

Impact of Parental Attachment on the Academic Performance of Grade Five Learners in Mashonaland East Province, Zimbabwe.

1. Kudzai Chinyoka And Richard Susa 2*

1 Great Zimbabwe University, Department of Educational Foundations.

2 Mugabe Primary School, Uzumba Maramba Pfungwe District, Mashonaland Province .

Corresponding Author: Kudzai Chinyoka

Abstract: This study explored the impact of parental attachment on the performance of grade five children attending a boarding primary school in Mashonaland East Province, in Marondera. The family is the closest, most intense, most durable and influential part of the child's holistic development. The study was informed by Bowlby's theory of attachment. The qualitative case study design was used to determine the impact of parental attachment on academic performance of grade five learners. Data were collected using open-ended questionnaires and unstructured interviews. In this study, a sample of four (4) boarding primary school children, four (4) teachers, and four (4) administrators were used. Findings revealed that children faced multiple intellectual challenges, physical challenges, and moral decadency. The issue of autonomy and the absence of parents greatly impacted the academic performance of boarding primary school children. The study recommended that there is need to make boarding primary schools more home-like environments so that parental attachment remains in place since creating an artificial society for learners will differ with the real society back home. The study also recommended that boarding primary schools must have age restrictions thus very young children should not be sent to boarding primary schools. The government through the Ministry of Primary and Secondary Education must also introduce weekly boarding facilities and exit weekends so that children spend weekends with their parents.

Keywords: Parent, parental attachment, academic performance, intellectual, roles

Date of Submission: 07-05-2017

Date of acceptance: 26-05-2018

I. BACKGROUND OF THE STUDY

A sense of love and belonging is tantamount to every child's success in education. The child's first and most influential teacher is the parent which entails the first port of call for the child's primary socialisation in the family. In the African continent, parents' investment in education is strongly tied to the high hopes that they have in their children after education. Studies carried out reveal that to many parents in Tanzania, Uganda and the rest of East Africa, schooling is a ticket out of poverty (Maurtvedt, 2014; Verspoor and Bregman 2014). However, due to various shortfalls in the education sector in the region, particularly in public primary and secondary school level, such as shortages of teachers, overcrowding, poor sanitation as well as poor learning environment (Verspoor and Bregman (2014), parents mainly middle class and wealthier are increasingly taking their children to private and boarding schools where they believe they would get better services and excellent academic performance (Uwezo, 2015). In these rapidly changing times, the family system has lost its archetypal model. This is evidenced by the rise or increase in the number of single parent families, skipped generation families (families in which grandparents raise children and parents are absent from the household), latchkey children, working parents (Ganga and Chinyoka, 2013; Hughes, 2014; UNICEF, 2015). As a makeshift of these factors, the guardians of the children have responded to such scenarios through sending their kids to boarding primary schools alienating themselves from the parenthood role of enculturation.

The current education system in Zimbabwe faces many hiccups, including double session schooling, teacher pupil-ratio, sharing of overcrowded classrooms thus allowing more pupils to attend school and at the same time students are given less attention and time to learn.

Owing to these multiple and inconclusive problems emanating from the parents' attachment with their children and their mandala view of boarding primary schools, the researchers seek to determine the impact of parental attachment on the academic performance of primary school children.

II. THEORETICAL FRAMEWORK

The study is informed by John Bowlby's theory of attachment.

According to Bowlby's attachment theory, children who experience parents as emotionally available, loving, and supportive of their mastery efforts will construct a working model of the self as lovable and competent. In contrast, children who experience attachment figures as rejecting, emotionally unavailable, insensitive and non-supportive, or inconsistent will construct a working model of the self that is unlovable, incompetent, and generally unworthy (Sprinthall and Sprinthall and Oja 2011).

Bowlby's ideas proved to be worthy especially when tackling this issue of parental-attachment and its effects on the performance of boarding primary school children. At primary level the children still needs secure attachment hence thus finding it awkward why parents should lead in sending their children to boarding schools or institutions when there are attachment disorders which affect all aspects of child development as propounded by Lahey (2009).

Thus, in Africa, with Zimbabwe at large because of the political, economic and social upheavals, families have been ripped apart in search of greener pastures looking for employment so as to look after their families leaving the children with the keys to their stardom or failure.

Purpose of the Study

Attachment, to a protective and loving parent who provides guidance, chaperonage and support, is a basic human need, rooted in millions of years of evolution. This study was aimed at exploring the effects of parental attachment on the academic performance of primary school children since attachment influences students' school success. The following research questions below epitomized this research study:

- ✦ What are the effects of parental attachment on the academic performance of primary school children?
- ✦ What are the mitigatory measures which can be taken into consideration to minimise the negative effects of parental attachment on the academic performance of primary school children?

III. METHODOLOGY

Research Design

For this study, the researcher used a multiple case study design as a way of soliciting information on the effects of parental attachment on the academic performance of boarding primary school children in Mashonaland East Province, Zimbabwe. (Yin,2012) assert that a multiple case study is a way of organising social data for the purpose of viewing social realities.

Sample

Cohen and Manion (2011), stated that, sampling is obtained in such a way that every member of a population has an equal opportunity of being observed. It is a finite part of a statistical population whose properties are studied to gain information about the whole. In this study, purposively sampled (Lyon and Hardesty 2015), four (4) boarding primary school children, four (4) parents, four (4) teachers, and four (4) administrators of the selected four boarding primary schools in Mashonaland East Province, Zimbabwe. That gave a total of sixteen research participants in the study.

Data Collection Procedure

In this research, the questionnaire, observations inclusive of audio visual materials and interviews, were employed as instruments of data collection. The researcher sought for permission to carry out the research from the Ministry of Primary and Secondary Education, Provincial Directors, District Education Officers, Authorities of church run boarding primary schools, Heads of boarding primary schools and again from the guardians of the boarding primary school children since all these children were below the age of sixteen (16) which is the consent age.

Data Presentation and Analysis.

Lattif and Maunganidze (2013) posited that data analysis involved sorting out, sifting, balancing and cross checking data from different strata. Coding of qualitative data created either qualitative or quantitative categories (Marshall and Rossman, 2014).

Ethical Considerations

The ethical issues such as informed consent, confidentiality, principle of non-maleficent, beneficence and consequences for the participants were taken into account. In this study confidentiality was greatly assured. According to Mugweni, (2012:149) ethics refers to "...a moral philosophy that deals with making judgements, good or bad, proper or improper, approval or disapproval, right or wrong". It was of paramount importance to consider other people's rights, especially the rights of the boarding primary school children to be particularistic.

Findings and Discussion

The coding and memoing of data presented and analysed, garnered six major themes which explored that primary school children faced a myriad of challenges. The major themes were diagrammatically presented below in Fig 1

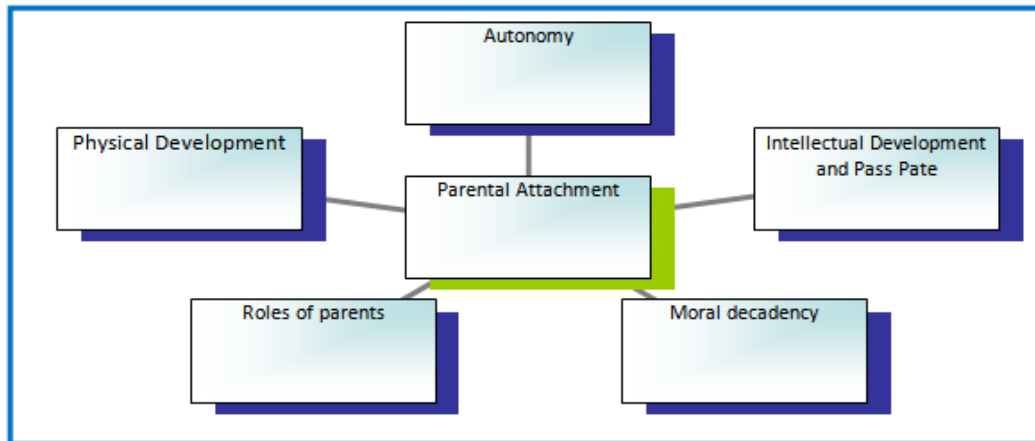


Figure 1 Emerging Themes

Theme One: Intellectual Development and Pass rate

Irrespective of the crucial influences of parental attachment in the intellectual development of boarding primary school children, all Data Sets chronicled their belief and trust in boarding primary schools as utmost least restrictive environments which facilitated the intellectual development of children. From the findings, it emerged as one of the major reasons why parents send their children to boarding primary schools.

Parents complimented that boarding primary schools churned out the best results academically thereby attracting the interests of many parents to send their children to equip them intellectually regardless of the dangers posed by lack of parental attachment. In the same vein, parents shared the same sentiment of results, saying that, *“isu sevabereki we admire good results and reputation of the school, nekuti shuviro yedu ndeye kuti chikoro chirodze njere dzemwana”* (as parents we admire the good results produced by boarding primary schools since we expect children to be intellectually sharp at the end. It is in this virtue that parents were forced to send their children to boarding primary schools so as for them to develop intellectually, get required results for Form One places since getting a secondary school place in the Zimbabwean Education System one must have better results for example 4 units or 5 units.

Despite the controversy that surrounds their true motives, a good percentage of parents were satisfied with the services provided by some boarding primary schools because of the fact that they get more services and professional touch for their children. Examination grades were mainly used as a yardstick for parents’ satisfaction, that is, in cases where their children pass national examinations with relatively good grades, the parents would automatically exhibit high levels of satisfaction in that respective school, leaving other factors constant and thus, that particular school would get high turn up the next academic year (UNICEF 2015). The reasons parents gave for choosing boarding schools were mostly based on research about school choice programs.

Researches gathered mostly revealed that the parents had a mandala view of boarding schools whether primary or secondary. This is in line with the studies of Alt and Peter, (2012), that to achieve racial diversity and to provide additional educational opportunities that were not offered in public schools, parents always assisted their children to get places in boarding set ups. Boarding primary schools from the findings have an unmatched advantage over public schools stemming from the parents’ desire to choose the best education for their children. According to Alt and Peter (2012), when parents require students to perform to high academic standards and when they express clear and consistent expectations of teachers and maintain a climate for learning, school climate is positively affected regardless of whether the school is public or private.

The findings from this study indicated that primary boarding schools produced the best intellectual results which is contradictory to a research by Peterson and Llaudet (2015) who questioned the perception that boarding schools performed better than day schools. Peterson and Llaudet (2015), Neal, (2013) noted that higher performance scores in boarding primary schools do not imply that boarding schools were better than public schools. Demographics, according to Peterson and Llaudet (2015), are the most important factor in student achievement and not which type of school attended by the students. There are families that choose boarding schools because of the programs offered, knowing that they were sacrificing education quality to fit their

preference of attending a boarding school, even though the school maybe academically inferior (Neal, 2013). These varied researches inclusive of the Field Data (2016) greatly reveal the influence of intellectual development in making parents stay away from their children.

Teachers also supported the issue of intellectual development irrespective of parental attachment influences, as a stimulus for parents to look for better learning conditions outside their sphere of influence. One of the participants had it on good authority that, *“ndikabva kuno kuboarding ndikaenda kuDay School ndinovatsvaira vese nekuti kuno kuboarding tiri kubikwa njere uyezve tine nguva yekuita study manje kumba unotorovha uchitsvaga mombe nekuita tumabasa twakawanda though zvavo vari pamba nevabereki”* (if I am transferred to a Day School I will perform far much better than them (day scholars) simply because the boarding environment is conditioning us intellectually through instilling the intrinsic motivational force of studying thus sharpening us academically as compared to when one is back home, he or she who will perform all the household chores leaving no room to study though they will be with the parents).

In an effort to further authenticate intellectual development as a catalyst for many parents to send their kids to the boarding primary school environment, the researcher was given the percentage pass rates of the four different schools spanning from 2010 till 2015 for the Grade Seven results.

Table 1 Percentage Pass Rate

Name of school	Years and Percentage Pass rate					
	2010	2011	2012	2013	2014	2015
A	65.6%	76%	88%	95%	96.4%	98%
B	77%	80%	85%	97%	100%	100%
C	55%	59,7%	78%	88%	89.7%	93%
D	90.2%	95%	97%	100%	100%	100%

These findings on Table 1 were also supported by extensive literature review especially in our own Zimbabwean situation. These schools are popular in Zimbabwe due to their top academic performance as well as the fact that the child is growing up in a disciplined environment among other pupils in their age group (UNICEF 2015).

Many researchers, from a complementary attachment perspective, argued that positive links have also been found between a secure (optimal) attachment in childhood and academic achievement (Feldman 2012). Several groups have also shown that children who were read to by parents became better readers. More recent research has shown that children’s reading ability was associated with the reading environment they received, independent of parental intelligence or education.

Theme Two: Physical Development

This study established that parental attachment influenced physical development which is another major instigator of intellectual development. Teachers, parents and children complimented the influence parental attachment on the physical development of children in assisting intellectual development.

One parent acknowledged that, *“kana mwana akayamwa akaguta nekuwana zvinoratidza kuti mubereki wake akamupa rudo rwake rwese chimwana ichocho chinokura chakasimba kuti gwindiri uye kana njere dzinovhurika”* (if a child was given maximum attention and being breastfed that child grows physically strong and will be academically fit). Another parent participant added that, *“rudo rwemubereki rwakakura shuwa humwe hundonda chaiwo hwuri muvana vedu inyaya yekutoshaiwa rudo rwakakwana kubva kumubereki, mwana akangoyamwisa mwedzi mumwe chete zvatopera, anokura achirwara rwara muviri wake usina kusimba pedzepo womuendesa kuBoarding kupa vamwe dambudziko”* (Parental love is strong in maintaining the physical health of children, hence some of the physical health problems faced by children is because of lack of parental attachment in the sense that some of the children are weaned off their mother’s milk at an early age and that alone has after effects in later stages of development and at the same time parents will be committed to their jobs and later send the same child or children to a boarding primary school creating a problem for other people

who will be taking care of the child or children). In line with the above assertions, teachers shared that “*some boarding primary school children complains a lot after any physical activity unobva waona kuti kamwana aka hakana kuyamwa kakaguta haana kutosimba muviri wake and is academically weal*” (that is when you realise that the child is a weakling physically and academically). The researcher found out that children without proper nurturance back home lacked physically and were prone to many diseases and were generally weak and exhibited lower gross and fine motor skills like writing, talking efficiently making them academically inferior.

Teachers acknowledged that they faced multiple physical development challenges with these children like motoric skills in writing (dysgraphia), left to right orientation, even just appearing weak and other signs which reveal lack of physical development. This clearly showed that children lacked exercise at home which increase physical development. In line with the above confirmation, adults (parents) discourage the pursuit of independent activities or dismiss them as silly and bothersome, children develop guilt about their needs and desire (Bauch and Goldring 2015). The role of adults is again undisputed at this stage. Their involvement is again tantamount to success or failure of the pre-schoolers. Parents provide the physical, emotional, social and mental space regarding the proper way to handle their children. Feinberg and Hetherington (2014) added that Erikson like Freud does acknowledge oedipal factors in development but yet at the same time he expands and broadens the description of this stage by increasingly recognizing social factors.

It is therefore the duty of the parents to increase their attachment through building children’s confidence to take manageable risks in their play, motivating children to be active and help them develop movement skills through praise, encouragement, games and appropriate guidance, notice and value children’s natural and spontaneous movements, through which they are finding out about their bodies and exploring sensations such as balance and through providing time to support children’s understanding of how exercise, eating, sleeping and hygiene promote good health.

Theme Three: Autonomy

On the contrary, boarding primary school heads and teachers argued that parental attachment limited the capabilities of children to be self-reliant or independent later in life. From the Data findings, teachers and heads emulated the boarding primary children in being autonomous in their daily activities which had a detrimental effect on the scholastic achievement of primary school learners.

Teachers observed that some boarding primary school children who stayed away from their parents were able to dress and undress themselves properly, taking good care of personal and toilet needs independently. One teacher shared that, “*maboarder anozviitira zvinhu zvawo, kuzvigezesa, kuzvicherera mvura, pasina kutarisira mubereki kana umwe munhu*” (boarding primary school children are self-oriented in performing their daily chores like fetching water, bathing).

Teachers, Heads and Children also concurred that boarding primary school children had more confidence in their daily operations, thus they liked to be challenged to work hard, discover new things on their own, provided their resources are adequate they do not really need their parents to be nearby. Literature also augmented the above findings. Sharing the same plateau are McCord and McCord (2009), who supported that initiative adds to autonomy the quality of undertaking, planning and doing tasks for the sake of being active and on the move. The children learn to master the world around them, learn basic skills and principles which allude to intellectual development. The child wants to begin and complete their own actions for a purpose without the assistance of the parent. They learn that some behaviours may make them feel less than happy about themselves, thereby developing a conscience feeling (Bruce, Meggitt and Grenier).

From the findings, it is evident that at this stage thus when and where children develop the anticipation of adult roles, decision making process and the possibility of capacitating a sense of initiative, a vital instrument to explore and try new adventures in life in different avenues without parental input. In support of the literature review findings, all school heads appreciated the influx of boarding primary school environment as an aggrandizer of autonomy in the lives of these children. In this regard, they appreciated that though parental attachment had an influence in the lives of boarding primary school children, it was the boarding primary school environment which instilled the virtues of self-efficacy, social life skills such as assertiveness, problem solving techniques, being responsible, discovery learning, being field independent learners not dependent learners only to mention a few in an attempt to facilitate intellectual development.

DiGiuseppe and Bernard (2014), applauded the principle of autonomy. It entails respect for the child’s right to be self-governing. This principle emphasises the importance of developing the child’s ability to be self-directing in all aspects of life. Parents or teachers who respect their children’s autonomy ensure accuracy in their intellectual capabilities. The principle of autonomy opposed the manipulation of children against their will, even for beneficial social ends. Rogers cited in Slavin (2012) alluded to the idea of freedom of expression where practitioners should allow clients to express themselves freely during sessions and seek solutions for their own problems.

These research findings noted that autonomy brought more harm than good in the lives of boarding primary school children. Thus, children over exercised the influx of autonomy and abused the privilege. Literature supported the above findings with a case study of latchkey children in Manicaland as done by Ganga and Chinyoka (2013). From their findings, Ganga and Chinyoka (2013) recommended that schooling must be available to all children and every effort must be made to ensure that all children remain in school. Keeping children in school could also help to prevent vulnerability to HIV infection, by protecting children and reducing the child's need to seek shelter, food and clothing through risky encounters and at the same time, in Zimbabwe, there is an urgent need for provision of parenting education to all parents and care-givers in order to enhance the academic and social performance of latchkey children. Improved parenting can lead to better child outcomes, but only if other needs in a family's life were also addressed.

Theme Four: Moral Decadency

Moral development, from the findings, refer to the way children learn to determine what is right or wrong. In this case, the researcher from the findings from parents and teachers, established how children achieve moral reasoning from home, for instance respect, tolerance, love, generally reliable, well-adjusted and caring in an attempt to intellectually develop.

Parents posited that it is the parent's obligation to instill the virtues of tolerance, respect for elders, being honest, obedience, trust only to mention a few. This assertion was supported by Teachers who were of the idea that parents were not devoting much of their time in equipping their children with the necessary attributes meant to make sure their children grow morally upright. *"Tinoona vana kuno kuzvikoro kuti uyu haana tsika dzechivanhu haakumhorese, kunyepa, netumwe twumisikanzwa havavhunduke"* (As teachers we have observed that children exhibit certain behavioural traits like not greeting elders, lying only to mention a few). Parents and Teachers concurred that the first port of call the child has is the family as such all the moral principles must be inculcated back at home and at school it is a matter of refining already learnt skills. Hence, the researcher considered that to be more of positive transfer of learning.

However, boarding schools also endeavour to make children develop intellectually through moral means such as christianizing its pupils. School Heads and Teachers concurred and asserted that, *"pano vana vanoenda kuchurch every Tuesday morning before lessons, nemusi weSunday yega yega it is a must kuti mwana ange ari kuchechi nokudaro kuburikidza neculture yekunamata yaanenge abva anayo kumba zvinobatsiridza kuumba hunhu pamwana"* (pupils go to church every Tuesday before lessons and Sundays and it is a must that every child must go to church, as such the child will be moulded left, right and centre from both the home environment and the school environment). The children also emulated the idea of going to church since it was a direct replacement of the home environment and promoted their intellectual development morally.

Apart from this, the findings revealed to the researcher that the education curriculum was equipped with subjects like Religious and Moral Education, Social Studies only to mention a few, which endeavour to instill life skills, moral values, ethos in capacitating the children with morals relevant to the development. The existence of African education is not in doubt. Within the African cultural stream, are psychological and moral characteristics pertaining to African identity, personality and dignity. Throughout the African diaspora peoples of African descent are linked by shared moral values that are fundamental features of African identity and culture.

The above findings linked directly to the literature review. Literature holds that, despite huge and growing numbers of children with impressive credentials, such as coming from an elaborative background as propounded by Beinstein in Giddens (2013), immoral acts such as pride (narcissistic), negligence, aggression, truancy, bullish mentality, drug abuse, alcohol abuse, shouting obscenities as a form of language, acquired and inculcated through playing with others in hostels are at vibrate in these environments. This was also because the children in boarding schools were detached from the social thought, cultural traditions and livelihoods of African societies endowed in the family set up by the parents. According to Cooley and Mead (1952) cited in Giddens (2013) deviance is like beauty in the eyes of the beholder. Thus, the lack of parental attachment influences sporadic, imitative or largely patterned behaviours contributed mainly by peer pressure or in group cohesion in which these children were attached to when at school in the boarding environment.

In authenticating the above laid findings by the researcher on moral development, globally, in Japan, research showed, as well as among many Native Americans, silence is acceptable and is a sign of respect. In fact, some Japanese women think that a silent male is going to be economically successful and will be a good provider and husband (Ishikawa 1970, written in Japanese, reported by Hasegawa 2013). The culture or reticence or silence is embarrassing to people in individualistic cultures, whereas it is a sign of strength for some people in Africa. Thus, in this scenario children showing respect revealed moral aspects like structured order, discipline, dignity allowing tolerance self-controlled calmness, coolness, forgiveness, saluting humanness, lived softness, bliss-ness, helpfulness propagating harmony, resulted steadiness, non-chaos, clarity of vision and have an influential personality trait which can be shaped and chained in the home environment as propounded by the behaviourists such as Skinner cited in Santrock (2012). Hence, children must be mediated by their parents to

search for meaning in life, be open to change and show plasticity and malleability in their cognitions and at the same time respecting traditional ideas through the effective application of parental attachment. Respect for other persons, their spiritual, religious, political, economic, cultural beliefs and customs are of cardinal importance in all encounters of life through the influx of parental attachment.

Theme Five: Roles of Parents

Findings revealed that the child's first and most influential teacher is the parent. A child's ideas about education and its significance begin with the parent. Parents have interests and roles that they want their children to assume in life so they provide support in various forms. The roles and responsibilities of parents are diverse, ranging from complete responsibility for their children to shared responsibilities. Every parent assumes a wide range of roles like being a counsellor, role model, facilitator, protectionist and resource provider to support the boarding primary school learner's intellectual development. Whether these roles are assigned formally or shared informally, they build the child's capacity to develop intellectually.

All data sets opined the major role of parents as resource providers mainly paying fees for their children. Children acknowledged that the major role of their parents was paying fees which ensures them proper learning without any hiccups. One of the children shared that, "*mubereki wangu anotobudisa mombe patern yega yega yekuti ndiende kuchikoro*" (Every term my parents sell a beast for my fees and upkeep at school). The Heads, teacher and parents concurred with one of the children, that parents thrived to suffice for the fees of their children to make it to the boarding primary school for better results. Other children complimented their parents for painstakingly catering for their needs and demands which include pocket money, the provision of educational resources only to mention a few. Regionally, a research carried out in Uganda substantiated the above findings in that parents sacrificed all their resources so that their children get the best education ever. The search for education at whatever cost and the quest for intellectual gains by students and parents makes boarding primary schools avenues for intellectual development. (Bwire, 2015).

Research findings authenticated the above findings also. Research gave another dimension of the child-centred family which understands the necessity of schooling to the economic betterment of their children (Owen 2014). These families often fear that the school is inadequately attentive to their children. Maccoby and Martin, (2013) concur that they are frustrated by what they perceive as negative social influences, and they may cast aspersions upon other parents, whom they see as lax and uncaring.

Literature review linked these parents from the findings as Parent-centred families who are busy professional parents who value schooling but are sometimes so absorbed by their careers and personal interests that they are disengaged from close involvement in their children's lives (Steinberg 2014). To compensate their absence, they place their children in the best boarding schools, thus entrusting their children to what they see as competent, hired professionals. They do the same in other aspects of their children's lives, providing experiences for their children through programmes and services they employ. According to Owen (2014) these talented, well-connected parents possess financial resources, education, social contacts and professional skills.

Children added that the only secure and prudent environment they had was in the hands of their parents. "*When we are at home or when our parents visit, we feel secure, comfortable, happy, loved, delighted and feel that I am at the right place at the right time with the right people*". Teachers also viewed parents with maximum attachment to their children as protectionists who had the maximum potential of providing nurturance in form of treating children with warmth, being responsive to the children's needs, respect their children's interests only to mention a few. Teacher B4 shared that, when parents visit "*unotoona kuti varikufara nekuyemerera akatakurwa nemubereki wotoona kuti vana vedu vamwe vari nani vana amai nababa vane vavanoudza nhamo nevekuchemera saka vakakomborerwa zvavo*" (children feel secure and show cry baby tendencies in front of the parents, that is when one sees the importance of having both parents is a blessing since one will have a shoulder to cry and lean on).

The researcher noted that children feel secure, protected and have a sense of belonging when they are attached and around their parents. Measuring the findings with related literature, they concurred with The UN Convention on the Rights of Children (2015) which led a position that children have the right to be with their family or with those who will care best for them and at the same time participate fully in family, cultural and social life.

IV. CONCLUSIONS

The researcher presented findings which answered the question "Effects of parental attachment on the academic performance of primary school children. A case study of Mashonaland East Province, Zimbabwe. The research study unpacked the impacts of parental attachment on the academic performance, challenges faced by boarding primary school children which impacted negatively or positively their intellectual development, the importance of parental attachment in promoting the academic performance of boarding primary school children and mitigatory measures which can be taken into consideration in minimizing the negative impacts which result

due to lack of parental attachment. The coding and memoing of data presented and analysed, harvested five themes. These emerging themes were discussed solitarily in detail and vignettes were used mostly. The Field Data (2016) findings were correlated with literature review findings and the theoretical findings of John Bowlby. The participants, boarding primary schools and instruments were coded.

RECOMMENDATIONS

A number of recommendations were availed from the findings in an endeavour to minimise the impact of parental attachment on the academic performance of primary school children. Research participants gave their own solutions and recommendations in an endeavour to mitigate the negative impacts poised on the academic performance of primary school children by parental attachment. The study recommended that:

- ® Parents should be involved in various activities of their children where they can assume various roles as parents.
- ® Boarding primary school teachers must be humanistic in nature as purported by the likes of Rogers and Maslow that is, having unconditional positive regard, empathy and genuineness.
- ® The government through the Ministry of Primary and Secondary Education must introduce weekly boarding facilities and Exit weekends so that children spend weekends with their parents.
- ® Parents should visit their children more often or willy-nilly so that the gap is not so glaring. Schools heads need to employ an open-door policy and encourage parents to visit schools and discuss their children`s progress rather than waiting for the teacher`s initiation or normal school visits..
- ® Boarding primary school must have an age restriction, very young children should not be sent to boarding primary schools.
- ® Orphaned and Vulnerable Children who attend boarding primary schools should be allowed to get attached to families during holidays.
Parents must provide and cater for all the resources needed at school so that he or she will not lag behind, feel lonely or feel like a social outcast or develop survival skills such as pilfering or stealing other pupils` tucks, eating disorders and being home sick.
- ® Parental rearing practices must be authoritative in nature in order to allow responsiveness, creating a bond and rapport in between the parent and child.
- ® Parents should not view boarding primary schools as dumping sites for problematic children or those with Special Needs. Though some children are victims of death, divorce, they must be given enough attention and resources to facilitate their maximum growth and development.

REFERENCES

- [1]. Abidin, C. 2016. **Culture and the self**. www.biu.ac.il/PS/docs/diesen Accessed 23/8/16.
- [2]. Alt, M. and Peter, K. 2012. **Private schools: A brief Portrait**. U.S. Department of Education. National Center for Education Statistics: Washington, DC.
- [3]. Babbie, E.R. 2012. **The Practice of Social Research**. (2nd Ed). Belmont: Wadsworth.
- [4]. Bauch, P. and Goldring, E. 2015. **Parent-Teacher participation in the context of school restructuring**. Peabody Journal of Education 73: 15-35.
- [5]. Berk, L. E. 2010. **Development throughout the Lifespan**. Needham heights. Allyn and Boston.
- [6]. Best, J. and Khan, J. 2013. **Research in Education**. Boston: Allyn and Bacon Inc.
- [7]. Borg, W. R. and Gall, M.A. 2009. **Educational Research: An Introduction**. 6th Edition. New York; Macmillan Publishers
- [8]. Bowlby, J. 2009. **Attachment and Loss**. New York, NY: Basic Books. Attachment. Vol 1.
- [9]. Bruce, T., Meggitt, C and Grenier, M. 2014. **Childcare and Education 3rd Edition**. London; Hodder Education Publishers.
- [10]. Bwire, S. 2015. **Uganda gains comparative advantage in education**. <http://www.sunrise.ug/education/> Accessed 26/12/15.
- [11]. Chinyoka, K. 2013. **Psychological Effects of Poverty on the Academic Performance of the Girl Child In Zimbabwe**. Deutschland: Lambert Academic Publisher.
- [12]. Cohen, L and Manion, L. 2011. **Research Methods in Education**. 11th Edition. London; Routledge Publishers.
- [13]. Creswel, J. W. 2012. **Qualitative Inquiry and Research Design**: New York: Prentice Hall.
- [14]. Feinberg, T.F. and Hetherington, G. 2014. **Social Problems**. New Jersey: Prentice Hall.
- [15]. Ganga, E., and Chinyoka, K. 2013. **Latchkey children in Zimbabwe: The plight of children in the absence of their parents**. Unisa Press ISSN 1812-6371 New Voices in Psychology 9(1&2).
- [16]. Goldring, E.B. and Hausman, C.S. 2009. **Reasons for Parental Choice of Urban Schools**. Journal of Education Policy, 14(5), 469-490.

- [17]. Green, S. 2015. **Child Care, Learning and Development**. Chettenham; Nelson Thornes.
- [18]. James, P.K. 2010. **Research Design in Occupational Education**. Oklahoma: Oklahoma. State University.
- [19]. McMillan, L. H. and Schumacher, S. 2008. **Research in Education: A Conceptual Introduction**. New York; Harcourt Brace Publishers.
- [20]. Mugadzaweta, M.M. 2009. **Research in Education Simplified**. Harare; Longman.
- [21]. Mugweni, R.M. 2012. **Secondary School Teachers Conceptualisation and the Implementation of the AIDS Action Programme in Zimbabwe. Unpublished PhD Thesis**. Pretoria. University of Pretoria.
- [22]. Santrock, J.W. 2012. **Educational Psychology Theory and Practice**. Boston: Allyn and Bacon.
- [23]. Slavin, R.E. 2012. **Educational Psychology: theory and Practice (10th Ed)**. Boston; McGraw Hill.
- [24]. Smart, R. 2013. **Policies for Orphans and Vulnerable Children. A frame work for moving ahead**. Washington D.C.; Futures Group.
- [25]. Snowman, J. and Biehler, R. 2010. **Psychology For The Classroom**. Boston: Houghton Mifflin.
- [26]. Treece, E.W and Treece, J.W. 2013. **Elements of Research in Nursing**. Minnesota: Mosby Company.
- [27]. UNICEF. 2015. **Child under threat**. <http://unicef.org/sowc05/> Accessed 27/7/2016.
- [28]. Uwezo B. T. 2013. **Are Our Children Learning? Annual Learning Assessment Report Tanzania**. UWAEZO: Dar es Salaam.
- [29]. Verma, J. 2009. **Hinduism, Islam and Buddhism: The source of Asian values**. In K. Leung, U. Kim, S. Yamaguchi, & U. Kashima (Eds.), *Progress in Asian social psychologies* (pp. 23–36). Singapore: Wiley.
- [30]. Woolfolk, A. 2013. **Educational Psychology. (12th Ed)**. New Jersey: Pearson.
- [31]. Yin, R, K. 2012. **Case Study Research: Design and Methods**. (4th Ed). California: SAGE.

IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Kudzai Chinyoka "Impact of Parental Attachment on the Academic Performance of Grade Five Learners in Mashonaland East Province, Zimbabwe." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. vol. 23 no. 05, 2018, pp. 26-34.