

The Role of “Social Class” in Relations to Educational Background, Income and Occupation in the Namibian Society

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Abstract

This paper examined the roles of social class in relation to education, income and occupation in the Namibian society specifically for the Windhoek residents. Qualitative research design was chosen to describe this study. Windhoek was selected as a case study because it is the capital city of Namibia and most of classification and combination of social class could easily be obtained there. The targeted population of Windhoek city is 268,000 but the population sample size was about 10 constituencies in Windhoek and out of those constituencies only 10 people per constituency were chosen for an interview. The study surveyed hundred (100) people from Windhoek, 10 residents per constituency. It was a survey whereby data was collected by the use of questionnaire which were prepared and presented to respondents and also the use of oral interviews was conducted. To give meaning to data, primary and secondary data was analyzed and presented in a form of tables, graphs, chart etc. The study found out that education, income and occupation do really relate to social class. The study recommends three things; firstly, the government of Namibia should intervene to assist the needy and encourage them to study, but they can also do it by giving them loans; Secondly, the society should come together and form up groups for self-sustainment; thirdly, future researchers should do more research of the entire country to generate adequate information on social issues.

Keywords: Social Class, Education, Income, Occupation, Society.

Introduction

Industrialization and globalization brought many changes in the Namibian society and this is something that one cannot escape from. Social class is a status hierarchy in which individuals and groups are classified on the basis of esteem and prestige acquired mainly through economic success and accumulation of wealth. It also refers to any particular level in such a hierarchy. Social class is a division of a society based on social and economic status, people from different social classes and work of life (Lexico Oxford Dictionary). Social class is the idea of grouping people together who share a similar social status which is related to certain common features such as educational background, income and occupation (Worthington & Britton, 2006). In Namibia, social class and social stratification plays a major role in the society. There is a division of societies, the riches live in up class suburbs areas while the poor live in dilapidated and low-class locations such as Katutura. Namibians' social stratification is largely

characterized by high economic inequality, whereby richer consume and become much wealthier than the poor. Segregation has continued since the end of apartheid, although more blacks have joined the upper classes. White only seven percent of the population, own and manage most large businesses and commercial farms, in the civil service, the races are more equal terms. In the rural communal areas, teachers, health care workers, government employees and successful business people form a local elite though they are still closely integrated into their communities through kinship ties and obligations. The symbols of social stratification are that the wealthier classes of all races are distinguished by expensive cars, large homes in exclusive neighborhood, a command of English, attendance at private schools and exclusive travel.

Statement of research problem

The main purpose of this research is to analyze social classifications in Windhoek-Namibia in relations to education, income and also

occupation. The study wants to establish if education, income and occupation intertwine with social class, furthermore the study wants to establish how education, income and occupation affect the living standards of Windhoek residents and determine the social classes they belong. The study also wants to find out the challenges as well as the contributing factors of social classification.

Research objectives

The study was guided by these objectives:

- To analyze the classifications of social class

- To establish the relation of social class with education, income and occupation
- To identify the challenges and contributing factors of social class

Research hypotheses

The following hypotheses would be tested;

H0: Education, income and occupation does not intertwine and relate to social class in the Namibian society.

H1: Education, income and occupation intertwine and relate to social class in the Namibian society.

Conceptual framework

Independent variable - Independent variables

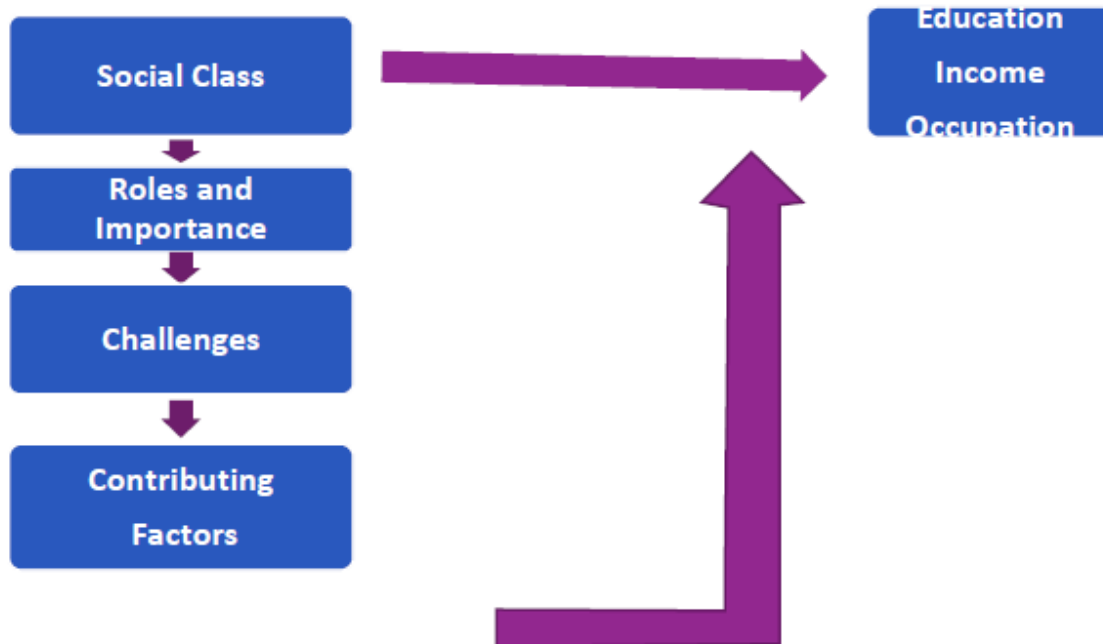


Figure 1. Conceptual framework

Source: Developed for this study

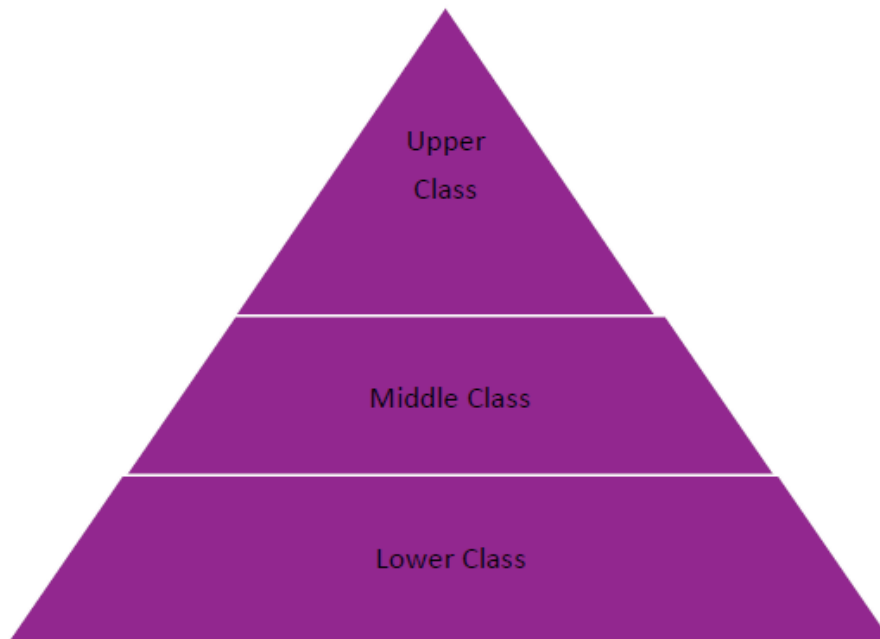


Figure 2. Social Class Pyramid

Source: Developed for this study

Review of literature

Theoretical literature review

Literature on social class were reviewed as well as revisits theories and related secondary research findings and books. Secondary data on social theories that link the social class with education, income and occupation were also collected.

Classification of social classes

There are four common social classes informally recognized in many societies which are; (1) upper class, (2) Middle class, (3) working class and the (4) lower class.

Upper class this is the social group that has the highest status in society, especially the aristocracy. In modern societies, this social class composed of people who hold the highest social status, usually are the wealthiest members of society. Middle class is the social group between the upper and working classes, including professional and business people and their families. This class is a class of people in the middle of a social hierarchy. Working class is the social group which consist of people who are employed for wages/salaries, especially in manual or industrial work. Working class occupations include blue-collar jobs, some white-collar jobs and most pink-collar jobs. Lower class are those at near the end of the socio-economic

hierarchy; also known as the underclass, and may include many of those at the bottom of the working class. This class of people belongs to the social class that has the lowest position in society and the least money. This people are poor and usually do not have a very high level of education. [Fig.2].

The role and importance of social class in society

A society that lacks social class is like a seed that need to germinate and grow but lack water and sunlight. Social classes provide their members with distinctive sub-cultures that prepare them for specialized function in the society. Social class is vital as an efficient means of role allocation, a society fixes social responsibilities of people.

Significance of social classes

According to Puja Mondal, the seven significance of social classes are as follows: (1) Determining life opportunities, (2) colouring personality development (3) Assigning social responsibilities and privileges (4) Shaping life-adjustment patterns (5) Explaining many group differences (6) Defining the conventional morality (7) Cultivating class ethnocentrism.

Determining life opportunities

Opportunities and rewards of a person are greatly affected by her class position. Wealth and income confer power and members of the upper class have more power than lower class people. This help them attaining leading positions in the political, educational and cultural spheres. Major types of mental disorder and physical illness, including heart disease, cancer, diabetes, pneumonia and bronchitis, are all more common at lower levels of the class structure than towards the top (Waitzkin, 1986).

Colouring personality development

Social classes act like sub-culture, the personality development of the child is affected in many ways by social classes. Her goals, interests and habits are affected by the needs of social world she lives in. Her moral standards are equally class-typed. Studies of child development and socialization show that there is a lot of difference in the personality make-up of lower-class and middle-class groups.

Assigning social responsibilities and privileges

Social classes provide their member with distinctive sub-cultures that prepare them for specialized functions in society. It is said that the social class is useful as an efficient means of role allocation in the society. Through role allocation, a society fixes social responsibilities of persons. Champions of functional theory of stratification (Davis and Moore, 1945) claim that society requires a variety of occupational roles, and one's social class background equip a person with the skills and attitudes desirable for his occupational function. A lot of unpleasant work must be done in any society, and someone must be persuaded to do it. The class system compels someone to do such unpleasant jobs. This position has been sharply criticized and it said that the social class may be dysfunctional. It hinders social adjustment and it may make it difficult for the individual to make the best use of his potential abilities.

Shaping life adjustment patterns

Social class affects the way people deal with virtually every aspect of reality. The way people handle life situations varies with social class. The lower class tends to be radical in political action connected with economic benefits. But this class

is conservative in accepting social changes while the opposite tends to be true of the upper class.

Explaining many group differences

Social class affects the style of life of its members. As said above, social classes act like sub-cultures and, therefore the groups which live differently, also think and behave differently. This is why, we see great diversity in the outlook and behavior of different social classes. A band of sociologists are of this view that many other kinds of group difference-racial, religious, regional are really class differences.

Defining the conventional morality

Social classes do not merely differ in etiquette or made of behavior; they also differ in moral judgments. In his study of sex behavior, Kinsey (1948) has shown how sex more differ between classes. Premarital sex experience, which is viewed as 'natural' by the lower classes, is generally condemned by the middle classes. For them it is degenerating and unnatural. On almost every point of moral conduct, class-typed mores differ.

Cultivating class ethnocentrism

Social class directly or indirectly helps in developing stereotypes and prejudices against other than one's own class. People at every class level tend to see those above themselves as snobbish, pretentious, exploiters and those beneath as either disgusting or pathetic, delinquents etc. Members of one class judge members of other classes in terms of their own expectations and values. The feeling of 'us' and 'them' begins with the family which later on paves the way for the formation of class ethnocentrism.

Social class in relation to education

Social class in education

- Patterns of educational of attainment
- Patterns of teaching methods (pedagogy)
- Hidden curricula
- Formal (subject) curricula
- Job destinations

Education attainment is glued to social class, with upper class individuals obtaining higher degrees from more prestigious schools and universities. Education plays a vital role in social class, both directly and indirectly. Directly, individuals from higher social classes are more

likely to have the means to attend more prestigious schools or universities and receive higher educations. Indirectly, individuals who benefits from such higher salaries. These two terms (education and social class) are closely intertwined, stratification in education contributes to stratification in social class. Education may influence healthy aging through improved employment opportunities that enhance feelings of personal control and reduce hazardous exposures, or through higher incomes that enable individuals to access better health care or to reside in better neighborhoods (White et al., 2015) (Education attainment refers to the level of schooling a person completes high school, college or a graduate degree. Upper class individuals are likely to attend schools of higher quality and of greater prestige than those attended by their lower-class counterparts. Because members of high social classes tend to be better educated and have higher incomes, they are able to offer greater educational advantages such as private schooling to their children as well. Education is highly valued, but the limited availability of places in secondary and tertiary schools, as well as the expense involved, hinders many students from continuing beyond primary school.

Social class in relation to income

The increasing awareness of the economic situation in Namibia, especially in rural areas, attention is being paid to those individuals who are still sank in poverty. According to Chambers 1989, the concept of vulnerability is not synonymous with poverty, but rather means defenselessness, insecurity and exposure to risk, shocks and stress. A study carried out by Macionis, 2010 indicated that capitalism increased male dominance and created more male power. He explained this claim in three states: firstly, capitalism ascribed power to men through their high incomes and private property ownership; secondly, women become the consumer part of the society because they were not producers but relied on the men for survival; thirdly, is the division of labour which restricts men to the factories and women to the home space.[Fig.1] Nowadays women are not restricted from achieving their goals, they can work in all sorts of working environments and can perform all other duties that men can do. Although some cultures have that belief that women belong in the kitchen and cannot do hard labour. [Table 1].

Table 1. Registrar General’s Classification of social class

Class	Categories
I	Higher managerial, administrative, professional. Accountant, bank manager, dentist, doctor, solicitor.
II	Lower managerial, administrative, professional. Farmer, librarian, sales manager, teacher.
IIIa	Non-manual: Clerical and minor supervisory. Clerk, police officer, shop assistant.
IIIb	Skilled manual: Clerical and minor supervisory. Electrician, mechanic, plumber.
IV	Semi-skilled manual. Assembly line worker, builder, lorry driver.
V	Unskilled Cleaner, labourer

Source: Registrar General Classification of social class

Table 2. Classification of social class

Grade	Social Class	Income Earner's Occupation
A	Upper Middle Class	Higher managerial, administrative or professional
B	Middle Class	Intermediate managerial, administrative or professional
C1	Lower Middle Class	Supervisory or clerical and junior managerial, administrative or professional
C2	Skilled Working Class	Skilled manual workers
D	Working Class	Semi-skilled and unskilled manual workers
E	Non -Working Class	State pensioners, casual and lowest grade workers, unemployed with state benefits only

Source: Developed for this study

These are several demographic classification systems used in market research and well-established system as well as the most widely known and used, is that of social grading, derived from the British National Readership Survey (NRS). Whilst everyone in the industry is familiar with the term social grade and its six groups A, B, C1, C2, D and E, what is less well known is how social grade is defined and how it can be used as a powerful discriminator. [Table 2].

How is social grade defined?

Social grade is a classification system based on occupation and it enables a household and all its members to be classified according to the occupation of the Income Earner's. In addition, if the respondent is not the Income Earner's and is working, then the social grade of that individual is recorded on the National Readership Survey (NRS). A number of questions need to be asked in the interview in order to assign social grade accurately. The interviewer probes the respondent for information about the occupation of the Income Earner's, the type of organization he/she works for, job actually done, job title/ rank /grade, and whether the Income Earner's is self-employed. Also relevant are details of the number of people working at the place of employment and whether the Income Earner's is responsible for anyone, together with confirmation of qualifications. Once the interviewer is satisfied that sufficient information has been gathered in order to determine social grade, their estimate is recorded and later double-checked for accuracy by experts in social grading coding.

Consequences and impact of social class

One's position in the social class hierarchy has far-reaching effects on their health, family life, education, politics etc. Family life including marriage, childbearing and household composition are strongly influenced by social class in Namibia. The probability of a first marriage ending is substantially higher for couples with low socioeconomic statuses than for those in the middle or upper class. The birth rate is very high among uneducated and those who are not working compared to the educated and working class. The majority of educated are staying in shacks with no proper sanitation.

Hence, the birth rate in countries like Namibia, with large impoverished populations is higher than in wealthier countries, indicating that income and wealth play a role in shaping family structures. Demographers have identified a direct relationship between average number of children per household and the economic development of a nation. Today, less developed countries struggle with overpopulation while many governments in developed countries are instituting policies to deal with low birth rates and this is a similar case to the Namibian society. In nations with high levels of fertility, upper class individuals tend to have more children than their lower-class peers. While in nations with lower levels of fertility like China, upper class families exhibit even lower fertility than average.

Religion

Social class is associated with individuals' religious affiliations and practices but not with

religiosity itself, Social class measured by socioeconomic status is associated with individuals' religious affiliation and practices. This affiliation has more to do with low religion is practiced rather than degree of religiosity. Members of lower classes tend to be affiliated with more fundamentalist religious and sect-like groups. Members of the middle class tend to belong to more formal churches.

Politics

The Higher one's social class, the higher their levels of political participation and political influence. In Namibia politics depend on how well the follower is influenced by the political party it got nothing to do with money. A person might have more money from a wealth social class but not politically determined or a person might not have money and from lower income social class but very much political determined. Hence, politics have no correlation with wealth or high social class status.

Empirical literature

Empirical studies from pure articles and journal articles were reviewed. A study conducted by (Mouser, 2012) shows that many sociological theories like Karl Marx's sociological theories, the Communist Manifesto could just have been written last recently, as the theory contains a wealth of theoretical concepts that are still very much relevant today: stratification, globalization, urbanization, economic crisis, structural mobility, etc... (Eagleton, 2000:8-9).

Methodology

Research design

Research design guide the research in the right direction. Quantitative and qualitative methods design is applied and primary and secondary data was used. Quantitative research design has positivist aspects because quantitative researches have experimental approaches such as quasi-experiments and correlation studies. A field survey was conducted for collection, analysis as well as interpretation of observation.

Quantitative research

According to Flick (2006), Dobrovolny & Fuentes (2008) quantitative (fixed) research- is a formal, objectives, systematic process in which numerical data are used to obtain information

about the world. Qualitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews. This type of research reaches many people and the contact with those people is also much quicker. Quantitative, as the name suggests, this approach is concerned with quantitative data (Flick, 2011). Although this research approach is informed by a positivist philosophy, it can be used to investigate a wide range of social phenomena, including feelings and subjective viewpoints. It is more effective.

Qualitative research

A qualitative study design is defined by Creswell (1994) as "an inquiry process of understanding a social or human problem based on building or complex, or holistic picture, formed with words, reporting detailed views of respondents or informants, and conducted in a natural setting". Qualitative (flexible) research explores attitudes, behavior and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants. As it is attitudes, behavior and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer.

Target population

The population is defined as a study object that consists of individuals, groups, organizations, human products and events, or conditions to which they are exposed (Welman et al, 2005). Best & Khan (1993) defines population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. This is the whole group of individuals the researcher is concerned about to gain knowledge. The target population was composed of mainly Windhoek residents and a predetermined random sampling method was used, and at the same time they were also the respondents. The target population size for interviews will be determined by rationalization of the total number of departments (Newman, 1998). Namibia with the population of 2.49 million (2019) has 14 regions, of which only Windhoek, the capital city of Namibia in Khomas region with a population of 268,000 was targeted as the source of generating information. Windhoek city has 10 constituencies and out of

those constituencies only 10 people per constituency were chosen for an interview.

Sampling techniques

A sample is a subset of population (Sekaran, 2003). It is drawn from the population and by studying it the researcher should be able to draw conclusions that would be generalizable to the population of interest. Probability sampling is used when representativeness of the sample is of importance in the interests of wider generalizability (Sekaran, 2003). This study used

probability sampling technique. Sampling is a process of selecting the sample from the target population (Amoor, 2012).

Sample size

A total of 100 people from Windhoek were interviewed of which 10 residents per constituency were selected randomly. The sampling method chosen was therefore stratified randomly and all 100 residents responded. Below is the table of sampling and response rate.

Table 3. Sampling and Response Rate

Constituencies	No. of chosen residents per constituency	Sample	Response Rate	Non-Response Rate
John Pandeni	10	10	10	0
Katutura Central	10	10	10	0
Katutura East	10	10	10	0
Khomasdal North	10	10	10	0
Moses Garoeb	10	10	10	0
Samora Machel	10	10	10	0
Tobias Hainyeko	10	10	10	0
Windhoek West	10	10	10	0
Windhoek East	10	10	10	0
Total	100	100	100	0

Source: Developed for this study

There are 10 constituencies in Windhoek but only 10 residents per constituency were used for this study. A survey was conducted for this study. This sample was large enough to generate adequate information for the researcher to gather. A proportion of 100% ($100/100 \times 100$) of residents was selected for the study. A total number of 100 questionnaires were distributed and 100 respondents ($n=100$) returned completed questionnaires. Thus, a response of 100% was achieved. [Table 3].

Limitations of the study

According to Price & Murnan (2004) the limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research. The study only focuses on Windhoek residents but a study involving other towns in Namibia would have added depth to the study. The researcher aims to interview more

residents in constituencies but time was not adequate at all, and also the difficulties of accessing useful information from those constituencies was not there because some of residents are from remote areas in Windhoek. The whole Windhoek could not be covered due to some logistical reasons and long distances to travel to and to get answers from respondents.

The behavior and reactions from respondents were another limitation in data collection process. Another limitation was that the researcher relied much on questionnaires since telephone interviews were not possible to some of residents who had no telephone. Furthermore, an analysis of scores might reveal that seemingly different instrument rank order or classify residents roughly equivalently. On the same note, observations and interviews with residents as they answered questionnaire, an approach that is sometimes used during the interview development process, could result in somewhat

different interpretations of a questionnaire's reasoning requirements. This study focused only on Windhoek residents, which is in Khomas region out of 14 regions in the entire country. For logistical reasons, it was not possible to cover all the fourteen (14) regions and in some instances, time was the main hindrance.

Data collection instruments

Data collection is a "systematic way of gathering information, which is relevant to the research purpose or questions" (Burns & Grove 1997:383).

Primary and secondary data was collected by using structured questionnaires (open ended and closed ended) (Kothari, 2004). The researcher used questionnaire and interviews as the main research instruments. Interviews can be structured, unstructured or semi-structured. The researcher also uses these types of questionnaire, and it was possible to find out which ethnic group reside in Windhoek and challenges facing them. A structured questionnaire was used to record demographic data which includes: gender, age, level of education, occupation and income/earnings. A questionnaire was designed for this research to answer the research questions. It was divided into 3 sections:

Section A- Demographic data

Section B- Residents personal evaluation

Section C – Residents personal view

For the background understanding of the subject secondary sources were used and the questionnaire were attached as appendices. There are many ways of collecting data through personal or face to face interviews, telephonic interviews, personally administered questionnaires, electronic questionnaire and also mail questionnaire but the researcher decided to make use of personally administered questionnaires. The researcher conducted respondents and managed to distribute questionnaires to all of them. The language the researcher use was appropriate to the vocabulary of the group of all those that were studied because the majority of the respondents can speak and understand English. Some of the respondents were given questionnaire to complete at their own pace where they feel more comfortable.

Data analysis

Data Collected was analyzed and computed in Excel Spreadsheet to produce graphs and tables

and then findings (or analyzed data) are presented using descriptive statistical techniques such as tables, percentages, graphs and charts. The researcher believed that this seems to be the easiest and simplest method of quantifying data collection. The descriptive statistics was done to analyze demographic data of the respondents with other information on residents and compute scores for the various factors under consideration. Data are presented using bar graphs, bar charts, pie-charts, tables and scales.

Ethical considerations

Research ethics is defined as the appropriate behavior by researcher relative to the norms of the society (Wells, 1994; Zikmund, 2010). The issue of ethics is a vital consideration in research that involves human subjects (Babie, 1990; Bogdan & Biklen, 2007; Cooper & Schidler, 2010) Respondents were fully informed of the intention or the purpose of the research before completing questionnaires and it was their right and choice to withdraw at any time and those who agreed were used in this study. Respondents permit the researcher to conduct the study. The researcher tried by all means to explain to some respondents in the language they understand. According to Wellman, Kruger & Mitchell (2005) there are four (4) main ethical considerations to which a researcher must adhere to:

- Informed consent – the researcher obtained the necessary permission from the respondents after thoroughly briefing and informing them of the purpose of the research.
- Right of privacy – respondents were informed about their right to privacy and their identity were not revealed.
- Protection from harm – the safety of respondents was guaranteed from physical and emotional harm.

Pera & Van Tonder (1996:4) defines ethics as a code of behaviour considered correct". It is very important that all researchers are aware of research ethics. Ethics relate to two groups of people; those conducting research, whom should be aware of their obligations and responsibilities, and the "researched upon" who have basic rights that should be protected. Respondents were informed of the intention or the purpose of the research before completing questionnaire and those who agreed were used in this study.

Results and discussion

This area focuses on the presentation and analysis of data collected. All of the 100 questionnaires distributed to (respondents) residents were completed and answered. Concentration was more on residents' demographic data such as gender, ethnic origin, level of income category and qualifications;

Residents personal evaluation; Residents personal views as well as general additional information.

Section A: Demographic Data of Residents

This was about the collection of resident's demographic data; such as gender, age, ethnic group, level of income category and qualifications.

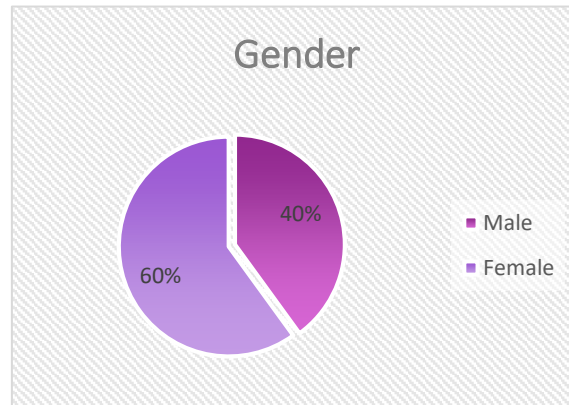


Figure 3. Shows gender (male/female)

Source: Survey Data

The results show that 60% of the respondents are females and 40% of respondents are males. The majority of the respondents are females. Female respondents are easily to get hold of and

are always willing to open up, answer questions and they are facing more challenges in the society. [Fig.3].

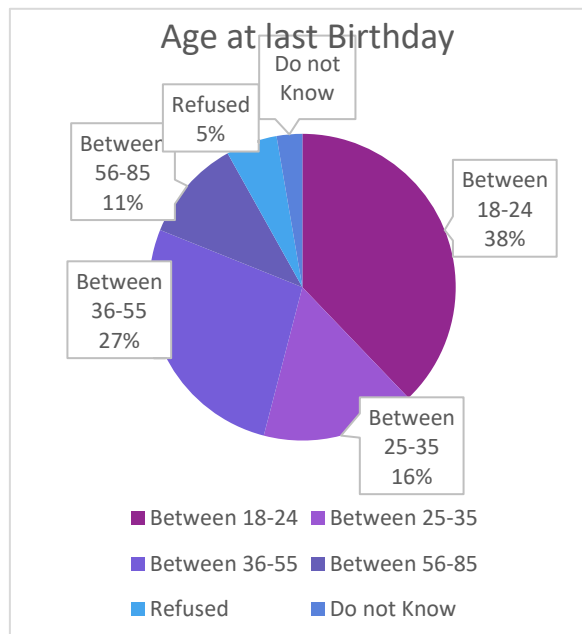


Figure 4. Age Range

Source: Research results (2019)

This a descriptive study depicts that respondents of the age range 18-24 are more than other age range, and this is youngest generation

that just finish grade 12 (matric), preparing for tertiary education. This age range have just migrated to the city to come look for greener

pasture or further their studies. Those between the age ranges of 36-55 are second with 27% followed by age range 25-35 with 16% and age range of 56-85 with 11%. While 5% and 3% is

made up of respondents who refused their age and those who do not know their age respectively. [Fig.4].

Table 4. Ethnic groups of respondents

Ethnic origin	Number	Percentage
Wambo	45	45%
Nama-Damara/San	14	14%
Kavango	20	20%
Caprivian	5	5%
Herero	7	7%
Tswana	3	3%
Himba	3	3%
Coloured/Baster	2	2%
White	1	1%
Total	100	100%

Source: Survey Data

The table shows the percentages of ethnic groups. The 45% of respondents are Wambo, this is the dominant tribe in Namibia followed by Kavango (20%) and Nama-Damara/San (14%). Other ethnic group like White and

Coloured/Baster were very few, most of these ethnic groups are well off and fall in the category of upper class, they live in luxury houses with running tap water and proper sanitation. [Table.4].

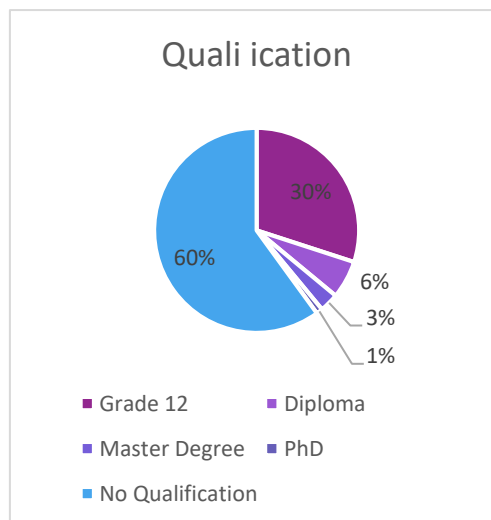


Figure 5. Highest Qualification

Source: Survey Data.

The results show that the highest percentage (60%) of the respondents have no qualifications at all they are uneducated, they belong to the lower class of social class. The 30% is made up of income earners who are working and belongs to the middle class of social classifications. Moreover, the 6% was for those with diplomas, while the 3% and 1% was for master degree and PhD respectively. [Fig.5].

Section B: Respondents Personal Evaluation

This section was meant for residents' personal evaluation.

Respondents were asked to indicate level of income category of social class they belong.

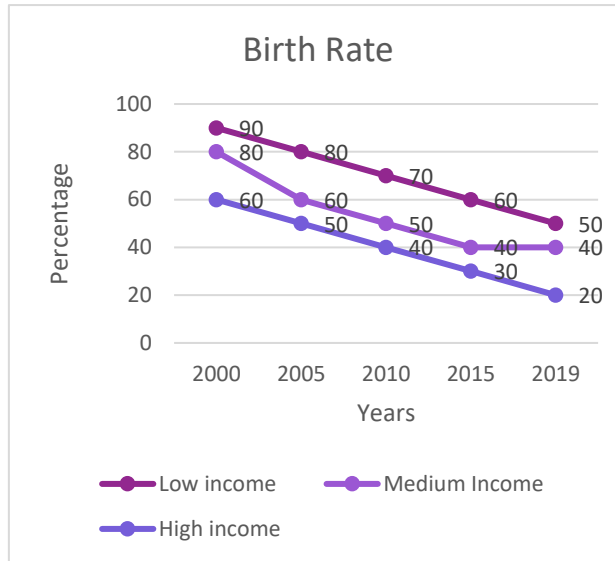


Figure 6. Levels of Income categories of Social Class in Namibia

Source: Survey Data

Hence, the birth rate in countries like Namibia, with large impoverished populations is higher than in wealthier countries, indicating that income and wealth play a role in shaping family structures. Demographers have identified a direct relationship between average number of children per household and the economic development of a nation. Today, less developed countries struggle with overpopulation while many governments in

developed countries are instituting policies to deal with low birth rates and this is a similar case to the Namibian society. In nations with high levels of fertility, upper class individuals tend to have more children than their lower-class peers. While in nations with lower levels of fertility like

China, upper class families exhibit even lower fertility than average. [Fig.6].

Residents' numbers of years in employment

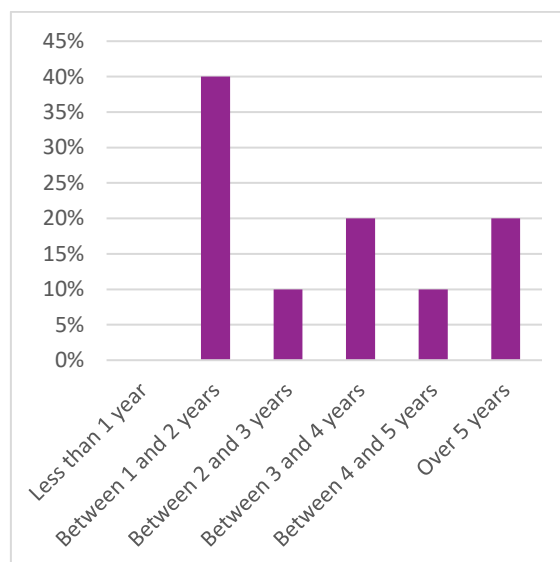


Figure 7. Number of years in employment

Source: Survey Data

The results show that 40% are in employment, followed by 20% and 10% respectively. Most of

respondents are unemployed, as they are not educated and lack skills. [Fig.7].

Table 5. Show the problems and challenges faced by Windhoek residents

Lack of employment, no income	60%
Poor sanitation, no education	55%
Housing shortage	79%
Lack of government assistance	42%

Source: Survey Data

Among the problems and challenges that Windhoek residents encountered are from top to least are housing problem with 79%, lack of employment (no income) 60% while poor sanitation no education and lack of government assistance were 55% and 42% respectively. One could tell that people are suffering the rich become richer and the poor become poorer. [Table 5.]

Section C: Residents Personal Views

This section dealt with the respondents' views on challenges (advantages and disadvantages) that are related to income, occupation, as well as education and are evaluated by using a Likert Scale. A Likert scale is a type of rating scale used to measure attitudes or opinions. Respondents are asked to rate items on a level of agreement for example: Strongly agree or disagree.

Table 6. Show the advantages of education, income and occupation

Advantages	SD	D	N	A	SA	Total number of respondents
Employment (being employed) polishes your skills and raising income.	0	0	10	30	60	100
Improved health	1	2	20	32	45	100
Promoting gender equality and reducing poverty	15	20	13	30	22	100
Empowerment	55	45	0	0	0	100
Reduced boredom	29	19	9	33	10	100

Source: Survey Data

The results show that some of advantages like: employment polishes skills and raising income, more respondents strongly agreed and others like empowerment, there are those who strongly disagreed.

Advantages suit some respondents, some not. [Table.6].

Some of the disadvantages of education, income and occupation were;

- Education is very expensive
- Income promote debts
- Wrong choice of occupation

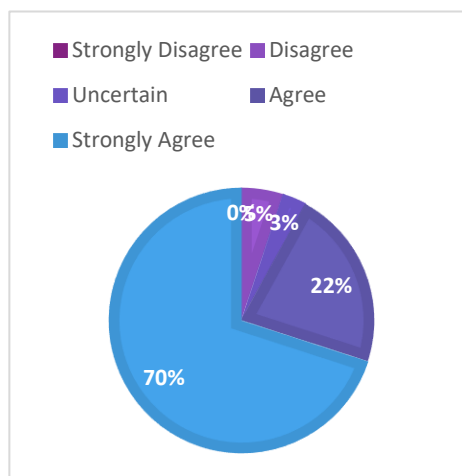


Figure 8. Depicts the percentages of disadvantages of education, income and occupation

Source: Survey Data

Respondents are well informed on how to respond to questionnaire posed to them, those who were struggling to answer were assisted. The results depict that 70% of the respondents strongly agree that those are some of the disadvantages. Those who agreed were recorded with 22%, while 5% and 3% falls in the disagreed and uncertain range respectively. [Fig.8].

Conclusion

The study concluded that social class determine the level and category where a person belong in the society. This could either be the level of education or the level of income (what he/she earns) and the occupation he/she have. All of this have determinants of social classifications.

A literature by Smith (1989) urged that historically, Black Americans have placed a great deal of emphasis on educational attainment. He added that Black leaders whether activists or scholars have a long advocated that the roads to both individual mobility and group competitiveness (if not liberation) were paved with increase schooling.

The study focused on the roles of social class in relations to education, income and occupation in Namibian society, specifically for the Windhoek residents. The challenges and problems, roles, advantages and disadvantages that relate to Windhoek society and its social classifications. The study found out that the majority of Windhoek society lack skills as they are least educated, some live-in poor conditions and find it hard to fend for themselves and their families. Let alone the issues of social class not be a burden to one's goals, society should dream big.

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