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Growth Point: A Blessing or a Curse for Secondary School Learners? The Case of Murambinda in Buhera Zimbabwe

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Abstract:

This study sought to explore the impact of the growth point on secondary school learners in Murambinda. The study sought the perceptions of school stakeholders, parents, teachers and learners on whether the growth point which is set in a predominantly rural area is a curse or a blessing to secondary school learners. The study further explored the potentially negative conditions in the growth point that may be detrimental to school learning. The data was gathered through observation and interviews and questionnaires. The sample of the study included 20 teachers, 40 learners and 10 parents. The major findings were that Murambinda growth point is both a blessing and a curse to the secondary school learner. There are conditions that can enhance learning such as availability of electricity and access to media. There are also harmful conditions that are detrimental to learners. School stakeholders have mixed feelings on the impact of the growth point to secondary school learners. The researchers recommend that similar studies be carried out among schools in growth points in order to improve pass rates for secondary school learners in growth points.

Keywords: Growth point;, rural setting, curse, blessing, learning

1. Introduction

1.1. The Growth Point Concept in Zimbabwe

Murambinda growth point is an area designated for urban development in Buhera district in Manicaland province of Zimbabwe. Growth points are centres that have been set aside and are subsidized by government, to develop urban centres in predominantly rural settings. The term 'growth point' according to Manyanhaire, Rwafa and Mutangadura (2011:1), entails "increasing the size, number of facilities, infrastructure and services provided at an identified centre". Thus, rural centres designated for such growth are commonly known as growth points in Zimbabwe. These centres are sometimes referred to as either 'growth centres' or 'growth poles'. Nhende (2013) describes a growth point as a rural or urban settlement with the potential to grow into a town and eventually into a city. The prime objective behind the establishment of growth points in Zimbabwe was to even the dualistic and polarized economies between the rural and urban areas created by the white settler regime (ibid). Thus, it was adopted as a regional planning policy aimed at correcting colonial imbalances through the provision of infrastructure to the disadvantaged communal sector. The growth points are expected to establish urban residential areas, small and medium enterprises (SMEs), and light industry.

Murambinda growth point was established in the early 80s, it is located in Buhera district, Manicaland Province, eastern part of Zimbabwe. Its location is approximately 140 kilometres, by road, west of Mutare, the provincial headquarters. There are two secondary schools in the growth centre and a referral missionary hospital. The current population is estimated to be at 3383 basing on the 2012 national census.

Most economic activities at Murambinda growth point are more of services than production and manufacturing. However, Murambinda growth point is developing rapidly into a premature urban centre with industrial activities such as metal working, which include blacksmithing, tin smiting, welding, fence making and fabricating of carts. Textile and clothing activities are fairly limited except for tailoring and repair work. Banking services are also available. Vending and hawking is the order of the day in the growth point. Most of these economic activities attract semi-skilled workers, mostly school leavers. These little economic activities have to some degree attracted some business investors hence the improvement in road and building infrastructure, electricity and telecommunication services.

The evolution of Murambinda from a rural setup to an urban centre has brought about massive transformation forces. Production is somehow moved from a family unit to a business set up. Electricity availability paved way for night clubs, 24hour fast food suppliers, retail shops and Drive Inns. Because of the availability of electricity and related infrastructure, evening classes are also being conducted in schools. Tarrred roads led to increase in traffic. Some long-distancetruck drivers take rest and sometimes sleep in their trucks around the growth point. Such a town like set up has

seen the mushrooming of activities that are ordinarily not seen in a rural setup. These include sex working, substance abuse and night partying.

The dew drop of modernity in Murambinda growth point gives especially to young people access to all media forms such as videos, internet, newspapers, magazines and WI-FI unlike their counterparts in other rural schools. According to Wegner (1993), media content has the power to influence, shape, manipulate and manage public discourse associated with media.

There are concerns among school stakeholders (parents, school authorities and some learners) that the growth point set up negatively influence most high school learners. There is also another school of thought that believes that learners are not necessarily victims but only use survival means dictated by the growth point environment. Given such a background the researchers sought to establish whether the establishment of Murambinda growth point was a blessing or a curse to secondary school learners.

1.2. Learning in a Growth Point

Several studies argue that positive economic activities in a growth point present profitable conditions to learners. Wekwete (1994) for instance argue that generally, the development of growth points in terms of roads, infrastructure and industrial activities stand to benefit learning conditions. The growth point strategy, he adds, has been instrumental to the rural electrification and this makes a provision for the schools around growth points to offer evening classes with sufficient lightning (ibid). Bourdillion (2000) concurs pointing out that science learning tends to benefit more since modern laboratories that required electrical energy can become a reality. Bourdillion and Mutin (2000) add that as a result of infrastructure development in roads, there is an increase in traffic flow hence more players in the transport industry would lower the cost price of travelling which is conducive for learners to traverse to and from the learning institutions.

Growth point activities have also been seen to have some positive impact on learners at Nembudziya, a growth point located in Gokwe in the Midlands province of Zimbabwe. The area has a thriving cotton market where cotton is processed from its raw state up to the ginning process that results in lint production. Cotton production has since attracted other service industries such as banks, health care facilities, fast moving consumer goods such as supermarkets in addition to several other government departments. Wekwete (1994) highlights that these activities brought job opportunities and enhanced living standards of people in and around the growth point. Bourdillion and Mutin (2000) argue that such changes which come about as a result of rural industrialization also impact on secondary school learners in terms of their behavior and social aspirations due to the increased exposure that these students will be now accessing. Another positive impact of growth points to students could be increased income since these students can now find part time employment to work on weekends and holidays thereby improving the quality of life for students (ibid).

Secondary school learners in growth points have access to all types of media unlike their counter parts in rural areas. Wegner (1993), commented that media has the power to influence, shape, manipulate and manage public discourse associated with media. Print media available in the growth point includes newspapers, books, magazines and journals that will tell stories of the world, depict political and cultural environment that can help them to be at an advantaged position in terms of having current information (Manyanhaire, Rwafa, and Mutangadura, 2011). The question is could media also be a contributory factor to the shocking deviant activities of learners in the growth point?

Some studies are skeptical about the impact of the esteemed economic activities on learning. Manyanhaire et al (2011) for example are concerned that economic activities leading to the improvement in infrastructure such as road network, make the growth point a new hub for different people from different backgrounds and cultures thus exposing children in general to behavior that is contrary to good morals. Ricci (2012), argue that noise caused by industrial activities such as grinding, milling and welding has the effect of distracting and diverting the attention of students making the learning adverse. Conducting lessons becomes difficult, she adds. Prostitution due to the industrial activities and rapid cash flow influence errant behavior from both students and working class (ibid). This has the tendency of distracting mainly female learners and fuelling the spread of HIV and AIDS and early school drop outs as noticed earlier by Bourdillion, (2000). Another major drawback of growth points on learner environment is that learners will be forced to partake in extracurricular activities such as piece jobs to supplement school fees and general upkeep of family members (Manyanhaire et al 2011). This weakens the strength and motive towards learning. Learners succumb to peer pressure from their non-academic talented friends and venture into acts of hooliganism and drug abuse which cause them to abscond lessons (ibid). Aziz, Hassan, and Saud, (2012) also observed in an Asian context that urbanization brings about a lot of activities like vending. Vending is selling goods like fruits, vegetables, boiled eggs and others at an open market especially at a bus terminus. They further posit that vending is one of the most common businesses at growth points. They argue that in most cases learners and women are involved in vending. They (ibid) further point out that in most cases young people involved in vending (mostly school learners who do this after school and on weekends) are exposed to various forms of immoral activities such as theft, robbery and drug abuse (ibid).

Early in the late 80s, Wekwete (1988) recounted the general moral debauchery that characterize growth points to the detriment of school learning. As a case in point he cited unbecoming behaviour of secondary school learners sneaking into liquor stores and night clubs watching half naked sex workers. He laments the fact that some owners of such stores in most cases were reluctant to restrict children under the age of 18 since they only concerned with making money. He argues that because of their premature minds, learners are likely to be tempted into sinful experiments. Adding on to this discussion, Hove, Ngwerume, and Muchemwa, (2013) raise that growth points create an environment for fashion trends thereby trapping young girls into prostitution. In addition, growth points have brought with them extreme economic

marginality and child labour due to economic hardships prevailing in Zimbabwe. This together with cultural decay has contributed in withdrawing the girl child from furthering their education (ibid).

1.3. Purpose of the Study

Over the past five years, secondary schools around Murambinda growth point have been reporting declining pass rates at all levels. Cases of poor learner behaviour among secondary school learners in Murambinda growth point seem to be on the rise. The negative behavior includes prostitution, drug and alcohol abuse, hate speech, pornography viewing and careless talk. All this is not formally recorded nor is there a substantive research to authenticate such allegations. The purpose of this study therefore was to explore on the impact of a growth point setup on secondary school learners.

The study is significant in several ways. The results of this study will hopefully be used in stimulating further research on exploring whether setting up of growth points in predominantly rural settings is a blessing or a curse to school learners nationwide. Finally, it is hoped that school administrators and teachers will be equipped with useful information regarding learners within growth points.

1.4. Objectives and Research Questions

As hinted above, the study sought to explore the impact of a growth point on secondary school learners. To respond to this objective the study sought to provide answers to the following questions

- What are some of the conditions exposed to secondary school learners in the growth point that can impact on learning?
- What are stakeholder perceptions on the growth point with regards to learning?

2. Methodology

The research adopted a descriptive survey which sought to extract information on feelings, perceptions and attitudes which are critical elements in human behavior. Best and Khan (1993) highlighted that a survey is a comprehensive study of existing educational conditions undertaken to determine the overall effectiveness of school programmes with the view of improvements where necessary. The approach made it possible for the researcher to access some information on impact of growth point environment on secondary school learners at Murambinda growth point. The two secondary schools in the growth point were the focus of the study. The sample comprised of twenty teachers, forty learners and ten parents who participated in the study.

The participants were selected using a combination of convenient, purposive and stratified random sampling. The mixture of sampling strategies was used to ensure that different groups of a population are represented in the sample, in this case males and females as well as equal representation from the two schools. Purposive or judgmental sampling is based on the judgment of a researcher regarding the characteristic of a representative sample (Cohen, Manion and Morrison, 2011). Accordingly participating parents were chosen on the basis of what we as researchers considered as typical units, vendors, business owners, community leaders and those occupying special status such as those who had access to prostitutes.

For the research instruments, questionnaires and interviews were used to collect data on the perceptions of participants on growth point activities and their impact on learners within Murambinda growth point. A questionnaire with open ended and closed items was distributed to twenty (20) teachers, forty (40) learners and ten (10) parents. The questionnaire was triangulated by focus group interviews and observation. Non-participatory observation was used to assess the growth point environment. Special attention was made to conditions and activities that can distract learners from schooling.

Being a purely qualitative study, data analysis loosely followed grounded theory fashion that is the construction of theory through emerging trends from data. Following the research question data was generated and grouped according to emerging trends. Further analysis results in trends and linkages that were used to arrive at a conclusion.

Ethical measures were taken in this study. Some of the key ones are informed concern, right to privacy, autonomy, beneficence, non-maleficence, right to confidentiality as well as respect for participants' rights and dignity. To assure all these, researchers took time get to know the research participants, explaining the purpose of the study and its potential to benefit the education system in general. In these preliminary discussions, participants were also guaranteed on measures to privacy and confidentiality. Researchers also took time to emphasize the rights of participants in the research journey, such as the right to withdraw from the process at any point, as well as the right to access the results of the study. Dealing with minors, learners in this case, permission was sought from the ministry of education, parents and school authorities. A written document explicating these ethical procedures was handed to each participant after the explanation.

3. Discussion of Findings

3.1. Murambinda Growth Point can be totally Blammed for Negative Behaviour and Poor Performance of Secondary School Learners

3.1.1. Question 1

Can Murambinda growth point be totally blamed for negative behavior of secondary school learners?

Responses	School 1				School 2			
	Females	Males	Females	Males	Females	Males	Females	Males
	N	%	N	%	N	%	N	%
Agree	3	30	2	20	2	20	4	40
Disagree	2	20	3	30	3	30	1	10
Total	5	50	5	50	5	50	5	50

Table 1: Responses from Teachers

Responses	School 1				School 2			
	Females	Males	Females	Males	Females	Males	Females	Males
	N	%	N	%	N	%	N	%
Agree	5	25	6	30	4	20	7	35
Disagree	5	25	4	20	6	30	3	15
Total	10	50	10	50	10	50	10	50

Table 2: Responses from Learners

Responses	School 1		School 2	
	Females	Males	Females	Males
Agree	3	30	2	20
Disagree	2	20	3	30
Total	5	50	5	50

Table 3 Responses from Parents

Table 1, 2 and 3 sought to find out if Murambinda growth point can be totally blamed for the negative behavior and poor performance of the secondary school learners. 3 out of 5 which is 30% of the female respondents and 2 out of 5 which is 20% of the male respondents from school 1 agreed that Murambinda growth point can be totally blamed for learners' negative behaviour and poor performances. 2 which is 20% of the female respondents and 4 which is 40% of the male respondents from school 2 agreed that Murambinda growth point can be totally blamed for the negative behaviour of learners. On the table for learners 5 out of 10 which is 25% of the female respondents and 6 out of 10 which is 30% of the male respondents from school 1 agreed that the growth point is to blame for the decline of the pass rate of the secondary school learners around the growth point. 4 out of 10 of the female respondents and 7 out of 10 of the male respondents from school 2 also agreed with their counterparts from school 1. 3 Out of 5 which is 30% of the female parents and 2 out of 5 which is 20% of the male parents also agreed that the growth point is to blame. 50% of the interviewed teachers also have the notion that Murambinda growth point can be totally blamed for the negative behavior and poor performances of secondary school learners in the growth point.

The above observation indicates that respondents have mixed feelings over putting all the blame on Murambinda growth point environment. Other respondents have the feeling that there are other contributing factors other than the growth point environment. From observation a closer look at the other contributing factors, it can be seen that it is the growth point environment that has indirectly led to those factors. For example, parents having little time for their children. This is because they are busy with their business enterprises in the growth point. Learners put the blame on their teachers on their poor performance in class. Most teachers are spending working hours managing their businesses in the growth point. In the end, the blame is coming back to Murambinda growth point environment.

Bourdillion and Mutin (2000) put the blame on the growth point environment as they say it is at the growth point that learners are exposed to adult activities at a tender age as they search for money. In addition, Hew (2003) argues that urbanization results in massive transformation forces. The development of growth points naturally leads to changes in the family structures in and around the growth point as families begin to naturally adapt to the changes in the growth point. As a result, learners (who are also part of the families) are also expected to naturally adapt to changes that come with the development of the growth point area.

The research assumption that stated that growth point environment influences learners has been confirmed. From the above observation it was established that Murambinda growth point environment can be totally blamed for the negative behavior and poor performance of secondary school learners in the growth point.

3.2. Parents who are Informal Traders have No Time to Control the Learners

3.2.1. Question 2

Do parents in Murambinda growth point have any contributing factors to the secondary school learners' behaviour?

Responses	School 1				School 2			
	Females	Males	Females	Males	Females	Males	Females	Males
	N	%	N	%	N	%	N	%
Agree	2	20	1	10	2	20	2	20
Disagree	3	30	4	40	3	30	3	30
Total	5	50	5	50	5	50	5	50

Table 4: Responses from Teachers

Responses	School 1				School 2			
	Females	Males	Females	Males	Females	Males	Females	Males
	N	%	N	%	N	%	N	%
Agree	4	20	5	25	3	15	5	25
Disagree	6	30	5	25	7	35	5	25
Total	10	50	10	50	10	50	10	50

Table 5: Responses from Learners

Responses	Females		Males	
	N	%	N	%
Agee	1	10	2	20
Disagree	4	40	3	30
Total	5	50	5	50

Table 6: Responses from Parents

Tables 4, 5 and 6 show responses to the question which sought to find out if parents in the growth point who are informal traders have any contributing factors to the secondary school learners' behaviour. 2 out of 5 which is 40% of the female teachers who responded and 1 out of 5 which is 20% of the male teachers who responded from school 1 agreed that parents who are informal traders at Murambinda growth point have no time for learners. 1 out of 5 which is 20% of the female teacher respondents and 2 out of 5 which is 40% of the male teacher respondents from school 2 agreed that parents who are informal traders have no time for learners. 4 out of 10 which is 40% of the female learner respondents and 5 out of 10 of the male learner respondents from school 1 agreed with their teachers. 3 out of 10 which is 30% of the female learners and 5 out of 10 which is 50% of the male learners from school 2 also agreed with their counterparts. Only 1 out of 5 female parents and 2 out of 5 male parents also agreed that parents do not have time for their children at the growth point. 50% of the interviewed teachers have the same notion that parents who are informal traders in Murambinda growth point have no time for the learners.

The above findings reveal that teachers, learners and parents echoed the same sentiments that some parents who are informal traders in Murambinda growth point have no time for the learners. Some teachers argue that learners lack love and care from their parents who spend most of their time in the growth point. In turn these learners also lack respect for teachers and elders. Teachers pointed out that these parents are unable to control the learners at home. Learners transfer their way of relating at home to the school and society. Learners point out that they meet their parents for a few hours. They spend most of their time at the market. Parents who agree with teachers and learners argue that only a small percentage of the parents have time for their children since they spend time running their small businesses in the growth point. Mwamwenda (1995) concurs with the above respondents. He claims that misbehavior of a child depends on the way the child has been raised which is not congruent with the behavior expected by the society. Language used by most vendors has a negative effect on the learners because they copy it. According to Mwamwenda, frustration at home may result in misbehavior.

The above findings show that respondents have mixed feelings. Some say the source of parents lacking time with the learners is Murambinda growth point where they spend their time.

4. Findings

In exploring the impact of growth point on secondary school learners, we checked on conditions that secondary school learners are exposed to in the growth point. We then went on to design questionnaire and interview questions to find school stakeholder perceptions on whether the growth point is a curse or a blessing to school learners.

It is conventional in Murambinda to find secondary school going age children engaged in numerous activities that form their livelihoods. The sources of livelihoods include vending, laundering, sewing, beer brewing, making of handcrafts and textiles, joining food for work programmes and in some cases involving themselves in dangerous activities such as prostitution and selling prohibited substances such as marijuana. These livelihoods strategies are not only failing to give them a decent source of living but are forcing them either to partly put aside their school work or abandon school outright.

An influx of child headed families is also very observable in Murambinda growth point. Our not so statistical calculation shows that two out of seven families in the growth point is being headed by a school going child. Narayana et al (2000), warned that child headed households are fast becoming an integral part of our society. The children tend to adapt to new livelihood strategies, and unfortunately such strategies are not in harmony with schooling. Schools reported that numerous secondary schools going children have dropped out of school and they are now forced to look after their

families. They earn money for family upkeep mostly through vending of various items such as fruits, vegetable and airtime vouchers.

Early marriages or child marriages is now common in Murambinda with most girls getting married before the age of 18 years. Child marriage is defined as any marriage carried out below the age of 18 years, before the girl is physically, physiologically and psychologically ready to shoulder the responsibilities of marriage and child bearing (Narayana et al, 2000). While child marriage is widely known as a violation of children's rights, there are several socio-cultural structures that contribute to it in Murambinda. Poverty, religion and tradition are main reason. Of significance is the fact that the apostolic religious sect is dominant in the growth point. The sect believes in early marriage and they don't place much value in the education of the girl child. Teachers and parents also pointed out to religious beliefs as causal to child marriage. Poverty exacerbated by perennial poor harvests was also raised by stakeholders as another driver that leads to child marriage. In the time of need some families opt to marry their daughter in order to get lobola that can see the family out of dire misery.

Despite various HIV and AIDS awareness campaigns and sex education programmes, young school going girls are noticeably enticed into prostitution related activities. It is commonplace to see school girls being taken to lodges and dubious inns that have mushroomed in the vibrant growth point. The growth point has a noticeable presence of sex workers whose lifestyle seem to appeal to young people, fashionable clothes, hair style, latest cell phones and so forth. These influence young school girls to do the same in their quest to find cheap money. Heavy duty truck drivers and long-distance buses operators lure school girls into sex related deviant activities. Despite various HIV and AIDS awareness campaigns and sex education programmes, young school going girls keep joining the world's oldest profession. Residents of the growth point fear that this will further fuel the HIV and AIDS prevalence rate and moral decadence in the area. Poverty too is another driving force as revealed by teachers, parents and learners, that young girls are forced to sell their bodies in order to raise money for school fees and food. Such activities, everyone agrees negatively affect schooling.

It is also visible that Murambinda growth point has become a playground for gay gangs and illegal diamond miners popularly known as magweja. A steady growth of gay gangsterism and homosexuality activities in the growth point was also reported in interviews. Homosexuality is regarded as deviance by law in Zimbabwe. Most of the gay gangs and the magweja are between the ages of 15 and 22 years which is a secondary school going aged group. These gangs are more vulnerable to alcohol abuse as well as drug abuse.

The above findings are in agreement with Bourdillion (2000) who placed the blame on the growth point environment when they stated that it is at the growth point that learners are exposed to adult activities at a tender age as they search for money. In addition, Hew (2003) argues that urbanization results in massive transformation forces. The development of growth points naturally leads to changes in the family structures in and around the growth point as families begin to naturally adapt to the changes in the growth point. As a result, learners (who are also part of the families) are also expected to naturally adapt to changes that come with the development of the growth point area.

In general findings revealed that learners are involved in numerous deviant activities which include prostitution, drug and alcohol abuse, truancy, use of abusive and careless talk, pornography viewing, hassling and disrespect and disobedience. These findings are in line with Ricci's (2012) argument which places much emphasis on the fact that growth points or peri-urban areas result in changes in values. In a rural set up, parents and village elders provide guidance to young people, unlike in a growth point where they are exposed to urban individualistic and pleasure-seeking values. The sudden change from a rural to an urban setup exposed learner to urban related pressures resulting in learners getting involved in the above-mentioned deviant activities.

With regards to perceptions, the research findings showed mixed stakeholder perceptions on whether Murambinda growth point can be blamed for negative behaviour and poor performance of secondary school learners within the growth point.

Data gathered from teachers using questionnaires revealed that some teachers from the two secondary schools were of the opinion that Murambinda growth point can be blamed for learners' negative behaviour and poor performances. They further aired the sentiments that the growth point is to blame for the decline of the pass rate of the secondary school learners around the growth point. Information gathered from parents also showed that they believe that the growth point is to blame for the negative behaviour displayed by learners. Interviewed teachers also agreed that the growth point circumstances can be blamed for the negative behavior and poor performances of secondary school learners in the growth point.

In contrast, some responses to both interview questions and questionnaires regarding whether Murambinda growth point should be blamed for the negative behaviour of learners, indicated that some stakeholders had the feeling that the growth point is actually a blessing to learners. Some parents praised the growth point in the sense that self-motivated learners can now study in the evening because of availability of electricity. Some teachers also concurred with the parents when they explained how learners are benefiting from accessing crucial information through the internet.

The above observations indicate that respondents had mixed feelings over putting all the blame on Murambinda growth point environment. Some respondents felt that there are other contributing factors other than the growth point environment. For example, from observation parents have little time for their children. This is because they are busy with their business enterprises in the growth point. In response to the question which sought to establish whether parents who are informal traders contribute to secondary school learners' behaviour, some teachers, parents and learners agreed pointing out that these traders have no time for the learners. This indicated that they were blaming the parents and not the growth point for the behaviour displayed by the learners. Some teachers argued that learners lacked love and care from their parents. In turn these learners also lacked respect for their teachers and elders. Some learners concurred that they

only spend a few hours with their parents because they would be at the market. The parents who concurred with teachers and learners argued that only a small percentage of the parents spend quality time with their children since they will be running their small businesses in the growth point.

Another group of learners had different perceptions. They put the blame on their teachers for their poor performance in class. They revealed that most teachers are spending working hours managing their businesses in the growth point. Thus, the blame is coming back to individual teachers and not growth point environment. Mwamwenda (2004) concurs with the above respondents. He claims that misbehavior of a child depends on the way the child has been raised which is not congruent with the behavior expected by the society. Language used by most vendors has a negative effect on the learners because they copy it. According to Mwamwenda, frustration at home may result in misbehavior.

CONCLUSION

The study sought to explore whether growth points which were set in predominantly rural areas are a curse or a blessing to secondary school learners within Murambinda growth point. The findings indicate that respondents have mixed feelings on the matter. Some respondents felt that due to economic hardships, school girls who work at the growth point are vulnerable to various forms of abuse or contracting sexually transmitted diseases. In general children are exploited as they indulge in child labour. Secondary school learners at Murambinda growth point seek jobs and shelter and those who fail to get the jobs and shelter end up indulging in immoral activities to earn a living. The study also found that parents who indulge in vending have no time to assist their children with their homework. They leave home early and come back late. However, the study also found that there are children who are proceeding to do Advanced Level, which shows that there is something positive about Murambinda growth point in terms of learning. Some parents working at the growth point can provide decent accommodation and relevant educational material for their children. From the above observation it was established that Murambinda growth point environment can be both a curse and a blessing for secondary school learners in the growth point.

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