

## **IMPARTING LITERACY SKILLS TO EARLY CHILDHOOD DEVELOPMENT LEARNERS IN ZIMBABWEAN RURAL SETTINGS: TOWARDS ACHIEVING EDUCATIONAL EQUITY**

Emely Muguwe, Nomatter Manzunzu and Nothabo Shoko  
Midlands State University, Zimbabwe

### **Abstract**

*This study sought to establish the achievement of equity in the impartation of literacy skills to Early Childhood Development (ECD) learners. The study also intended to understand the literacy skills divide between the rural and urban ECD learners. While many decisions have been taken by organisations which are concerned with equity in education among learners, the problem of inequitable distribution of resources as well as cultural differences among urban and rural populations still remains a barrier to the provision of quality education to many learners in rural settings. Differences in learners' socioeconomic background explain only part of the performance gap between learners who attend urban schools and those who attend schools in non-urban areas. Using the cultural deprivation theory as a framework to guide the study, researchers explored the strategies which the rural teachers use to impart literacy skills to ECD learners in line with the United Nations' SDG4 on equitable quality education. An interpretive qualitative design was used. A phenomenological case study which utilised observations, interviews as well as photo voice was used to generate data from four ECD teachers in the rural settings. Barriers to achieving equity in terms of learning resources as well as cultural differences in Zimbabwean rural schools has had a negative impact on imparting literacy skills to learners in most rural settings. These barriers result in low pass rates, high dropout rates as well as lack of trust in the notion that acquiring an education is paramount to changing the quality of life of individuals. The findings revealed that most teachers tended to use indigenous materials as well as traditional rhymes, folk stories and games to impart literacy skills to the learners. The use of indigenous materials proved to be a very useful way of addressing problems of equity which arose from the uneven distribution of resources between rural and urban schools although the cultural differences still remained a serious impediment to the children's acquisition of literacy skills. Based on the findings, the study recommends that there is need to come to a common understanding of the definitions of what constitutes knowledge by all stakeholders who are involved in the education of the ECD learners so that it can be incorporated in imparting literacy skills.*

**Keywords:** Cultural deprivation, Early Childhood Development, Indigenous, knowledge, Literacy

Corresponding author  
Nomatter Manzunzu  
Midlands State University  
Faculty of Education  
Gweru, Zimbabwe  
[manzunzun@staff.msu.ac.zw](mailto:manzunzun@staff.msu.ac.zw)

## **Introduction**

The paper focused on how early childhood education teachers impart literacy skills to Early Childhood Development (ECD) learners in Zimbabwean rural schools in order to achieve educational equity. The researchers were keen to interrogate equity issues in the imparting of literacy skills among ECD learners with a focus the rural, resource-constrained and marginalised areas. Such learning environments compromise equity in education, an issue that is topical in Africa.

## **Background to the study**

Literacy refers to the interrelatedness of speaking, listening, reading, writing and viewing (Muguwe, Manzunzu & Mutonganavo, 2022; Mutandagai, Manzunzu & Maera, 2024). Reading and writing develop concurrently in children and they are interrelated. Children learn literacy through active engagement with books and writing opportunities. Through reading favourite books over and over and by using invented spelling, children continuously reconstruct their knowledge (Herrera, Phillips, Newton, Dombek & Hernandez, 2021). Reading to children each day is one of the most beneficial ways in which parents, teachers and caregivers can promote literacy. Reading aloud to children and giving them the opportunity to listen helps them to develop a sense of the nature of written language at a very early age (Roskos, Christie & Richgels, 2003 cited by Muguwe 2013, Gordon, 2024). The children begin to understand the function of reading and to develop a positive attitude towards it. Children pass through stages of emergent literacy at different stages and in different ways. These developmental stages lead to skills needed for reading and writing and very much dependent on children's experiences (Douma, 2023). Research has challenged traditional assumptions about reading and writing by studying families and children where children were reading before they started school. Thus, literacy is best understood as a set of social practices which are contextually and socially situated (Gordon & Browne, 2011; Douma, 2023). It is also noted that socio cultural approaches emphasise the interdependence of social and individual processes in the construction of knowledge (Steiner & Mahn, 1996; Manzunzu, 2022).

In the context of the above observations, this study aimed at exploring the strategies which are used by early childhood educators in rural and impoverished schools in Zimbabwe to impart literacy among early childhood learners.

## **Research questions**

1. What strategies do rural school early childhood teachers use to impart literacy skills to learners in order to achieve equity?

2. What are the benefits of imparting literacy skills at early childhood level in rural schools?
3. How can the gap that exist between rural and urban schools in terms of impartation of literacy skills be reduced in order to achieve equity?

### **Review of related literature**

The paper is underpinned by the Cultural Deprivation theory which is a sub theory of the Marxist theory propounded by Bourdieu (1999). The theory argues that there are inequalities in society which reflects the existing social structure comprised of the rich and the poor and children do not start the ECD programme at the same level (Manzunzu, 2020). Bourdieu's cultural deprivation theory is an attempt to explain poor performance exhibited by children from the working class. Children from poor socio economic backgrounds are deprived of cultural experiences which enable them to do well in school (Thompson, 2023). In terms of language, children from poor backgrounds use the restricted code as opposed to the elaborated code. Cobbold (2002) cited by Teodor (2012) indicated that rural communities that are in remote areas across the globe have become susceptible to dwindling socioeconomic opportunities including equitable access to good quality education. As a result, a huge gap in access to and quality in basic education between the rural and urban milieus, especially in the developing world has been created (UNESCO, 2015a).

Bernstein (1986) in Haralambos and Holborn (2013) argued that education systems were based around a particular language code that needed to be either used or learnt if pupils were to succeed in the terms set by modern educational systems. According to Haralambos and Holborn (2013, p187) middle and working class pupils not only "speak different cultural languages" but that educational achievement is based on the ability to "speak the language of education" itself. The restricted code does not allow children to comprehend what is taught in school (Jones, 2013). Children's poor performance is further compounded by the fact that their parents lack skills in school activities and do not value time and activities done in school (Nkekane, 2018; Ates, 2021). Blame can be apportioned to experiences in the homes of the poor where parents are concerned with bread and butter issues and have no time for their children's educational needs (Mugweni, 2017; Mhazo, 2021). Working class children are also concerned with assisting their parents with putting food on the table. They are concerned with immediate gratification than deferred gratification, which leads to a cycle of poverty. According to Smith, et al. (2018) children from poor families take time to develop numerical and literacy skills because even if they are provided with objects to enhance these skills, they

may not be able to manipulate the objects in a productive manner. Rich parents provide rich literacy environments for their children. However, Smith, et al. (2018) further notes that there are other variables such as inherited intellectual abilities and resilience, such that certain individual learners may defy all odds and be able to succeed in school.

One theory which has been widely used pertaining to culture and education is the socio cultural cognitive theory propounded by Vygotsky (1978). The theory argues that socio cultural approaches are based on the notion that human development takes place in a cultural context. Human activities are mediated by language and social symbols which become tools for enhancing socio-cognitive development. Thus, socio cultural approaches emphasize the interdependence of social and individual processes in the construction of knowledge (Bodrova & Leong, 2015; Almor, 2016). This implies that theory and knowledge are deeply rooted in social structures and in national histories. Barohny (2011) is also of the idea that, Vygotsky's theory posits social primacy in all developmental processes. This basic tenet of Vygotsky's socio cultural theory is expressed in now well-known formulations such as the general genetic law of cultural development and the zone of proximal development. The emphasis is on the use of cultural tools by the more knowledgeable person in the learning process which is also observed by the cultural deprivation theory.

Cognizant of the existing links between the construction of knowledge and social processes the United Nations Conference held in Rio de Janeiro in 2012 crafted Sustainable Development Goals (SDG's) 1 and 4, whose objectives are to eradicate poverty in all its forms and to improve access to education for all and promote life-long learning opportunities for all. SDG's 1 and 4 were also born out of the realization that poverty, armed conflict and other emergencies keep many children around the world out of school. Allcot and Rose (2015) further argue that children from the poorest households are four times more likely to be out of school than those of the richest households.

Educational practices that are being used are becoming obsolete and they no longer suit the information technology era in which knowledge, learning and relationships are being re-defined in digital environments (Burnette, 2010; Manzunzu & Maera, 2024). Studies of children's home lives indicate that, many young children engage in digital practices in the home and such experience needs to be recognised as a resource for their current and future meaning-making (Wolfe & Flewitt, 2010). This does not apply to urban homes only since many rural homes in developing countries are now using digital equipment like radios, televisions and cell phones due to rural electrification projects and solar systems. Burnette (2010) also cites twenty-three studies which describe the use of computer programs to support the development of print literacy skills. Each of the

researches focus on the relationship between the child and computer programme based learning. Whilst the studies of reading explored literacy learning as a process of interaction between the child and the computer as surrogate teacher, the studies of writing used the computer as a stimulus for teaching children writing skills. In both sets of studies, the focus is on literacy as an individual endeavour with multimedia elements designed to meet the objectives associated with the existing print literacy curriculum. Technology is positioned as deliverer of literacy.

### **Methodology**

The study was underpinned by an interpretivist paradigm. Interpretivism allows for an in-depth understanding of the phenomenon through participation, collaboration, and engagement (Creswell, 2021). A phenomenological case study design was subsequently adopted. Phenomenology is the philosophical tradition that seeks to understand the world through directly experiencing the phenomenon (Lewis & Thornhill, 2022). The study employed interviews, observations and photo voice as methods of data collection for triangulation purposes. Two rural schools were purposively selected because of their specialty in teaching at ECD level. Four teachers, two at school A and two at school B were observed teaching literacy skills to learners aged from 4 to 6 years. Each teacher was observed teaching up to three lessons. The researchers participated in the study through observations, interviews and taking pictures that were relevant to the study. Consent to photograph and use the pictures was sought from the participants as well as the learners' parents. Faces in pictures were blindfolded to maintain the participants' anonymity. Data were presented in narratives and categorised in themes. Therefore, thematic content analysis was used to produce nuanced data. Data were first grouped to form themes. The teachers were coded as A-D so as to maintain their anonymity.

### **Results**

Results are presented thematically. The themes emerged from interviewing the three teachers and observing them while teaching literacy skills. Three themes that were used to present data are:

- strategies used by rural ECD teachers to impart literacy skills to learners;
- benefits of imparting literacy skill to ECD learners; and
- strategies used by teachers to address the gap between rural and urban schools in terms of impartation of literacy skills in order to achieve equity.

### **Strategies used by rural ECD teachers to impart literacy skills to learners.**

When asked to indicate strategies that rural school ECD teachers are using to impart literacy skills to learners in order to achieve equity the following responses were given:

Teacher A said;

*We hold reading camps in the villages e.g. We take children from different early childhood centres to a central place in the village where trained ECD teachers engage the learners in games which enhance eye and hand coordination and we also teach them rhymes which focus on teaching phonic sounds. At these centres the para-professionals who take care of the learners in their respective schools are empowered on how to teach the phonic alphabet to the learners so that they can be able to reinforce what the children would have learnt at the reading camp.*

Teacher B said;

*We use rhymes and song and sometimes short stories to teach Alphabet principles. The use of rhymes and song helps us to demonstrate that there is a systematic relationship between letters and sounds.*

The sentiments which were echoed by Teachers C and D, in particular Teacher D emphasised that vocabulary development was enhanced through *listening to stories, repeated reading.*





**Plate A:** Learners at a Reading Camp being taught phonic sounds

Teacher C had this to say;

*We use indigenous objects e.g. seed, stones, domestic animals etc. for teaching maths literacy. To improve language literacy most teachers use indigenous rhymes, stories and games. We also use a combination of motionless models and domestic animals which are familiar to the EC learners to enhance their understanding of concepts.*

Teacher A further noted that while using indigenous models was a noble idea, there was still a gap between the levels of confidence which the learners who were predominantly exposed to this kind of teaching and those who were exposed to the use of electric powered teaching models which include electric cars, dolls and computers. The researchers also observed that in one class which they observed learners were hiding behind other learners fearing that they would be called upon by the teacher to come up front and manipulate the doll which she was holding. It was evident that the learners were



afraid of the battery powered doll probably because they had grown up hearing about the dangers of electricity.



**Plate B:** EC learners apparently hiding from being asked to manipulate an electric doll

On being asked why there were learners who did not seem too keen to handle the dolls, Teacher A pointed out that the learners were actually afraid of the battery-operated doll. The same teacher went on to say that while the use of indigenous models and live animals were useful in imparting literacy skills they had their own limitations. She argued that using indigenous models did not compare much with the use of modern technology models which urban learners had access to. Emphasising her point she said:

*Children in rural settings tend to be afraid of computers, televisions and even motion cars and dolls. They suffer from 'technophobia' which limits their desire to experiment and explore using electric powered models.*

A most commonly used strategy for imparting literary skills is that of chorus reading. The researchers observed Teacher B asking learners to read loudly from the board. Commenting on the same strategy, Teacher D said;

*Loud reading is a very good strategy which most learners like. The teacher reads out words written on the board and then he or she asks learners to say the sound in unison after him or her. Learners like this strategy because they like shouting and enjoy out doing one another in the process.*

Teacher B further noted that the strategy makes it easy for the teacher to identify those who are not producing the correct sounds and enabling him or her to correct them instantly. Those who can read are often given books to recite words which they are expected to learn. Where books are inadequate, the teacher has to write what the learners are expected to read on the board. However, using this strategy has its own disadvantages. The researchers observed that learners crowd around one book while the timid ones quickly give up and miss out on the concepts which are being taught. Teacher A said;

*We often resort to the use of outdated textbooks which are not in sync with the new curriculum to enhance literacy skills. Besides using text books we often research using our cell phones and then write information on the chalk board so that the pupils can read. This too has its own challenges. Some chalk boards are so old that writing or reading from them is difficult for both us and the learners.*

Observations further revealed that that teachers resorted to asking learners to consolidate the skills they would have learnt by asking them to demonstrate the acquisition of the literacy skills learnt by writing on the ground.



**Plate C:** Learners chorusing sounds in unison from a textbook which they share

### **Benefits of imparting literacy skill to ECD learners**

When asked to indicate the benefits of imparting literacy among early childhood education learners in rural schools the following responses were given:

Teacher A alluded that:

- *The child will be able to read, count and write;*
- *Fine motor skills as like hand-eye coordination will successfully develop;*

- *Helps the learner to be prepared mentally, emotionally, and socially and physically;*
- *To become independent and productive readers in society, to extend their reasoning powers;*
- *The proud confident smile of a capable reader. This is the most powerful achievement in the life of ECD learners;*
- *Helps the child to grow in self-confidence and independence; and*
- *Reading promotes greater maturity, increases discipline and lays the basis for moral literacy.*

Teacher C summarised the numerous benefits which are derived from an ability to read by saying: *There is nothing that beats the proud confident smile of a capable reader. This is the most powerful achievement in the life of ECD learners.*

### **Strategies used by teachers to address the gap between rural and urban schools in terms of impartation of literacy skills in order to achieve equity**

When asked to indicate how the gap that exists between rural and urban schools in terms of impartation of literacy skills can be reduced in order to achieve equity, the following responses were given by the teachers.

All the respondents seemed to emphasise the formation of partnerships between the academics and the communities in which their institutions are located. This was evident in the views expressed by Teacher C who indicated that;

*Most studies carried out in tertiary institutions tend to be left to gather dust in library shelves. Academics should focus more on carrying out studies which are geared towards bridging the gap between the rural communities and the academic institution. The success of any research should be measured by the practical impact it has on the studied communities and not on how well written the documents are.*

Teacher D also weighed in by saying parents can assist with the moulding of bricks and building of the centres while trained ECD teachers work towards the production of learning materials which include toys, colourful alphabet and other sophisticated teaching materials which they can develop using ICT gadgets like computers.

Teacher A said:



*With the assistance of education authorities, teachers can organise campaigns and workshops which are aimed at enlightening the parents about the various roles which they can play in the development of sustainable ECD centres in their communities.*

Teacher D responded,

*Community leaders like District Education inspectors can also lobby political leaders and the corporate world to install solar energy to ensure that learners are exposed to ICT gadgets just like their urban counterparts. Installation of solar power will allow the teacher to use computers for teaching ECD learners. Providing solar energy allows teachers to research and plan lessons effectively. District Education Inspectors should work towards reviving mobile libraries for learners. Introduction of community play centres which allow children to interact with new technologies should be encouraged. Tertiary institutions like universities and Teacher training colleges also need to climb down from their Ivory towers and form effective partnerships with rural schools by assisting with the provision of trained personnel as well as current thinking regarding the teaching of EC learners.*

### **Discussion of findings**

According to the findings, it is evident that teachers in rural schools use a variety of strategies to impart literacy skills to early childhood learners. However, most of the strategies which they use are rudimentary in nature and they do not assist the learners to acquire literacy skills effectively. It was also evident that the strategies were socially and culturally situated. This observation echoed Gordon and Browne (2011) who contend that literacy is best understood as a set of social practices which are contextually and socially situated. Another very interesting strategy which emerged was the practice of taking learners from various learning centres to one community school where resources are deemed to be available so that they can be taught how to read and count. Socio cultural approaches emphasise the interdependence of social and individual processes in the construction of knowledge (Steiner and Mahn, 1996; Bodrova & Leong, 2015; Almor, 2016). Based on what Vygotsky (1978) argue, it was evident that attempts to impart literacy skills to learners by moving them away from the micro cultural settings which are very important to their learning, may limit their chances of acquiring proper literacy skills. In this study the learners' behaviour during one such lesson was ample evidence of the limitations of the strategy. The learners were observed hiding away from

manipulating the few battery driven objects which the teacher was using. The behaviour of the learners revealed that lack of power sources to ensure that learners were exposed to ICT tools was a great hindrance to the proper acquisition of literacy skills. This further validated Burnette's (2010) argument that some of the educational practices that are being used in rural settings are obsolete and that they do not suit the information technology era which is important for the acquisition of knowledge.

However, the findings also revealed that some strategies were of some benefit to the learners because they enhanced their cognitive, social, moral and physical domains. This finding vindicates assertions by Rosko's, Christie and Richgels, (2003), Muguwe (2013) and Douma (2023) who advances that when learners are taught literacy through reciting what the teacher would have said, they begin to understand the function of reading and to develop a positive attitude towards it. This was echoed by one teacher who noted that the benefit of the acquisition of literacy skills was '*...the proud confident smile of a capable reader*'. Accordingly to Muguwe, et.al. (2022) and Mutandagai, et.al, (2024), the ability to read and write is the most powerful achievement in the life of ECD learners.

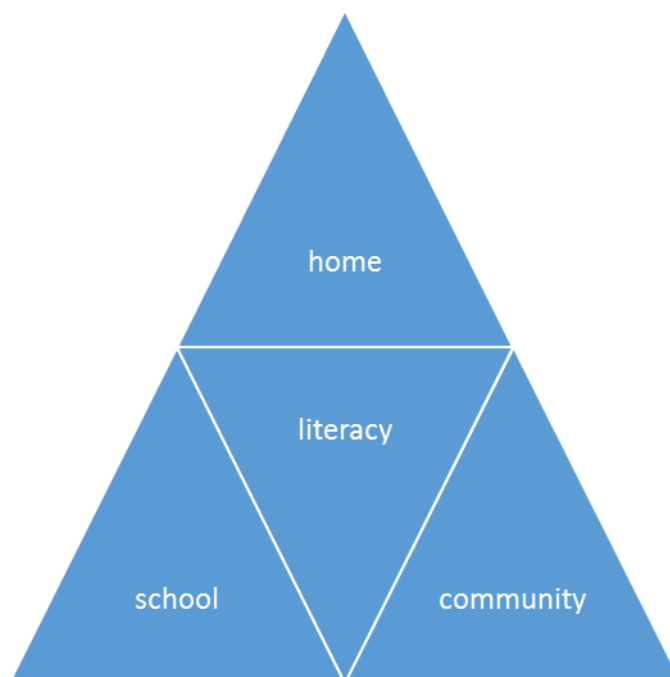
Apart from acknowledging that there are benefits that accrue from acquiring literacy skills by early childhood learners, it should also be noted that there is a gap in the acquisition of these skills between learners in rural settings and learners in urban settings as argued by Mutandagai et al., (2024). This gap is a cause for concern as it points to issues of lack of equity between the rural and urban learners as argued by (Manzunzu, 2020; Thompson, 2023). Regarding the issue of equity as espoused in SDG4, participants all agreed that there was a significant gap between the early childhood learners in urban areas and those in rural areas and this resonates with the views of Mugweni (2017) and Nkekane (2018). Early childhood learners in rural settings acquire literacy skills under very poor conditions. They learn under trees, have inadequate learning resources and they are hardly exposed to ICT related learning resources. The findings of the study concerning equity can be summed up by Smith, et al., (2018) who argues that poverty and language disability are often blamed for the child's cognitive incompetence as it leads to lack of proper intellectual stimulation.

## **Conclusions**

The study concluded that acquiring literacy skills among learners in rural settings was heavily hampered by deprivation and lack of resources which stimulate the desire to learn through manipulating objects. The failure to attain SDG 1 which is aimed at ending poverty directly affected the realisation of SDG 4 which aims at creating an inclusive learning atmosphere. Literacy can be fully realised with a strong connection between the



home, school and community especially on resource provision and language exposure. See figure below:



**Figure 1:** Interconnectedness in literacy development

Figure 1 acknowledges the centrality of literacy development to show that it can effectively be imparted if the three institutions form synergies to propagate it. The home playing a critical role as the first teachers develops mainly the primary modes of language which are listening and speaking. These two modes of the language are the basis upon which the school will develop the secondary language modes which are reading and writing. The community, broader as it is, also is key in moulding language pragmatics (Mutandagai, et al., 2024).

The lack of stimulating reading environments and scarcity of resources flies in the face of the full realisation of SDG 4 whose main objective is to achieve an inclusive and equitable quality education and the promotion of life-long learning opportunities for all. Thus the study concluded that while early childhood teachers were doing their best to ensure that early childhood learners acquired literacy skills it was very difficult for them to ensure that issues of equity and quality when it came to reading were fully observed.

Early childhood learners in rural settings continue to receive poor quality tuition because of poverty.

### **Recommendations**

Based on the findings of the study, recommendations were made focusing on how the home, the school and the community can work hand in hand so as to enhance literacy among Early Childhood Development learners in rural settings.

- Parents within the home should play a pivotal role in encouraging literacy by providing resources which may assist teachers to make reading materials for learners.
- These resources could be in the form of old but functional radios, cellphones televisions and computers connected to solar systems. With these, teachers would be able to make useful teaching models which may assist learners to appreciate and ICT gadgets as learning tools.
- The schools should prioritize in their budgets, the installation of solar systems which are a cheap but very reliable source of energy. Doing so will unlock a lot of potential which allows effective use of ICT as teaching and learning tools.
- The community is also central to the impartation of literacy skills among learners. It is recommended that communities pull their resources together and help to equip the community learning centers in rural settings.
- Every rural community should work towards the establishment of a community library as well as a community play centre. Doing so will allow those learners whose schools cannot afford to purchase early childhood learning resources to make use of communal learning centers.

### **References**

Alcott, B. & Rose, P. (2015). Schools and learning in rural India and Pakistan: Who goes where, and how much are they learning? *Prospects* 45: 345.

<https://doi.org/10.1007/s11125-015-9350-5>

Almor, M. (2016). Imparting Indigenous knowledge through Traditional forms of Entertainment: The Role of Ewe Play exams. *World Journal of Science*, Vol 3, No 2, 2016.

- Ates, A. (2021). The Relationship Between Parental Involvement in Education and Academic Achievement: A Meta- Analysis Study, *Pegem Journal of Education and Instruction*. 11(3): 50- 66).
- Barohny, E. (2011). A Vygotskian theory-based professional development: implications for culturally diverse classrooms, *Professional Development in Education*, 37(3), 319-333.
- Bodrova, E. & Leong D. J. (2015). High Quality Programmes. What would Vygotsky Say?.*Early Education and Development*, 16 (4): 437-460.
- Bourdieu, P. (1999). *Language and Symbolic Power*. Polity Press: Cambridge.
- Burnett C. (2010).Technology and literacy in early childhood educational settings: A review of research. *Journal of Early Childhood Literacy*, 10(3):247-270.
- Coch, D. (2021). The neural and behavioral foundations for learning to read are put into place well before formal schooling. Development of emergent literacy is a key concern for education stakeholders. *IBRO/IBE-UNESCO Science of Learning Briefings*.
- Haralambos, M and Holborn. M. (2013). *Sociology: Themes and Perspectives*. Harper Lee and Collins. London.
- Jones, (2013). Bernstein's 'codes' and the linguistics of 'deficit'. *Language and Education*, 27 (2), 161-179.
- Manzunzu, N. (2022). Early Childhood Development teachers` understandings of Indigenous Knowledge and their strategies for incorporating IK in their pedagogical practices. *Journal of African Interdisciplinary Studies*, 6(3), 79-98.
- Manzunzu, N. & Maera, J. (2024). Teachers` Perspectives on the Development of 21<sup>st</sup> Century Skills in Early Childhood Development. *Journal of Research Innovation and Implications in Education*. 8(1). pp159- 169.
- Mhazo. T. (2021). Parental involvement in Early Childhood Development: Strengthening parental involvement and social connectedness. Centre for Social Connectedness. [www.socialconnectedness.org](http://www.socialconnectedness.org)

- Muguwe E. (2013). Emergent and early literacy and implications for early learning teacher continuing professional development: a case study of Gweru urban pre-schools. *THE DYKE. Volume 7(3), 120-138.*
- Muguwe, E., Manzunzu, N. and Mutonganavo, A. (2022). Teachers` Perspectives on the Use of Rhymes in Teaching English as a Second Language at Early Childhood Development Level in Gweru Rural District Primary Schools of Zimbabwe. *Journal of Research Innovation and Implications Education, Vol 6, Issue 2, pp79-87.*
- Mugweni, R. M. (2017). Issues of Access, Equity, and Quality in Early Childhood Development Programmes in Zimbabwe. *Sociology Study, 7(6): 315- 324.*
- Mutandagai, E. V., Manzunzu, N & Maera, J. (2024). Factors influencing Early Childhood Development learners' language literacy development: Teachers' perspectives in Zvishavane District. *Edukasiana: Jurnal Inovasi Pendidikan. Volume 3, Issue 3, pp354- 366.*
- Nkekane, A. (2018). 'Parental Involvement in Education.' <https://www.researchgate.net/publication/324497851>.
- Shabani, K. (2016). Applications of Vygotsky's Sociocultural approach for teachers' professional development. *Journal Cogent Education. Volume 3, 2016.*
- Steiner. V.J., & Mahn, H. (1996). Socio cultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist, 3(3/4), 191-206.*
- Smith, H. et al. (2018). Cultural Values Moderate the Impact of Relative Deprivation. *Journal of Cross-cultural Psychology. Volume 49, Issue 8.* <https://doi.org/10.1177/0022022118784213>
- Teodor, M. (2012). The influence of socio-economic status on school performance. *Romanian Journal of Experimental Applied Psychology, 3(2).*
- Thompson, K (2023). The effect of cultural deprivation on education. [The effect of cultural deprivation on education - ReviseSociology](#)
- UNESCO (2015a). Educational for All 2000-2015: Achievement and challenges.
- Vygotsky, L. S. (1978). Interaction between learning and development. *Readings on the development of children, 23(3), 34-41*

Wolfe, S. and Flewitt, R. (2010). New technologies, new multimodal literacy practices and young children's metacognitive development. *Cambridge Journal of Education*, 40(4) pp. 387–399.