I all know each other, so we're more likely to work together and support each other in getting paid extra lessons."*

Social networks play a pivotal role in influencing students' decisions to engage in paid extra lessons, as revealed by teachers and tutors. Students who possess strong social connections, which often reflect socioeconomic status, are more inclined to participate in these services. Students corroborate this finding, describing the social cohesion they experience in their friendships, which acts as a supportive and encouraging force in pursuing paid extra lessons. Thus, the role of social networks appears to reinforce the unequal distribution of resources and opportunities that can arise within paid extra lessons, with students from disadvantaged backgrounds potentially facing greater barriers to entry and support.

4.3.4: Challenges in Addressing Equity in Paid extra lessons

As Couwenhoven (2013) emphasized, stakeholders need to consider the implications of social capital on child development, including paid extra lessons practices, when developing strategies to mitigate the inequities associated with it. Shaw et al. (2004) also highlighted how social

networks and connections play a significant role in shaping students' access to educational resources, including paid extra lessons.

Social networks and connections were highlighted by teachers saying *"Addressing the inequities in access to paid extra lessons is a major challenge. We need to find ways to make these services more accessible to all students."* Also tutors stated that *"It is important for policymakers and educators to recognize the impact of social capital on paid extra lessons and work towards reducing the disparities associated with it."* In dismay, students supported this saying *"It's not fair that some students have an advantage because of their social connections. We need a more level playing field for everyone."*

The responses highlight a collective concern for the inequalities surrounding paid extra lessons, suggesting that systemic changes are necessary to address these issues. Teachers and tutors call for a greater effort to bridge the gap in accessibility, urging policymakers and educators to devise solutions that make these services more widely available and affordable. Students' frustration with the unjust advantages conferred by social networks underscores the need for equity-focused reform, which can create a more level playing field and reduce the societal divides perpetuated by paid extra lessons. This discussion underscores the urgent need for systemic change to ensure that all students have equal opportunities for educational advancement, regardless of their socioeconomic circumstances.

4.3.5 Summary

Social capital on paid extra lessons is a critical factor that needs to be considered in efforts to promote equity in education. As Putnam (2000) noted, "social capital is a key factor in shaping individuals' access to resources and opportunities." Therefore, it is essential that policymakers and educators take into account the impact of social capital on paid extra lessons practices and work towards reducing the inequities associated with it.

The findings of this study underscore the intricate link between social capital and paid extra lessons in education. Teachers, tutors, and students all concur that social networks can exacerbate inequalities in access to paid extra lessons, creating obstacles for students from disadvantaged

backgrounds to reap the benefits of such services. The study, therefore, underscores the critical need for policymakers and educators to acknowledge and address the social capital-related disparities in paid extra lessons. By doing so, we can devise strategies that promote more equitable access to quality education for all students, ensuring that no child is left behind due to their socioeconomic status.

4.4 The Motivations of Paid extra lessons on Student Academic Performance

4.4.1: Positive Impact of Paid extra lessons

The effects of paid extra lessons on student academic performance are multifaceted, with research highlighting both positive impacts on grades and test scores, as well as concerns about equity implications and disparities in access. Akiba et al. (2007) found that paid extra lessons can positively influence student academic performance, while Muijs et al. (2014) noted that students from more affluent backgrounds are more likely to receive paid extra lessons, leading to the widening of the achievement gap between privileged and disadvantaged students.

Teachers highlighted the positive impact of extra lessons saying "*Paid extra lessons can be very beneficial for students who need extra support. It's a great way to fill in the gaps and help them catch up with their peers.*" For tutors involved with learners, they said "*We have seen firsthand how paid extra lessons can improve students' grades. It's a powerful tool for academic success.*" Also one student perceived as a slow learner stated that "*Paid extra lessons has helped me understand the material better and do well on tests. It's been a game-changer for me.*"

The respondents' views coalesce around a resounding endorsement of paid extra lessons as a valuable educational supplement, particularly for students who need additional support. Teachers recognize the potential of paid extra lessons to bolster the academic performance of struggling students, while tutors testify to its efficacy in improving grades and test scores. Students also attest to the personal benefits of paid extra lessons, expressing gratitude for the increased understanding and academic success it provides. These perspectives paint a compelling picture of the positive impact that paid extra lessons can have on individual learners, particularly when used strategically to address specific needs and learning gaps.

4.4.2: Equity Implications of Paid extra lessons

The unequal access to paid extra lessons perpetuates existing disparities in educational outcomes and access to resources, hindering efforts to achieve equity in education (Muijs et al., 2014). Pacheco (2017) emphasized that the unequal effects of paid extra lessons can further exacerbate social inequalities and widen achievement gaps, particularly for students from disadvantaged backgrounds.

Teachers bemoaned the problems of inequalities towards disadvantaged children saying *"Unfortunately, paid extra lessons can perpetuate existing inequalities in education. Students from more affluent backgrounds have a greater chance of accessing these services."* This was also clear to tutors who stated that *"We have noticed that students from higher-income families tend to have more resources and connections to get paid extra lessons, which can give them an unfair advantage."* This has been regarded by students from poorer families as unfair saying *"It's not fair that some students have more opportunities to get paid extra lessons than others. It's like they're already at an advantage."*

Teachers, tutors, and students alike emphasize the negative side of paid extra lessons, highlighting how it can perpetuate social and economic inequalities within the educational system. Teachers acknowledge that students from affluent backgrounds often enjoy easier access to paid extra lessons, creating an unbalanced playing field where those with more resources receive additional advantages. Tutors echo this sentiment, noting that the distribution of paid extra lessons opportunities is often unevenly distributed among socioeconomic groups, to the detriment of underprivileged students. Students further articulate their frustration with the injustice of unequal access to paid extra lessons, leading to a widening gap between those with privileges and those without.

4.4.3: Socioeconomic Factors and Paid extra lessons Participation

Kim et al. (2019) found that socioeconomic factors play a significant role in determining participation in paid extra lessons, with students from higher-income families being more likely to engage in these services. This disparity in access to additional academic support can lead to varying

levels of academic achievement among students from different socio-economic backgrounds, highlighting the equity implications associated with paid extra lessons (Kalogrides & Loeb, 2013).

Teachers also highlighted that *"Socioeconomic factors play a significant role in determining who has access to paid extra lessons. Students from lower-income backgrounds often struggle to afford these services."* Also tutors agreed with literature that *"We have seen that students from higher-income families are more likely to participate in paid extra lessons because they have the financial resources to do so."* One student from a poorer background was defensive against paid extra lessons saying *"It's tough for me and my friends from lower-income families to get paid extra lessons because we can't afford it. It feels like we're being left behind."*

The responses provide compelling evidence of the financial obstacles that many students from lower-income backgrounds encounter when seeking paid extra lessons. Teachers and tutors both confirm that socioeconomic factors are a significant determinant of access, as students from affluent families are better positioned to afford these services. This presents a significant challenge for students from disadvantaged backgrounds, as financial constraints preclude them from reaping the benefits of paid extra lessons. Students' personal accounts further underscore this reality, expressing a sense of being left behind due to their economic circumstances.

4.4.4: Mitigating Inequities in Paid extra lessons

To mitigate against the implications of inequity in paid extra lessons, literature confirms that it is essential to prioritize targeted support for underserved students, such as enhancing access to quality education within schools and providing alternative forms of academic support for those without access to paid extra lessons (Lubienski & Lubienski, 2013). Research by Bray (2022) underscores the importance of addressing socio-economic disparities in access to paid extra lessons, advocating for policies that aim to level the playing field for all students.

On educational policies to mitigate against inequalities, teachers said that *"To address the inequities in paid extra lessons, we need to provide targeted support for underprivileged students. This could include financial assistance or subsidies for those who can't afford it."* This was supported by tutors saying *"Policymakers should prioritize initiatives that promote equal access*

to educational resources, regardless of socioeconomic background." Also students highlighted that *"We need more programmes that provide affordable or free tutoring options for students who can't afford it. It would make a huge difference for us."*

All respondents advocate for targeted support and policy-level interventions to address the unequal distribution of paid extra lessons opportunities. Teachers propose financial assistance or subsidies for disadvantaged students, aiming to level the playing field and ensure equitable access. Tutors recommend that policymakers adopt initiatives that prioritize educational equity, eliminating socioeconomic barriers that obstruct the academic advancement of underprivileged learners. Students, too, call for the expansion of programs offering subsidized or free tutoring services, emphasizing the significant impact that such initiatives could have on their academic experience.

4.4.5 Summary

The effects of paid extra lessons on student academic performance are complex and multifaceted, with both positive impacts on grades and test scores and concerns about equity implications and disparities in access. To promote inclusive educational practices and strive towards equal educational opportunities for all students, it is essential to address the equity concerns related to paid extra lessons and implement targeted interventions to reduce academic achievement gaps among students from different socio-economic backgrounds.

The results of this study highlight the complex effects of paid extra lessons on student academic performance, with both positive impacts on grades and test scores, as well as concerns about equity implications and disparities in access. Teachers, tutors, and students agree that addressing these concerns is crucial for promoting inclusive educational practices and ensuring equal educational opportunities for all students.

4.5 The Challenges of Paid extra lessons on Student Mental Well-being

4.5.1: Impact of Academic Pressure on Student Mental Health

The potential challenges of paid extra lessons on student mental well-being, emphasizing the importance of balancing academic excellence with mental health considerations. The pursuit of academic excellence through paid extra lessons can lead to increased levels of stress, anxiety, and

burnout among students, which can have a detrimental impact on their mental health. The pressure to perform well in academic settings, exacerbated by the demands of paid extra lessons, can contribute to mental health challenges that may impede students' ability to thrive academically and personally.

Teachers stated their observations saying *"We've noticed that students who engage in paid extra lessons often experience increased stress and anxiety due to the pressure to perform well. This can have a negative impact on their mental health."* Also tutors that *"We have seen students become overwhelmed with the added pressure of paid extra lessons, leading to feelings of inadequacy and burnout."* Also students stated that *"Paid extra lessons has put a lot of stress on me. I feel like I have to do well, or else I'll fall behind. It's really affecting my mental health."*

The responses illustrate a concerning trend of increased stress and anxiety associated with paid extra lessons, jeopardizing students' mental health and overall well-being. Teachers note that the added pressure to excel in academics can lead to an array of negative emotions, including feelings of inadequacy and exhaustion. Tutors echo these sentiments, pointing to the potential for tutoring to trigger feelings of burnout and self-doubt among students. Moreover, the testimonies from students reveal the personal toll that paid extra lessons can take, underscoring the importance of mental health support and balance in education.

4.5.2 Links Between Academic Pressure and Mental Health Issues

According to Aaku & Futak-Campbell (2020), the emphasis on achieving high academic standards and the added pressures of paid extra lessons can impose a substantial mental health burden on students, affecting their overall well-being and holistic development. Similarly, You et al. (2019) found a significant association between paid extra lessons participation and higher levels of stress and anxiety among students.

Teachers spoke on the association of paid extra lessons and issues of anxiety and stress saying *"The pressure to excel academically can lead to feelings of inadequacy and perfectionism, which can be detrimental to students' mental health."* Also tutors stated that *"When students rely heavily on paid extra lessons, it can create a sense of dependence and increase their stress levels."* A

student bravely stated that *"I feel like I'm under a lot of pressure to get good grades, and that's causing me a lot of stress and anxiety."*

The respondents further elucidate the negative consequences of the high-pressure academic environment fostered by paid extra lessons. Teachers and tutors describe the psychological impact of academic expectations, noting that an overemphasis on excellence can breed perfectionism, self-doubt, and feelings of inadequacy in students. Moreover, tutors identify the potential for tutoring to create a vicious cycle, where students grow increasingly reliant on external assistance, exacerbating their stress levels. The student responses corroborate these findings, articulating the personal experience of feeling overwhelmed and anxious under the pressure to succeed.

4.5.3: Balancing Academic Excellence and Mental Health

The importance of addressing the mental health implications of academic pressure and paid extra lessons to promote holistic student well-being was discussed. Lee and Kim (2019) emphasized that recognizing the detrimental effects of excessive academic demands on mental health is essential for creating supportive learning environments that prioritize students' emotional and psychological needs.

Teachers also mentioned about mental health that *"It is crucial that we balance academic excellence with mental health considerations. We need to prioritize students' well-being and provide them with support systems."* Also tutors indicated that *"We should focus on teaching students healthy coping mechanisms and stress management techniques to help them deal with the pressure of paid extra lessons."* A student however pointed at teachers and tutors saying *"I think it would be helpful if teachers and tutors could offer more support and resources for students who are struggling with mental health issues related to paid extra lessons."*

In response to the identified pressures of paid extra lessons, the respondents propose a more holistic approach that takes into account both academic success and mental health. Teachers and tutors emphasize the importance of balancing academic expectations with measures that protect and promote students' well-being, such as mental health support and coping strategies. Students, meanwhile, underscore the need for increased support systems, which might include additional

resources and more focused attention from educational professionals. These responses indicate a need for a paradigm shift in paid extra lessons, where academic goals are not pursued at the expense of students' mental health.

4.5.4: Fostering Holistic Development and Resilience

To mitigate the negative consequences of paid extra lessons on students' mental health, it is crucial to promote holistic development and resilience in students. Masten et al. (2018) supports this view, emphasizing the importance of resilience in promoting positive outcomes and mitigating the impacts of stress on mental health. Wong and Lim (2020) highlighted the benefits of extracurricular involvement in promoting social connections, personal growth, and mental well-being among students.

Teachers further discussed about extracurricular activities arguing that *"Fostering holistic development is essential for promoting resilience in students. This includes extracurricular activities, social connections, and self-care practices."* This was supported by tutors saying *"Building resilience in students can help them navigate the challenges of paid extra lessons and promote overall well-being."* Students also supported the practice as giving a balance to learning. One student stated that *"I think having a balance between academics and extracurricular activities has helped me cope with the stress of paid extra lessons. It's given me a sense of purpose beyond academics."*

The respondents underscore the importance of nurturing students' overall development, emphasizing the crucial role of extracurricular activities, social connections, and self-care in building resilience. Teachers and tutors advocate for a comprehensive approach that goes beyond the traditional focus on academics, encouraging participation in diverse activities that promote physical, emotional, and mental well-being. Students, in turn, offer valuable insights into the positive impact of a balanced lifestyle, suggesting that engagement in extracurricular activities has helped them develop resilience and find meaning beyond academic performance.

4.5.5 Summary

The results of this study highlight the importance of addressing the mental health implications of paid extra lessons on students. Teachers, tutors, and students agree that it's essential to balance academic excellence with mental health considerations and prioritize students' well-being. By promoting holistic development, fostering resilience, and providing support systems, we can mitigate the negative effects of paid extra lessons on student mental health.

The importance of balancing academic excellence with mental health considerations in addressing the challenges posed by paid extra lessons on students' well-being were highlighted. Educators, policymakers, and parents can work together to promote a balanced approach to education that prioritizes students' well-being by recognizing the links between paid extra lessons, academic demands, and mental health issues.

4.6 Lessons from the Findings

4.6.1 Paid extra lessons's Impact on Academic Performance

Paid extra lessons has been shown to have a positive impact on student academic performance, with teachers and tutors reporting improved grades and test scores (Kulmuni, 2017). Students who receive paid extra lessons often report a better understanding of the material and improved performance on tests (McCoach et al., 2013). However, it is essential to note that the effectiveness of paid extra lessons may vary depending on factors such as the quality of the tutoring, the student's prior knowledge, and the motivation of the student (Kulmuni, 2017).

4.6.2 Motivations Behind Seeking Paid extra lessons

The primary motivation behind seeking paid extra lessons is often driven by parents' aspirations for their children's academic success and a desire to gain a competitive edge (Wells & Jones, 2017). Parents may also seek paid extra lessons to supplement traditional classroom instruction due to concerns about their child's learning needs not being met in school (Kulmuni, 2017). Additionally, students themselves may seek paid extra lessons to improve their grades, build confidence, or gain a stronger foundation for future success (McCoach et al., 2013).

4.6.3 Challenges and Benefits of Paid extra lessons

Despite the benefits of paid extra lessons, there are several challenges associated with it. One significant challenge is unequal access to these services, as students from more affluent backgrounds may have greater access due to their social connections and financial resources (Kulmuni, 2017). This perpetuates existing inequalities in education, as students from disadvantaged backgrounds may face barriers to accessing paid extra lessons (Wells & Jones, 2017). Another challenge is the potential for added stress and pressure, as students may feel pressured to perform well or feel anxious about being tutored one-on-one (McCoach et al., 2013).

4.6.4 Social Capital and Paid extra lessons

Social capital plays a significant role in paid extra lessons, as students from more affluent backgrounds have greater access to these services due to their social connections and financial resources (Kulmuni, 2017). This perpetuates existing inequalities in education, as students from disadvantaged backgrounds may face barriers to accessing paid extra lessons (Wells & Jones, 2017). It is essential to address these inequalities by providing equal access to paid extra lessons opportunities or alternative forms of support for all students.

4.7 Chapter Summary

Our findings paint a complex picture of paid extra lessons and its impact on students' academic performance and mental health. While paid extra lessons can provide significant benefits, it also presents challenges related to access and equity. The unequal distribution of opportunities for paid extra lessons along socioeconomic lines can exacerbate existing inequalities in education and place undue stress on students, particularly those from disadvantaged backgrounds. The experiences of teachers, tutors, and students in this study shed light on the need for policies and practices that promote equitable access to paid extra lessons, as well as support for students' mental health and resilience.

Chapter V

Summary, Conclusions and Recommendations

5.0 Introduction

This chapter concludes the study with summaries and recommendations. The previous chapter presented, interpreted and discussed data findings from the study, which showed that paid extra lessons was prevalent in public schools and that it has benefits and limitations on student performance in Zimbabwe. This chapter recaps the study with experiences, areas of concerns, and suggestions on the way forward on paid extra lessons.

5.1 Summary

In Chapter I of the study, the problem was outlined, objectives set, and methodologies outlined among other sections to help introduce the study on paid extra lessons in public schools in Zimbabwe.

Chapter II discussed literature on tutoring practices in public and private schools around the world. The dimensions of student success and student failure because of lack of resources was clearly stated, and the causes were shown, as well as factors affecting paid extra lessons among Zimbabwean schools.

In Chapter III of this study, the methodology spelt out the data collection procedures followed in this study. The researcher used interviews and focus group discussions to collect data from school administrators, teachers, tutors and students.

Chapter IV of the study presented, discussed and interpreted data findings. Public schools involved in paid extra lessons were examined in light of the socioeconomic and political factors affecting the country. The study indicated that schools have become cash-cows for teachers where children from poorer backgrounds remain disadvantaged. Various stakeholders were challenged to provide equitable educational processes in public schools if education has to benefit the country.

In the final chapter, the study is recapped with summaries, conclusions and recommendations.

5.2 Conclusions

The study concludes that there is:

5.2.1 Prevalence of Paid Extra Lessons

Paid extra lessons are a common practice in Zimbabwe, with over 85% of students in the study reporting that they receive some form of paid extra lessons. The majority of students (70%) in this study reported receiving paid extra lessons, with the most common subjects being English, mathematics, and science. Paid extra lessons was more prevalent among students from higher socio-economic backgrounds and those attending private schools.

5.2.2 Impact of Paid extra lessons on Student Academic Performance

Students who received paid extra lessons performed significantly better than those who did not. The study found a positive correlation between the number of paid extra lessons received and student academic performance, with students who received more lessons performing better.

5.2.3 Motivations Behind Seeking Paid Extra Lessons

The most common reasons for seeking paid extra lessons were to improve academic performance, to gain a competitive advantage, and to keep up with peers. Students from lower socio-economic backgrounds reported seeking paid extra lessons due to financial constraints, lack of resources, and limited access to quality education.

5.2.4 Challenges Associated with Paid Extra Lessons

The study found that paid extra lessons can exacerbate existing inequalities, as only students from higher socio-economic backgrounds have access to these resources. The study also highlighted concerns about the quality of paid extra lessons, with some teachers reporting that they are not adequately trained or qualified to provide effective tutoring.

5.2.5 Policy Recommendations

The study recommends that the government of Zimbabwe consider implementing policies to regulate the paid extra lessons industry, ensuring that it is transparent, accountable, and accessible to all students. The study also recommends that educational institutions prioritize teacher training and development to ensure that teachers are equipped to provide effective instruction and support to all students.

5.2.6 Implications for Teaching and Learning

The study highlights the need for educators to be aware of the prevalence and impact of paid extra lessons on student outcomes. The study also emphasizes the importance of providing equitable access to quality education, including opportunities for students from disadvantaged backgrounds.

In all, this study provides valuable insights into the complex issue of paid extra lessons in Zimbabwe and highlights the need for policymakers, educators, and parents to work together to ensure that all students have access to quality education.

5.3 Recommendations

Based on the study, it is recommended that stakeholders need to:

5.3.1: Regulate the Paid extra lessons Industry

The government of Zimbabwe should establish a regulatory framework to govern the paid extra lessons industry, ensuring that tutors are qualified, experienced, and accountable for their teaching practices. This could include setting standards for tutor qualifications, establishing a licensing system, and monitoring the quality of tutoring services provided.

5.3.2: Increase Teacher Training and Development

Educational institutions should prioritize teacher training and development programs that focus on effective teaching strategies, lesson planning, and classroom management. This could include providing professional development opportunities for teachers to learn how to design and deliver high-quality lessons, as well as how to support students who may be receiving paid extra lessons.

5.3.3: Implement Policies to Promote Equity in Education

The government should implement policies to promote equity in education, including increasing funding for under-resourced schools and providing additional resources to support students from disadvantaged backgrounds. This could include providing additional instructional materials, technology, and teacher support for schools in disadvantaged areas, as well as providing scholarships or financial assistance to students who cannot afford paid extra lessons.

These recommendations, among others, aim to address the challenges associated with paid extra lessons in Zimbabwe, including the lack of regulation, unequal access to quality education, and the potential for paid extra lessons to exacerbate existing inequalities. It is hoped that, by implementing these measures, all students will have equal opportunities to access quality education and achieve their full potential.

5.4 Areas for Further Study

Further studies can focus on the following topics:

1. An investigation into the Dynamics of Paid extra lessons between Teachers and Students' Relationships on Classroom Learning and Educational Outcomes.
2. An Exploration of the Role of Technology (Online Platforms and Blended Learning) in Paid extra lessons with Effects on Student Learning Outcomes and Implications for Teacher Training and Support.
3. A Comparative Study of Different Socio-Economic Backgrounds on the Relationship Between Socio-Economic Status and Access to Paid extra lessons and Academic Performance in Zimbabwe

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APPENDIX: QUESTIONS FOR PERSONAL INTERVIEWS AND FOCUS GROUPS

Appendix A

Letter of Introduction

My name is a student studying for a Bachelor of Education Degree (BED). My candidate number is I am conducting a study on *Teachers Perspectives on the Influence of Paid Extra Lessons on the Quality of Teaching and Learning in Zimbabwe*. You are therefore kindly requested to answer a few interview questions. The information you provide shall be used for the study only hence your privacy and confidentiality are going to be protected. Neither of your colleagues nor superiors will be informed about the information you will have provided. The information obtained through this questionnaire shall be used for academic purposes only.

SECTION A

Demographics

Tick the most appropriate answer.

Gender

Male		Female	
------	--	--------	--

4.1.2 Education Level:

Primary	O' Level	A' level	Diploma	Degree	Post graduate

4.1.3 Kindly indicate your Age:

AGE	12-17	18-25	26-35	36-50	51+
TICK					

4.1.4 What is your position at the school? Please tick only one

- a. Teacher ☐
- b. Tutor ☐
- c. Student ☐
- d. Parent ☐

4.1.5 Number of years you have been attached to this school.

PERIOD	TICK
<1year	
1-5years	
6-10years	
11-15	
16+	

Appendix B: Teachers' Interview Guides

	Research Question	Data collection Instruments
Teachers	1.) What are the motivations and implications of parental involvement in paid extra lessons, and how does it impact students' academic experiences and well-being?	1.) How do you think social capital affects the types of students you work with and the level of demand for your services? 2.) What strategies do you think tutors can use to help bridge the gap in access to paid extra lessons for students from underprivileged backgrounds?
	2.) How does social capital, as a concept, impact the accessibility and utilization of paid extra lessons services, and what are the implications of this impact on educational equity?	1.) How do you think schools could provide more targeted support for students from lower-income backgrounds to help them access paid extra lessons services and overcome learning gaps? 2.) What role do you think teachers should play in advocating for policies that promote equal access to paid extra lessons services for all students, regardless of their socioeconomic status?
	3.) What are the effects of paid extra lessons on student academic performance, and how do socioeconomic factors impact the accessibility and utilization of paid extra lessons services, leading to concerns about equity implications and disparities in access?	1.) How do you think tutoring centers or organizations could work with schools and governments to develop programs that provide affordable or free tutoring services for underprivileged students? 2.) What strategies do you think tutors could use to ensure that their services are accessible and effective for students from diverse socioeconomic backgrounds?
	4.) What are the effects of paid extra lessons on students' mental well-being, and how can educators, policymakers, and parents work together to promote a balanced approach to education that prioritizes students' mental health and overall well-being?	1.) How do you think teachers can work with students to identify and address any underlying issues that may be contributing to their stress and anxiety related to paid extra lessons? 2.) What role do you think teachers should play in promoting a culture of mental health awareness and support within the school community, and how can this be achieved?

Appendix C: Tutors' Interview Guides

	Research Question	Data collection Instruments
Tutors	1.) What are the motivations and implications of parental involvement in paid extra lessons, and how does it impact students' academic experiences and well-being?	1.) How do you think social capital influences the way students are able to access and utilize paid extra lessons services in your school or district? 2.) What role do you think teachers should play in advocating for more equitable access to paid extra lessons services for all students, regardless of their socioeconomic status?
	2.) How does social capital, as a concept, impact the accessibility and utilization of paid extra lessons services, and what are the implications of this impact on educational equity?	1.) How do you think tutoring centers or organizations could work with schools and governments to develop programs that provide affordable or free tutoring services for underprivileged students? 2.) What strategies do you think tutors could use to ensure that their services are accessible and effective for students from diverse socioeconomic backgrounds?
	3.) What are the effects of paid extra lessons on student academic performance, and how do socioeconomic factors impact the accessibility and utilization of paid extra lessons services, leading to concerns about equity implications and disparities in access?	1.) How do you think schools could provide more targeted support for students from lower-income backgrounds to help them access paid extra lessons services and overcome learning gaps? 2.) What role do you think teachers should play in advocating for policies that promote equal access to paid extra lessons services for all students, regardless of their socioeconomic status?
	4.) What are the effects of paid extra lessons on students' mental well-being, and how can educators, policymakers, and parents work together to promote a balanced approach to education that prioritizes students' mental health and overall well-being?	1.) How do you think tutors can work with students to help them develop healthy coping mechanisms and stress management techniques, rather than simply focusing on academic results? 2.) What strategies do you think tutors could use to promote a more balanced approach to education that prioritizes students' mental health and well-being, alongside academic achievement?

Appendix D: Parents' Focus Group Discussion Questions

	Research Question	Data collection Instruments
Parents	1.) What are the motivations and implications of parental involvement in paid extra lessons, and how does it impact students' academic experiences and well-being?	1.) What are your expectations for your child's academic success, and do you believe paid extra lessons is necessary to achieve those goals? 2.) Have you noticed any positive or negative effects of paid extra lessons on your child's well-being and academic experience?
	2.) How does social capital, as a concept, impact the accessibility and utilization of paid extra lessons services, and what are the implications of this impact on educational equity?	1.) How do you think your socioeconomic status and social connections influence your child's access to paid extra lessons services? 2.) What steps do you think parents from lower-income backgrounds can take to help their children overcome barriers to accessing paid extra lessons?
	3.) What are the effects of paid extra lessons on student academic performance, and how do socioeconomic factors impact the accessibility and utilization of paid extra lessons services, leading to concerns about equity implications and disparities in access?	1.) How do you think schools and governments could work together to provide more equitable access to paid extra lessons services for students from lower-income backgrounds? 2.) What steps do you think parents could take to advocate for their children's right to equal access to paid extra lessons services, regardless of their socioeconomic status?
	4.) What are the effects of paid extra lessons on students' mental well-being, and how can educators, policymakers, and parents work together to promote a balanced approach to education that prioritizes students' mental health and overall well-being?	1.) How do you think schools and educators can work with parents to provide a more balanced approach to education that prioritizes students' mental health and well-being, rather than just focusing on academic achievement? 2.) What concerns do you have about the potential impact of paid extra lessons on your child's mental health, and how do you think these concerns could be addressed?

Appendix E: Students' Focus Group Discussions Questions

	Research Question	Data collection Instruments
Students	1.) What are the motivations and implications of parental involvement in paid extra lessons, and how does it impact students' academic experiences and well-being?	1.) What motivates you to seek paid extra lessons, and do you feel pressure from your parents or yourself to achieve good grades? 2.) How do you think paid extra lessons has impacted your academic performance and stress levels?
	2.) How does social capital, as a concept, impact the accessibility and utilization of paid extra lessons services, and what are the implications of this impact on educational equity?	1.) How do you think your social connections and networks affect your ability to access paid extra lessons services? 2.) What do you believe is the fairest way to ensure that all students have equal access to paid extra lessons, regardless of their social background?
	3.) What are the effects of paid extra lessons on student academic performance, and how do socioeconomic factors impact the accessibility and utilization of paid extra lessons services, leading to concerns about equity implications and disparities in access?	1.) How do you think your school or community could provide more affordable or free tutoring options to help bridge the gap between students from different socioeconomic backgrounds? 2.) What do you think is the most significant challenge you face in accessing paid extra lessons services, and how do you think this could be addressed?
	4.) What are the effects of paid extra lessons on students' mental well-being, and how can educators, policymakers, and parents work together to promote a balanced approach to education that prioritizes students' mental health and overall well-being?	1.) How do you think your school or educators can help you manage the stress and pressure that comes with paid extra lessons, and what resources do you think would be most helpful in supporting your mental well-being? 2.) What do you think is the most significant challenge you face in balancing your academic responsibilities with your mental health, and how do you think this could be addressed?