



## Understanding educational systems: Parents' challenges in marketisation of education

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**Abstract**—Running schools like business entities in many countries have taken centre stage. This practice has been going on unabated despite the seemingly myriad challenges faced by parents' understanding of the educational systems due to the marketisation of education. This study explored the parents' challenges in understanding the educational systems due to the marketisation of education. The marketisation of education kick-started by applying market forces to the field of education. This study adopts a qualitative approach through a case study research design. Twenty parents were selected from the district's primary schools and interviewed for data collection. This study unearthed that the education system is one such tool for perpetuating class divisions and social inequality. The education system in Zimbabwe is heavily underfunded, particularly public government and council schools. Some schools in the district under study, particularly those in the high-density areas, post worrisome results in public examinations. Parents rarely investigate why their local schools perform poorly in public examinations. If they do so, they find fault in the teachers' competence and commitment to duty. Rarely do parents admit that they are failing to play their part.

**Keywords:** Educational systems, Marketisation of education, Parents' challenges

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### I. INTRODUCTION

THE processes of marketisation and privatisation go hand-in-hand. A free market area in education has ripple effects, particularly for parents. Family problems, such as dysfunctionality, economic constraints, and lack of resources, significantly impact learners' academic performance. Research indicates that family factors like family structure, relationships, and socio-economic status directly influence academic outcomes. The Conservative-Liberal Democratic Coalition government of 2010 in Britain developed policies on what makes schools outstanding. They proposed that school competition will increase standards (Rikowski, 2018; Steward, 2012; Haralambos & Holborn, 2013; Forster, 2020). Successful schools will expand, and failing schools will go to the wall. Education is one of the elements of the superstructure and an integral institution and cogwheel of social reproduction. Educational discourses and institutions worldwide have been steadily transformed into commodities to produce surplus money and profit. Educational services are increasingly operating in markets and transforming into commodities (Whitfield, 2006; Coffield & Williamson, 2012; Haralambos & Holborn, 2013). According to Rikowski (2018), public education has been marketised by signifying the intensified injection of market-oriented principles such as deregulation, competition, and stratification into the public schools. Hemsley-Brown and Oplatka (2006) suggest that most educational establishments now recognise that they need to market themselves in a competitive market that is global as well as national or regional. The Coalition government

in the United Kingdom (2010-2015) continued with the marketisation of education, whose main effect was the introduction of fees calculated through their parents' salaries. The Education and Skills Funding Agency in the United Kingdom (2021) observed that in 2020-2021, just over 2 million children were eligible for funding, signifying the ripple effects of the marketisation of education on the parents.

Conversely, the marketisation of education has enabled parents to choose from private schools, academies, faith schools, and free schools for their children. Marketisation refers to the education sector's exposure to market forces. The Education and Skills Funding Agency in the United Kingdom (2021) claims that marketising education has, unsurprisingly, been a controversial decision. It has come under criticism for several reasons. Social class backgrounds still dictate the educational options. Ball (2003) argued that the middle class has largely benefitted from choice and competition policies. Their social capital, for example, allows them to use their networks for support (e.g., writing a good personal statement). Ball (2003) calls these middle-class parents 'skilled choosers.'

The Education and Skills Funding Agency in the United Kingdom (2021) points out that due to marketisation of education, schools will often only take learners from certain catchment areas. Working-class parents can be disadvantaged, with the best schools being in the wealthiest areas (Whitty, 2013). School enrolment has become increasingly selective. Not every student gets an equal chance to enroll at any school. As such, some learners will be excluded from the mainstream classes. On top of the normal academic criteria, extra admission tests will be administered. This leaves both the learners and the parents under immense pressure. David (1993), cited in The

Education and Skills Funding Agency in the United Kingdom (2021), argued that marketisation of education moved the power away from schools and to the parents, creating a parentocracy. Li and Qiu (2018) opine that parents compete for high-quality educational opportunities for their children, leading to better career opportunities later in life. Siddiqui (2023) discovered that parents with low education levels mistakenly perceive children's academic potential. This often leads to misinformed decisions. Schmid and Garrels (2021) aver that the relationship between parental involvement and educational achievement is impacted by various factors, one of the most prominent being socio-economic status.

Marketisation of education results in a paradigm shift in terms of the entire pedagogical process. The curriculum tends to focus more on preparing learners for a standardised test rather than simply bestowing knowledge and cultivating the learners' interests (Rikowski, 2003; Coffield & Williamson, 2012, cited in Haralambos & Holborn, 2013). The Education and Skills Funding Agency, (2021). Research has shown that marketising policies have not been uniformly successful in improving performance in many countries, including first-world countries. Schools compete against each other in different ways, and there is little or no government interference. The marketisation of education has had many impacts, such as increased choice and improved academic performance, but has also been criticised, for disadvantaging working-class learners and their parents. Forster (2020) points out that parents' knowledge of their children's education significantly predicts educational success. Other research findings suggest that educational marketization reduces educational equity and effectiveness by increasing school social segregation. Hasan (2023) laments that some parents may face challenges such as a lack of financial resources to provide their children with the necessary educational materials or essential support. Parents, teachers, and learners face various challenges in the educational system due to the marketisation of education.

## II. LITERATURE REVIEW

### Challenges faced by parents due to marketisation of education

This research paper will borrow much from Glen Rikowski's ideas. Commodification is the simplest and most universal example of how the economic forms of capital conceal underlying social relations (Ball, 2004). The introduction of open enrollment in the United Kingdom secondary schools after 1988, whereby parents could choose which secondary school to send their child to, rather than being limited to the nearest, led to popular schools being oversubscribed (Rikowski, 2007; Ball, 2006). This allowed these schools to select which learners they would accept, leading some schools to discriminate against children from low-income backgrounds. Open enrollment also led popular schools to expand their intake, leading to huge schools' growth and resulting in discipline problems at the expense of small and rural schools (Kelly, 2004; Rikowski, 2006). With headteachers afraid of losing their jobs if examination results slip, some schools are adopting desperate measures such as dropping struggling learners, mainly from poor socio-economic backgrounds. Riddell (2005) points to the lengths some middle-class parents will go to get their child into a good school, with moving house and hiring private tutors being particularly common strategies. This widens the class divide, as poorer and working-class parents cannot afford to pay for the extra costs (Browne & Keeley, 2007). This is the simplest and most universal example of how the economic forms of capital conceal underlying social relations. Talented but poor learners are disadvantaged, whereas middle-class children tend to benefit relatively. With the development of the market in the schools' system, issues of equity regarding admissions become crucial (Crace, 2007).

Unlike teachers, whose influence on a child's learning is relatively limited, parents maintain a life-long commitment to their children. Parental involvement in the educational processes is positively associated with learners' educational success (Schmid & Garrels, 2021). Activities that support this type of involvement provide information to

parents about their child's development, health, safety, or home conditions that can support student learning. At the beginning of the global economic crisis, economic policies appeared to push for massive fiscal stimulus packages to rescue the financial sector and keep the economy afloat (Rikowski, 2018). However, as taxpayer-funded bailouts attained financial stability, government interventions' economic and social consequences became apparent. Public finances came under severe pressure as the joint effect of declining revenues and growing costs of the bank bailouts set in (Theodore, 2011). As the public finances in the United Kingdom started to deteriorate, the stimulus packages were gradually replaced by austerity measures, cuts in public expenditure, and downward pressure on wages (Schmid & Garrels, 2021). If one were to judge the imposition of austerity measures in historical terms, it would be challenging to show that austerity (a weapon of choice for the financial and political elites) has been anything more than a failed social experiment. The global economic crisis and the rise of austerity politics have adversely impacted the education system in Zimbabwe (Gordon & Clerghon, 1999). This was exacerbated by an adverse economic blueprint in the Economic Structural Adjustment Program (ESAP) name. Examining how family background affects children's academic achievement at an early stage is necessary (Li & Qiu, 2018).

The process of commodification of education has taken root in the pre-crisis period. Therefore, the same basic tendencies in educational policy can be easily observed throughout the last decade. What is at stake here is the fact that the system of education is an ambivalent realm that can bring empowerment and emancipation but can also perpetuate class divisions and social inequality (Ball, 2006; Rikowski, 2007). The education system has often been underfunded because of the continuous pressure to comply with the rules in most post-socialist countries. Hence, there has been a growing tendency to shift education costs onto the parents. The introduction of tuition fees and the growing indirect costs (housing, transportation, etc.) have contributed to the hidden injuries of class divisions (Sennett, 2017). Although one could argue that the underfunded position of the educational system is the outcome of a political decision in the face of budget constraints, it is hard to miss the ideological push of education toward market-based self-sustainability the world over (Schmid & Garrels, 2021). In that sense, the austerity measures should be viewed as a continuation and reinforcement of the pre-crisis educational policies.

Severe cuts in funding for public schools and public universities ensued. An analysis of the austerity packages across Africa reveals that the distribution of measures between budget cuts and tax hikes is skewed (Theodoropoulou & Watt, 2011). Because primary and secondary education and higher public education depend on public finances, the implication of these measures to the parents is grave. Zimbabwe had to request financial assistance from the International Monetary Fund and The World Bank in the face of such harsh austerity measures. Reports on the impacts of the global economic crisis in Zimbabwe have several damaging aspects of austerity measures. First, public education funding, including universities, has been cut. Of course, post-socialist countries are not the only ones who experienced the destructive impact of the economic crisis. The peripheral countries of the Eurozone (Greece, Spain, Ireland, and Portugal) were hit hard as well, and their higher education system deteriorated similarly to the attack on the public sector spread across the European periphery (Haralambos & Holborn, 2013). The education sector became a victim of commodification (Rikowski, 2007). Ball, Bowe and Gewirtz (2023) argue that not all parents have equal choice of schools. The number of choices is limited by the availability of schools in the local area and the capacity of parents to make informed choices.

Other equally disturbing processes are related to the pressures to restructure universities by affirmation of commercial principles (Coffield & Williamson, 2012, cited in Haralambos & Holborn, 2013). Tuition fees are regularly used as a money pool, and wages and benefits of faculty and technical staff are secured as the state refuses to release

additional funds following the imperative of a balanced budget. Demonstrations have been held against market-based reforms, market operations, and private-public partnerships. The imposition of austerity goes hand-in-hand with the introduction of competitive principles in the realm of higher education and scientific research. This amounts to the difficult task of doing more with less. Competitive funding schemes can achieve positive effects such as increasing quality and stimulating efficiency when introduced carefully and considering the nature of the complete funding system.

On the other hand, when coupled with reduced university funding, they can endanger the universities' financial sustainability, especially when grants do not cover the full cost of the activity for which the funding is awarded (EUA, 2011). As such, these knowledge gaps need to be closely monitored and closed. Parents' challenges may depend on various factors such as location, culture, socio-economic status, and more (Hasan, 2023). Access to cultural capital is another reason marketisation has disadvantaged working-class learners.

### III. OBJECTIVE OF THE STUDY

The study explores the parents' challenges in understanding the educational systems due to the marketisation of education.

### IV. METHODS

#### Research paradigm

This study is premised on the social constructivism theory because it resonates well with the construction of knowledge, which suggests that knowledge is constructed from experience (Mohammed & Kinyo, 2020). Creswell and Creswell (2018, p. 38) claim that the "social constructivists believe that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences – meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas". The researcher listens carefully to what people say or do in their life settings (Creswell & Creswell, 2018). The main reason why this paradigm was chosen was to enable the researcher to uncover, understand and explain mechanisms that underlie the complex phenomenon of understanding the educational systems through an exploration of parents' challenges in marketisation of education

#### Research approach

The researcher utilized the qualitative approach in this study because of its strength in discovering more about genuine and unexplored problems. Creswell and Creswell (2018) define qualitative research as research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. This approach was chosen because it allowed the researcher to describe non-statistical inquiry techniques and processes to gather data about social phenomena. The findings require an interpretive, naturalistic approach to discuss the findings. The researcher explored the problems parents faced due to marketisation, privatization, and commodification of education in schools.

#### Research design

This study adopted the case study design. McMillan and Schumacher (2014, p. 370) define a case study as, "an in-depth analysis of a single entity." The researcher opted for the case study as this study involves a bounded period and a small sample size in only primary schools in the Mbare-Hatfield district. In this study, data was extensively collected in the Mbare-Hatfield district; therefore, it can be argued that it was bounded. The case study method was chosen since it entails collecting extensive data to comprehensively understand the studied entity (Adu & Okeke, 2022). In this study, the researcher sought an in-depth understanding of problems faced by parents in inclusive schools. It investigated contemporary phenomena within a real-life context using multiple sources.

#### Participants

In this study, the researcher utilised a sample size of twenty parents, two from each school selected, in concurrence with the argument that a case study selects a small geographical area or a very limited number of individuals as the study subjects (McMillan & Schumacher, 2014). To come up with the sample, the researcher used the non-probability sampling technique, which does not accommodate generalisation and purposive sampling for its appropriateness in identifying participants for data gathering.

#### Data collection instrument

##### *Semi structured interviews*

The researcher used interviews to solicit information from parents on the challenges they faced due to marketisation of education. Interviews involve numerous crucial questions that make it easier to discover the parts that give meaning to the research. They also allow the interviewer to chase an impression of the interviewee or get them to explain a response more thoroughly. In addition, the responses given were immediately received, which means that semi-structured interviews have the advantage of ensuring a high response rate (Creswell & Creswell, 2018). Interviews have flexibility in allowing for the expansion of valuable data to the participants. Still, the researcher may not have considered it relevant beforehand (Gill, 2008). Thus, semi-structured interviews allowed the researcher to add new aspects that may not have been included in the themes to be covered during the interviews. They enabled the researcher to discover what others feel and think about their way of life. Through what the researcher has heard and learned, he can extend his intellectual and emotional reach across time, class, race, gender, and geographical divisions (Vicki, Plano & Creswell, 2018). Interviews tend to be effective and flexible research tools, which assisted the researcher in understanding the problems faced by parents due to marketisation of education.

#### Procedure

Before going into the field to gather data, the researcher obtained permission from the Ministry of Primary and Secondary Education to conduct this study. The ministry officials were provided copies of Great Zimbabwe University's introductory letter. The researcher also explained the purpose of the research to the officials before making appointments with respondents in the sampled schools before conducting the interviews. The researcher interviewed twenty parents, two from each sampled school. The participants were questioned at their schools because it was more convenient. The interviews were approximately 25 minutes long on average. The researcher recorded voice audio and took notes of the interview proceedings in his notebook in short hand. The interview schedule consisted of themes since the researcher used semi-structured interviews. The researcher allowed the respondents to talk about their experiences, taking note of facial expressions and signs. This allowed the researcher to pose follow-up questions to assess better the participants' understanding of the problems they faced in schools. The researcher contacted the interviewees one week before interviewing them to determine if they would participate in the study. Arrangements were made to interview the participants after working hours and have the interview conducted at the school where they send their children. Permission was sought from the district education officials for the researcher to meet the participants on school property.

#### Data analysis

After data collection, the researcher analysed it and came up with answers and explanations for the research problem. Data gathered through the semi-structured interviews were analysed and presented thematically and in tables and graphs. Interpretations were based on the analysed and presented data. Interpretation was related to the findings and results of existing theoretical frameworks and showing whether these are supported or falsified by the new interpretation (Creswell, 2021). The researcher used reduced data, interpreted it, and derived insights from it by organising, summarising, categorising, and analysing it. Qualitative data from the semi-structured interviews was organised through the rigorous process of data transcription, coding,

categorising, labelling, and identifying themes to be analysed concerning the study's specific objective (Creswell and Creswell (2018).

#### Ethical considerations

Ethical considerations were recognised to prevent harming or wronging others, promote the good, and be respectful and fair. Ethics are a set of moral principles and rules of conduct. Ethics in research relates to the application of a system of moral principles. Pham (2018) emphasises that it is vital that researchers respect the constitutional rights, privacy, dignity, and emotional state of their participants and the integrity of the organisation within which the research occurs, which is what the researcher in this study did. Participants had the necessary information to decide whether to participate in the research, including the aims, what will be involved, anonymity, and confidentiality (Pham, 2018). Thus, the researcher was guided by these ethical considerations throughout this study in the Mbare-Hatfield district. The researcher explained the purpose of the study to the participants before the interviews. Unclear issues were clarified before the interview, and the participants willingly accepted to participate in the study. The anonymity of the respondents was ensured as all the participants did not disclose their names to protect their identities. Confidentiality was ensured to protect the participants against harm and to ensure their right to privacy. Guarantee of confidentiality, voluntary consent, the right to withdraw, and contact information were discussed before data collection commences (Bryman, 2021). The participants were informed that they would withdraw from the study at any point if they felt uneasy with their involvement.

### V. RESULTS

The research unearthed that the education system is one such tool for the perpetuation of class

divisions and social inequality. The education system in Zimbabwe is heavily underfunded, particularly public government and council schools. The costs of education have been shifted to learners and their families. Government funding was withdrawn at the inception of the ESAP 1990-1995 (Gordon and Cleghorn 1999). Such austerity measures led to tuition for the first time in independent Zimbabwe. Other growing indirect costs like transport and housing have contributed to hidden injuries of the already battered social class. Non-payment of fees and levies stalls whatever developmental project is on the cards. Elite private schools demand full payment of fees and levies before entering the school gate; hence, parents opt to enroll their children in public schools where fee amounts are relatively lower. Conversely, service delivery is also relatively low in public schools. Besides, their debt can accrue for years without any legal action being taken against them. The most fundamental question being asked by parents is whether competition among public schools' benefits learners and taxpayers (Hoxby 2004)

#### Responses from the parents

Parent K asked what influenced their choices for schools, responded, *"As long as parents reside within a school's catchment area, chances of securing a place are wide regardless of one's socio-economic background."*

Easier choice among public schools will give parents less incentive to send their children to private schools, a view also raised by (Hoxby, 2004).

When responding to the challenges they faced as parents due to marketisation of education, eight of the parents gave a similar response. The biggest challenge identified was raising school fees and tuition. Others lamented the issue of abnormally large classes that affect educational performance. Other parents believe that public schools cannot attract highly competent and qualified teachers, which affects academic performance. The clustered responses from the parents are summarised in the graph below.

Parent M from one of the schools had this to say: *"Most if not all of the public schools in this area have lower per-pupil spending, no significant teacher incentives, and are characterised by abnormally larger classes with very few teaching and learning resources like textbooks and ICT tools, typical of most,*

*schools in Mbare Hatfield district in Harare."*

Parent N lamented, *"Our area has lower student performance, as measured by learners' educational attainment and test scores in public national examinations like ZIMSEC. Most of these local schools post very worrisome results each year, but acute financial constraints limit our chances to transfer our children to better and private schools."*

The percentage pass rate of the ten schools studied is presented in a graph according to the previous year's national examinations.

Four out of the ten schools studied had a very poor pass rate due to some of the reasons identified by the parents, like acute shortage of teaching and learning resources and large classes, which make teacher effectiveness impossible. Lack of government funding has transferred all the responsibilities to the parents who are already incapacitated. Parents face acute difficulties navigating the education system and terrain and understanding their children's specific educational needs.

Parent X, responding to a question on why marketisation of education is burdensome to the parents, said, *"The national economy experienced negative growth from 1998 to 2009, improved between 2010 to 2015, and declined again from late 2015 up to date. Several factors, such as prolonged droughts, hyperinflation, poor governance, bad economic policies, foreign debts, and a critical shortage of foreign exchange, caused this. The country tried several policy changes to turn the economy around, from the ESAP to the current economic blueprint. However, the economy has continued to decline, as evidenced by many parents' choices regarding where to enroll their children. As a result, the government has been finding it difficult to provide all the funding required in education and other sectors. This burden has been onerously passed on to the parents. Yet the demand for education in primary and secondary schools in urban areas and higher education has increased tremendously in the last decade."*

The expenditure per student in higher education is over 300% of GNP per capita, yet for primary education, it is only 19% of GNP per capita (World Bank, 2011). This phenomenon results from the rapid expansion of the university sector, which began in 1999. The expansion is led by demand (Shizha & Kariwo, 2011).

Parent Z asked about the effects of marketisation of education, and the parents had this to say,

*"Education markets have reinforced sharp class divisions amongst parents and learners in Zimbabwe. Educational markets stimulate an unequal game of winning and losing since material interests, not the social good, drive the educational markets."*

The widest debates over educational markets have been on the issues of equity and social justice. Ranson (1993) provides a wide-ranging critique of the marketisation of education in terms of its negative consequences for social justice. The market is intrinsically flawed as a vehicle for improving educational opportunities, as one person's development is at the expense of someone else's. This situation has been allowed unabated for quite a long time.

Parent T openly admitted that he has been unable to pay school fees for all his three children, two at primary and one at the secondary levels. He blames the economy's poor performance as the culprit for his failure to pay school fees for his children.

Parent F asked if he was happy with the school his children went to, and he said,

*"What makes me happy is that at least my children attend school. It is better than seeing them play at home all day, although I wish to send my children to elite schools like Gateway."*

Parent K asked whether she assisted her children with homework and provided assistive devices like laptops. She said:

*"I do not even possess a smartphone, let alone afford to buy data bundles. I cannot afford to buy a laptop or even operate it. My child gets assistance from her friends when doing homework. With the demanding updated curriculum, I do not know most of the concepts asked."*

Parent W argued that

*"Marketisation of education has mainly benefitted rich parents and learners at the expense of the poor regarding subjects offered in secondary schools"*.

Parent O lamented that.

*"marketisation of education has increased competition between schools and amongst parents. The poor are pushed to settle for overpopulated schools with relatively affordable fees but are ill-resourced and lack crucial funding."*

Twelve of the parents interviewed alluded to the fact that they faced difficulties in communicating with teachers and understanding their child's progress. This is because they cannot afford to pay for extra lessons, strengthening the relationship between the teacher and the parent. Teachers tend to give more attention and encouragement to learners whose parents send donations to the teacher. Not all parents have the same freedom to choose their children's school. Poor parents are happy that at least their children attend school regardless of the standards. Poor parents struggle to navigate the education system and understand their child's educational needs.

## VI. DISCUSSION

Parents rarely investigate why their local schools perform poorly in public examinations. If they do so, they find fault in the teachers' competence and commitment to duty. Rarely do parents admit that they are failing to play their part. Many parents from low socio-economic backgrounds are facing a plethora of challenges, such as a lack of financial resources to provide their children with the necessary educational materials or financial support. The family's payment of school fees and the provision of learning resources remain problematic. Access to cultural capital is another reason why marketization has mainly disadvantaged working-class learners. This takes the form of digital divides. All parents are given free choice of what school they send their children to. Lower middle-class parents can fractionally afford to send their children to private schools with relatively low student enrolment. This comes with increased costs in transport since the schools will be far away from their area of residence.

Due to the marketisation of education, some schools have justified their exorbitant fee hikes by changing the school curriculum from the locally owned ZIMSEC to Cambridge. The elite schools offer the Cambridge curriculum, which is highly regarded and recognised because of its links with the University of Cambridge in the U.K. A market has been created in state education. Performance tables have been drawn regarding how learners perform in public examinations. The idea is to make parents look at the performance tables and make an informed choice about which school their children should attend. Poor parents do not have complete freedom of choice. Schools are no longer competing for parents. It is now the parents who compete with the schools to secure enrollment. Some schools have responded to the pressure to appear to be performing well on the performance table by focusing their attention only on the ablest learners, which arguably disadvantages lower-ability pupils at the same school. As a result, streaming has been introduced in some schools to identify the pupils who would achieve and help with performance ranking and table positions.

## VII. CONCLUSION

In conclusion, parents are facing challenges such as lack of financial resources to provide their children with the necessary educational materials or support, difficulty navigating the education system and understanding their child's needs, difficulty balancing work and family responsibilities with their child's education and difficulty in communicating with teachers and understanding their child's progress. Not all parents have the same freedom to choose the school their children attend due to harsh socio-economic factors that are tilted against them. The marketisation of education has mainly disadvantaged working-class parents who have little or no economic and cultural capital than middle-class parents who can enjoy whatever benefits come with the marketisation of education. Marketisation policies result in unequal parental choices. This has made education less equal. Working-class parents cannot afford extra tuition in the form of extra lessons to

get their children adequately prepared for the next grade, as much as they cannot afford to pay for decent transport or drive their children to schools that may be outside their geographical place of residence. Parents make school choices based on their habits, different experiences, and socio-economic background. Learners whose parents cannot afford the extra lessons are eliminated and shunted into less prestigious forms of knowledge. Parents and all relevant stakeholders must give maximum support to learners. Learners whose parents stay involved in school have better attendance and behaviours, get better grades, demonstrate better social skills, and adapt to school. And classrooms with engaged families perform better as a whole, meaning that the benefits affect virtually all learners in a classroom. Parents must attend school events, including meet the teacher-parent exercise and consultation days. Parents must also get actively involved in supporting their children's extracurricular activities.

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