

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND
CURRICULUM STUDIES**

**IMPACTS OF SOCIAL DIFFERENTIATION ON LEARNERS IN SHURUGWI
DISTRICT ZIMBABWE.**

BY

MUKANGA CAROLINE

R159231B

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS OF BACHELOR OF EDUCATIONAL
FOUNDATIONS DEGREE**

JUNE 2018

GWERU, ZIMBABWE

RELEASE FORM

Name of author

MUKANGA CAROLINE

Title Project

Impacts of social differentiation on learners in
Shurugwi District Zimbabwe.

Programme

Bachelor of Educational Foundations

Year

2018

Permission is hereby granted to the Midlands State University Library to reproduce single copies of this project and lend or sell copies for private scholarly or scientific research purposes only.

The Author reserves other publication rights and neither the project nor extensive extracts from it maybe printed or otherwise produced without Author's written permission.

Signed

.....

Permanent address: 19 Llewelin Road

Lundi park

Gweru

Date

.....

APPROVAL FORM

Submitted by Mukanga Caroline in partial fulfillment of the requirements for the Bachelor of Educational Foundations Degree.

.....

SUPERVISOR

.....

DATE

.....

PROGRAMME COORDINATOR

.....

EXTERNAL EXAMINER

DATE.....

DECLARATION

I, Mukanga Caroline hereby declare that I am the sole author of this thesis. I authorize Midlands State University to lend this thesis to other institutions or individuals for the purpose of this scholarly research.

Signature:

Date:

DEDICATION

This research is dedicated to my father Mr. C. K. Mukanga and my mother Mrs. M. Mukanga. Their hardwork , dedication and determination throughout my life inspired me to further my studies.

ACKNOWLEDGEMENTS

Special thanks goes to a number of people who contributed to this research project.

My sincere gratitude goes to my supervisor Doctor N Shoko for her consistent guidance and advice that ensured the success of this study.

My heartfelt thanks goes to all the school heads and teachers in their respective schools who allowed me to collect data at their schools. I also would like to thank all the teachers who gave their time and responded to my questionnaires and interviews. Not forgetting my children Jude and Joanne and my husband for their encouragement and support through my studies.

My special thanks goes to my beloved friends Kudakwashe, Lonia, Eline, my brothers Tinashe, Isaac, Manoah and my young sister Rachel for their continued support.

ABSTRACT

The main purpose of this study was to find impacts of social differentiation on learners in Shurugwi District .The research was conducted with fifteen teachers from two urban schools and two rural schools. The research used a mixed methods research design. This research enabled the researcher to collect qualitative and quantitative data. Qualitative data was collected through semi structured interviews and quantitative data was collected through semi structured questionnaires .Purposive sampling was used to select participants for this study . Based on the findings of the study respondents showed that there are forms of social differentiation that they notice on learners on a daily basis. Social differentiation forms such as family size, family background, social economic status of a family ,cultural capital ,gender and culture contribute to inequalities in learners. The respondents highlighted that these forms of social differentiation have a negative impacts and may cause absenteeism, stigmatization, failure and stress .The study concluded that the government should introduce nutritional programmes so that learners who come from poor backgrounds may benefit. The government and schools must lobby for donations. The teachers must offer individualised instruction to learners so that all learners may benefit from instruction.

TABLE OF CONTENTS

Release form	i
Approval Form	ii
Declaration	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
Table contents	vii
List of tables	xi
List of figures	xii

CHAPTER ONE: THE PROBLEM AND ITS CONTEXT

1.0 Introduction	1
1.1 Background	1
1.2 Statement of the problem	2
1.3 Main research question	3
1.4 Purpose of the study	3
1.5 Significance of the study	3
1.6 Limitations of the study	4
1.6.1 Time	4
1.6.2 Financial resources	4
1.7 Confidential data	5
1.8 Delimitation	5
1.9 Definition of terms	5
1.10 Summary	5

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction	6
2.1 Social differentiation contextualized	6
2.2 Forms of Social Differentiation	8
2.2.1 Cultural Capital	8
2.2.2 Culture	9
2.2.3 Gender	10
2.2.4 Religion	12
2.2.5 Family size	12
2.2.6 Family background	13
2.2.7 Family type	14
2.2.8 Economic status	14
2.3 Effects of social differentiation	15
2.4 Summary	15

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction	16
------------------	----

3.1 Qualitative Research	16
3.1.1 Research Design	17
3.2 Descriptive survey	17
3.3 Data collection and analysis procedures	18
3.4 Target Population	18
3.5 Study population	18
3.6 Sample	18
3.7 Sampling Techniques	19
3.7.1 Non probability	19
3.7.2 Snowball Sampling	19
3.8 Research Instruments	19
3.8.1 Questionnaire	19
3.8.2 Interviews	20
3.9 Data analysis	22
3.10 Thematic analysis	22
3.11 Validity and reliability	22
3.12 Ethical Considerations	23
3.13 Summary	23

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0 Introduction	24
4.1 Demographic data	24
4.2 Gender of the respondents	24
4.3 Forms of social differentiation	25
4.3.1 Family background	25
4.3.2 Economic status	26
4.3.3 Religion	27
4.3.4 Location of the school	27
4.3.5 Learning Resources	29
4.3.6 Poverty	29
4.4 How social differentiation affect learners	31
4.4.1 Stigmatization	31
4.4.2 Absenteeism	32
4.4.3 Classes	33
4.4.4 Failure	34
4.4.5 Motivation	35
4.4.6 Stress	35
4.4.7 Provide opportunities	36
4.5 Strategies for reducing social differentiation	37
4.5.1 Nutrition programmers	37
4.5.2 Grouping	37
4.5.3 Lobbying for donations	38
4.5.4 Individualized Instruction	38
4.5.6 Performance Lag Address Programme (PLAP)	39
4.5.7 Remediation	40
4.5.8 Guidance and Counseling	40
4.6 Summary	41

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction	42
5.1 Summary	42
5.2 Conclusions	44
5.3 Recommendations	44
Reference	46
Appendix 1	48
Appendix 11	53

LIST OF TABLES

Table 4.2.1 respondents academic qualification	25
Table 4.2.2 Period spent in the educational sector	25

LIST OF FIGURES

Figure 1: Forms of social differentiation identified by respondents	30
Figure 2: Effects of social differentiation identified by respondents	36
Figure 3: Strategies for overcoming social differentiation	40

CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.0 Introduction

The research study sought to explore the impacts of social differentiation on learners. It also sought to curtail challenges that may be caused as a result of social differentiation. Social differentiation is the distinction made between social groups and persons on the basis of the biological, physiological and socio-cultural factors which results in the assignment of roles and status within a society. These roles and status are then carried in the classroom and will have impact in the learning of the students. This chapter detailed the background of the study, statement of the problem, objectives of the research study, research questions, purpose of the study, delimitation as well as ethical consideration.

1.1 Background to the study

Many scholars have studied and put forward arguments as well as several important dimensions on social differentiation. This research intended to explore how social differentiation had impact on learners. The researcher also developed interest in researching about forms of differentiation which may affect learners. This research also outlined strategies that can be used to overcome social differentiation.

Various Sociologist have been interested in the study of social differentiation. Luhmann (2002) is of the view that social differentiation can lead to social stratification. For example the difference between males and females itself can result in an unequal treatment of the two sexes.

Luhmann and Parsons (2002) argue that social differentiation has attracted interest among various researchers. Luhmann (2002) is also of the view that this ranking within a society may lead to sub groups which may become ranked factually or formally as superiors and inferior, such ranking will affect pupils as they enter the classroom with some children feeling inferior such learners may not have confidence and may fail to perform to their best.

Parsons mentions three casual factors of social differentiation as possession, qualities and performance these three are interrelated. Parsons is of the view that possessions refers to mainly material possession, wealth property and all valuables. He says people do not have equal access to these possession and this has contributed to inequality and differentiation. He goes on to say qualities refer to intrinsic capacities or abilities of people to undertake or to do a task. The researcher having noted that pupils come from different backgrounds, different status, was moved to carry out this study on how this social differentiation may affect learners.

The researcher also looked at the forms of social differentiation that manifest in schools. This study also sought to explore how social differentiation affects learners. Findings sought to suggest strategies that can be used to overcome social differentiation.

1.2 Statement of the problem

Learners have assumed different roles and status. Some learners have very rich parents who can provide all their educational needs, they have cultural capital and are equipped with all they need in their lives, yet some learners come from poor backgrounds and have nothing come to school on hungry stomachs, have no resources for learning. All these learners write the same examination under the pretext that they were doing the same curriculum yet social differentiation has caused so many inequalities in their day today learning . The researcher

sought to find solutions especially on how the disadvantaged learner can benefit together with the advantaged learner.

1.3 Main Research Question

The impact of social differentiation on learners in Shurugwi Zimbabwe.

Guiding questions

1. What are the forms of social differentiation that manifest in schools and what impact have they on learners?
2. How does social differentiation affect learners' performance in Shurugwi Schools?
3. Which strategies can be used to overcome social differentiation in Shurugwi Schools?

1.4 Purpose of the study

The purpose of this study was to explore impacts of social differentiation on Shurugwi learners and to come up with possible early interventions strategies that can be prioritized in schools to reduce it or to eradicate it.

1.5 Significance of the study

The study's main thrust is to enlighten stake holders, policy makers, teachers and parents on the awareness that social differentiation has got serious implications on the academic performance of learners. The burden of combating social differentiation should be carried by all stakeholders in the educational sector that is policymaker's parents. The development of children through education depends on joint systems and collaboration of all stakeholders. The research served as a way of provoking educational policy makers in education to notice that there are bound to be some differences on children as they learn. The study also helps the

Zimbabwean Ministry of Education in considering how the impacts of social differentiation may be reduced.

The study can particularly assist the curriculum Developers and educational authorities to develop and harness efforts towards propagating a school curriculum that has a bearing on reducing the impacts of social differentiation on learners and its effects on learners. Above all the research study will also enlighten teachers concerning effects of social differentiation on learners hence will develop ways to combat it at school level.

The study helped the student in gaining experience in research studies projects and as part of the fulfilment of Bachelor of Educational Foundations and also to enrich the mind with issues on social differentiation. The study added more to the existing literature concerning social differentiation and its associated impacts as well as suggesting solutions that can be used and hence can be used by other students in furthering their studies also the research helped the ministry of education to gain knowledge about what can be done to turn things around and to reduce social differentiation.

1.6 Limitations of the study

1.6.1 Time

This research required a greater investment in time to collect all the required data. As remedy the research worked beyond normal hours to mitigate time constraint.

1.6.2 Financial Resources

The shortage of cash limited the availability of materials required to carry out the research and therefore the researcher relied on funding from family and friends.

1.7 Confidential data

This research required data which the organisation did not want to release. As a remedy the researcher assured the authorities that the research will be purely for academic purposes only.

Where there was bias, the researcher tried by all means to quote the correct information.

1.8 Delimitation

The research was confined to Shurugwi. The research looked at four schools namely Chironde, Mutevekwi, Impali and Charles Wrath. The researcher also studied the learners in her classroom. This helped in obtaining data.

1.9 Definition of terms

Social Differentiation- Tomlison (2001) defines social differentiation as the distinction made between social groups and persons on the basis of biological, psychological and socio-cultural factors such as sex, age or ethnicity result on assignments of roles and status within a society.

Derium (2000) defines Differentiation as the action of distinguishing between two or more things or people.

1.10 Summary

This chapter introduced the research by providing an analysis of the problem and its setting. The chapter detailed the statement of the problem which clearly shows that social differentiation has many negative effects on learners. The chapter also provided the background to the study, guiding questions and possible limitations, significance of the study and its purpose as well as delimitation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section looked at the literature by other scholars which will show how social differentiation can affect learning. The chapter therefore details an analysis of secondary data that supports the study. This chapter provides an analysis of all issues around social differentiation. The researcher will try to show other gaps in knowledge that can be identified.

2.1 Social Differentiation contextualised.

According to Hyde (2007) inequalities that are brought by social differentiation can have an impact on the learning of students. He is also of the view that differentiation is the key note of human society. Therefore society rests on the principle of difference. There are no equalitarian societies in the world, societies are marked by so many differences these differences are carried in the school and in the classroom and have so many impacts to the learners. Parsons (2000) mentions three casual factors of social differentiation mainly possession, qualities and performance and these are interrelated. Possession refers to mainly materials, money and wealth people do not have accesses to these possessions.

Therefore the unequal distribution of these material possession has contributed to inequality and differentiation. Qualities refer to the intrinsic capacities or abilities of people to undertake or to do a task. These qualities are also not evenly distributed. Lastly performance are always judged first according to their products or results. Therefore possessions, qualities and performances are closely related. Material possession like wealth may help a man to develop

his quality may help a man to develop his qualities which may better his performance. Similarly qualities may help a man to make possession or to acquire material possession. These differences will go a long way in impacting learners. A learner who comes from a home whereby parents have many possessions is already at an advantage than a learner who comes from a family with less possession.

Children who come from a privileged group have everything that they need for their learning. Such privileged pupils will have their fees paid on time and enough learning resources and are in a better learning position on learning than the less privileged. The less privileged have difficulties in getting learning resources and hence their learning is very difficult.

Crouch (2001) Social differentiation should be viewed as a process located at inequality and difference. It analyses how differences are socially constructed through the unequal access to economic, political and cultural resources. This categorisation is used to allocate them to diverse positions and circumstances characterised by unequal resources, opportunities and life chances. Maes (2011) says social differentiation is defined as the tendency of individuals to adjust their opinions, behaviours and values in order to increase differences to others.

According to Tomlison (2001) the forms of differentiation are gender, culture, socio-cultural, level of education attained, family, type, size, cultural capital. As noted by the researcher these forms of social differentiations have an impact on the teaching and learning. Such forms may affect pupils negatively or positively and thus the teacher must never treat pupils as equals as they get into classrooms as they are already ranked in groups as they come from their homes.

2.2 Forms of social Differentiation.

2.2.1 Cultural Capital

Social differentiation has an impact on learners looking at cultural capital Greenfell (2004) defines cultural capital as the skills and knowledge which an individual can draw on to give them an advantage in social life. Bourdieu (2000) says cultural capital is the accumulation of knowledge behaviours and skills that one can tap into to demonstrate ones cultural competence and thus ones social status or standing in society. He goes on to say children from middle class families are advantaged in gaining educational credentials due to their possessions of cultural capital. Children socialised into the dominant culture will have a big advantage over children not socialised in this culture because schools attempt to reproduce a set of dominant cultural values and ideas. Thus Bourdieu argument is that the role of education is mainly one of social reproduction that serves the ideological purpose of enabling a dominant social class to reproduce power, wealth and privilege legitimately. If everyone has an equal opportunity to succeed then failure must be a consequence of individual failing, rather than a fault of the way in which the system is structured to favour one class at the expense of another class. Thus given such an exposure a child may be at an advantage. The researcher sought to find out if there is any difference in their performance.

Dummais (2006) says cultural capital generates educational success for example via teacher's misconception of the children's cultural capital as academic brilliance. The researcher sought to find the hypothesis that cultural capital actually causes educational success. Sullivan et al is also of the view that families which possess high levels of cultural capital also tend to possess other socio economic resources which have a positive effect on children's educational success.

Cultural capital promotes educational success through different channels. Passeron (1990) is of the view that first children inherit cultural capital from their parents, either passively or via exposure to parents, cultural capital or actively via parents' deliberate effort to transfer cultural capital to their children. This cultural capital is embedded in children knowledge, language and mannerism.

Therefore to eliminate or at least to decrease negative effects of lack of cultural capital on learners which is as a result of social differentiation. The facilitators must find solution of which they can be able to deal with.

2.2.2 Culture

Culture on itself is a form of social differentiation which have an impact on learners. Spencer al (2008) define culture as a fuzzy set of basic assumptions and value orientation to life beliefs, policies, procedures and behavioural conventions that are shared by a group of people that influence each member's behaviours. Therefore when cultural factors of one group or an individual interfere with another culture it is quite likely that some form of dissonance will occur. Such dissonance or disorder offers the potential of misunderstanding and in the learning environment it frequently leads to less than successful learning experiences for those who are cultural outsiders and will lead to, loss of motivation and reduction in self-esteem and individual worth.

It is therefore extremely relevant that educators have a clear understanding of the role cultural factors play in the learning process so they may utilise the knowledge to create a culturally responsive learning environment that supports the success and achievements of all students. The researcher sought to find out which different cultures are in learners and how they have

an impact on learners. The cultural deficit theory states that some students do poorly because the linguistic, social and cultural nature of the home environment does not prepare them for the work they will be required to do in school. The cultural difference theory supports that culture is a form of social differentiation. It says that students who are raised in different cultural settings may approach education and learning in different ways. It is important for teachers to be aware of the differences between the school atmosphere and the environment. People from different cultural traditions may have an approach that differs from the mainstream approach used. Thus teachers need to ensure that they incorporate methods of teaching in their classrooms that accommodate various belief and cultural notions students bring to school.

2.2.3 Gender

Another form of differentiation which may manifest in learners and has impact on learners is that of gender. Cooleman (2004) says gender is the socially constructed definition of women and men. Such things as norms, roles and relationship between groups of men and women. Gender has considerable effects on student's academic performance. Difficult task such as car washing, bulb fixing, climbing ladders to fix or removing things are given to boys while simple things such as washing and sweeping are given to girls. As a result of this way of thinking the larger society has tended to see girls as a weaker sex. Swill (1992) states that teachers attribute towards the teaching profession and towards the female students contributed to gender differences in performance of students. Therefore if teachers themselves think that boys are better than girls it becomes very difficult. Bosworth (1997) says that women tend to underestimate their capabilities in all areas of their lives such as the ability to learn, verbal and aptitude skills. He notes that low self-efficacy hinders initiative

for women and girls to under task in a direction that could even lead to achievement of tangible results.

Genene (2003) observed in most African cultures including Zimbabwe socio cultural traditions tend to assure that women public roles are just an additional activities to their primary roles. Primary roles which include giving birth and taking care of the family. Therefore apart from spending most of their time in productive activities they are also engaged in the reproductive community. It is known that women are mothers or wives. So to some female students there is no need to work hard academically as their roles in life are predetermined by society. The researcher having observed this gender imbalance sought to unearth ways in which females may change their attitude.

Another factor on gender is on family commitment in our country. Daughters are groomed for their marriage roles of wife, mother and food preparatory. Logan (1999) is of the view that girls are conditioned from an early age to believe that a woman is inferior to a man and her place is in the home. It can be argued that because of cultural expectations and socialisation women tend to shy away in working hard academically.

Coolleman (2004) says gender socialisation was practised not to prejudice the child against the other sex but to let it grow naturally in the predestined role and make the child look forward with pleasure to her allocated task. This therefore suggests gender socialisation in a particular society creates discrimination between men and women. It takes a place in such a way that is acceptable.

Also looking at the girl child she has many responsibilities at home such that at times when she gets in the classroom she is naturally tired because of the chores. Thus the teacher must

be careful to note that there is a distinction between girls and boys. Nhundu (2007) is of the view that in Zimbabwe girls are for domesticity. If even one is to look at the pictures in the textbooks. Therefore the school curriculum should be responsible for the deconstruction of the gender roles and stereotypes embedded in it.

2.2.4 Religion

Another form of social differentiation which can affect learners is that of religion. Children come from various religions which have different practices and their way of doing things. There are some churches who have some festivals during the school term. Such pupils are disturbed and maybe when they come back from their festivals the teacher just carries on with the syllabus ignoring such pupils. Yet these learners are differentiated because of religion. There are many religious concepts that are incorporated with other subjects such that when a teacher starts teaching learners tend to ignore because they conflict with their beliefs and when these concept are tested such learners tend to fail.

2.2.5 Family size

Black et al is of the view that children education in particular, family related factors are often thought to be among the determiners of educational outcomes. There are of the view that each additional child in a family places additional financial constraints on their parents and thus fewer resources are invested in the education of a child. This is so called 'resource dilution' hypothesis by Anasti (1950). This is also echoed in the confluence model, according to which the negative relations between sub ship size and children's education is explained by psychological atmosphere within the family. The ones with many children or children born with relatively short time space have rather unfavourable intellectual climate since it is children but not adults who dominate in such families.

A big family may fail to provide the educational resources that are needed at a school while at the same time may have to divide parental care. Lacovou (2001) says children from larger families are found to do worse than children from smaller families. Powell and Steelman argued that children's attainment depends on input and money from their parents. The more increase of children in the family the less the of both inputs. Therefore one can say that family size can affect academic performance in the sense that they may fail to provide educational material and fees. Such learners when they enter the classroom are already at a disadvantage unlike children from smaller families who have everything.

2.2.6 Family Background

Looking at family background some learners may come from parents with a high parental income and high level of education to children's educational outcomes. However other researches have brought about the view that there is no relationship between sub ship size and learning outcomes. Guo and Harris (2000) observed students' performance in schools was strongly associated with their parents' educational attainment. Kamar (2008) is also of the view that parents of moderate to high income and educational background held beliefs and appear that certain aspects of these differential forms of socialisation are such that not all children are similarly prepared for the requirements of the schools and perhaps also that there are significant differences in their levels of cognitive development or acquisition of more general skills.

Mac Beath et al (2001) say that with a beneficial effect on the children's sub sequential education, thus compensating to some extent for social inequality by providing material assistance for educating children or developing relations between the family and the school.

2.2.7 Family type

Family type can also be a form of social differentiation. There are many family that is nuclear, polygamous, extended, child headed and single parent family. These family types can affect a learner. Bysenk and Locksoh (2011) affirmed that most extroverted children come from a nuclear family and the adjust more easily to school environment and can express themselves more easily in the classroom therefore they achieve a greater academic performance as opposed to introverted children of larger families. Billings (2012) says that the family type that a child comes from either monogamous, nuclear, polygamous, extended, single parents, step parents has impact over a child performance. He goes on to say children from the nuclear family receive strength and stability from the two parents and have more opportunities due to financial ease of the two parents these children tend to fare better on a number of cognitive emotional and behavioural needs. Therefore the type of a family can also be very beneficial to the learner or a disadvantage. A learner from a polygamous family is likely to have difficulties in obtaining educational materials than one from a nuclear family

2.2.8 Social Economic status

The social economic status of parents cause social differentiation on learners. Socio Economic status has always influence d the academic achievements of learners. Academic achievements varies from children from social backgrounds. Their academic performance is an outcome of their social status. Morgan (2009) says children from low socio economic status household and communities develop academic skills slower than children from higher social economic status.

2.3 Effects of social differentiation

Social differentiation has many consequences to the learners. Carsaro (1997) who says social differentiation may lead to a learner feeling stigmatized he goes on to say stigmas affect a person in so many ways including psychologically ,socially and personally. Such learners can be traumatised .Wadesango (2011) goes on to say that a learner who is affected negatively by social differentiation may choose to absent herself or himself from school. Thus absenteeism is detrimental to learners because stops them from getting the consistent instruction they need to build on basic skills.

Jesen (2008) says failure is a result of social differentiation, he observed that children raised in poverty rarely choose to behave differently, but there are faced daily with overwhelming challenges that affluent children never have to confront and their brains have adapted to sub optional in ways that undermine good school performance. Wheelerby (2007) says social differentiation can lead to stress and can motivate.

2.4 Summary

It is evident from the review of the literature review that there are forms of social differentiation. It is also true that social differentiation has an impact on learners and can reduce learners' performance. The chapter detailed a number of scholars' views on social differentiation. This chapter outlined the forms of social differentiation and the effects of social differentiation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter shows the research methodology, the sampling procedures, research design used, research instruments used, data management plan, data collection used and how data was analysed and presented.

3.1 Qualitative Research

This involves a much greater emphasis on seeing the world from the point of view of the subjects who participate in it (Bryman, 2012). Denzin and Lincoln (2005) also noted that qualitative research is a situated activity that locates the observer in the world. It therefore consists of a set of interpretive, material practices that makes the world visible. These practices have an effect of transforming the world.

They turn the world into a series of representations, including field notes, interviews, conversations, recordings photographs and memos to the self. Qualitative research involves an interpretive, naturalistic approach to the world. Therefore the qualitative researchers study things in their natural setting, attempting to make sense of, or to interpret phenomenon in terms of the meanings people bring to them.

According to Bryman (2012) this means normally collecting detailed information over weeks, months or years using observation and or unstructured interviews from organisations or a small group of individuals. Information gathered through qualitative research is intended to paint a picture rather than measure a limited number of specific phenomena. It is therefore normally in the form of words not numbers.

3.1.1 Research Design

Burns Grove (2003) defines a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of findings.” Polit et al (2001) define a research design as the researchers overall for answering the research question or testing the research design. The function of the research design is to ensure that the evidence obtained enables us to answer the initial quotes as unambiguously as possible.

3.2 Descriptive Survey

The researcher chose the descriptive survey. A descriptive research is a study designed to depict the participants in an accurate way. The three main ways to collect this information are observations defined as a method of viewing and recording the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study. Human Research protection (2011) defines a descriptive study as any study that is not truly experimental.

This descriptive survey involves observational research which involves observing. The researcher therefore when carrying out impacts of social differentiation is going to be observe and after that make interferences about the differences and similarities that will be noted. The researchers will also use interview and questionnaires to collect information.

3.3 Data collection and Analysis Procedures

Data was collected using questionnaires and interviews. The researcher developed questionnaires and distributed questionnaires to the target population and recorded it for

further and final analysis in conjunction with secondary sources that were reviewed and used in data gathering.

3.4 Target population

According to Fricker (2011) target population is the group of elements to which the researcher will make interference. Theoretically the population is finite and can be counted. The fundamental units of the population are elements often referred to as target population. Elements are the people and can be households, housing units or parts of an organisation. In this case the population included learners and teachers at the four schools.

3.5 Study Population

Here the target population is teacher and students. The researcher will use teachers and students from Impali, Mutevekwi, Charles Wrath and Chironde.

3.6 Sample

A sample may be defined as a group of people from whom the researcher intends to collect information from. Crouch et al noted that sampling encompasses the selection of sufficient number of people from the targeted population so that through analysing and understanding the characteristics of elements will provide general impression of characteristics and properties of the target population. Fricker (2011) says a sample is defined as a group of people from who the researcher intends to collect information. This research was carried out in Shurugwi.

3.7 Sampling Techniques

3.7.1 Non probability Sampling

Chiromo (2006) says in random sampling the probability of the selection is known Sampling therefore involves the selection of a portion of the finite population being studied .Non probability sampling does not attempt to select a random sample from the population of interest. It uses subjective methods to decide which elements are included in the sample .This researcher used snowball sampling technique to identify the respondents and the children to be observed.The researcher in her research looked at four schools and at each school the teacher was working with four teachers to make all the respondents sixteen.

3.7.2 Snowball Sampling

(Depoy and Gitlin, 2005) says that in snowball sampling a researcher begins by identifying someone who meets the criteria for inclusion in a study. Then you ask them to recommend others who they may know who also meet the criteria. However this method will hardly lead to representatives samples, there are times when it may be the best method available. Snowball sampling is especially useful when you are trying to reach populations that are inaccessible or hard to find. For example when studying impacts of social differentiation, you are not likely to go and pick up a learner who has been affected by social differentiation within a specific geographical area. However you can go to an area and identify them through teachers who will help and finally the researcher was able to identify the targeted population.

3.8 Research Instruments

3.8.1 Questionnaire

Cooper and Emory (2006) say that a questionnaire is a set of questions designed to gather data from sample respondents on the subject matter.

The research questions were used in guiding the development and the designing of a structured questionnaire. The questionnaire consisted of both closed and open ended questions.

The open ended questions were used as a way to gather qualitative data by giving room for one to highlight personal opinions on the research topic that is issues surrounded in social differentiation. Closed ended questions assisted in getting responses that would be easy to analyse using qualitative analytic techniques.

Depoy and Gitlin (2005) argues that there are high chances of coming up with valid decisions because the researcher will not influence respondents. Questionnaires allow more time to respondents to consider their answers. Respondents have much time to review and recall information that is probed by the questionnaires, at their own pace. They are also a cheap way of information gathering.

However the lack of direct interaction makes the data collection susceptible to misinterpretation, which can lead to inaccurate findings. This was catered for by preparing user friendly questionnaires. They are also prone to a low response rate. Some respondents might provide inaccurate information so as to please the researcher. The researcher distributed questionnaires to research participants through a random sampling exercise.

3.8.2 Interviews

According to Wagner (2001) an interview is an exercise in which there is conversation between interviewer and interviewee for the purpose of eliciting information from the

interviewer through direct questioning .This can either be done face to face or over the telephone.

Walsh (2001) notes that in preparing the interviews, the interviewee works out a set of questionnaires in advance but can change them during conversation. The researcher used both structured and unstructured interviews. Cohen and Manion (2006) say the conduct and procedure are organised in advance. Structured interviews use a set of identical questions were the researcher reads out the questions and records the response.

Wagner (2001) added that the structured interview is like a questionnaire which is administered face to face with the respondents thus each respondent is faced with the same questions. To arrive at this the sequence and wording of the questionnaire it is determined by means of a schedule and hence the research has little room for modification.

Interviews were used because they enabled the researcher to control the data collection. Interviews gave room for the feedback because of the direct interaction between the interviewer and interviewees. In addition more room for clarity was given as there was leeway for probing finer details on some sensitive and unexplained issues. However one major disadvantage for interviews is that there can be costly and time consuming.

3.9 Data Analysis Procedures

After collecting data the researcher analysed the data that was collected from the research instruments used that is interviews and questionnaires. The researcher then analysed the data using thematic analysis.

3.10 Thematic Analysis

(Daly, Kellehear and Gliksman, 1997) are of the view that thematic analysis is used in qualitative research and focuses on examining themes within data. Guest and Macqueen (2012) say this method emphasizes organisation and rich description of the data set. Thematic analysis exceeds counting phrases or words in a text and moves on to identify explicit and implicit ideas within data. Boyatz says, thematic analysis is a process of encoding qualitative information.

Therefore the researcher developed codes, phrases or words that served as labels for sections of data. The codes came in many shapes and sizes depending on the methodology and research questions. Boyatz further explained that the set of codes can be a list of themes, complex model with themes, indicators and qualifications that are casually related, or something between in between these two forms.

3.11 Validity and Reliability

As a way of ensuring that the instruments measure what there were supposed to measure the researcher submitted the research instruments to her project supervisor so as to identify if the instruments were ideal and suitable for collecting the required information to address critical issues on the topic understudy. In order to check the reliability of the instruments the researcher used the test retest technique to re-administer the question at separate intervals (Musabila, 2014). Also the researcher made sure that the research findings were reliable by making sure that the research was administered to ideal representatives that is the teachers.

3.12 Ethical Consideration

According to Skies (2004) ethical considerations apply throughout the research process. There is need however for researchers to make sure that they avoid doing wrong to anyone involved in the research. He is also of the opinion that within research design researchers need to think carefully about the consequences of adopting particular methodologies and procedures to conduct a research. Skies (2004) suggested that getting the research populations raises a number of ethical issues. The researcher tried to gain permission from teachers, parents and children by appropriate ways. Therefore in this study, the researcher sought permission from all participants that took part in the process of data gathering.

3.13 Summary

This chapter looked at many research techniques used by the researcher in gathering data as well as the research methodology that were used. The chapter also looked at the population under study, validity and reliability, data presentation and plan of the research.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction.

This chapter will present the information collected by the researcher based on primary data which was gathered through the use of questionnaires and interviews. The collected data was presented on analytic tools such as tables and graphs. These tools were used to make the data presentation clearer and easy to understand.

The research findings sought to answer the following questions.

1. *What are the forms of social differentiation that manifest in schools and what impact have they on learners?*
2. *How does social differentiation affect learners' performance in some Shurugwi schools?*
3. *Which strategies can be used to overcome social differentiation in these schools?*

4.1 Demographic Data

Sixteen (16) teachers were given the chance to participate in the study. Of the 16 a total of 87.5% returned well answered questionnaires. Of the 14 teachers who participated 43% were male and the other 57% were female. Of the 14 teachers who participated 71% of them had experience of over 10 years in the education sector and the other 29% had experience of less than 5 years. The respondents were all qualified teachers with 71% being Diploma holders and 29% were degree holders. Four teachers were interviewed for this topic.

4.2 Gender of the respondents

Questionnaires were distributed to teachers. They were chosen because they are the ones involved in teaching and learning and are the ones who can give a true picture of the impacts of social differentiation. Of these teachers 42,8% were male and 57,1% were female.

Table 4.2 1 Respondents academic qualification

Qualification	Frequency	Percentage
Master's degree	0	0
Bachelors	4	28,5

Diploma	10	71,4
Other	0	0

Table 4.2.2 Period spent in the educational sector.

Year in Education	Number	Percentage
Up to 2 years	0	0
3-5 years	4	29
6-10 years	7	50
Over 10 years	3	21

The table above summarises the length of time spent in the educational sector.

4.3: Forms of social differentiation that manifest and the impact they have on learners

4.3.1 Family background

80% of the respondents confirmed that there are forms of social differentiation that manifest at schools. 50% of these respondents highlighted that family background was the main reason for this social differentiation one respondent highlighted that family background goes a long way in how a learner performs in school. Findings show that if a learner comes from a family with educated parents such parents are able to assist pupils with learning resources like text books, exercise books and paying of school fees in time. One respondent went on to say that such a family can help pupils with homework and can easily monitor their children's performance. Such parents may encourage staff to attend to their children's individual needs. One respondent also said that such parents who are educated may go an extra mile and even pay for extra lessons. This was also confirmed by participant A *who said that parents who are uneducated are not involved in any way with their children's work they show no concern at*

all and do not cooperate at all with the teacher. Respondents showed that pupils who come from a family background with educated people tend to perform better than those who belong from a background with uneducated people.

4.3.2 Economic Status

25% of the respondents confirmed that the economic status of learners' parents is a cause of concern in learners' performance. One respondent went on to say that you can actually distinguish between a poor student and a rich student. One respondent showed that you can actually see that this student is poor by merely looking, the student will be having a torn uniform or a faded one or a cheap quality uniform whilst the one from rich background will be having a good quality uniform. This was also confirmed by participant A *who said some of learners at their school have smart phones.*

Findings show pupils from a rich background are blessed and are at an advantage because there have all that is needed to learn. This was confirmed by participant B *who said that it is very difficult for a learner who comes from a poor back ground to perform well in class. This child probably is feeling hungry, does not have exercises books and may at times be chased away to go and get school fees when others are learning.* This is also supported by Brooks (1997) who is of the view that children living below poverty threshold perform less than those from a rich background. Therefore, it can be concluded that there are classes within a classroom of the poor and the rich.

4.3.3 Religion

5% of the respondents mentioned religion as the cause of social differentiation. One respondent highlighted that in their community most learners go for religious festivals during the term causing disturbance to the learners. One respondent said that a learner can be absent

from school for more than two weeks while attending some church gatherings. From the findings it shows that such learners miss a lot. Such learners when they come back they are yet to write the same exam with the learners who have been attending school daily. This was confirmed by participant B *who said that she had learners who spent a month at their holy place called (mativi) where there were being prayed for, such learners will miss out a lot on teaching and learning.*

However, 20% of the respondents were of the view that there is no difference that is there among their learners. Participant D *said that the fact that pupils come to school putting on the same uniforms and are under the guidance of the same teacher means that pupils have the same opportunities and therefore there is no difference among learners.* Therefore, from the findings obtained from the questionnaires it can be concluded that social differentiation manifests through family background, economic status and religion.

4.3.4 Location of school

90% of the respondents confirmed that the location of the school itself is a factor that influences academic performance of learners. The respondents showed that schools that are located in towns have educated parents who know and understand the value of education. One respondent responded by saying such parents are able to pay school fees in time and supply their children with all the learning resources that are needed at school. They went on to say that such children have few challenges when it comes to their learning because they have all their learning needs attended to. This was also confirmed by participant A *who said most learners from the urban area have a rich background and have rich parents who make sure that their children have all educational materials.*

This participant went on to say *such parents are educated and know the importance of education*. Findings showed that such pupils perform better than some pupils from rural schools. This finding was supported by Swartz (1997) who is of the view that the educational system itself is designed to recognise cultural capital. Therefore, the educational set up is such it recognises the rich. On the other hand, these respondents also highlighted that schools in the rural area have a community of uneducated people.

One respondent from Mutevekwi School said that what do you expect from people in this community, this school is located in a mining place with a lot of gold miners who do not place any value in their children's school work. Findings showed that such learners go to school without any learning materials, parents do not pay up their school fees in time. Such children have difficulties in their teaching and learning.

Such learners are already disadvantaged unlike their counterparts who are at a better footing. However 10 % of the respondents contradict with the view that the location of a school affects learners. One respondent highlighted that what is of importance is the children's brains not the setting of the school. From the interview participant D *said they had a pupil who obtained 11. As but had his primary education at her school*. Thus the location of a school plays a pivotal role on learners as confirmed by the research findings, showing that a school that is located in area of people who are educated in an urban set up, pupils tend to perform better while those from a un educated community in rural areas tend to perform badly.

4.3.5 Learning Resources

About 80% of the respondents showed that learners do not have equal learning resources in school. These respondents were of the view that there are many inequalities that can be noted when it comes to learners. Findings show that children from well up families and urban

school have learning resources while those from poor backgrounds and rural areas did not have learning resources. This was confirmed by participant C *who said at his school some children do not even have exercise book*. Another respondent said it will take up to a period of about a week for a parent to replace a finished exercise books. This is supported by Dummais (2006) who says teaching materials can support student learning and increase student success. Thus learners who get learning resources are in a better position to perform well than those who do not have access to learning materials.

On the other hand, 20% confirmed that all learners have equal learning resources. Participant A *said that learners at her school had equal learning resources. She said her school was funded by Unki Mine and there are adequate resources for each and every learner*. Therefore, from the research findings it can be noted that the learners in schools do not have equal learning opportunities.

4.3.6 Poverty

80% of the respondents showed that there are disadvantaged learners at their schools and nothing has been done to help them. Respondents showed that there are children at their schools who come on empty stomachs without learning resources, torn uniforms and without paying fees. Findings show that schools are not able to help learners in any way. Participant B *said Beam once paid fees for these disadvantaged learners but has since stopped*. One respondent also went on to say such learners feel inferior and are often stigmatised and most of them end up dropping school. This is supported by Bennet (2002) says according to MRI scans poverty can upset development in a variety of key brain areas, and children of poverty have constantly been shown to produce less of the brain tissue used in the processing of information and execution of actions. However, 20% of the respondents showed that their schools are giving their learners a meal each day.

One respondent said that they have a father’s association club that contributes money on a monthly basis and donates money to the school towards the disadvantaged. The respondent also said that the money contributed was however too little to cater for the children. One respondent also said that pupils are given one meal a day but in most cases these children are shy and do not go to take the meal.

Therefore, research findings show that there are some disadvantaged in schools and nothing is being done to help such pupils. Findings show that such learners end up performing very badly. Therefore, research findings show that forms of social differentiation do manifest in schools. Findings show that there is no equality in the schools and there are some children who are suffering because of these differences.

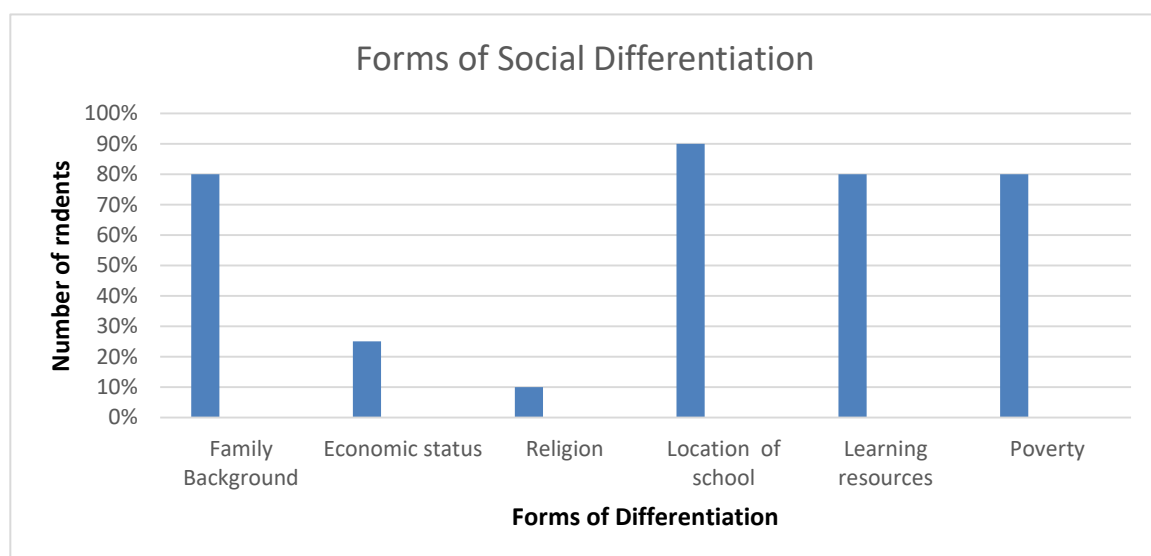


Figure 1

4.4 How social differentiation affects learners

Teachers were asked to identify the effects of social differentiation. 80% of the respondents showed that social differentiation affects learners. Respondents showed that learners are affected in both good and bad ways.

4.4.1 Stigmatisation

45% of the respondents showed that such learners feel stigmatised. In their response to the question on the questionnaire which asked on negative effects of social differentiation one respondent said that such pupils in her class are usually quiet and do not want to mingle with other learners. This was also confirmed with another respondent who said such pupils have grouped themselves such that they are found in their groups at break time and at lunch time. Another teacher noted that pupils have actually formed groups among themselves and have classified themselves according to classes of which the rich play together and the poor play together.

This was confirmed by participant B *who said that such learners who belong to a poor background seem to look down upon themselves, he said some learners will not even raise their hands even if they know the answer.* Participant C *went on to say that such children are not confident and are even shy to say their answers.* Findings were supported by Corsaro (1997) who says stigmas affect a person in many ways including psychologically, socially and personally. Such learners may be troubled or traumatised. Therefore, findings show that people who come from poor families usually show signs of stigmatisation. Participant A *said when a person is stigmatized it because very difficult for that learner to performer to his or her best.*

4.4.2 Absenteeism

20% of the respondents showed that social differentiation may cause absenteeism on learners. One respondent confirmed that mostly the pupils that are absent in her class are the ones that are poor. Respondents showed that such children are absent for no reason. Teachers noted

that most of the pupils who are usually absent in their registers are those children that are from a poor background. One respondent said once you make a follow up of those children who are usually absent you will find out that those children come from parents who are not quite educated. This was also confirmed by participant B *who said one pupil was absent for two weeks and when he asked the learner told him that his uniform got torn and he had to wait for the mother to buy a new one.* Thus findings show that learners are affected in their learning by some things that are far much beyond their control. Participant B *said even if that child was intelligent he is bound to be affected by losing out on school for the two weeks.*

Wadesango (2011) confirms findings on absenteeism he says, absenteeism affects the abilities of student which can be a reason for decreasing the grades, performance of students becomes prominent and effective when they attend the classes on a regular basis and it has a positive impact on performance. Respondents noted absenteeism has many consequences on the learners because it keeps kids from getting the consistent instruction they need to build on basic skills. Still on the same note other respondents said that every lesson is another foundation for the next lesson and once a pupil misses out any lesson there is a destruction of the learning episodes, their learners are affected and they miss a lot. However, from the findings the researcher noticed that the participants who were interviewed from rural schools showed that at their school's absenteeism was a natural thing and did not have any special explanations and it was because the type of parents in their locality were peasant farmers, illegal gold farmers who placed low importance to education. On the other hand, participants at schools in the urban area showed that they had few absentees at their schools which were mostly genuine and most absentees were because of funerals and illness.

4.4.3 Classes.

Information yielded from the questionnaire show that 25% of the respondents are of the view that social differentiation has created a class system within the schools. One respondent said that there are two groups at a school consisting of the rich and the poor. With the rich dominating at the schools the poor people feel inferior and look down upon themselves. Findings show that these learners from a poor class tend to be demotivated and most of the time they do not want to participate respondents said even if they know the answers they will remain quiet.

One respondent jokingly said at her school children who had their parents as civil servants and those mainly from the school cottages are prefects because there are the ones with complete school uniforms and who have the learning resources. Findings show that it is the economic status of the family that have found their way in the schools. One respondent pin pointed that usually teachers are biased and tend to think that smartness and speaking good English is a sign of intelligence such that teachers tend to give students from a better social standing much consideration than those who appear to be from a poor background. Respondents show that this class system makes learners from the rich background to feel superior and at times to bully others. This was confirmed by participant A *who said at one time he noticed a boy carrying four school bags after questioning the boy he realised that this boy was being bullied and was always carrying their bags and he also realised that this boy was an orphan and was from a poor background.*

On the same note respondents showed that such learners from a rich background have all learning resources they have textbooks and everything to ease their learning. Findings also show that these learners tend to sit on their own in their classrooms and do not want to sit with the poor such that these learners continue to suffer. This was supported by Bowel and

Gintis (1976) who are of the view that the social class of the family of origin leads to the principal differences in educational levels. However, there are some respondents who showed that some learners who are in that class of a rich background tend to perform badly because they fail to value their education while some learners from a poor background tend to excel well despite their social standing. Therefore, findings show that the education system seem to support learners who come from a better background and such learners tend to perform well and achieve good grades while those from a poor background tend to suffer.

4.4.5 Failure

40% of the respondents showed that social differentiation may lead to failure itself. Findings show that learners who come from a poor background have learning difficulties and they learn under stressful conditions. Most of them have no learning resources, no school uniforms and their school fees is not paid in time such that it becomes difficult to learn under those conditions. One respondent said that there are children in their classes that have potential to pass but their background will never allow them to pass. Findings also show that culture also has led to failure. Respondents also showed that there are some parents who seem to place value over the boy child. One respondent said you can also note that there is a difference in how some parents treat their children with some providing learning resources more to the boy child than the girl children. Respondents show that in such situations the boy child will excel much better. Findings are supported by Jesen (2008) observed that children raised in poverty rarely choose to behave differently, but there are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to sub optimal in ways that undermine good school performance. Therefore, one can say that poverty can lead to failure.

4.4.5 Motivation

20% of the respondents noted that motivation is one positive effect of social differentiation. Respondents said learners who come from a family that provides them with educational resources feel motivated. Findings show that such learners have less worries and tend to perform better. One respondent said that some of the parents from the rich families' approach teachers and offer extra money so that they can offer extra help to help learners.

Respondents also confirmed that they pay attention to learners when parents go an extra mile. Participant A said *there is no child who comes from a better social –status who fails school.* Participant A also said *if for money he will encourage and motivate a student.* Such a learner feels motivated and has no worries at all and will do all that is in his or her power to work hard. On the other hand, learners who come from a rich. Family background is in turn demotivated, such learners have no books, no resources and have a torrid learning experience. One respondent also showed that such learners are passive when learning.

4.4.6 Stress

5% of the respondents showed that stress can also affect learners. They showed that learners who face hardships and who come from poverty stricken families lack educational resources. One respondent showed that each learning day in their lives is full of stress. Some of the respondents said that other pupils may even be stigmatized by teachers because teachers do not want to associate with poor pupils some even associate being poor with being dirty. This is supported by Wheeler (2007,2) who says stress affects your ability to concentrate, causes sleep to depression, he goes on to say too much stress affects students negatively. Respondents confirmed that social differentiation can lead to stress in some learners.

4.4.7 Provide Opportunities

10% of the respondents showed that social differentiation may provide opportunities for disadvantaged learners. One respondent said that there are some organisations that look for the vulnerable within the schools and opportunities for bursaries and scholarships. This was confirmed by participant D *who said at their school the vulnerable girl children are being helped by such organisations like Camfed, Plan international and Tongogara Trust Fund in Shurugwi.*

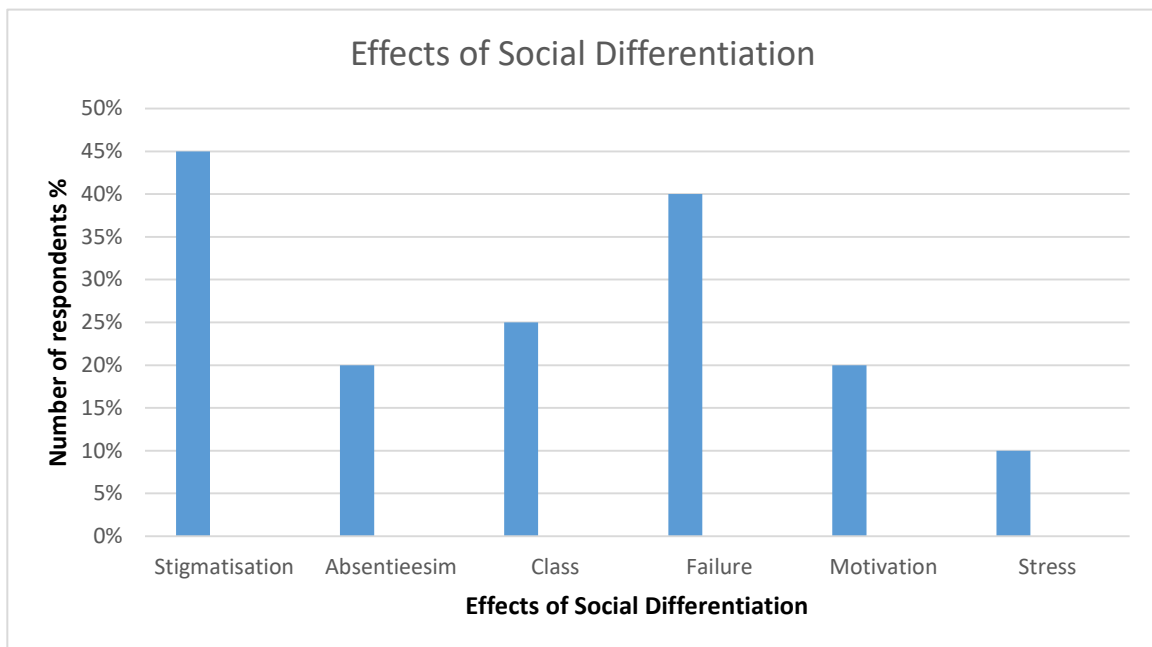


Figure 2

4. 5 Strategies for Reducing Social Differentiation

4.5.1 Nutrition programmes

50% of the respondents showed that one way of reducing social differentiation was of introducing nutrition programmes. One respondent said that often poor pupils come to school

without any food to eat at lunch time. One respondent said most learners at her school spend a day without food. Respondents showed that if all schools were able to provide at least one meal to learners this would allow learners to learn on full stomach. This was confirmed by participant A who *said once children are being given food they will be motivated to come to school every day and this will reduce absenteeism*. Findings show that such a programme creates a healthy and productive learning environment for schools' children. Findings are supported by Bell (2001) who said school nutrients are important for biological, social and psychological development of learners and to promote improved teaching and learning attendance and school performance and eating habits.

4.5.2 Grouping

40% of the respondents said that grouping pupils in class would make them mix well. One respondent said teachers must study their children and try to make sure children associate together those from a poor background and a rich background. Respondents are of the view that these groups must be heterogeneous whereby people are just grouped. One respondent said by grouping learners will learn to share. Findings show that by grouping learners will not feel stigmatised and will develop confidence. Other respondents showed that by grouping classes will be removed from the schools. They also said that grouping helps learners to interact and to socialise. Findings were supported by Palincsar and Herrenkohl (2002) who say group members are encouraged to share their thinking as they work together. This will be to the advantage of the poor learner this was also echoed by Slavin (1991) who says all cooperative learning methods share the idea that students work together to learn and are responsible for one another's learning as well as their own. By grouping learners it is created in them a culture of oneness. Still on the note Participant B *said that grouping may fail to curb the problem of social differentiation but rather may perpetuate this inequality because*

the rich will still dominate because learners from the poor background always look down upon themselves.

4.5.3 Lobbying for Donations

40% of the respondents showed that schools must be able to source for donations which will in turn cater for the under privileged. Respondents showed that there has to be a committee within each and every school that will cater for learners facing hardships. They said this committee must be able to look for these pupils within the school. This committee must in turn seek donations that will help these learners. One respondent said there are many places where donations can be obtained from. This was confirmed by participant D *who said we can get donations from local churches, the business community and also from the rich in the community.* Respondents said if they get these donations schools will be able to pay fees, buy uniforms and provide all learning resources such that all learners will learn under the same conditions and under equal opportunities.

4.5.4 Individualised Instruction

20% showed that if teachers were to use individualised instruction it would benefit each and every learner. Respondents showed that if each teacher was to teach every child as an individual this would make each and every learner passes and also would terminate all the influences of social background. One respondent said if teachers are able to attend to each and every child there are able to identify character and behavioural traits in which they can be able to attend to the needs of the learners. Findings shows that such children who feel stigmatised and with no confidence may be able to be assisted from an early stage. Thereby providing equal opportunities. This is supported by Gerstein (2009) who says that every student must receive exactly the specific instruction needed to address each gap. However, some contradicted and said that it is very difficult to use this strategy they said it will only be

a burden to them since they already have enough on their plate since they are not being paid well. Other respondents showed that the teacher:parent ratio in most public schools in Zimbabwe do not allow this strategy. Findings show that if all is well this strategy will help all learners and provide for equal opportunities regardless of their social standing. Therefore, learners who are from a poor background will personally benefit as well.

4.5.6 (PLAP) Performance Lag Address Programme

10% of the respondents showed that if PLAP is used it can reduce impacts of social differentiation. One respondent said they have learners who are affected by social differentiation to some extent that some are already not performing well. He went on to say that the PLAP strategy that has been introduced in schools could help by going back to the concepts missed at lower levels. For example, a learner in grade 3 will have missed up concept in grade 2 the teacher will go back to the concept while the student is still in grade 3. One respondent said that they just comment in the record book without taking up the strategy because it is the requirement of the Ministry. This is supported by Thomas (1991) who says the PLAP programme involves revisiting the syllabus and targeting concepts that have proven persistently difficult to catch on. He goes on to say teachers have to address this problem to ensure that the students build on lagging concepts. As to catch up with their present level. However this was contradicted by Participant A who said this PLAP thing will never work in a country like Zimbabwe he also said there is no time to go back to other concepts mainly of the previous grades and he also said that is adding more load to the teacher who has since waited for a remuneration.

4.5.7 Remediation

10% of the respondents said teachers must try to look for loop holes and remediate learners. One respondent said a learner may fail to construct a sentence because they rarely use English at home while a learner is possible to construct because of their home where they

speak English. In this case the learner may pass owing to her social standing. The teacher is therefore supposed to offer remedial assistance so as to help learners with difficulties. This is supported by Burris (2009) who says remedial programmes are used to address gaps in basic skills. Therefore the respondents showed that remediation can be used to reduce impacts of social differentiation.

4.5.8 Guidance and counselling

5% of the respondents said teachers must teach guidance and counselling where by learners are taught about social life. Respondents show that this subject makes learner open up and be able have self-confidence. One respondent said topics like inequality and poverty must be topic of concern to learners so that learners do not feel stigmatised and unhappy.

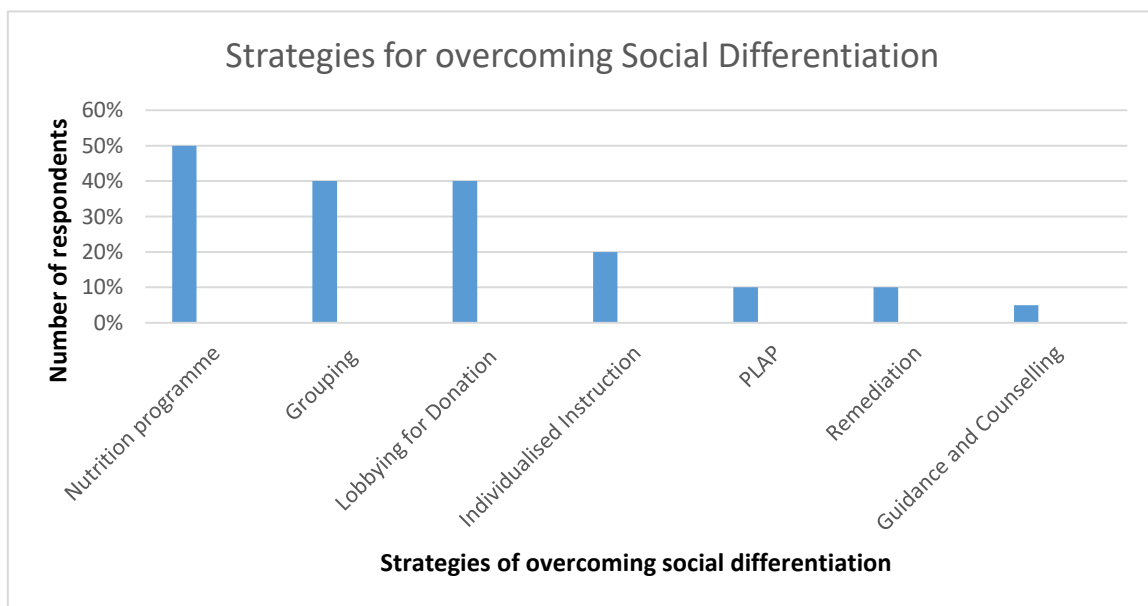


Figure 3

4.6 Summary

In this chapter research findings were presented and discussed. The first section of the chapter looked at the general information and demographic data. The second section addressed the research question on the forms of social differentiation that teachers are

identifying on a day to day basis. Findings were presented on the forms of social differentiations. The third section addressed on effects of social differentiation and were also presented in the findings above. Lastly the topic looked at findings on suggestions that were given on how social differentiation can be reduced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter includes presentations of the study summary, recommendations and conclusions. The chapter sums up this study and details the general conclusions of the study. It provides recommendations that can be considered to reduce the impacts of social differentiation in schools. This study was based on a qualitative research dimension and the discussions below summarises the findings.

5.1 Summary

The first chapter looked at a detailed background of the study and also the problem statement. The research study sought to explore the impacts of social differentiation. The study was based on the problem that social differentiation has impacted learners in a negative way and this reduces their performance level hence there is a need to explore the underlying effects of social differentiation and how it can be reduced. The chapter went on to highlight the study research questions detailed as follows:

1. What are the forms of social differentiation that manifest in schools?
2. How does social differentiation affect learner's performance in Shurugwi Schools?
3. Which strategies can be used to overcome social differentiation in Shurugwi Schools?

Chapter two detailed an in-depth study of an existing body of literature that supports the study. Studies on Social differentiation have been done. Various forms of social differentiation have been identified. The existing body of knowledge by many scholars show that social differentiation affects learners' performance. Existing literature show that the forms of social differentiation are gender, culture , socio economic status, level of education attained by parents, family type size and cultural capital these forms will cause inequalities among learners. For example some learners have cultural capital this will put them on a better footing at learning as compared to a learner from a poor background. Cultural capital is embedded in children's knowledge, language and mannerism. Which according to Bourdieu

is called “habitus.” Thus also according to Swartz (1997) the education system itself is designed to recognise cultural capital. Many scholars also pointed that these forms of social differentiation go a long way in causing inequalities among learners. Hofstede (2002) is of the view that educators must have a clear understanding of these forms of social differentiation and the factors they play in the learning process so that they may utilise the knowledge to create a responsive learning environment that supports the success and achievement of all learners.

Chapter 3 looked at research design used to collect findings for this study. This study was based on a qualitative research basis which involved an interference of social differentiation as it unfolds in the natural environment. This study employed the research design because it is the best in studying the natural environment without disturbing it. When studying social sciences qualitative research design is one of the best, the researcher found it very useful because of its interactive approach nature and that critical subjects of this study played a critical role in the interpretation of the research outcome. The researcher used qualitative means to gather data and these involved interviews and questionnaires.

The study employed non probability and probability sampling techniques where snowball sampling was used. The researcher also used purposive sampling technique because she was aware that the teachers targeted by the technique would provide accurate information. This technique is also judgemental such that the researcher will be in a position to choose the ideal respondents, who to the researcher are better placed to provide accurate data. Data was presented using graphs, tables and charts. The study employed the use of thematic analysis in developing findings into meaningful information

5.2 Conclusions

Results of this study depicts that , the sampled populations of teachers in Shurugwi District are aware of the forms and the effects of social differentiation. Teachers managed to reveal the impacts of social differentiation. Findings also correlate with what has been researched in chapter 2. Findings show that many teachers agree on the notion that social differentiation negatively reduces learners' performance. It was also noted that teachers are aware of the strategies that have been used or are being used or sometimes are applied.

Some of the respondents provided interventional strategies to be used for presentation strategies. It showed teachers are aware of the post social differentiation challenges as noted that, it would lead to absenteeism, poor academic performance. Stigmatisation and demotivation, and for these reasons respondents noted the need to put effort towards eliminating this behaviour for the survival of education and its benefits. Some teachers revealed that there are so many ways of eradicating the effects of social differentiation but this requires institutional support for these efforts to be fruitful.

5.3 Recommendations

- There is need of social differentiation campaigns to be institutionalised in the district so as to familiarize teachers with all factors related to effects of social differentiation
- The targeted respondents were aware of the strategies that can be used to reduce social differentiation. Be that as it may, it creates the impression that some training through an in-administration and/ or staff developments will be very advantageous.
- Not denying what was at some point prescribed in the discussion part of the study, the researcher suggests that the same study be given to the whole district. The researcher would likewise go on to prescribe an area wide needs appraisal with a specific end goal to anticipate the instructive in-administrations.

- Monitoring activities ought to furnish schools with exact and convenient data on effects of social differentiation. These frameworks ought to furnish teachers with data about this impact before some students are affected.
- Pupil engagement can be recommended as one key component in anticipating social differentiation. This incorporates clearing up and also bringing away any detectable hindrance the negative view of the school that learners may hold. Such that disadvantaged learners will not take a school as a place where inequalities are perpetuated.

REFERENCES

Bennet, K. K. (2002). *Children's acquisition of early literacy skills, examining family contribution*. Early Childhood Research Quarterly 17. 295-307.

Black. (1981). Family size and the quality of children Demography.

Buckley, W. (1967). Sociology and Morden Systems Theory, Englewood Cliffs. N. J Prence Hall Google Scholar.

Burdieu. (1984). Distinction, A social critique of the judgement of taste Routledge. London.

Crouch, F.et al. (2001). Statistics in Research, Johannesburg, SA, SAPH Limited.

Denzin, A. Norman K. and Lincoln, S. (2005). *The sage handbook of Qualitative Research Publisher and city, 3rd edition.*

Depoy, F. and Gitlin, L. N. (2005). *Introduction to research: Understanding and applying multiple strategies, 3rd edition,* Elsvier Mosby.

Dumais Susan, A. (2002). Cultural Capital Gender and School Success. The role of Habitus. Sociology of education.

Hyde, T .(2007). The Gender Similarities Hypothesis. American hypothesis.

Mc Beath, et al .(2001). The impact of Study Support. Report for the Department of for Education and Skills (DIES) London.

Morgan, P. (1980). Criteria for Good Research, Phil Delta: Khappan.

Neves, L. P (1992). Pedagogic practises in the family socialistic context and children's school achievement British Council of Sociology of Education.

OECD (DAC) Source book on Concept and Approaches Linked to Gender Equality

Parsons, T .and G. M. Platt. (1974). The American University. Press Google Scholar.

Spencer- Oatey, H. (2008). *Culturally Speaking Culture, Communication and Politics Theory 2nd edition.* London Continuum.

Sullivan, A. (2001). Cultural Capital and Education Attainment. Sociology (2002) Bourdieu and Education. How useful is Bourdieu Theory of researches. The Netherlands, Journal of Social Sciences.

Tomlison, C. A (2001). How to differentiate instruction in mixed ability classroom (2nd edition). Alexandria, V. A, ASCD.

Vanderstraeter ,R. (2002). *Parsons Luhman and the Theorem of Double Contingency*. Journal of Classical Sociology 2. 77-92.

APPENDIX 1

MIDLANDS STATE UNIVERSITY

RESEARCH INSTRUMENTATION

Questionnaire for Teachers

Dear Respondent

My name is Mukanga Caroline currently studying for a Bachelor of Education Degree in Educational Foundations at Midlands State University. In partial fulfilment of the requirements of my studies I am conducting a research on impacts of social differentiation on learners in Shurugwi. I am kindly asking for your assistance to complete the attached questionnaire. Please fill in the questionnaire as truthful as possible. The data collected here is strictly for academic research.

INSTRUCTIONS

PLEASE INDICATE WITH A TICK WHERE APPLICABLE

PART A

DEMOGRAPHIC DATA

GENDER

MALE

FEMALE

YEARS EXPERIENCE

CURRENT TEACHING GRADE.....

NUMBER OF LEARNERS.....

PART B

1. INDICATE TYPE OF SCHOOL

PRIVATE COUNCIL GOVERNMENT

2. GIVE LOCATION FOR YOUR SCHOOL

URBAN RURAL

3. DO YOU THINK THE LOCATION OF YOUR SCHOOL INFLUENCES ACADEMIC PERFORMANCE OF YOUR STUDENT

YES NO

IF YES, BRIEFLY EXPLAIN HOW?.....

4. DO ALL THE LEARNERS HAVE EQUAL LEARNING RESOURCES

YES NO

IF NO EXPLAIN?

5. HAVE YOU NOTED ANY FORMS OF SOCIAL DIFFERENTIATION ON LEARNERS

YES NO

IF YES, EXPLAIN HOW?

.....
.....
.....
.....

6. ARE THE FORMS OF SOCIAL DIFFERENTIATION LIKELY TO AFFECT THE LEARNERS?

YES NO

7. DO YOU HAVE INSTRUCTIONAL MEDIA AT YOUR SCHOOL

YES NO

IF SO, GIVE EXAMPLES

.....
.....
.....
.....

8. DOES YOUR SCHOOL DO SOMETHING TO HELP THE DISADVANTAGED LEARNER

YES

NO

IF YES, EXPLAIN IN BRIEF WHAT HAS BEEN DONE

.....

.....

.....

.....

9. CAN YOU DISTINGUISH LEARNERS FROM THE RICH FAMILIES AND POOR FAMILIES?

YES

NO

IF YES, EXPLAIN THE DIFFERENCE IN BRIEF?

.....

.....

.....

.....

.....

10. DESCRIBE THE RELATIONSHIP BETWEEN CHILDREN FROM RICH FAMILIES AND THOSE FROM THE POOR FAMILIES

GOOD

BAD

11.HOW MAY SOCIAL DIFFERENTIATION POSITIVELY AFFECT PUPILS ?

.....

.....

.....

.....

.....

.....

12.HOW MAY SOCIAL DIFFERENTIATION NEGATIVELY AFFECT LEARNERS?

.....

.....

.....

.....

.....

.....

APPENDIX 11

MIDLANDS STATE UNIVERSITY

RESEARCH INSTRUMENTS

Interview Guide Teachers

1. What are the forms of social differentiation that you notice on learners?
2. Do these forms of social differentiation affect learners?
3. Have you done anything to help learners who are disadvantaged?
4. Do you have any suggestions on how this problem could be reduced?