



Social stratification and its effects on students academic performance, case of some schools in Yaounde, Cameroon

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ABSTRACT

This research topic titled SOCIAL STRATIFICATION AND EFFECTS ON THE LEARNER'S ACADEMICS was necessitated because the researcher was inspired by some observations made in some teacher training schools in the Mfoundi Division in Yaounde III sub-division in the center region of Cameroon. During teaching practice, the researcher discovered that some learners are treated differently, some did not have teaching and learning materials, some were shabby, and others were not given enough concern and attention. When asked why these varying treatment was given to learners, varied answers were. With all these answers, the researcher stems to find out if social stratification has an effect on the children's education. Which takes us to our general research objectives, some specific research objectives alongside which were, to find out if the upper class has an effect on learners academics, to investigate if the middle class has an effect on learners academics, to find out whether the lower class has an effect on the learner's academics. To make this objectives realistic, the researcher asked a general and specific research questions were formulated. The general and specific hypotheses were also formulated to guide the study. The Maslow's hierarchical of needs theory and Marx Webers thoery of social stratification were used. The quantitative and qualitative research approaches were used. Our target population was made up of all Teacher Training Colleges in Yaoundé III Mfoundi Sub-Division. We had access to 50 teachers from 4 TTC. Using a simple random sampling technique, we had a sample of 40 teachers from these 4 TTC. Data was collected using a questionnaire and later presented on tables and charts using descriptive statistic and analyzed on percentages using Microsoft Excel. The hypotheses were later tested using SPSS where we used the Regression Analysis to determine the effect of an independent variable (SOCIAL STRATIFICATION) on the dependent variable (ACADEMICS) and the rule states that if the calculated value is greater than the table value, we reject the null hypothesis or that if the P-value is less than the table value, we do not reject the null hypothesis. From the verifications, two of our operationalized variables were confirmed, that is, the upper class has a negative effect on the learners academics, the lower class has a negative effect on the learners academics. And the middle class has a positive effect on the learners academics. Thanks to the correction of the regression coefficient calculated with the significant level of 0.05. two of our null hypothesis were confirmed and one was rejected. This permitted us to conclude that social stratification has a negative effect on the learners academics. The researcher faced some huddles like the issue of the COVID 19 pandemic. Thus some recommendations were made to teachers, school administrators, government, parents and to other researchers, and suggestions for further reseacher has also been proposed.

KEY WORDS; stratification, upper class, middle class, lower class, peasants, bouggousseis,

CHAPTER ONE

INTRODUCTION

Chapter One consist of the background of the study, the statement of the problem, the objective of the study, research questions, research hypothesis, and the scope/ delimitation of the study, limitations of the study and the definition of terms

BACKGROUND TO THE STUDY

Social stratification refers to “any group of citizens who share the equitable socioeconomic conditions”. So, we definitely talk about of a group. The demonstration by Lowie in 1929 that change in the structure of a society, occurring in response to such external influences as innovations in economy or technology, first takes place in its rule of residence which then effects change in other aspects of the social structure (for example, the form of the family, the kinship terminology), has been called by Murdock in 1930 "the most important contribution of any modern anthropologist to our knowledge of evolution of social organization. During the upper paleolithic period when his condition of life was one of savagery, he hunted his food and lived on the trail of the animal herd. His early efforts to gain control over these sources are revealed in the cavern drawings of the Aurignacian culture, to which Graziosi recently has given an age of 28,000 years . The depiction of the animals upon which he fed, flourishing in herds or slain by darts, have been understood, in accord with ourpresent knowledge of the modes of primitive thought, as magical attempts to influence nature by picturing it as he wished it to be. Similarly, statuettes of women with exaggerated sexual characteristics have been accepted as evidence for the practice of ancient magical fertility rites. The second momentous undertaking by man followed once the means of producing his own food had been secured. With this, the accumulation of surpluses became possible and was followed by the release of increasing numbers of the community from their primary food-producing activity to the development of secondary industries. The consequent growth in population and diversification in Cameroon economy was accompanied by increasing movement of the people from the land to the newly rising cities. they had so much capital that they could rival the original nobles Overcoming poverty and inequality is still one of the biggest development challenges facing Cameroon. This dissertation therefore goes beyond estimating poverty and inequality rates by addressing issues related to the formal and informal sector because of the discrepancy in poverty and inequality related issues between both sectors and classes in the Cameroon society. After the economic crisis, Cameroon started bouncing back to normal but however, things can never be the same as the society is characterized by different classes and groups of people. In Cameroon presently, we

society is at the extremes, we have very poor persons and very rich people, those who are seen as the upper class or the bourgeoisies are the resources owner and controllers, these people are looked upon like the demo gods since they are the rich and have and enjoy everything, they live a luxurious life. Most people that consist this class is made of politicians and international business men. The middle class is considered as the averagely rich people, they are also the owners of resources but they do not control all the resources to an extent. They are living a comfortable life style and have all they need. Then we have the last which is the lower class which is also called the peasant group is the lowest class in the society. It is made up of the farmers, teachers and the jobless people. This group of people barely have three square meals

Though today most sociologists consider social stratification one of the most important areas of study, this has not always been the case. In fact, the importance of this subject in understanding society and human behavior has been widely recognized by sociologists only in the past fifty years, at most. As we noted, Marx, Weber, and even those before them such as Comte and Saint-Simon began their studies of society with the nature of class divisions and inequality as central questions in 1976. Sociology as a separate discipline of study dates back only to about the early 1900s. But in the works of the founders of sociology (men such as William Graham Sumner, Albion Small, and Edward Ross), we find a rather classless view of society. The relative neglect of social stratification is not surprising, however. Unlike in European nations, the old rigid class and estate inequalities were less in evidence. The value system stressed equality of opportunity for all, and at least an appearance of opportunity and democracy was in greater evidence. Not until the Great Depression of the 1930s was this classless image seriously reexamined, and then only by a few social scientists. Even then, many years passed before the study of social stratification was able to make a significant break in cameroon classless mythology. The first detailed study in social stratification appeared in 1929 with Robert and Helen Lynd's in their work *Middletown in* (1937). This first work was to establish a long tradition of stratification studies of small community life in the United States. But the general conflict perspective of this study was only much later a part of this tradition. The Lynds' focus was on power and economic inequalities, and the overpowering image of equality of opportunity in the society was exposed as a myth. With the depression over, their view of society was placed on the shelf and all but forgotten. Of the social stratification research stimulated by the Great Depression, Lloyd Warner's work (in the 1930sand 1940s)had the most

significant impact, at least for the next twenty to thirty years. Like the Lynds' research, Warner's many-volume *Yankee City* study (as well as others by his students) was centered on social stratification in small communities. Using various methods of study, from survey research to detailed participant observation, these works sought to examine the extent of inequality and social mobility, as well as the meaning of social stratification for the people involved. But the Warner school differed from the Lynd tradition in three important ways. Most importantly, the Warner school came to define social stratification in terms of *status*. As Warner in 1941 wrote: "By class is meant two or more orders of people who are believed to be, and are accordingly ranked by the members of the community, in superior and inferior positions." With such a view, inequalities of power and economic dominance were easily ignored, and the dynamics of conflict related to these stratification dimensions were dismissed. Functional views of social stratification don't have to be completely discarded, and conflict theories don't have all the answers. But functional theories of social stratification are limited. We must turn to some of these theories to see what they do have to offer, and their exact limitations.

STATEMENT OF THE PROBLEM.

In normal cases, everyone learner in every school has to be equal, all learners are supposed to be treated the same in the society and in the school milieu which will go a long way to enhance a healthy life style and building a responsible society which will enable an equal society but it is not the case in most Teacher Training Colleges (TTCs) in YAOUNDE III this is because, during teaching practice, the researcher discovered that some learners are treated differently, some did not have teaching and learning material, some were shabby, and others were not given enough concern and attention. When asked why these varying treatment was given to learners, varied answers were given such as Some learners are from the upper class, some are from the middle class and some are from the lower class. With all these answers, the researcher stems to find out if parent social class or societal stratification has an effect on the children's education.

OBJECTIVES OF THE STUDY

Objectives are expectations that are planned to be achieved in a short term or in the long term. It is what the researcher wants to find out or investigate using the general and specific objectives.

General Objectives

To find out if parents social class has an effect on learner's education

Specific Objectives

To find out if the upper class or bourgeoisies have an effect on learner's education

To investigate whether the middle class has an effect on the learner's education

To find out if the lower class or the peasant has an effect on the learner's education

To propose solutions to the issues

RESEARCH HYPOTHESES

Hypothesis refers to a tentative statement which can be negated or affirmed. In this research work, we have a general research hypothesis and a specific research hypothesis where we are going to state both the Null and the Alt hypothesis.

General Research Hypothesis

HA; Social stratification has an effect on learner's education.

HO; Social stratification does not affect learner's education

Specific Research Hypothesis

HA1; The Upper class has an effect on learner's education

HO1; The upper class does not have an effect on learner's education

HA2; The Middle class has an effect on learner's education.

HO2; The middle class does not have an effect on learner's education

HA3; The Peasant has an effect on learner's education.

HO3; The peasant class does not have an effect on learner's education

RESEARCH QUESTIONS

Research questions are questions that will guide researches to be able to do her research findings well. Here, we are going to have a general research questions and some specific research questions.

General Research Questions

Does parents social class had an effect on learner's education?

Specific Research Questions

To what extend does upper class affect learner's education?

To what extent does middle class affect learner's education?

To what extent does peasant or lower class effect on learner's education?

SIGNIFICANCE OF THE STUDY

Significance refers to having a special meaning to a particular thing or person. This study is significant to the school administrators and authorities, job seekers, learners and other researchers as well.

To The School Administrators and authorities

This research work will help the school administrators and authorities to discover the learners from different social class in their institution and will devices a way of handle the less privileged to feel belonging and equal to others.

To the teachers.

This work will be helpful to the teacher as most teachers will be able to identify the different learners they have in their classroom and their different social class, thus will easily sort out the upper class learners and bring down their egos and mold the lower class learners to live and feel up to expectation.

To The Learners

The piece of work will help the learners to know their various classes in the society and where they belong and thus try to help each other to feel belonging and loved. Learners will also know the different class in the society and thus love where they are coming from.

To Other Researchers

The way forward to this research work will help future researchers who may be focusing on understanding the concept of social class in the society. Its notable significance is the possibility that other researchers may be able to use the findings in this study for future studies that will create a huge impact on society.

SCOPE/DELIMITATIONS OF THE STUDY.

The scope of this work will be seen in three levels which are, the geographical scope, the thematic scope and the time scope.

Geographical scope

This study was carried out in Yaounde III under Mfoundi Division of the Centre Region Cameroon.

Thematic Scope

Based on the topic, this piece of work falls within the sphere of social class in the society and the adverse effects on education of learners. Here, we have the upper class which is made up of wealth owners, those of very high caliber, the rich in the society, they are also the controllers of the country's resources. The middle class. This is made up of those in the middle level in the society, they are neither rich nor poor, they have just enough for themselves. Then lastly, we have the lower class or the peasants. This refers to the poor people in the society, they barely can afford three square meals in a day, and they are the least in the society.

Time Scope

The study was carried out from March 2020 to June 2020 of the academic year 2019-2020

DEFINATION OF KEY TERMS

Social stratification

According to Anna 1983, social stratification refers to any group of citizens who share the equitable socioeconomic conditions. It also refers to a group of people within a society who possesses the same socioeconomic status.

The Upper Class or the Bourgeoisies

According to Magne Flemmen 1990, the 'Upper class' is a contested concept. The upper class is understood as consisting of various owner capitalists, as well as the top strata of employed executives, managers and business professionals. Also, the upper-upper class included rich and old, well-established families in the community.

The Middle Class

According to Levan in 1984, the middle class is a social group of the people with the income more or less stable and sufficient for the satisfaction of a wide range of material and social requirements. Equally, the middle class is the aggregate of social groups holding an intermediate position between the ruled and the rulers. There seem to be neither the ruled nor the rulers.

Peasants or the Lower Class

According to Murdock in 1930, the peasants refers to the agricultures, the farmers, the low income earners. They are neither the rulers nor the owners of properties. These are people in technical and lower level management positions who work for those in the upper middle class. They have lower educational attainment, considerably less workplace autonomy and lower incomes.

Education

Firstly, Educational refers to a permanent positive change in an individual, it is also the process of going to school which can be a public schooling or private schooling, which starts from the kindergarten through high school programs. School districts are typically the smallest recognizes form of education system and countries are the largest. Which must be recognized and accepted by the state.

Effects

According to Henry Deburg in 1867, effect refers to a change which is a result or consequences of an action or other causes. It is also the state of being operative. Equally, it is the extent to which something succeeds or is operational. It is also a physical phenomenon, typically named after its discoverer. It is also an impression produced in the mind of a person

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter relates the literature about the variables under investigation, conceptual framework review of theories of concept, review of objectives or Empirical review It talks more about what other authors have found out about this problem. The main parts of this chapter are the theories, concepts and objectives.

CONCEPTUAL FRAMEWORK

THE CONCEPT OF SOCIAL CLASS

Classes are social categories sharing subjectively-salient attributes used by people to rank those categories within a system of economic stratification. It also refers to a group of people within a society who possesses the same socioeconomic status. The upper-upper class included rich and old, well-established families in the community. The lower-upper class included the new rich who did not yet have the respect and lifestyle of older rich families. The upper-middle class represented successful (but not rich) families in business and the professions. The lower-middle class was made up of the small business families and what we would call lower white-collar occupations such as sales clerks and teachers. Those in the upper-lower class were strong, "moral" members of the community but were not economically well off. Finally, the lower-lower class included the poor and unemployed, with "low moral standards," who were looked down upon by those in the community. Though today most sociologists consider social stratification one of the most important areas of study, this has not always been the case. In fact, the importance of this subject in understanding society and human behavior has been widely recognized by sociologists only in the past fifty years, at most. This brings out all the three social classes we have in our Cameroon society and how they are classified where people belong to many different social classes. Bringing us back to our topic, social stratification and its effects on children's education.

THE UPPER CLASS OR THE BOURGEOISIE

The upper-upper class included rich and old, well-established families in the community. Thus, people who best live up to these values or ideas will receive, in addition to high status, other rewards, such as a high income and wealth. It is also important to note that authority or power is attained through an individual's functional position in the occupational structure, which, of course, is gained through status attainment. Parsons recognized wealth and power differences, of course, but for him these are by definition *secondary*. Writing of wealth, Parsons in 1964 stated "In spite of much opinion to the contrary, it is not a primary criterion, seen in terms of the common value system. . . its primary significance is a symbol of achievement." But for Parsons the common value system helps ensure that the functionally most important roles are filled by competent people through their status striving. In order to specify the placement of people in the stratification system, Parsons had to rank which roles or tasks are the most respected to the least respected in the society, which involved getting more specific about the dominant value system. Thus, we see that the upper class has an effect on the children's education

THE MIDDLE CLASS

The middle class is the aggregate of social groups holding an intermediate position between the ruled and the rulers, as they used to say in the past. Now, there seem to be neither the ruled nor the rulers, because the market economy and democracy obviously "equalized" the society in both developed and developing countries. We then move on to consider the role of property and wealth, which is important in identifying the middle class in popular discourse, as just seen, but which may also be grounded in the economic analysis of household finances. We lastly investigate the importance of the occupational structure. Control over resources and position in the division of labor were at the root of class differences in classical economics, but receive less attention nowadays, prompting the sociologists' criticism that the over-emphasis on income leads economists to neglect the more fundamental social stratification embodied in labor market relations, Goldthorpe 2010. Solow's reference to the "middle 60 per cent" could be interpreted in this sense, being bracketed between the bottom 20 per cent (which includes the poor

or those at risk of poverty) and the top 20 per cent (the well-off). This can be illustrated by taking the income shares of the middle 60 per cent of the population, ranked by increasing income, together with the shares of the bottom and top 20 per cent, in fifteen countries around 1985 and 2004. The lead us to one of our variable which is the middle class and its effects on children' s education.

PEASANTS OR THE LOWER CLASS

The lower-middle class was made up of the small business families and what we would call lower white-collar occupations such as sales clerks and teachers. The word “peasant” appears in English in late medieval and early modern times, when it was used to refer to the rural poor, rural residents, serfs, agricultural laborers, and the “common” or “simple” people. Teodor Shanin, another leading peasant studies scholar, defined peasantry as having “four essential and inter-linked facets”. The family farm as the basic multi-functional unit of social organisation, land husbandry and usually animal rearing as the main means of livelihood, a specific traditional culture closely linked with the way of life of small rural communities and multi-directional subjection to powerful outsiders. The lower-upper class included the new rich who did not yet have the respect and lifestyle of older rich families.” As late as the eighteenth century in British-ruled Ireland, Catholic peasants were legally prevented from renting land worth more than thirty shillings a year and from making a profit from land of more than one-third of the rent paid.in Cameroon, the lower class are considered the poorest.so we are finding out if the lower class or the peasants have an effect on the children's education.

With all these concepts above and during the research work, the researcher discovered that the society we live in is a complex society characterized by a variety of people who share different values. Looking critically into the present day society, the researcher discovered that the complex society is stratified where we have the bourgeoisies or the upper class, the middle class, and the peasants or the lower class, all these push the researcher to find out if these social stratification has any effect on the learners education.

THEORITICAL FRAMEWORK

Maslow's Theory of Hierarchy of Needs

People have biological, psychological and social aspects and therefore have various needs. These needs, which can vary from person to person, follow a hierarchical order that progresses from basic physiological needs towards social and psychological needs at a higher level. Maslow's Hierarchy of Needs Theory, which is at the forefront of the most important studies about motivation, has also created the "Hierarchy of Needs Pyramid" by putting the needs in a certain order.

Psychological Needs are the needs that have to be satisfied for the continuation of an individual's biological structures, such as taking oxygen, eating, drinking, sleeping, resting and sheltering. Maslow described these needs as physiological drives which are the beginning of the motivation theory and emphasized that it should be paid attention to two basic points. People first need water, salt, sugar, protein, fat, minerals, vitamins, and so on to ensure "homeostasis" in their organisms (protection of the internal balance of the body). However, it is not possible to define all the physiological needs with homeostasis. Needs such as sexual desire, sleep, caress, smell, taste are not homeostatic but physiological needs. The second point that needs to be taken into consideration is whether the need for food is a symptom of the real need or a lack of the body. Physiological needs are compulsory. If they are not met to a certain extent, then other needs will not occur to a great extent. It can hardly be argued that freedom and democracy, art, quality music and sports are in the way they should be in people and societies that have not fulfilled their compulsory needs (Maslow, 1954).

Safety Needs; although physiological needs are relatively satisfied, new needs arise that are classified as safety needs (Maslow, 1943). These are the needs such as protection from danger, being confident and not feeling fear. One dimension of your safety needs is to be secured economically. The concept of insurance arising from the pension system and the worries such as flood, fire, and theft is based on this need. The military and police organizations of the communities are also due to their safety needs. In addition, the safety needs can also evolve according to the social concerns or the conditions of the country they live in Maslow's Hierarchy of Needs Pyramid (Gargasch, 2010).

Love & Belongingness Needs; once the physiological needs and safety needs are fully met, the need for love, commitment and belongingness emerge. At this stage of the theory, Maslow emphasizes that humans are social beings (Stephens, 2000; Adair, 2013). The individual's needs for belongingness and love represent a wide range of needs, such as feelings of belonging (group membership, clubs, churches, business associations.), spouse, child and maternal love (Seeley, 1988). Individuals want the presence of love in their relations with people, love, being loved, to be in the hearts of people and groups. This need category, which consists of needs to be accepted by others, to establish friendships, to be with relatives, to exhibit love to people around and to expect love from them, derives from the instincts of living together to a great extent (Roger, 1970). According to Maslow (1943), except for a few pathological exceptions, all people have a need or desire for a stable and sound self-assessment, self-esteem and others' respect. Sound self-esteem means self-respect based on true capacity, success, and respect of others.

Esteem Needs; there are two kinds of esteem needs. The first is the need to be appreciated and respected by others related to the reputation of a person, such as status, recognition, and appreciation. The other one is the need for self-appreciation and self-esteem, such as self-confidence, independence, success, and talent (Maslow, 1954, Griffin, 2013) Level of Needs and Satisfaction Level (Hicks, 1975).

Self-Actualization Needs; even though all the needs at the other levels of the hierarchy are satisfied, the person will still feel uneasy and dissatisfied. For this reason, people should behave according to their personal abilities. A musician should engage in music, an artist should engage in art, and an author

must write to be happy. A person should be whatever he or she can be (Maslow, 1943). Self-realization is an effort made by an individual to maximize his own capacity, to develop his skills, and to reach the ideal type of person he really wants to be (Kalish, 1973). Since this is a need for improvement, there is no saturation point, and the needs increase in proportion to their rates of satisfaction. Maslow (1943) describes people who realize themselves as individuals with high levels of perception of reality, able to act as they are, solution oriented, having a tendency to be alone because of being self-sufficient, independent, able to be aware of and appreciate the beauties of life, with deep collective sense, democratic, creative, witty, and resistant against stereotypes. According to Maslow (1943), satisfied needs lose their importance as motivational elements. However, it is not possible to separate the needs with exact boundaries. It is a clear representation of our today's society as we always wish to satisfy all our needs and it turns out to be impossible at times but it's always sometimes very difficult especially for those in the lower class but those in the middle class get all of these needs easily and at the time and at their convenient but the upper class or the bourgeoisies always satisfy these needs in excess they always have it in excess.

MARX WEBERS THOERY ON SOCIAL STRATIFICATION

Unlike Marx, Weber's analysis of social stratification was not rooted in or linked to any attempt to formulate a general "historical analysis" of social development. While, in common with Marx, Weber argued that "class stratification" had a clear and important economic dimension, he believed that two other related dimensions of stratification, namely: **Status and Party** (or political power) needed to be included if a full analysis and understanding of the rich social variety of different forms of social stratification was to be obtained. Thus, as has been suggested above, in order to understand the relative significance of Weber's "three dimensions of

stratification": **Class, Status and Party** we need initially to know how they are both defined and inter-related and, in order to do this we need to further understand that all three dimensions are, for Weber, rooted in the concept of power.

The possession of power

According to Weber, the ability to possess power derives from the individual's ability to control various "social resources". These resources can be anything and everything and might include things like: **Land, Capital, Social respect, Physical strength, Intellectual knowledge** In basic terms, the definition of a "social resource" is simply something that is both socially desirable and in some sense limited (that is, it can be possessed by some but not others). As I hope you will appreciate, this concept of "social resource" is both: Extremely flexible (almost anything can qualify as a social resource) and Liable to vary in time. The ability to exercise power takes a number of different forms, but all involve the idea that it means the ability to get your own way with others, regardless of their ability to resist you. In terms of understanding the relationship between power and social stratification, Weber theorized the various ways in which societies are organized in hierarchical systems of domination and subordination using the following major concepts:

Class Power (Class):

This was theorized by Weber on the basis of "unequal access to material resources". For example, if I possess something that you want (or, better still from my point of view, need) then this makes me potentially more powerful than you. I am in a dominant position and you are in a subordinate position because I control access to a desired social resource. A classic illustration here is the relationship between an employer and employee. Explain this relationship on the basis of control of resources / power.

Social Power (Status):

If you respect me or view me as your social superior, then I will potentially be able to exercise power over you (since you will respond positively to my instructions / commands). In this respect, social status is a social resource simply because I may have it while you may not.

Political Power (Party):

This form of power is related to the way in which the State is organized in modern social systems (involving the ability to make laws, for example). If you can influence this process of law creation then you will be in a potentially powerful position. Thus, by your ability to

influence a decision-making process you possess power, even though you may not directly exercise that power personally. "Political parties" are the organizational means to possess power through the mechanism of the State and they include not just formally organized parties, but any group that is organized to influence the way in which power is exercised legitimately through the machinery of the State. For example: Status groups (political organizations that exist to protect the social status of a particular group within society - for example: The British Medical Association) Interest groups (political organizations that exist to advance the interests of a particular section of society by attempting to influence the way decisions are taken by government). What this means, therefore, is that if you are in a position to influence a decision-making process then you are in a position of power. By your ability to influence this process you possess power, even though you may not directly exercise power. Obvious examples here might be exercising power through your ability to influence: Political parties (for example, through donating money to them) and the making of laws (for example, through ownership of the mass media, your influence with a party in government). In our political system, political parties are organized to possess power through the mechanism of the State. As I've suggested above, this involves not only formally organized political parties, but also any group that is organized to attempt to influence the way in which power is legitimately exercised through the agencies of the State pressure groups, status groups, interest groups. One of the strengths of this approach to the understanding of social stratification is the fact that it identifies three separate - but inter dependent - dimensions of stratification: namely class, status and power. It's important that you don't see these three dimensions of stratification as "either / or" categories (that is, an individual as either economically powerful (class) or socially powerful (status) or politically powerful party. In the "real world" each dimension tends to be very closely related to one another such that People who are economically powerful tend also to have a relatively high standing in the community status and are able to use these two forms of power to influence the political process in some way. This separation between class, status and power was not unique to Weber, since if you think about it for a moment, we have seen that Marx was well aware of these three different forms of power. Like Weber, Marx viewed these dimensions of stratification as Theoretically distinct and Empirically inter-dependent. What this means, in simple terms, is that we can define these dimensions separately for the sake of theoretical convenience / clarity, but it is impossible to separate them empirically in the "real world" of human social interaction. Where Marx tended

to differ from Weber was in the basic emphasis he placed upon each of the three dimensions - the economic dimension was, according to Marx, the most significant one, since possession of economic power invariably leads to the possession of status and political power. In this respect, we have already seen, in an earlier Study Pack, the way in which Marx related economic power to status and political power when he talked about the distinction between "infrastructure" and "superstructure" in society. To which of these areas, according to Marx, does each dimension of power belong? Weber was, of course, also aware of the problems involved in the operationalization of these three concepts, since it is evident that. High class, High status and High power are most commonly found together in our society (it is unusual, for example, to find someone who is immensely wealthy without their also enjoying high social status and political power). However, where Weber differed from Marx was in the relative emphasis that he placed upon the significance of each dimension of stratification. As we have seen, class forms of stratification (your relationship to a means of production) tended, for Marx, to be most significant. The focus of Marx's analysis tended to be on the "system as a whole", rather than the individual problems of placement within that system. Weber, on the other hand, was more concerned to analyse the way in which social systems were stratified "at the level of individuals social groups" - the way in which, for example, people doing much the same sort of work could have quite different levels of status and / or power. In this respect, we can see here two things

The basis of each group is;

Class - the relationship each group has to the means of economic production, in addition to a variety of factors such as technical skills and educational qualifications that affect an individual's market situation independently of the ownership / non-ownership of property. Status - a group that is related on the basis of a "parity of esteem" (a group of equals), the basis for which is a group's "pattern of consumption" (or "lifestyle"). Party - a group that is organized in some way for the taking / exercising of political power. Such groups may be class based, but they may also draw their membership from a variety of social classes. On the basis of the above, social stratification represented, for Weber, the way in which the distribution of power in any society becomes "institutionalized" - that is, starts to assume a relatively stable pattern of social behaviour that exists over a long period - and the economic aspect (class) was considered to be neither more nor less important in terms of stratification than the status and party dimensions.

1. **Economic class**, for Weber, was considered to be an objective sociological / political category. That is, it was a "statistical" category to which people could be sociologically allocated on the basis of their market situation. While people could, of course, be conscious of belonging to a particular economic class, Weber argued that this was not assured; just because, as sociologists, we can objectively allocate people to a particular category doesn't mean that:
 - a. People accept that they belong to that category. For example, someone who can be classified as "working class" on the basis of their "objective market position" as a road sweeper may (subjectively) believe themselves to be middle class - and this will have important social consequences for their social behavior. People placed into the same objective category necessarily think and act in similar ways. In short, based upon the assumption that the proletariat should see it to be in their interests to throw off their exploitation by the bourgeoisie, Marxists have to explain why the proletariat have not behaved as predicted - and to do this they have employed a variety of concepts (false consciousness, ideological indoctrination and so forth) to try to explain the shortfall between prediction and reality.

According to Weber, on the other hand, we must avoid the trap of assuming that, because people can be objectively assigned a particular class their "failure" to act in ways that further their "objective class interests" have to be explained in terms of such concepts as "false consciousness" or "ideological distortions" introduced through a ruling class control of various agencies of socialization education, mass media, People may appear to act in ways that are not in their interests for a variety of reasons and we can only understand these reasons by looking at the (subjective) dimensions of status and party.

The concepts of status and party add a subjective dimension to social stratification, in terms of the fact that they allow Weber to theorize an element of conscious social organization that is related to - but also separate from - economic class. In this respect, we can see the basis for some of the theoretical confusion that tends to surround the pigeon-holing of Weber, in the sense that his form of "conflict structuralism" includes reference not simply to social structures but also to the subjective consciousness of individual social actors. This does not, by any stretch of the imagination place Weber in the "Interactionist" category - but it does tend to make him slightly

unique (although even Talcott Parsons - usually considered to be a prime structuralism writer has attempted to theorize the relationship between social structure and social action in ways that would not be considered too dissimilar to Weber's form of analysis. This again highlights the pigeon-holing problem of a perspective approach to sociology. Thus far we can conclude that Marx and Weber can be considered to agree to disagree over the relative importance of the concepts of class, status and power. In this respect, class position is equated with "market position" and the latter can be defined as a combination of two ideas: The ownership of property such as land, factories and so forth and Position in the labor market

EMPERICAL REVIEW

Find out if the upper class or bourgeoisie has an effect on children's education

The task of the state or polity is to define goals and provide direction toward these collective goals. Institutions such as law and religion help provide integration of the social system through rules or moral standards. Finally, the family and institutions such as education perform pattern maintenance through training and socializing individual members of the society and serving their personal needs so that they can be functioning members of the society. The importance of the preceding in understanding social stratification, Parsons claimed, is twofold: The differing tasks of these various institutions lead them to stress differing values (or pattern variables). Societies differ with respect to which of the four sets of institutions (adaptive, goal attainment, integration, or latent pattern maintenance) is primary. In a society where one set of institutions is primary (say, goal attainment or the polity), the common value system will be more heavily weighed toward the values most consistent with this institutional stress. Its primary significance is a symbol of achievement." Parsons arrived at the same conclusion as Davis and Moore. But for Parsons the common value system helps ensure that the functionally most important roles are filled by competent people through their status striving. In order to specify the placement of people in the stratification system, Parsons had to rank which roles or tasks are the most respected (to the least respected) in the society, which involved getting more specific about the dominant value system. With all this knowledge, the researcher is out to find if the upper class also known as the bourgeoisies has an effect on the children's education.

To investigate whether the middle class has an effect on the children's education

There is no shortage of talk about the middle class say, the middle 60 percent of income recipients Robert Solow notes on the cover of *Estache* (2009). There is however a certain penumbra surrounding the definition of the “middle class”. People use the term in many different ways: “In fact, being middle class has always been a slippery business. Having servants, renting a good property, owning a good property, owning a business, being employed in one of ‘the professions’, how you speak, how you use cutlery – at different times, all these have been regarded as essentials of middle-class life Beckett 2010. Disposable money income is the sum of all cash incomes earned by the household, net of income taxes and social contributions. Net worth includes all real and financial assets except for business equity (unavailable in some We first examine definitions based purely on the dimension of personal income, on which there has been a large economics literature. We then move on to consider the role of property and wealth, which is important in identifying the middle class in popular discourse, as just seen, but which may also be grounded in the economic analysis of household finances. With all these, the researcher seeks to find out if the middle class has an effect on the children's education.

To find out if the lower class or the peasant has an effect on the children's education

The category “peasant” was thus only meaningful in relation to a larger society that included non-peasants. Such definitions tended to be ample, often including rural artisans, fisher folk, pastoralists and small-scale miners in addition to agriculturalists. Some scholars emphasized generic cultural or “folk” characteristics of peasants, while others, notably Eric R. Wolf, sought to delineate social structural types, based on whether they had secure land rights or, alternatively, were tenants, sharecroppers or resident laborers on large properties. “Peasants” tended to be distinguished from “farmers,” since the former were said to aim at “subsistence” and produced cash crops primarily for survival and to maintain their social status rather than to

invest and expand the scale of their operations, as was allegedly the case with the latter.²⁰ In several widely separated zones of the world, such as in much of Latin America and Indonesia, peasants were found to be living in territorial “corporate communities” that barred membership to outsiders, held exclusive rights to land and systematically redistributed surplus wealth through obligatory ritual expenditures. Despite this recognition of the heterogeneity of peasantries, Mintz was reluctant to define “landless, wage-earning agricultural workers” as peasants, since they were inserted in very different kinds of economic relations. He nonetheless qualified this skepticism in acknowledging the “simultaneous participation of large groups of people in activities associated with” both rural wage labor and small-scale agricultural production. With all these, the researcher seeks to find out if the peasant class an effect on the children’s education.



CHAPTER THREE

METHODOLOGY

According to Hart (2009), in his book literature review, methodology is the systematic rule to facilitate the collection of data. It is also the procedure used by the researcher to collect data from the field analysis and report. This chapter will be looking at the methods and tools used in carrying out the research. This will consist of the research design, the population of the area of study, sample size, sample data collection instrument and data analysis.

RESEARCH DESIGN.

Nyongso (1995), said a research design is a blue print that describes how data can be collected and analyzed in the field. In this same light. Amin (2005) looked at it as the approach used to collect data. It specializes the instrument which the researcher used and how she used them to collect and analyses data. This research work is carried out using the quantitative approach where the researcher used a questionnaire to collect data from the respondent and the qualitative approach where the researcher used the interview and focus group discussion because of the large population.

AREA OF STUDY

The study was carried out in Yaounde III Mfoundi Sub-Division of the center region of Cameroon. This area is mostly made up of the Ewomdos who speak a common mother tongue and some strangers from other parts of Yaoundé and out of Yaoundé and French as one of the official languages. The population in this area is roughly 2000 people mostly made up of civil servant and some are successful business meanwhile the remaining population involve themselves in minimal job to sustain life. The researcher selected two teacher training colleges from this area with a total population of respondents. The schools were structured in such a way that the Directors is the Head, the next in order of hierarchy is the Dean of studies, closely followed by Heads of Department HOD, in the various courses and then the teaching staff in that order, the program of work is design in such a conformity with the Education Law No 98/004 14 April 1998. Also, the program of work is design in such a way that there is teaching practice.

POPULATION OF THE STUDY.

Tamulkong (1998) pointed out at population refers to all the members of the group under study. This group may be things, animals or people having some common characteristics. Amin (2005) define population as the aggregate or totality of object of individuals having one or more characteristic in common that are of interest to the researcher and where inferences are made in sampling study and the sample size.

Sample Population.

The sample population is the population from which the sample is taken.

SAMPLING TECHNIQUE

According to Nworgu (1991) a sampling technique is the method or technique the researcher uses to obtain his or her sample for the study. In this study, the sampling technique the researcher used was the simple random sampling technique. According to Daramola (1986), sampling technique is a systematic procedure or process employed to select a required proposition from a targeted population .Based on this, the researcher used the random simple sampling technique, this is the technique in which element have equal and indecent chances of being selected to be included in the sample population. In order to this, the researcher distributed the questionnaire without taking into consideration the background of the subject (teachers) as to whether they were male or female. The reason for the choice of this technique is because it is unbiased, easy and simple to administer. Though errors usually occur, even so, they are unknown and determined.

$$\text{Sample Rate} = \frac{40}{40} \times 100 = 100$$

$$\text{SR} = 100$$

Where

S stands for Sample

R stands for Rate

The sample rate is 80.80% which shows that the sample is representative.

INSTRUMENTS FOR DATA COLLECTION

The collection of data is an important part of every research work, this is the collection of information or data in order to analyses and get the statistics. Data can be collected using the questionnaire or the observation method. These instruments include; interviews, observation, questionnaire. In this piece of work, we used the questionnaire instruments

A Questionnaire According to Oxford Advanced Learners dictionary of Current Engboh (1890), a questionnaire is a list of question that are answered by a number of people so that information can be collected from the answer. It is the process of administering already prepared questions by a researcher to the respondents. there are two types of questionnaires .this is open ended ,which give room for explanation and close ended which is objective YES NO, strongly agree, agree, disagree, and strongly disagree.

VALIDITY AND RELIABILITY OF INSTRUMENT

The researcher attests to the fact that the research instruments in this work are consistent and confidential in all the released information or that which is given out. The reliability of the test instruments was seen in the test retesting as the researcher gave the questionnaire to a panel of hierarchy to check on it reliability. Some of the questions were tested and retested and some of the questions were rephrased and paraphrased before they could be given out to the respondents.

Validity of the Instrument

This consist of giving copies of the questionnaire to a panel of experts and to the supervisor for validation. The supervisor is the expert here because he is familiar with the topic of the research. The researcher after constructing the questions gave them to the supervisor for correction. He then reviewed them in terms of their clarity and appropriateness to the needs of their study. The exercise was to ensure that a pilot or pretests be carried out after the face and content validity of the questionnaire.

Face Validity

After the construction of the questionnaire, they were handed to the supervisor for critical examination of the items, checking their appropriateness and presentation as well as pointed out errors. This was to ensure that all the necessary corrections were made and the face validity was insured.

Content Validity

To assess the content validity of the items in the questionnaire the supervisor examines each item constructed in relationship with the objective of the study. After making objectives vital correction, she confirms the relevant of the items to the objective of the study. This exercise gave the items its content validity.

ADMINISTRATION OF INSTRUMENTS

After the face and content validity, the necessary modifications concerning the construction of integration, environment and academic performance were made. The questionnaire were administered to the chosen sample of the population. This was done using direct delivery as the respondents answer the question. All the 24 questions on the questionnaires were collected since the researcher used the face to face approach methods

The researcher obtained permission from the Head Teacher to carry out investigations in four schools and administer her questionnaire to the teachers of the various classes. The directors all collaborated in this study although the questionnaires were distributed to 40 teachers in different school and 40 were collected giving a return rate of 100% as illustrated in the formula below.

Number of questionnaire return ÷ number of questionnaires distributed x 100%.

Where RR =Return Rate

METHODS OF DATA COLLECTION AND ANALYSIS

The data analysis used mostly the SPSS Program especially Statistical Program for Social Sciences. (see chapter four). The collection of data was summarized and presented in the form of tables and descriptive analysis. Therefore, observation and conclusion were drawn from the answered questions. The tables will be presented in a simple form, easy to be understood by all who are interested in the project work and for all who will like to carry out further research work. The tool for the data analysis is the regression coefficient with the formula.

$Y = a + bx + E$

WHERE

Y = Dependent Variable (the predicting variable)

X = Independent Variable (explanation variable)

a = the intercept

b = the slope

E = error

Calculation of Frequencies.

The calculation of frequencies consist of determining for each variable, the number of times an answer appears in each modality.

Calculation of Proportions

The calculation of proportion is the relationship which exist between the number of teachers or and the number of sample multiplied by 100.

$P = X/N$

WHERE

P = POPULATION

X = TOTAL NUMBER OF SAMPLE

N = CLASS ENROLMENT

REGRESSION Calculation

In an attempt at retaining or rejecting our research hypothesis, the instrument will enable us to verify the existence or nonexistence of the relationship between variables in our study. The formula used is as follows.

$Y = a + bx + E$

ETHICAL CONSIDERATIONS

Every research work has its own ethics that every reader will learn or have as a take home lesson. Any reader after reading this whole work will learn about the social stratification in our

society and how it affects the learners in various ways. Thus every reader will learn to treat others equally so as to avoid stigmatization in children from the lower class or learners and also will teach others about social equality.

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CHAPTER FOUR

ANALYSIS, RESULTS AND FINDINGS

In this chapter, we are going to carry out practical work involving all the responses given by our respondents. We are going to present the data collected and analyses them using the frequency and percentages.

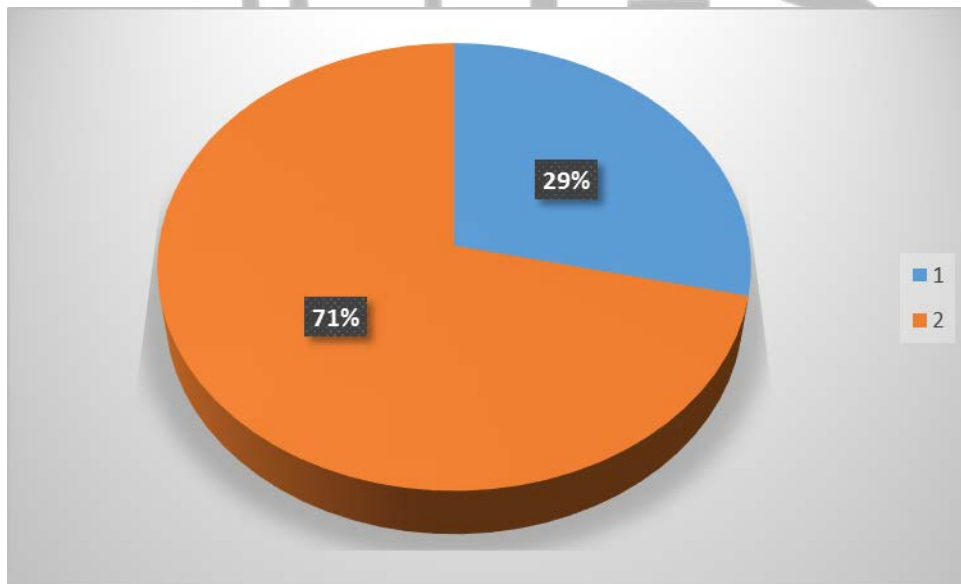
ANALYSIS OF DATA AND PRESENTATION OF RESULTS

Table 1 : Distribution according to sex

SEX	FREQUENCY	PERCENTAGES
FEMALE	28	70%
MALE	12	30%
TOTAL	40	100%

Source; Field work, May 2020

Figure 1: Distribution of workers according to sex



Source; Kebuya Nganchi, May 2020

From the table above, 28 Of the respondents are female, giving a percentage of 70% while 12 of the respondent are male giving a percentage of 30%. From the data above, we see that there were more female respondents than the male workers.

Tableau 2:Distribution according to age range

MODALITIES	frequency	PERCENTAGE
below 25 years	4	10%
26-35 years	22	55%
36-45 years	10	25%
46 years and above	5	12.5%
Total	40	100%

Source; Kebuya Nganchi, May 2020

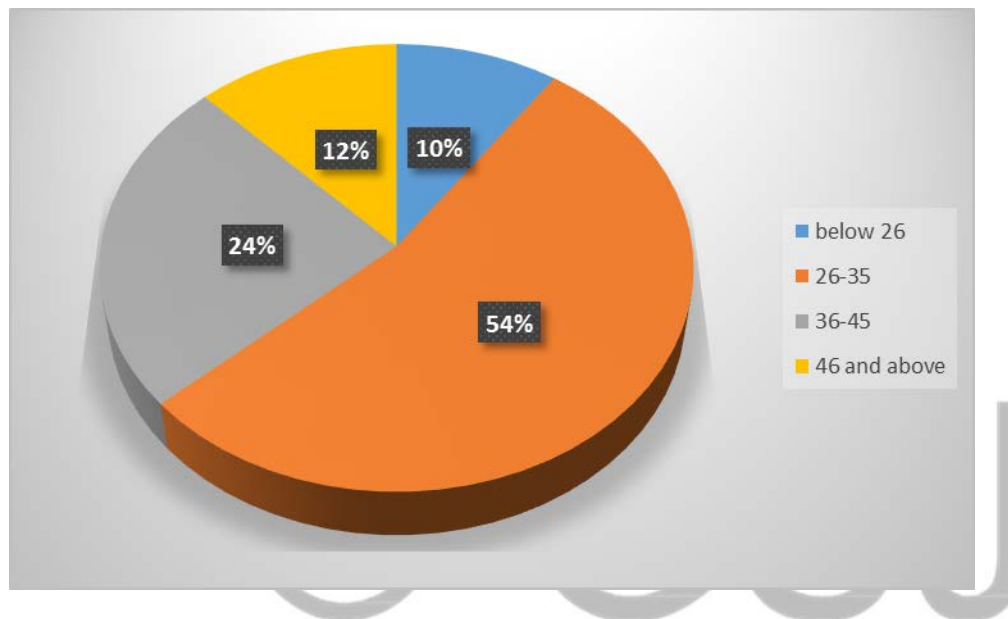


Figure 2:Distribution according to age, Source; Kebuya Nganchi, May 2020

From the table above, we see that 4 of the respondents are below 25 years and the percentage is 10%, 22 of the respondents fall between 26-36 years giving a percentage of 55%,10 of the respondents are between 36-45 years old giving a percentage of 25%,5 of the respondents are 46 years and above giving a percentage of 12.5%.

Tableau 3:Distribution to post of responsibility

MODALITIES	Frequency	PERCENTAGE
CLASS DELEGATE	1	2.5%
STUDENT	7	17.5%
CLEARNER	30	75%
OTHERS	2	5%
Total	40	100%

Source; Kebuya Nganchi, May 2020

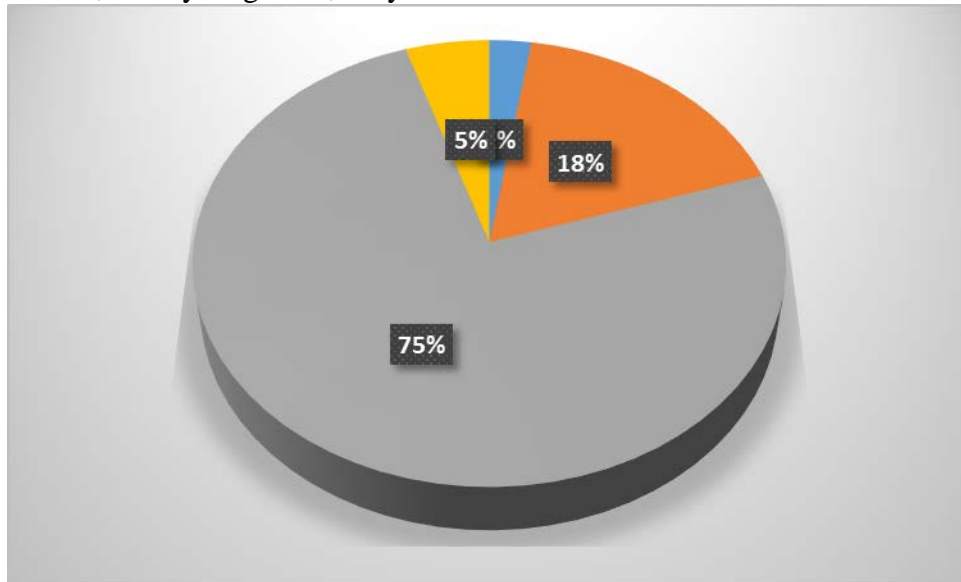


Figure 3: Distribution post of responsibility. Source; Field work, May 2020

From the above table, we see that 1 of the respondent is a class delegate giving the percentage of 2.5% ,7 of the respondents are students giving a percentage of 17.5%, 30 of the giving a percentage of respondents are learners giving a percentage of 75.5% and 2 Of the respondents are others making a percentage of 5%.

Table 4: Distribution according to those who say their parents take them for outing every weekend

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	11	27%
Agree	24	60%
strongly disagree	3	8%
disagree	2	5%
Total	40	100%

Source; Kebuya Nganchi, May 2020

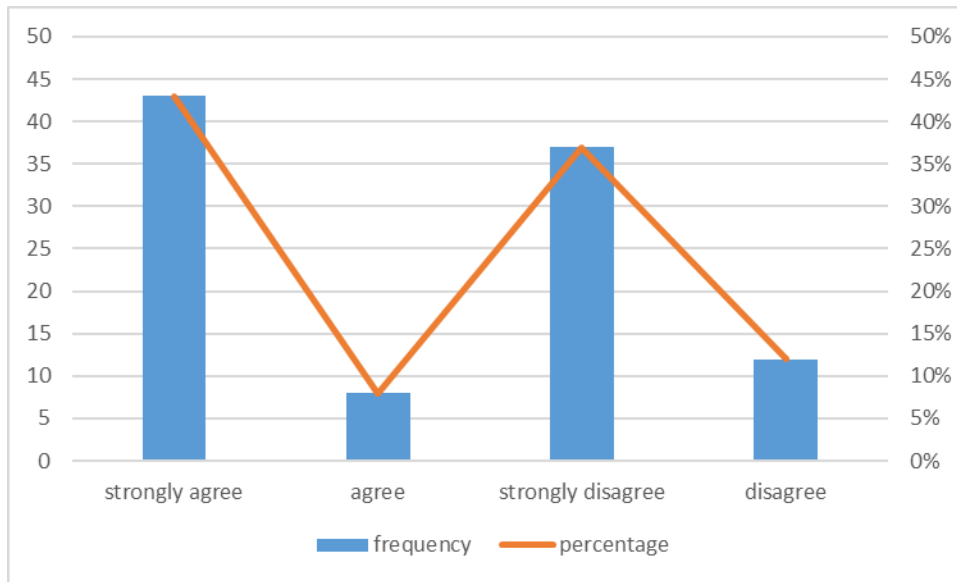


Figure 4: Distribution according to those who say their parents take them for outing every weekend. Source; Kebuya Nganchi, May 2020

From the table above, 11 of the respondents strongly agreed, giving a percentage of 27%, 24 of the respondents agreed giving a percentage of 60%, 3 of the respondents strongly disagreed giving a percentage of 8% and 2 of the respondents disagreed giving a percentage of 5%.

Tableau 5: Distribution of to those who say their parents give them money to use in school

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	9	22%
agree	26	63%
strongly disagree	1	3%
disagree	5	12%
total	40	100%

Source; Kebuya Nganchi, May 2020

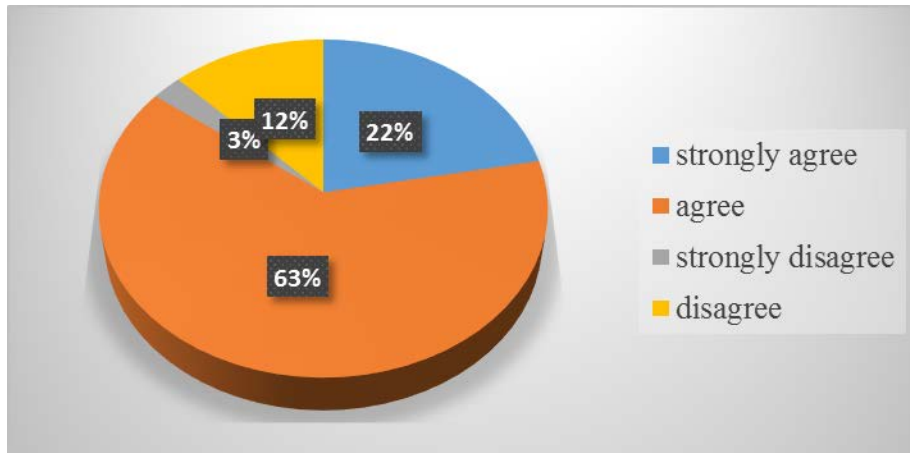


Figure 5: Distribution of to those who say their parents give them money to use in school
 Source; Kebuya Nganchi, May 2020

From the table above, 9 of the respondents strongly agreed giving a percentage of 22%, 26 of the respondents agreed giving a percentage of 63%, 1 respondents strongly disagreed giving a percentage of 3% and 5 of the respondents disagreed giving a percentage of 12%

Tableau 6:Distribution of to those who say they have all their textbooks

Modalities	frequencies	Percentages
strongly agree	3	7%
Agree	3	8%
strongly disagree	8	20%
Disagree	26	65%
Total	40	100%

Source; Kebuya Nganchi, May 2020

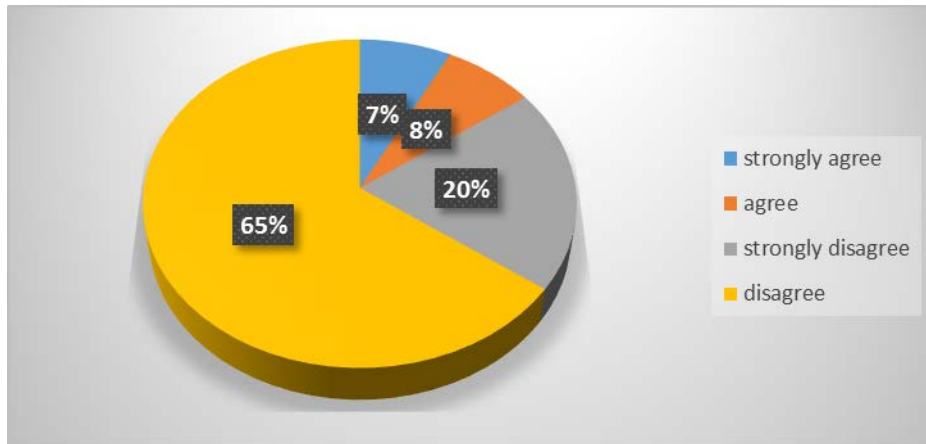


Figure 6: Distribution of those who say they have all their textbooks,

Source; Kebuya Nganchi, May 2020

From the table above, 3 of the respondents strongly agreed giving a percentage of 7%, 3 of the respondents agreed giving a percentage of 8%, 8 respondents strongly disagreed giving a percentage of 20% and 26 of the respondents disagreed giving a percentage of 65%

Tableau 7: Distribution according to those who say during holiday they go for vacancy out of the country.

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	3	7%
agree	3	8%
strongly disagree	8	20%
disagree	26	65%
total	40	100%

Source; Kebuya Nganchi, May 2020

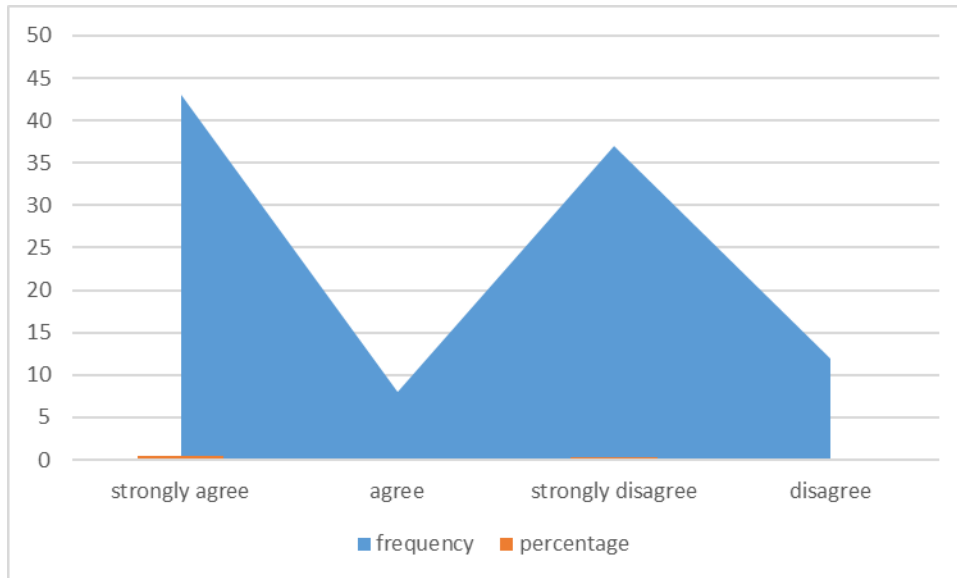


Figure 7: Distribution according to those who say during holiday they go for vacancy out of the country. Source; Field work, May 2020

From the table above, 8 of the respondents strongly agreed giving a percentage of 20%, 8 of the respondents agreed giving a percentage of 20%, 8 respondents strongly disagreed giving a percentage of 20% and 16 of the respondents disagreed giving a percentage of 40%

Tableau 8: Table Distribution according to those who say they have home teachers

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	11	27%
Agree	17	42%
strongly disagree	3	8%
Disagree	9	23%
Total	40	100%

Source; Field work, May 2020

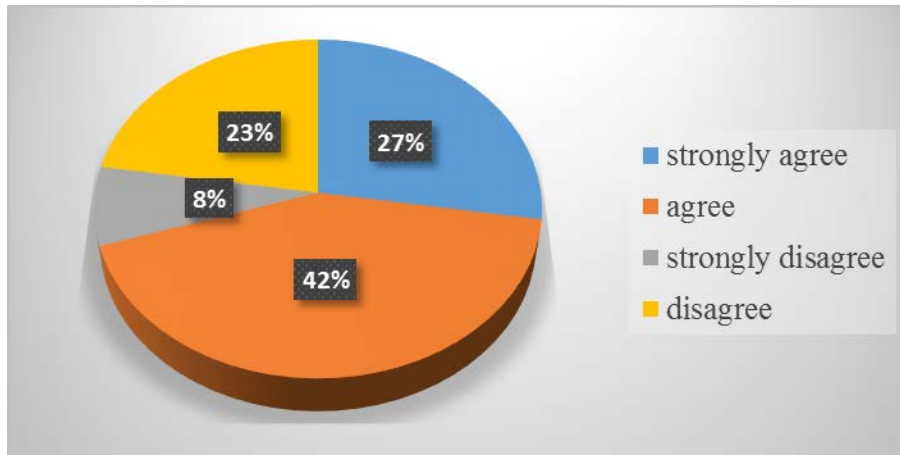


Figure 8:Table Distribution according to those who say they have home teachers

From the table above, 11 of the respondents strongly agreed giving a percentage of 27%, 17 of the respondents agreed giving a percentage of 42%, 3 respondents strongly disagreed giving a percentage of 8% and 9 of the respondents disagreed giving a percentage of 23%

Tableau 9 : Distribution according to those who they go to school in a car

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	4	10%
Agree	19	47%
strongly disagree	7	18%
Disagree	10	25%
Total	40	100%

Source; Kebuya Nganchi, May 2020

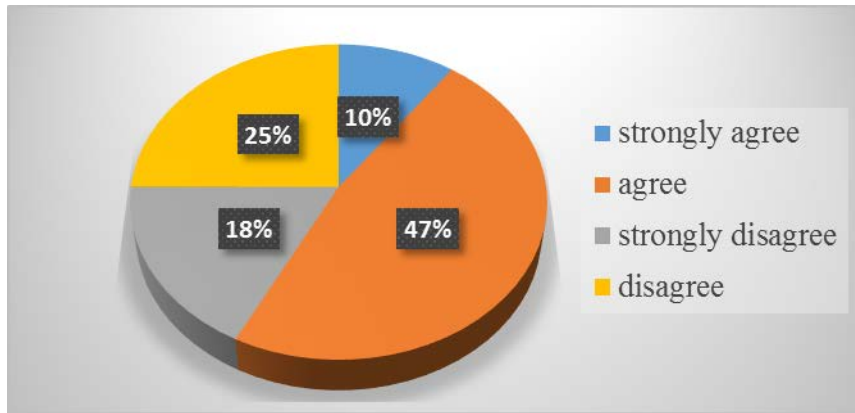


Figure 9: Distribution according to those who they go to school in a car

Source; Kebuya Nganchi, May 2020

From the table above, 4 of the respondents strongly agreed giving a percentage of 10%, 19 of the respondents agreed giving a percentage of 47%, 7 respondents strongly disagreed giving a percentage of 18% and 10 of the respondents disagreed giving a percentage of 25%.

Tableau 10: Distribution according to those who say they have all their learning materials

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	8	20%
agree	22	55%
strongly disagree	3	7%
disagree	7	18%
total	40	100%

Source; Kebuya Nganchi, May 2020

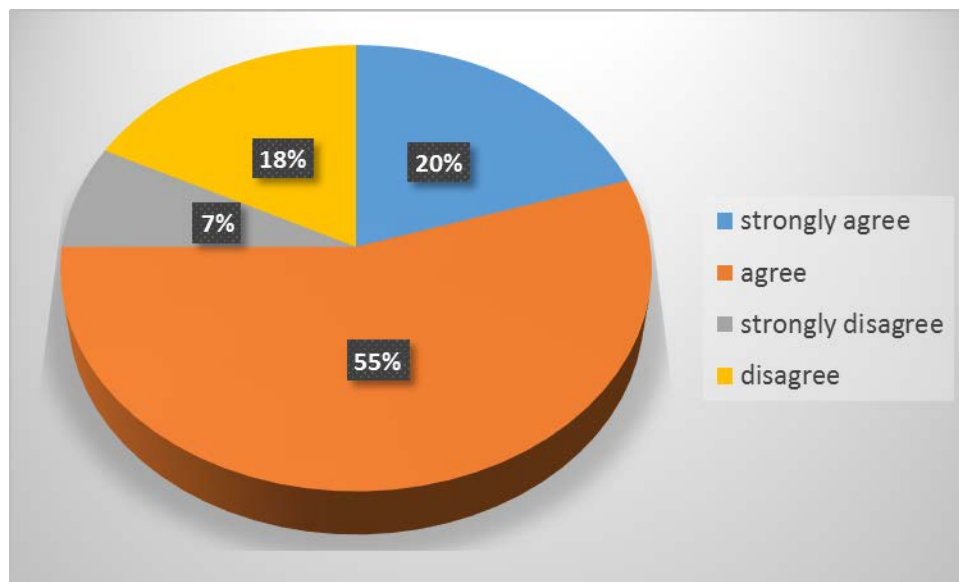


Figure 10: Distribution according to those who say they have all their learning materials

Source; Kebuya Nganchi, May 2020

From the table above, 8 of the respondents strongly agreed giving a percentage of 20%, 22 of the respondents agreed giving a percentage of 55%, 3 respondents strongly disagreed giving a percentage of 7% and 7 of the respondents disagreed giving a percentage of 18%

Tableau 11: Distribution according to those who say they have all their learning materials

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	4	10%
Agree	3	8%
strongly disagree	14	35%
Disagree	19	47%
total	40	100%

Source; Kebuya Nganchi, May 2020

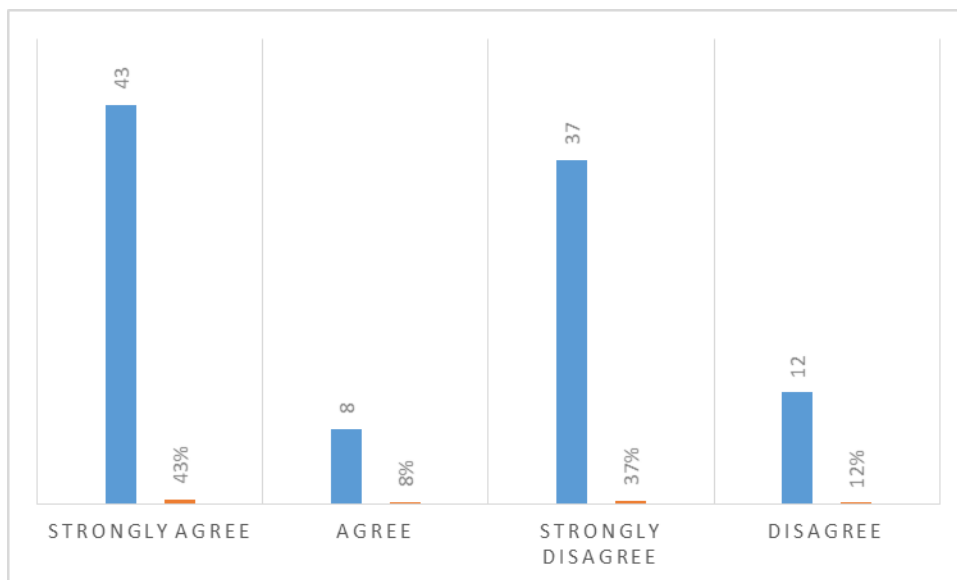


Figure 11: Distribution according to those who say they have all their learning materials

Source; Kebuya Nganchi, May 2020

From the table above, 4 of the respondents strongly agreed giving a percentage of 10%, 3 of the respondents agreed giving a percentage of 7%, 14 respondents strongly disagreed giving a percentage of 35% and 19 of the respondents disagreed giving a percentage of 48%.

Tableau 12: Distribution of teachers according to those whose say they eat what they want to eat and when they want to eat

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	8	20%
agree	14	35%
strongly disagree	7	18%
disagree	11	27%
total	40	100%

Source; Kebuya Nganchi, May 2020

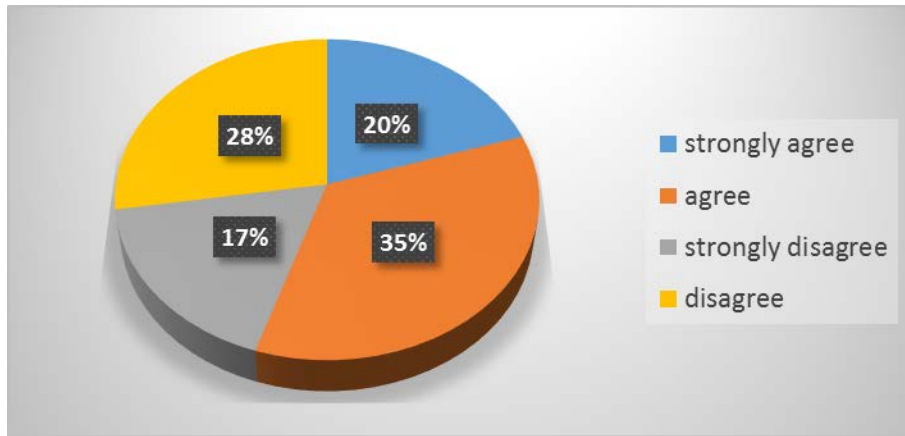


Figure 12: Distribution of teachers according to those who say they eat what they want to eat and when they want to eat

Source; Kebuya Nganchi, May 2020

From the table above, 8 of the respondents strongly agreed giving a percentage of 20%, 14 of the respondents agreed giving a percentage of 35%, 7 respondents strongly disagreed giving a percentage of 17% and 11 of the respondents disagreed giving a percentage of 28%.

Tableau 13: Distribution of teachers according to those who their parents chosed the school they are attending now.

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	3	8%
agree	27	67%
strongly disagree	3	7%
disagree	7	18%
total	40	100%

Source; Kebuya Nganchi, May 2020

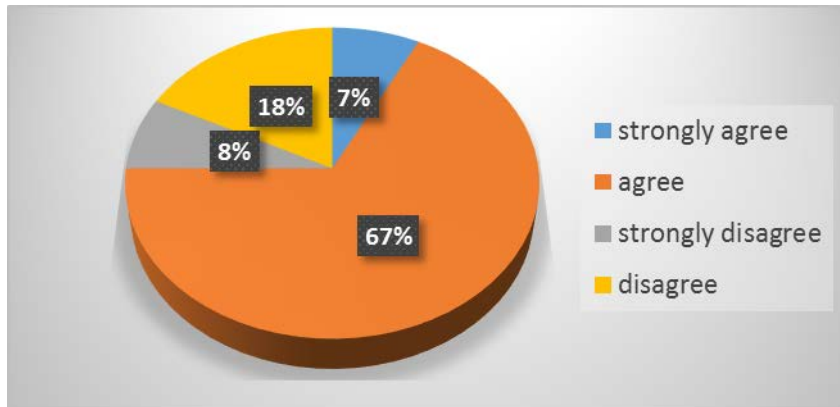


Figure 13: Distribution of teachers according to those who their parents chose the school they are attending now.

Source; Kebuya Nganchi, May 2020

From the table above, of the respondents strongly agreed giving a percentage of 7%, 27 of the respondents agreed giving a percentage of 67%, 3 respondents strongly disagreed giving a percentage of 7% and 7 of the respondents disagreed giving a percentage of 18%.

Tableau 14: Distribution of to those who say they eat just once in a day

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	11	27%
agree	9	23%
strongly disagree	12	30%
disagree	8	20%
Total	40	100%

Source; Kebuya Nganchi, May 2020

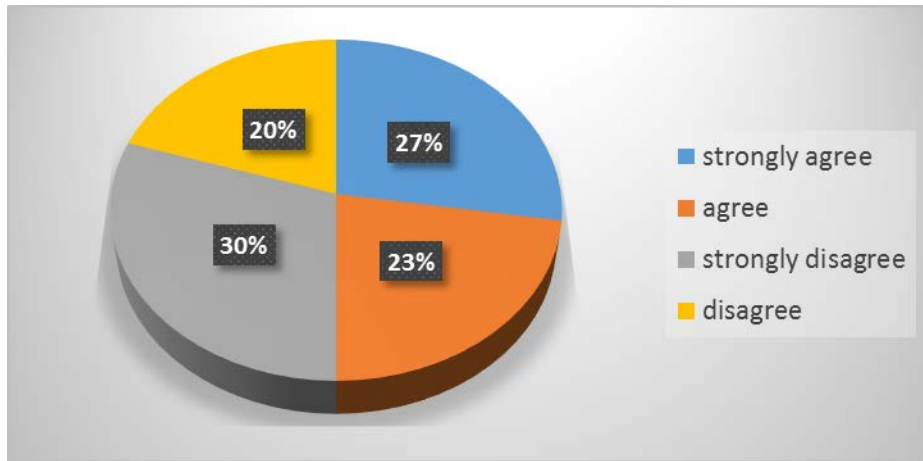


Figure 14: Distribution of to those who say they eat just once in a day

Source; Kebuya Nganchi, May 2020

From the table above, 11 of the respondents strongly agreed giving a percentage of 27%, 9 of the respondents agreed giving a percentage of 23%, 12 respondents strongly disagreed giving a percentage of 30% and 8 of the respondents disagreed giving a percentage of 20%

Tableau 15: Distribution according to those who say they trek long distances to school

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	5	13%
agree	19	47%
strongly disagree	7	17%
disagree	10	25%
total	40	100%

Source; Kebuya Nganchi, May 2020

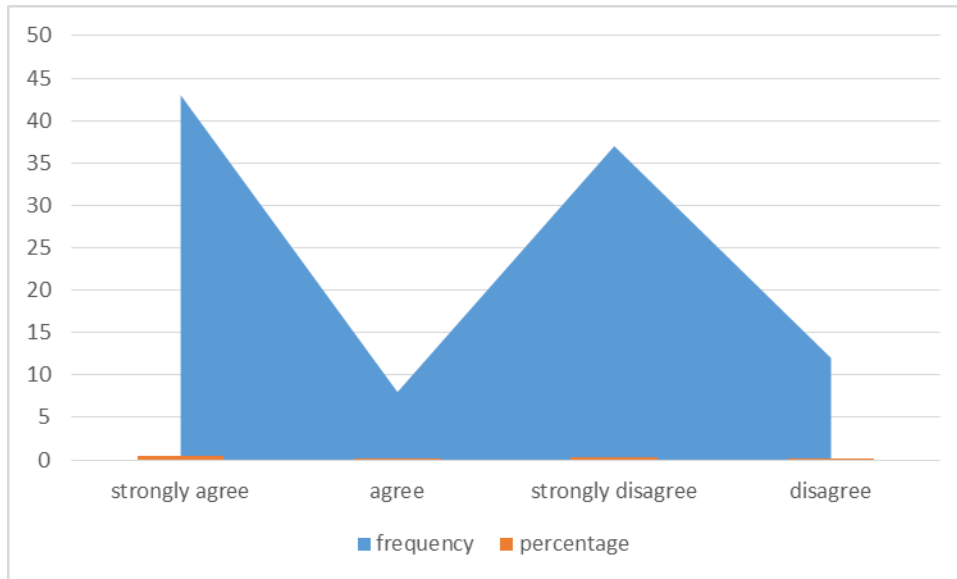


Figure 15: Distribution according to those who say they trek long distances to school Source; Source; Kebuya Nganchi, May 2020

From the table above, 5 of the respondents strongly agreed giving a percentage of 12%, 19 of the respondents agreed giving a percentage of 46%, 7 respondents strongly disagreed giving a percentage of 17% and 10 of the respondents disagreed giving a percentage of 25%

Tableau 16: Distribution of teachers according to those who say they have just one uniform.

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	3	8%
Agree	17	42%
strongly disagree	15	37%
Disagree	5	13%
Total	40	100%

Source; Kebuya Nganchi, May 2020

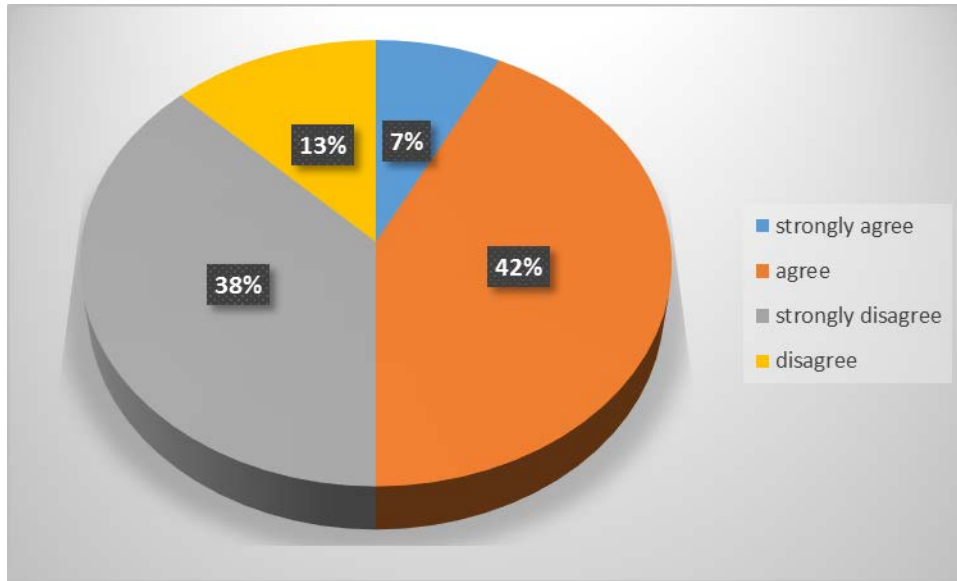


Figure 16: Distribution of teachers according to those who say they have just one uniform.

Source; Kebuya Nganchi, May 2020

From the table above, 3 of the respondents strongly agreed giving a percentage of 7%, 17 of the respondents agreed giving a percentage of 42%, 15 respondents strongly disagreed giving a percentage of 38% and 5 of the respondents disagreed giving a percentage of 13%.

Table 17: Distribution according to those who say they attend the best school in town

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	15	37%
agree	5	12%
strongly disagree	3	8%
Disagree	17	43%
Total	40	100%

Source; Kebuya Nganchi, May 2020

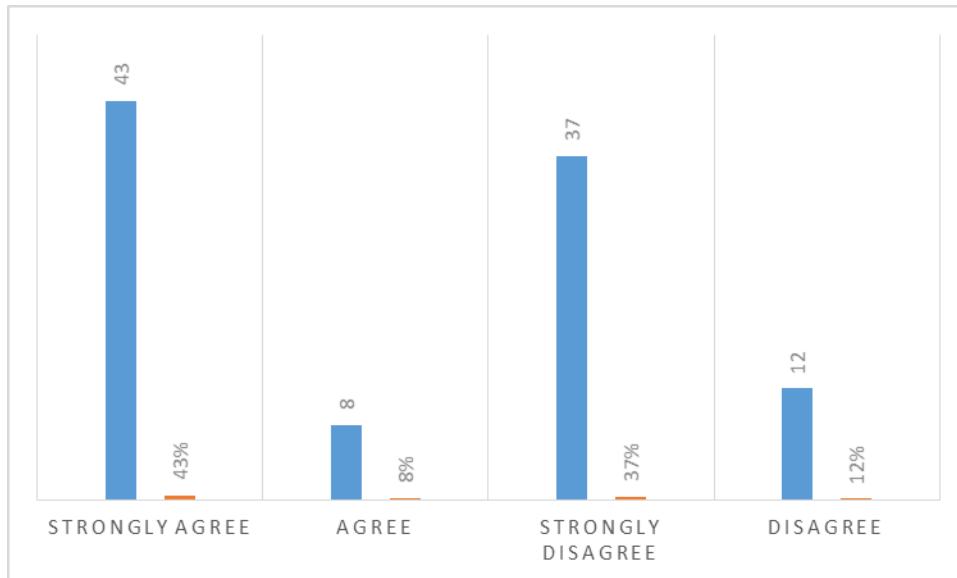


Figure 17: Distribution according to those who say they attend the best school in town
 Source. Source; Kebuya Nganchi, May 2020

From the table above, 15 of the respondents strongly agreed giving a percentage of 37%, 5 of the respondents agreed giving a percentage of 12%, 3 respondents strongly disagreed giving a percentage of 8% and 17 of the respondents disagreed giving a percentage of 43%.

Table 18: Distribution according to those who say their school fees is very high.

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	2	5%
Agree	18	45%
strongly disagree	19	47%
Disagree	1	3%
Total	40	100%

Source; Kebuya Nganchi, May 2020

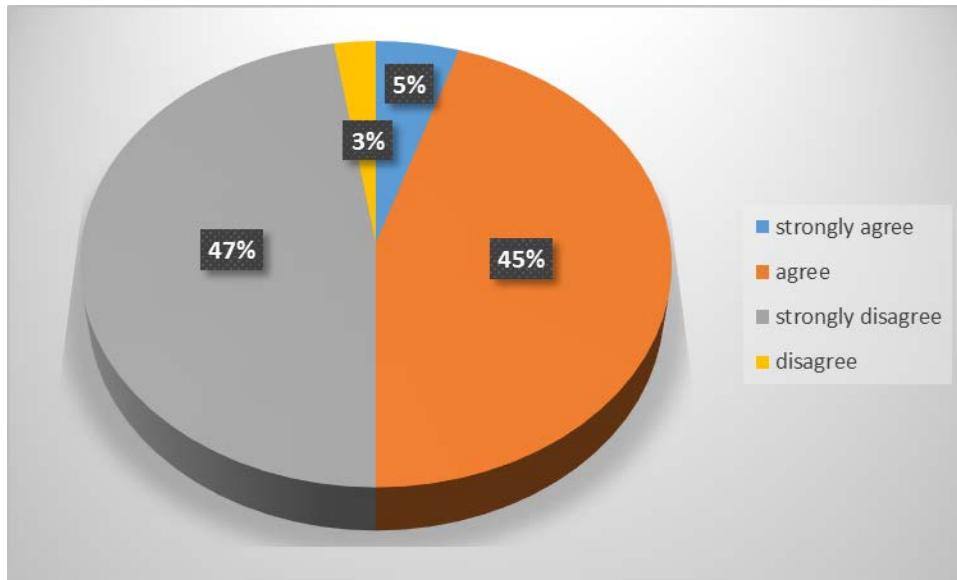


Figure 18: Distribution according to those who say their school fees is very high Source; Source; Kebuya Nganchi, May 2020

From the table above, 2 of the respondents strongly agreed giving a percentage of 3%, 18 of the respondents agreed giving a percentage of 45%, 19 respondents strongly disagreed giving a percentage of 47% and 1 of the respondents disagreed giving a percentage of 3%.

Tableau 19: Distribution according those who say their teachers are all professional

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	10	25%
agree	8	20%
strongly disagree	12	30%
disagree	10	25%
Total	40	100%

Source; Kebuya Nganchi, May 2020

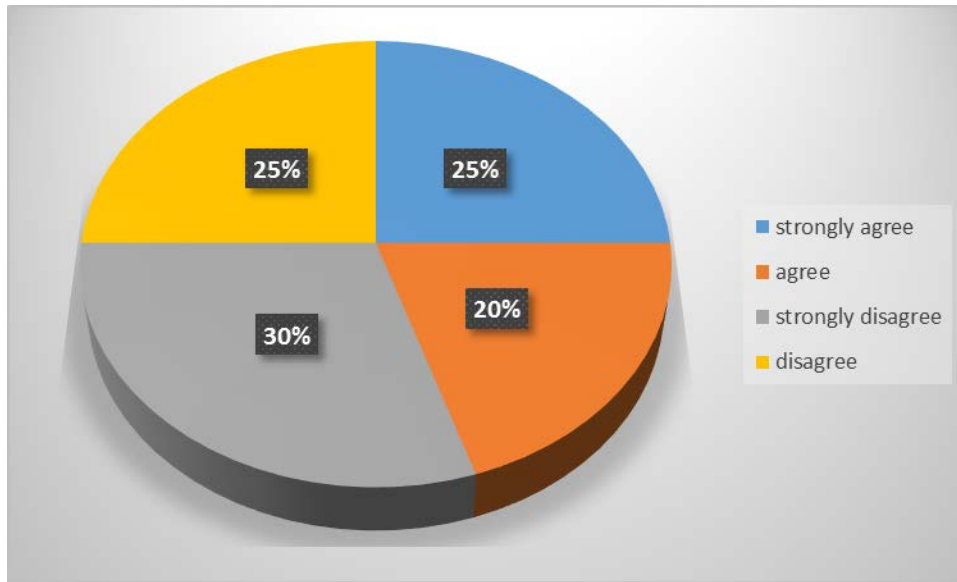


Figure 19: Distribution according those who say their teachers are all professional

Source; Kebuya Nganchi, May 2020

From the table above, 10 of the respondents strongly agreed giving a percentage of 25%, 8 of the respondents agreed giving a percentage of 20 %, 12 respondents strongly disagreed giving a percentage of 30 % and 10 of the respondents disagreed giving a percentage of 25%.

Table 20: Distribution according to those who say their school is international

MODALITIES	FREQUENCY	PERCENTAGE
strongly agree	11	28%
agree	24	61%
strongly disagree	3	8%
disagree	1	3%
total	40	100%

Source; Kebuya Nganchi, May 2020

F

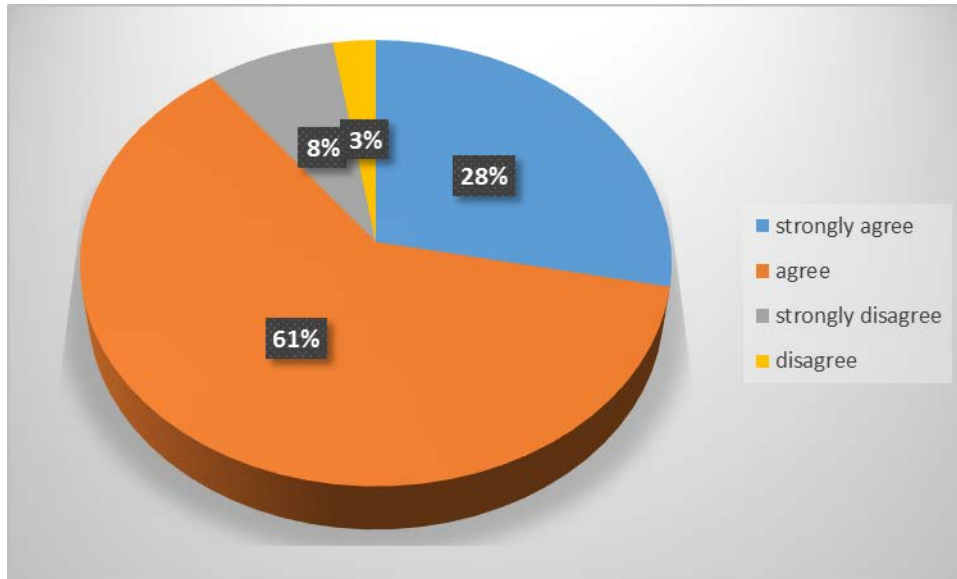


Figure 20: Distribution according to those who say their school is international

Source; Kebuya Nganchi, May 2020

From the table above, 11 of the respondents strongly agreed giving a percentage of 28%, 24 of the respondents agreed giving a percentage of 61 %, 3 respondents strongly disagreed giving a percentage of 8% and 1 of the respondents disagreed giving a percentage of 3%.

VERIFICATION OF RESEARCH HYPOTHESES

SUMMARY OF MAJOR FINDINGS

In this part, We are going to verify the three hypothesis in this study using the Regression analysis statistic test because we want to discover if there is a relationship between our two variables.

Stage 1; formulation of the statistical hypothesis.

HA1. The bourgeoisies has an effect on learners education

HA2. The middle class has an effect on learner’s education

HA3. The lower class has an effect on learner’s education.

HYPOTHESIS ONE

THE UPPER CLASS HAS ANEFFECT ON LEARNERSACADEMICS

Table 18, contingency table of hypothesis 1.

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
sex of respondents * your parents take you for outings every weekend	40	100.0%	0	0.0%	40	100.0%

Source; Field work, May 2020

This case processing summary explains the sex between the independent variable and a question from the dependent variable .we see that there are 40 respondents, all the 40respondents answered the question and non was missing giving a total percentage of 100%

CONTIGENCY TABLE FOR HYPOTHESIS 1, SHOWING THE OBSERVED AND EXPECTED FREQUENCIES

sex of respondent * your parents take you for outings every weekend Cross tabulation

		your parents take you for outings every weekend				Total
		strongly disagree	disagree	agree	strongly agree	
sex of respondent	Count	2 _a	3 _a	5 _a	3 _a	13
	Expected Count	2.1	2.7	4.2	3.0	13.0
	% within sex of respondent	16.7%	25.0%	50.0%	8.3%	100.0%
	Male					
	% within your parents take you for outings every weekend	28.6%	33.3%	42.9%	10.0%	30.0%
	% of Total	5.0%	7.5%	15.0%	2.5%	30.0%
	Count	5 _a	7 _a	7 _a	8 _a	27
	Expected Count	4.9	7.3	8.8	7.0	27.0
	% within sex of respondent	17.9%	21.4%	28.6%	32.1%	100.0%
	female					
% within your parents take you for outings every weekend	71.4%	66.7%	57.1%	90.0%	70.0%	
% of Total	12.5%	15.0%	20.0%	22.5%	70.0%	
Count	7	9	14	10	40	
Expected Count	7.0	9.0	14.0	10.0	40.0	
% within sex of respondent	17.5%	22.5%	35.0%	25.0%	100.0%	
Total						
% within your parents take you for outings every weekend	100.0%	100.0%	100.0%	100.0%	100.0%	
% of Total	17.5%	22.5%	35.0%	25.0%	100.0%	

Source; Field work, May 2020

Each subscript letter denotes a subset of your parents take you for outings every weekend categories whose column proportions do not differ significantly from each other at the .05 level.

From the cross tabulation above, within the sex of respondent, under the dependent variable UPPER CLASS, that is , your parents take you for outing every weekend, we realize that under

the count, the men have a total count of 13 and female 27, male have an expected count of 13.0 while female have an expected count of 27.0. percentage within sex of despondence for the male is 100.0 which is same for the female respondents and same for the total. Then percentage within your parents take you for outings every weekend for the male is 30.0 while that for the female is 70.0. Giving total percentage of 100. we can conclude that more female respondents accepted that their parents take them for outing every weekend than the male despondence., this is evident in 27 count for female and 13 for male., 27.0 expected count for female and 13.0 expected count for male and above all, 70.0 per for female respondent and 30.0 per for the male respondents.

HYPOTHESIS TWO.

THE MIDDLE CLASS HAS AN EFFECT ON THE LEARNERS ACADEMICS

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
sex of respondents * you go to school in a car	40	100.0%	0	0.0%	40	100.0%

This case processing summary explains the sex between the independent variable and a question from the dependent variable .we see that there are 40 respondents, all the 40respondents answered the question and non was missing giving a total percentage of 100%

CONTIGENCY TABLE FOR HYPOTHESIS 2 SHOWING THE OBSERVED AND THE EXPECTED FREQUENCY.

**sex of respondent * teachers viewpoints are taken into consideration when taking decisions
Crosstabulation**

		you go to school in a car				Total
		strongly disagree	disagree	agree	strongly agree	
sex of respondent	Count	5 _a	3 _a	2 _a	2 _a	12
	Expected Count	3.0	3.9	3.3	1.8	12.0
	% within sex of respondent	41.7%	25.0%	16.7%	16.7%	100.0%
	% within you go to school in a car	50.0%	23.1%	18.2%	33.3%	30.0%
	% of Total	12.5%	7.5%	5.0%	5.0%	30.0%
	Count	5 _a	10 _a	9 _a	4 _a	28
	Expected Count	7.0	9.1	7.7	4.2	28.0
	% within sex of respondent	17.9%	35.7%	32.1%	14.3%	100.0%
	% you go to school in a car	50.0%	76.9%	81.8%	66.7%	70.0%
	% of Total	12.5%	25.0%	22.5%	10.0%	70.0%
Total	Count	10	13	11	6	40
	Expected Count	10.0	13.0	11.0	6.0	40.0
	% within sex of respondent	25.0%	32.5%	27.5%	15.0%	100.0%
	% within you go to school in a car	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	25.0%	32.5%	27.5%	15.0%	100.0%

Each subscript letter denotes a subset of you go to school in a car categories whose column proportions do not differ significantly from each other at the .05 level.

From the cross tabulation, above within sex of respondent, under the dependent variable THE MIDDLE CLASS that is , you go to school in a car. We realize that under the count, the men have a total count of 14 and female 11, male have an expected count of 14.0% while female have an expected count of 11.0%. Percentage within sex of dependence for the male is 100.0% which is same for the female respondents and same for the total. Then percentage within you go to school in a car for the male is 56.0% while that for the female is 44.0%. Giving both total of 56.0

for male and 44.0% for female. From this analysis, we can conclude that more male respondents are for you go to school in a car than the female despondence, this is evident in 14 count for men and 11 for female., 14.0% expected count for men and 11.0% expected count for female and above all, 56.0% for male respondent and 44.0% for the female respondents.

HYPOTHESIS THREE.

THE LOWER CLASS HAS AN EFFECT ON THE LEARNERS PERFORMANCE.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
		t		t		t
sex of respondent * NO one cares if you are in school or not	40	100.0 %	0	0.0%	40	100.0 %

This case processing summary explains the sex between the independent variable and a question from the dependent variable .we see that there are 40 respondents, all the 40respondents answered the question and non was missing giving a total percentage of 100%

CONTIGENCY TABLE FOR HYPOTHESIS 3 ,SHOWING THE OBSERVED AND EXPECTED FREQUENCIES.

sex of respondent * you eat sometimes eat just once a day Cross tabulation

		you eat sometimes eat just once a day			
		strongly disagree	disagree	agree	strongly agree
sex of respondent	male	Count 2 _a	3 _a	6 _a	1 _a
		Expected Count 2.1	2.7	4.2	3.0
		% within sex of respondent 16.7%	25.0%	50.0%	8.3%
		% within you eat sometimes eat just once a day 28.6%	33.3%	42.9%	10.0%
		% of Total 5.0%	7.5%	15.0%	2.5%
		female	Count 5 _a	6 _a	8 _a
		Expected Count 4.9	6.3	9.8	7.0
		% within sex of respondent 17.9%	21.4%	28.6%	32.1%
		% within you eat sometimes eat just once a day 71.4%	66.7%	57.1%	90.0%
		% of Total 12.5%	15.0%	20.0%	22.5%
Total		Count 7	9	14	10
		Expected Count 7.0	9.0	14.0	10.0
		% within sex of respondent 17.5%	22.5%	35.0%	25.0%
		% within you eat sometimes eat just once a day 100.0%	100.0%	100.0%	100.0%
		% of Total 17.5%	22.5%	35.0%	25.0%

Source; Data analysis, May 2020

Each subscript letter denotes a subset of you eat sometimes eat just once a day categories whose column proportions do not differ significantly from each other at the .05 level.

From the cross tabulation, above within sex of respondent, under the dependent variable TH LOWER CLASS, we realize that under the count, the men have a total count of 12 and female 28, male have an expected count of 12.0 while female have an expected count of 28.0. Percentage within sex of response for the male is 100.0 which is same for the female

respondents and same for the total. Then percentage within dressing code etiquette for the male is 56.0 while that for the female is 44.0. Giving both total of 31.0 for male and 69.0 for female. From this analysis, we can conclude that more female respondents are for you eat sometimes eat just once a day than the male respondents., this is evident in 12 count for men and 28 for female., 12.0 expected count for men and 28.0 expected count for female and above all, 31.0 per for male respondent and 69.0 per for the female respondents.

REGRESSION ANALYSIS

This sub section hosts the regression in which our dependent variable upper class, middle class and lower class explained by the independent variables learners academics. We explain in a step wise manner the model summary, analysis of the variance and lastly the regression coefficients

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	THE UPPER CLASS THE MIDDLE CLASS THE LOWER CLASS	.	Enter

- a. Dependent Variable: LEARNERS ACADEMICS
- b. All requested variables entered.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.371 ^a	.138	.009	.25071

- a. Predictors: (Constant), UPPER CLASS, MIDDLE CLASS, LOWER CLASS.

The model gives a coefficient of Determination of .80.9%. This shows that, the three independent variables that were studied explain .80.9% of the performance as depicted by the R2(R square). Thus, 19.1% of the variation in performance is being explained by other factors not considered in the model. In the model this captured by the error term. The results equally depict a coefficient of correlation of 0.899 as represented by R indicating a strong relationship between social stratification and learners performance. (upper class, middle class, lower class).

Analysis of the Variance (ANOVA)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.609	3	2.203	51.232	.000 ^b
Residual	1.558	36	.043		
Total	8.167	39			

a. Dependent Variable: LEARNERS ACADEMICS

b. Predictors: (Constant), UPPER CLASS , MIDDLE CLASS,LOWER CLASS

ANOVA statistics in the table above, gives the Fisher statistics of 51.232 which is very high compared to the critical Fisher Statistics. The P-value equally confirms that the model is globally significant at 0.00% level of significance, that is ($0.000 < 0.050$). Thus we reject our H_0 .

ANOVA results also reveal that out of the Total Sum Squares (TSS) of 8.167, the Regression Sum Squares (RSS) contributes 6.609 while the Error Sum Squares (ESS) contributes 1.558.

The ANOVA Equation

$$TSS = RSS + ESS$$

Regression Coefficients

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficient	t	Sig.

				s	
		B	Std. Error	Beta	
1	(Constant)	3.153	.733		4.301 .000
	UPPER CLASS	-.211	.075	-.219	-2s.80 .006
	MIDDLE CLASS	.342	.082	.290	4.171 .004
	LOWER CLASS	-.254	.099	-.224	-2.465 .074

Source: field survey, may to June 2020

The table above illustrates results of a linear multiple regression analysis determining the effect of the independent variables (upper class, middle class, lower class.) on the dependent variable (learners academic).

The regression result shows that among the explanatory variables upper class, middle class and lower class negatively affect the learners academics, that is, there is a negative relationship between the upper class, the middle class and the lower class and learners academics.

Considering the variable the upper class, regression results reveals that it is negatively significant since the p-value (sig) is greater than 0.05% ($0.06 > 0.05$) with an effect of 0.211. This means that an increase in the upper class will lead to a 0.211 increase in learner’s academics. Therefore the first Null hypothesis (H02) which states **H01: the upper class does not have an effect on learners education** is rejected.

While the variable middle class does not statistically affect the right performance , at 0.05% since its P-value is less than 0.0 5% ($0.04 < 0.05$) . Considering our second null hypothesis which states that; **H02: the middle class does not have an effect on learners academics** is not rejected.

Also, the above table shows that the variable the lower class equally affects learners academic negatively and has the highest effect of 0.224 at 0.07% level of significance. Thus, an increase in

the lower class decrease the learners academic to 0.254 points decrease in the decision marking. Hence, the third Null hypothesis (H03) which states that

H03: the lower class does not have an effect on learner's academics is rejected.

Using the results, we have the multiple regression equation as:

$$DM = 4.123 - .210UC + .342MC - .254LC$$

Where DM is the dependent variable (learner's academics), UC is upper class, MC is middle class and LC is lower class and LA is learners academics which is Decision Support Systems. According to the regression equation established, setting all the variables considered at zero, learners academics will be 4.123. The data findings analysed also show that learners academics is greatly explain by the upper class, the middle class and followed by the lower class.



CHAPTER FIVE DISCUSSION/CONCLUSION

DISCUSSION

In the study, the researcher has come to realize that social stratification has an effect on learner's academics to an extent. This means that constant upper class, middle class and lower class has a negative effect on learner's academics but if the society should be equilibrium trying to share equal resources and everything equally to all its citizens, this notion of social stratification will be eliminated from every society and all learners will fill equal academically.

Discussion of findings in relation to objective one

The analysis of data collected from the field shows that the notion of the upper class, and the lower class have a greater effect on learners academic negatively while the middle class has a positive or no greater effect on the learner's academics.

According to Magne Flemmen 1990, the 'Upper class' is a contested concept. The upper class is understood as consisting of various owner capitalists, as well as the top strata of employed executives, managers and business professionals. Also, the upper-upper class included rich and old, well-established families in the community. The upper-upper class included rich and old, well-established families in the community. Thus, people who best live up to these values or ideas will receive, in addition to high status, other rewards, such as a high income and wealth. It is also important to note that authority or power is attained through an individual's functional position in the occupational structure, which, of course, is gained through status attainment Parsons recognized wealth and power differences, of course, but for him these are by definition *secondary*. Writing of wealth, Parsons in 1964 stated "In spite of much opinion to the contrary, it is not a primary criterion, seen in terms of the common value system. . . its primary significance is a symbol of achievement." But for Parsons the common value system helps ensure that the functionally most important roles are filled by competent people through their status striving. In order to specify the placement of people in the stratification system, Parsons had to rank which roles or tasks are the most respected to the least respected in the society, which involved getting more specific about the dominant value system. Thus, we see that the upper class has an effect on the children's education.

Discussion of findings in relation to objective two

According to Levan in 1984, the middle class is a social group of the people with the income more or less stable and sufficient for the satisfaction of a wide range of material and

social requirements. Equally, the middle class is the aggregate of social groups holding an intermediate position between the ruled and the rulers. There seem to be neither the ruled nor the rulers. The middle class is the aggregate of social groups holding an intermediate position between the ruled and the rulers, as they used to say in the past. Now, there seem to be neither the ruled nor the rulers, because the market economy and democracy obviously “equalized” the society in both developed and developing countries. We then move on to consider the role of property and wealth, which is important in identifying the middle class in popular discourse, as just seen, but which may also be grounded in the economic analysis of household finances. We lastly investigate the importance of the occupational structure. Control over resources and position in the division of labor were at the root of class differences in classical economics, but receive less attention nowadays, prompting the sociologists’ criticism that the over-emphasis on income leads economists to neglect the more fundamental social stratification embodied in labor market relations, Goldthorpe 2010. Solow’s reference to the “middle 60 per cent” could be interpreted in this sense, being bracketed between the bottom 20 per cent (which includes the poor or those at risk of poverty) and the top 20 per cent (the well-off). This can be illustrated by taking the income shares of the middle 60 per cent of the population, ranked by increasing income, together with the shares of the bottom and top 20 per cent, in fifteen countries around 1985 and 2004. The lead us to one of our variable which is the middle class and its effects on children’s education.

Discussion of findings in relation to objective three

According to Murdock in 1930, the peasants refers to the agricultures, the farmers, the low income earners. They are neither the rulers nor the owners of properties. These are people in technical and lower level management positions who work for those in the upper middle class. They have lower educational attainment, considerably less workplace autonomy and lower incomes. The lower-middle class was made up of the small business families and what we

would call lower white-collar occupations such as sales clerks and teachers. The word “peasant” appears in English in late medieval and early modern times, when it was used to refer to the rural poor, rural residents, serfs, agricultural laborers, and the “common” or “simple” people. Teodor Shanin, another leading peasant studies scholar, defined peasantry as having “four essential and inter-linked facets”. The family farm as the basic multi-functional unit of social organisation, land husbandry and usually animal rearing as the main means of livelihood, a specific traditional culture closely linked with the way of life of small rural communities and multi-directional subjection to powerful outsiders. The lower-upper class included the new rich who did not yet have the respect and lifestyle of older rich families.” As late as the eighteenth century in British-ruled Ireland, Catholic peasants were legally prevented from renting land worth more than thirty shillings a year and from making a profit from land of more than one-third of the rent paid. In Cameroon, the lower class are considered the poorest. So we are finding out if the lower class or the peasants have an effect on the children’s education.

With all these, during the research work, the researcher discovered that the society we live in is a complex society characterized by a variety of people who share different values. Looking critically into the present day society, the researcher discovered that the complex society is stratified where we have the bourgeoisies or the upper class, the middle class, and the peasants or the lower class, all these push the researcher to find out if these social stratification has any effect on the learners education

RECOMENDATIONS

Here, we are going to make recommendations to the parent, teacher, learner, the school administration, and the researcher.

To parent.

During the research work, the researcher discovered that some parent make their kids to believe that they are superior than others and that they have to act superior in all what they do. This goes a long way to make learners proud and thus feel they need to attend the most expensive schools in the country or go on expensive vacations or trips. The researcher recommends that parent should teach their children the morality of simplicity at home and equality of everyone in everything. This will make learners to have regards for their fellow friends, classmate, society and thus the learners education will not be affected negatively.

To teachers

Teachers should in their part should make it a routine to counsel their learners, teach them the morality of social equality and humility. The teacher should also draw those from the lower class closer to them and make friends with them. Teacher should encourage interactive friendship in class between the three class in the society, the teachers should avoid giving preferential treatment to those from a particular class while neglecting those from another class. The teacher should act the same with all his learners, handle them well and teach them the important of equal. This will enhance learners academic.

To the school administrators.

Information gotten from this field concerning the social stratification in our society and school like the upper class, the middle class, and the lower class says most administrators prefer to admitted learners from the upper class background and the middleclass background and leave those in the lower class background. The too some administrators give a special treatments to those learners from the upper class background because their parents will motivate them when they pass around the school. The administrators should treat all learners the same there by making learners know that it is very important to regard everyone equally.

To other researcher.

This research work has been carried out on the topic social stratification and its effects on the learner's academic in some selected schools in Yaoundé III Mfoundi Sub-Division in the center region of Cameroon. We therefore suggest that the same topic can be used in carrying out research in others parts of Yaoundé and Cameroon. Also, the extraneous variables like teaching methods effect learners performance, classroom size and learners effectiveness, learners individual differences and effects on their performance can be used to carry our similar research in other Regions if Cameroon.

In all, After carrying out our studies on this research topic, social stratification and its effect on the learner's academic, the researcher suggests that the school administration should ensure that all learners are treated and attended to the same way, Equally, we suggest that parents should teacher their children the morality of social equality at home and ensure that their children

practice such morals at home and everywhere they go. This will breathe in them the quest for equality in themselves and in the society as large and thus it will effect learner's academics. Notwithstanding, the teachers too ought keep an eye on all their learners and try to know every individual differences and background so as to best handle these difference. They should try to be equal in their way of handling all learners. All these if put to practice will help reduce the rate of drug abuse in our school and thus will increase learner's performance.

LIMITATIONS OF THE STUDY

Every research work has its limitations and it strengths. This work was not an exception. During the research work, the researcher faced a lots of difficulties.

During the research work finding, some difficulties were encountered by the researcher. first, we spend much time in the collection of the data as we had move from one school to the other. It was not easy as some learners took the questionnaire and kept and we had to remind them time and again. Others did not refund the questionnaire on time, some learners were reluctant to give the reliable information

Secondly, financially, the researcher needed much money to accomplish this work as she needed to visit internet and consult library which means that the researcher has to produce the work several times for reading. Also, printing, typing and completing a whole project booklet cost a lot of money.

Moreover, it was not really an easy task for the researcher to have been working over a bulk of work for the second time in life, it was really strenuous and giving brain fatigue.

Equally, there was a barrier to movement as there was a lock down which caused a lot of difficulties for the researcher to move round and collect data.

Notwithstanding, the researcher was doing the research work in school and during this period, the schools were closed downs because of the corona virus making it difficult for the researcher to work.

SUGGESTIONS FOR FUTHER RESEARCH

A piece of work of this nature cannot be completely exhaustible. So the researcher suggest to further researchers to carry out research in the same field like;

Parenting styles and its effects on learner's performance

Social stratification and the effect in the job market

The role of parents in the learner's education.

GENERAL CONCLUSION

Our study was carried out in the topic, social stratification and its effects on learner's academics, our research was a survey type. In order to facilitate our work, specific research objectives were laid as well as the research hypothesis which was deduced from the general hypothesis. The general hypothesis was

Social stratification has an effect on learners academics then research hypothesis include

HA1 upper class has an effect on learner's academic.

HA2 middle class has an effect on learner's academic.

HA3 lower class has an effect on learner's academic.

Form the result of the finding, we concluded that teachers, parents and the school administration are in the best position of helping the learners in their academics and better their performance by constant follow up of learners, treating all learners equally, knowing and attending to their individual needs equally so as to avoid stigmatization and bad academic outcomes lastly, the school administrator should also treat all learners with some equality and admitte all learners in their school despite their class in the society.

That is why at the end of the research work, we have made some suggestions to the parents, teachers, school administrators, and to other researchers and if these suggestions are taken into considerations, may change the learner's academics positively.

Since we could not exhaust the investigation on this topic, we equally propose to other researcher's area where they could handle as far as the continuation of this topic is concerned.

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APPENDICES

QUESTIONNAIRE TO RESPONDENTS

DEAR RESPONDENT

I am **MOURINE** a student of HIGHER INSTTUTUDE FOR PROFESSIONAL DEVELOPMENT AND TRAINING [HIPDET in the Bachelor's Degree. The questions on this questionnaire are strictly for research purposes. I will be very happy to seek for your sincerity and collaboration in responding this questionnaire. Your responds will help me to do this research work title PARENTS SOCIAL CLASS AND EFFECT ON THE CHILDRENS EDUCATION properly. The data obtained will be kept confidential. I plead on your honesty and sincerity in answering these questions. You are required to tick (✓) the box with your desired respond. Thanks for your sincerity.

SECTION A BACKGROUND INFORMATION.

1 age

Below 18 19-20 21-25 26 and above

2 Sex

Male female

3 Post of responsibility

Class delegate, student, cleaner

SECTION B , Strongly agree SA, Agree A, Strongly disagree SD, Disagree D.

PLEASE TICK ONE RESPOND

B1; BOUGEOSIES OR UPPER CLASS AND THE EFFECT ON THE CHILDRENS EDUCATION. Please tick one choice.

SN	QUESTIONS	SA	A	D	SD
1	Your parents take you for outing every week end				
2	Your parents give you money to spend in school				
3	You have all your textbooks				
4	During holiday you go for vacations out of your country				
5	You have a home teacher				

B II THE MIDDLE CLASS AND THE EFFECT ONTHECHILDRENS EDUCATION PLEASE TICK ONE RESPOND.

SN	QUESTIONS	SA	A	D	SD
1	You go to school in a car				
2	You have all your learning materials				
3	Your parents give you money to spend in school				
4	You eat what you want to eat and when you want to eat				
5	Your parents choose the school you are attending now				

BIII THE PEASANTS OR THE LOWER CLASS AND THE EFFECTS ONTHE CHILDREN EDUCATION.

PLEASE TICK ONE RESPOND

SN	QUESTION	SA	A	D	SD
1	You sometimes eat just once a day				
2	You trek long distance to school				
3	You have all your learning materials needed				
4	You have just one uniform				
5	You have a home teacher				

SECTION D; LEARNERS EDUCATION

PLEASE TICK ONE RESPOND

SN	QUESTIONS	SA	A	D	SD
1	You attend the best school in town				
2	You school fees is very high				
3	Your teachers are all professionals.				
4	Your school is an international school.				

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