

ROLE OF SOCIAL STRATIFICATION IN DISCRIMINATION EXPERIENCES AS PERCEIVED BY GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS

ABSTRACT

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Social stratification has long been a central concern in sociological studies and continues to be a significant societal issue throughout history. It contributes to persistent problems such as discrimination, poverty, and unequal treatment experienced by individuals across their lifespans. This study seeks to explore how social stratification contributes to experiences of discrimination as perceived by Grade 12 students, specifically in terms of wealth, power, social class, social mobility, job opportunities, and income level. Anchored in Grusky's (2019) theory—which highlights the dynamics of social class, inequality, mobility, interaction, and cultural values—this research also considers how globalization and social networks shape access to resources and reinforce local patterns of inequality. To explore the role of social stratification, the study utilized an exploratory research design involving 200 Grade 12 Humanities and Social Sciences (HUMSS) students. Data were gathered through survey questionnaires aimed at assessing students' perceptions of discrimination based on factors such as wealth, power, social class, mobility, job opportunities, and income level. The findings of the study reveal that students strongly agreed on the significant role of social stratification in shaping various aspects of their lives. This was reflected in the high mean scores across all indicators: wealth (3.38), power (3.38), social class (3.32), social mobility (3.39), job opportunities (3.43), and income level (3.40). These results suggest that social stratification exerts a considerable influence on students' perceptions of discrimination and access to opportunities. The primary issue identified by students was bias in investigative and evaluative processes. To address this concern, the study proposes the development of an action plan aimed at eliminating discriminatory practices within the school environment. It is recommended that schools enforce policies promoting equality and fairness, ensuring that no student is subjected to discrimination based on their wealth, power, social class, social mobility, job opportunities, or income level.

RECOMMENDED CITATION

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