

**LEARNING CHALLENGES FACED BY GRADE 12 LEARNERS AT A SELECTED
TECHNICAL HIGH SCHOOL IN NZHELELE EAST CIRCUIT, VHEMBE DISTRICT**

By

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Dissertation submitted in fulfilment of the requirements for a degree of

MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT

In the

DEPARTMENT OF EDUCATIONAL STUDIES

FACULTY OF HUMANITIES, SOCIAL SCIENCES AND EDUCATION

UNIVERSITY OF VENDA

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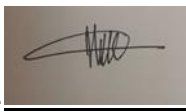
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2025

DECLARATION

I, Ramulongo Thendo declare that “Learning Challenges Faced by Grade 12 Learners at a Selected Technical High School in Nzhelele East Circuit, Vhembe District”. Is my own original work and this dissertation for the degree of Master’s in Education Management at the University of Venda and it has been submitted by me for degree purposes at this university and not any other university. All the sources used and quoted have been acknowledged by means of complete references.

Signature...



Date: 10 May 2025

DEDICATION

I dedicate this to His Grace the Right Reverend Dr BE Lekganyane and my parents Mr Trinity Ramulongo and Mrs Sharon Ramulongo and my beautiful daughter Lusani Perseverance Ramulongo.

ACKNOWLEDGEMENTS

My greatest gratitude is to the God of Mount Sion and Earth for the strength and the resilience He gave me during the journey of this research project. I am nothing and it's only by his grace, mercy and guidance that I was able to complete this study on time. My sincere appreciation to my parents, Mr Trinity Ramulongo and Mrs Sharon Ramulongo for the immense support and unfailing encouragement.

I would like to express my sincere gratitude and appreciation to My supervisor, Dr SE Madima and Co-supervisor Dr ON Sotshangane for their invaluable support and patience throughout the study period

Thanks to all learners and educators who took time to answer my interview questions and the parents to allow their children to be part of my research project. Not forgetting the principal and circuit manager for granting me permission and Limpopo Department

May the good lord bless the work of all hands that contributed to the study.

ABSTRACT

This study explored and described the learning challenges faced by learners at MTHS (MTHS) in Nzhelele East Circuit, Vhembe West District. The study was influenced by poor performance of this school in Grade 12 results for the past three years. The study was positioned within an interpretivist paradigm using the qualitative research approach. Ten (10) Grade 12 learners, and five (5) educators from MTHS were selected using purposive sampling. Data was collected using semi-structured interview questions, since interview questions gather in-depth, nuanced qualitative data that offers a window into participants' inner worlds, revealing their perceptions, emotions, and actions. Data was analysed using the Thematic Analysis (TA) technique. In terms of the coping strategies that learners must adopt, the study focused on the availability of relevant educational resources, classroom environment and parental support to learners and educators. The study revealed that learning challenges such as poverty, lack of parental involvement, shortage of learning resources, school setting and DBE-based challenges affects learners negatively in their studies. The findings of the study may help various school stakeholders, the community, and the Department of Education (DoE) in the Vhembe District on how to address the learning challenges faced by Grade 12 learners. Parents and educators from the school may also benefit from the study's findings. The study recommended that schools together with the department of education must ensure that all school policies and code of conduct must be adhered to, and all parents should play a role in their children's academic activities.

Keywords: Education, Educators, Grade 12 learners, Parental involvement, Vhembe district and Learning challenges.

LIST OF ACRONYMS

BELA	:	Basic Education Law Amendment
DBE	:	Department of Basic Education
DoE	:	Department of Education
FET	:	Further Education and Training
LoLT	:	Language of learning and teaching
LRC	:	Learners Representative Counsel
MTHS	:	Miriyavhavha Technical High School
NEPA	:	National Educational Policy Amendment
NSC	:	National Senior Certificate
SAPS	:	South African Police Service
SASA	:	South African School Act
SGB	:	School Governing Body
SMT	:	School Management Team
TA	:	Thematic Analysis
NSNP	:	National School Nutrition Program

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The Department of Education in Limpopo raised concerned based on the poor performance of Grade 12 performance at Miriyavhavha Technical High School in Nzhelele East Circuit, that learners are not performing well. Therefore, the study seeks to explore learning challenges that learners in Grade 12 are facing that end up affecting their academic performance. Various learning challenges such as learners school based, learner based, teacher based, home based and Departmental based challenges affecting learners' performance has been identified at Miriyavhavha Technical High School at Nzhelele East Circuit.

However, this chapter presents the introduction and background to the study. It introduces the statement of the problem outlining the learning challenges faced by Grade 12 learners at a selected technical high school in Nzhelele East Circuit of Vhembe district. The chapter outlines the aim of the study, objectives of the study, research questions, significance of the study, and the delimitation of the study. Furthermore, it also presents the definition of operational concepts and the outlines the organization of the study.

1.2 BACKGROUND TO THE STUDY

Education is a *powerful weapon that can change the world; however, learners experience several challenges that affect their studies* (Kapur, 2018:575). There are *countless challenges experienced by learners in South African schools, such as poverty, lack of discipline, drugs and alcohol abuse, lack of parental involvement, child abuse, which complicate learners' effort towards learning* (Coblentz, 2021:52). These challenges are detrimental to the academic performance and to the economy of the country. It is, important to explore the learning challenges faced by Grade 12 learners and to develop strategies to overcome those challenges.

Learners often experience several challenges throughout their academic journey, and to overcome these challenges there is a need of combination of personal resilience, effective study strategies, and seeking help and support where needed. Among the challenges that learners experience includes *time management, academic pressure, procrastination, test anxiety, financial constraints, social challenges, technology issues, health challenges, cultural adjustment, and grand personal motivation* (Albattah et al., 2022:1).

Fook and Sidhu (2014) found that learners experience challenges that are detrimental to the academic performance. The findings of the study further indicated that some of the challenges that learners experience include the *cognitive challenge, unable to cope with reading materials, language barrier, time management, and cultural differences* (Fook & Sidhu, 2014:299). This is a serious concern that need different stakeholders to ensure that there is conducive learning environment.

Every year, the public is interested in the National Senior Certificate (NSC) results, which puts pressure on School Management Teams (SMTs), teachers, learners, parents and politicians. The performance of Grade 12 learners is a topic of heated discussions among educational authorities. The debate over the *Department of Basic Education subpar performance in terms of learners' performance, particularly in Limpopo Province, features prominently in politics, and society focuses on the Department of Basic Education when the NSC outcomes are made public* (Nkuzana, 2021:14). A study conducted in Vhembe district of Limpopo Province revealed that learners experience several challenges that affect their academic performance. The study conducted by Sinyosi (2015) revealed that other challenges that affected learning include teachers not having enough teaching materials.

Although the Department of Basic Education in South Africa puts more effort on educational development in rural and urban areas, it is not enough since numerous secondary schools still experience challenges that affect teaching and learning. Although there are provisions for free meals, free stationery, non-payment of school fees, and other relevant services in school, the provisions are still insufficient to yield better academic performance. Grade 12 results play an important role in the ranking

of the education level of a country. They reflect the standard of education in a country compared to other countries. Many stakeholders are involved in the learning and teaching of Grade 12 learners, namely, parents, teachers, SMTs and community members. If those stakeholders are not involved in education, challenges that might affect teaching and learning in the school will arise.

In South Africa, there are several factors that contribute to the challenges in schools, such as staff members' lack of qualifications, lack of commitment to their jobs, and irregular attendance at work. High schools are designed to help learners to be prepared for college or other post-secondary institutions, which have a clear responsibility on the international stage to develop the information, abilities, and attitudes that will make learners more employable. Therefore, it is significant for high school learners to perform well academically. Individual, social, and economic development is all supported by education and skill development. *Growth, development, and citizenship require high-quality education and relevant skills and talents, which in turn can provide more people with the chance to study, develop their skills, and contribute to a flourishing society* (McGrath, 2010:1).

Despite numerous programmes established by the government to empower and fund education in South Africa, such as extra-curricular activities during school holidays and the use of media platforms for teaching and learning, Grade 12 learners are not performing well in their studies because of various challenges encountered in schools. There are numerous initiatives that can be implemented to mitigate the challenges faced by Grade 12 learners in schools. Remedial strategies have been made by the Department of Basic Education in the provincial level to monitor educational operations in schools; however, all the strategies that Department of Education in Vhembe District attempted to implement, it was not enough since learners were still not doing well

According to Chapter 2 of the National Education Policy Act 27 of 1996 (NEPA), every citizen has the right to access education. The challenges faced by Grade 12 learners

lead to poor performances in school, which eliminate the government's plans to see every child receiving free education that will empower them for a better future. Grade 12 learners at MTHS still encounter learning challenges that affect their academic performance.

It is significant to develop effective strategies that will encourage learners to focus on their studies. A situation of this nature will help to improve academic performance and contribute positively to the economy of the country. Kyei and Nemaorani (2014:83-87) stated that *there is a high rate of school dropout in some areas of South Africa*. The study intends to identify the learning challenges faced by Grade 12 learners at MTHS in Nzhelele East Circuit, under Vhembe West District in Limpopo Province.

1.3 STATEMENT OF THE PROBLEM

There are concerns, complaints, and comments from different stakeholders regarding the learning challenges that Grade 12 learners face at Miriyavhavha Technical High School in Nzhelele East Circuit, Vhembe West District. It seems there is a mismatch between the expectations of parents, the DoE and other stakeholders regarding learners' achievement and performance in the school. Over the past four years Grade 12 learners at MTHS have shown variability in their performance. The pass rates were 64.9% in 2020, 64.8% in 2021, and 57.7% in 2022, indicating a decline. However, there was a notable improvement in 2023, with learners achieving an 81% pass rate. The learning challenges that cause such performance include, but are not limited to, poverty, lack of parental involvement, lack of discipline, and shortage of educational resources. However, even though the government introduced the feeding scheme in all public schools, learners only receive one meal per day at school which is not enough for those learners who come from poor backgrounds.

The researcher resides in the same municipality, which is Thulamela Municipality under the Vhembe District, where the school is located. The researcher observed that, even though there are learners who are doing well, there is still a high number of learners who are not doing well in Grade 12. Such an observation gave rise to the proposed study. Most learners have moved to other high or secondary schools, resulting in the enrolment of the school in question perpetually dropping drastically. As

a professional educator and member of the community, the researcher felt compelled to investigate the learning challenges faced by Grade 12 learners at MTHS.

1.4 AIM OF THE STUDY

The aim of this study is to investigate the learning challenges faced by Grade 12 learners at MTHS in Nzhelele East Circuit, Vhembe West District.

1.5 OBJECTIVES OF THE STUDY

The objectives of this study are:

- To establish the learning challenges faced by Grade 12 learners at MTHS
- To investigate how those learning challenges faced by Grade 12 impact on the learners' academic performance at MTHS
- To explore the strategies that can be implemented to reduce the learning challenges faced by Grade 12 learners at MTHS

1.6 RESEARCH QUESTIONS

The research questions of this study are:

- What are the learning challenges faced by Grade 12 learners in MTHS?
- How those learning challenges impact on the learners' academic performance MTHS?
- What strategies can be implemented to reduce the learning challenges faced by Grade 12 learners at MTHS?

1.7 SIGNIFICANCE OF THE STUDY

Bertram (2004:14) states that a study's significance lies in its potential to benefit participants, other researchers, or society in general. The findings of this study could shed light on how to achieve the quality of education in Nzhelele East Circuit East.

quality education in high. The study might also provide insight into the problems whose solution might help inform specific actions to be taken to efficiently and effectively address the learning challenges faced by Grade 12 learners. This study may not only assist schools to reduce learning challenges but will also provide strategies to the school stakeholders of Grade 12 learners on how to deal with the learning challenges faced by this school.

1.8 DELIMITATION OF THE STUDY

Simon (2011:12) defines delimitation as a concept that refers to the process of identifying boundaries, such as participants, instruments used, and geographical location. A study's delimitations entail the boundaries that the researcher establishes to restrict the scope of the analysis. This study was limited to an area that is manageable; by focusing on a particular school allows the researcher to gather context-specific insights that might be overlooked in a broader study. This can lead to more nuanced and relevant findings for the targeted population, hence, the research focused on the learning challenges faced by Grade 12 learners at MTHS in the Vhembe West District, under the Nzhelele East Circuit, Limpopo Province. The study only used the qualitative research method and the researcher interviewed educators and Grade 12 learners at a selected technical high school.

1.9 DEFINITION OF KEY CONCEPTS

Definition of concepts gives the statements the exact meaning of words or phrases. In this study, to ensure the clarity of meaning, the following key terms of this research are defined:

1.9.1 Education

De Witt (2011:210-215) defines education as the assistance that a learner receives in becoming an adult, based on which he or she is increasingly moulded to resemble the image of adulthood.

1.9.2 Grade 12 learners

By Grade 12 learners, it is meant those learners who are generally in the age group of 16-19 years. Due to their adolescent status, this group is the most vulnerable, and as such, if improperly managed, could interrupt their educational process and perform poorly at school. They are often susceptible to peer pressure (Rammala, 2009:76).

1.9.3 Parents

The term “parents” refers to more than just a person with parental rights under the law. “Parents” has evolved to encompass not only those people who are raising their own biological children, but also those who are raising the children of other members of their family (Maluleka, 2014:33).

1.9.4 Parental involvement

Parental involvement refers to any way parents participate in their children’s education, including encouraging them to participate in extracurricular activities, guiding them in social interactions, and making sure they arrive at school on time (Modisaotsile, 2012:11).

1.9.5 Vhembe District

Vhembe District is one of the five districts in which the DoE has jurisdiction in terms of the provision of education in South Africa’s Limpopo Province (Ndou, 2011:67). It is in the north of the Limpopo Province, close to the Limpopo River, which runs between South Africa and Zimbabwe.

1.9.6 Learning challenges.

Learning challenges encompass a range of difficulties that hinder learners' ability to acquire or demonstrate academic skills, stemming from diverse factors such as environmental challenges like inadequate teaching methods, limited access to educational resources, or unsupportive learning environments and social challenges

such as personal issues like trauma, stress, or social conflicts that impact learning (Almaghlouth et al.,2025)

1.10 ORGANIZATION OF THE STUDY

CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

This chapter provides the introduction and background to the research topic, statement of the problem, research questions, aims of the study, significance of the study, definition of key terms, as well as outline of the study chapters.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter reviews relevant literature from other scholars in the form of textbooks, journals, and articles on learners' academic performance. This literature provides a theoretical framework within which the research findings are discussed.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter outlines the research process in depth. It clarifies the research design and the methodology, population, sampling procedures, data collection methods, delimitation, and data analysis of the study. It includes a description of the procedures followed in data collection and analysis, trustworthiness considerations, and ethical considerations.

CHAPTER 4: DATA ANALYSIS

This chapter deals with data presentation and analysis based on the findings of the study. It tabulates the analysis of the results and interpretation of the data gathered from the sampled population. It includes discussions about similarities and differences

of findings with other studies. It also highlights any unique findings revealed by the study.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher presents the findings of the study and make recommendations to improve learners' academic performance in the future.

1.11 CHAPTER SUMMARY

This chapter outlined the introduction and background to the study. It also presented the problem statement and rationale for the study, followed by the research aims, methodology, design, and lastly the limitations of the study and ethical considerations. The next chapter deals with literature review to learn about the contributions of other researchers on reading difficulties and to get a better understanding and clarifications on the study.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides an overview of the literature that supports the current study as well as a review of the relevant literature on the challenges faced by Grade 12 learners. The research objectives and questions serve as the foundation of the literature review. The construction of the study's data collection requirements was guided by related literature on the challenges faced by Grade 12 learners. Different literature focus on different ideas and perceptions on the challenges faced by Grade 12 learners. Relevant studies from different countries and within the South African country were reviewed. This chapter concludes with strategies that will be outlined to provide a solution to the challenges faced by Grade 12 learners.

2.2 THEORETICAL FRAMEWORK

This study used two theories, since two theories can provide more understanding of research problem, as each can shed light on different aspect. The first theory is the observational learning adopted by Craig et al. (2009), which was used by Mukhethoni (2019). Observational learning is based on Bandura's (1986) social learning theory. Observational learning theorists' postulate that learners learn by watching the learning process, interpreting, and evaluating peers carrying out a particular task (Groenendijk et al., 2011). This theory has been commonly used by most social scientists in modern research. Both social and behavioural theorists contend, "Behaviour, whether good or bad, is learnt."

In this study Maslow's theory assisted by addressing needs in the school environment, educators can create a foundation that allows learners to focus on their learning, develop their full potential, and overcome various challenges they may face. It is important to recognize that learners may have diverse needs and progress at different rates, so a flexible and individualized approach to education is essential to support their growth and development.

The focus of observational learning theory is to enhance creativity and independent thinking among learners, thereby promoting performance and motivation of the observing learner (Groenendijk et al., 2011). Observational theory allowed this study to analyse the learner's behaviour and responses during learning. Learners observe everything taking place inside the school and outside the school, whatever they observe, whether positive or negative, plays a significant role in their learning.

Learners observe action and behaviour, for example if a learner observes conflict between their parents at home, such action affects them psychologically, therefore leading to academic challenges at school. The learners who are observing bullying actions at school will practice such actions on other learners at school. Observational learning theory's main goal is to foster learners' creativity and independence of thought to improve performance and motivation of the observer (Groenendijk et al., 2011). Observational theory assisted the researcher to analyse the learner's behaviour and responses during learning. If learners are taught at school without proper infrastructure, such as an insufficient number of classrooms, lack of a library, and laboratory, such observation affects them in their learning at school.

If learners observe poor behaviour from teachers, such as using substance abuse at school, and behaviour from their peers, such as bullying, absentees, and bullying, they may copy such behaviour and action, and practice if the behaviour and action is negative it may affect them in learning. The Observational Learning Theory is linked to my study since Grade 12 learners at MTHS observe bad actions and behaviour from their peers and teachers at school and learn such activities which will affect them in learning.

Secondly, Maslow's hierarchy of needs is a theory proposed by Abraham Harold Maslow. This viewpoint contends that people are driven to solve their issues by their needs. *People's requirements vary, and as a result, they should be prioritized according to how vital they are to everyone* (Tay & Diener, 2011:23). Maslow suggested a five-level hierarchy of needs. The theory's name reflects the order in which these requirements must be met, low level wants must be met before people can be expected to be concerned about higher level demands (Kenrick et al.,

2010:20). According to Maslow, every individual has a unique collection of requirements at various stages in their lives (Koltko-Rivera, 2006:6). If learners are getting all needs at school and home, they will do better at school and if not getting all needs from home and school their learning is not going to be productive. This theory's central tenet is that *individuals will not strive to satisfy higher wants, such as those related to self-actualization, unless the lower needs are satisfied; yet some individuals may have dominating needs at a single level and never progress through the full hierarchy* (Koltko-Rivera, 2006:6).

2.2.1 Physiological needs

The lowest level of requirements, known as physiological needs, is concerned with things like food, clothes, and shelter that are necessary for human life. If a student's physical demands are not satisfied, they will not have the motivation or energy to participate in activities. *The learner's best course of action is to focus on passing the class rather than necessarily achieving high academic standing* (Nkgapele, 2021:67).

Psychological needs, such as physical needs like shelter in school classrooms and at home, if children are not receiving them, it makes learning to be difficult and stressful. Needs like food are compulsory to all learners at school and at home, learners who are not receiving enough meals per day cannot do well at school hence they cannot focus.

2.2.2 Safety needs

Safety is a need, according to Maslow (Tay & Diener, 2011:24). Someone who feels a desire for stability in life after their physiological demands have been met. A learner's need is to feel secure both physically and emotionally. To advance and fulfil his intellectual potential, he also needs to feel welcomed. Therefore, *the learning atmosphere must be secure and supportive of pupils* (Nkgapele, 2021:64).

Safety needs like security and stability are important to be implemented in a school environment. Learners who are at school where bullying is taking place will not do well in their learning since they are nervous. Since individuals who are bullied encounter feelings of weakness and dread, bullying in school has an impact on their interpersonal

qualities and sense of self-worth. Because of this, *“harassed learners feel it is difficult to follow or pay attention to their studies, and they may even begin to dislike going to school”* (Yosep et al., 2022:4-15). In support of above statement Hochfeld et al. (2022:1-12) mentioned that *“indeed learners feel being unsafe in the school which is dominated by violence and inadequate physical protection.”*

However, according to the South African School Act, (1996) schools have the authority to ensure that the school is safe, and all school regulations and policies must be used to ensure that all learners at school are safe. *“Learners can concentrate on their academic goals in a safe school environment because it creates a positive and encouraging attitude”* (United Nations Children's Fund, 2019:4). When learners feel safe, they can better concentrate on their studies without fear or anxiety.

2.2.3 Social needs

According to Buijs et al. (2023:154-175), *“differences in life expectancy, well-being, and physical and mental health are closely related to interactions with others every day.”* Strong relationships with family are necessary for learners to feel safe and supported throughout their academic careers. Buijis et al. (2023:154-175) emphasizes that *“friendships and familial connections might fulfill individual natural “need to belong” to establish and preserve intimate bonds with others.”* Since friends and family offer closeness, support, and common experiences, this urge for belonging is connected to affective well-being.

2.2.4 Self-actualization

Nkgapele (2021:23) stated that *“the highest level in Maslow's hierarchy, self-actualization, relates to the argument to realize your potential and improve yourself.”* Self-actualization is the realization of one's full potential, the pursuit of growth-promoting events, and self-fulfilment. Self-actualization in education means helping learners reach their full potential, enabling them to pursue their unique interests and goals. If children are allowed to reflect on their talent and skills at school and home, they will be able to set their goals. Maslow's hierarchy of needs theory is important in the educational psychology theories of learning. Educators and parents must be aware

of the needs of learners and consider these needs when developing plans to motivate them.

2.3 LITERATURE REVIEW

The literature review is aimed at addressing the factors that affect learners' academic performance, parents' roles in learners' academic performance, and measures to improve academic performance. According to research, there are factors that contribute to learners' poor academic performance. The primary sources, journals, secondary sources, education policy documents, articles, and newspapers made up most of the reviewed material. The perspective from South Africa is comparable to that from other countries because challenges faced by Grade 12 learners and their educators are all over, every school in the world they are having their own challenges, regardless of socioeconomic status. Therefore, challenges of learners and educators should be looked at holistically, due to factors such as poverty, which has spatial, racial and gender dimensions, which in turn have determined settlement patterns of different racial groups in all provinces.

For the past 31 years of South Africa's democracy, the educational system has undergone various phases of evolution and transformation in hopes of making it more accessible and equitable to all learners. However, Grade 12 learners at schools such as MTHS have been facing challenges in their acquisition of education.

2.3.1 Learning challenges encountered by Grade 12 learners in South Africa and other countries.

2.3.1.1 *Home-based environment challenges*

To establish home-child interaction, one must identify the child's learning obstacles, and then discuss them with the school, as home-based challenges are important in the child's education. Children's lives also change because of the interactions they have at home. Through interaction at home, a child is given another chance to comprehend what was taught at school. In this sense, parents' literacy or lack thereof influences a child's education, although background factors vary. Literate parents are

more likely to fully participate in the child's educational activities at home by helping the child with homework, for example. Kruger, (2018:284) *“encourage families to organise a variety of programmes, such as family literacy activities and home-book reading programmes to help children with their academic work.”*

The foundation for learning and education is laid known at home. Thus, it is essential for parents, children, and other family members to foster a learning environment in their homes for children to achieve good academic results. Parents should assist learners when they encounter difficulties in particular subjects. They may instruct their own children or provide private tuition. To help their kids do better in school, parents should provide them with technology and other learning resources at home.

Home challenges have a strong influence in the educational system of any school. In other words, the way learners perceive education is influenced by the home activities and culture at home. Home is where learners acquire learning behaviour patterns or have their learning abilities. The following are different challenges that have been identified in the literature reviewed. In the challenges faced by learners: home-based environment challenges that were identified are: poverty, lack of educational resources, parents' educational levels, family size, family conflict and behaviour and lack of parent involvement in academic work.

2.3.1.1.1 Overcrowded household

“Family has a significant bearing on learners' performance, in that in large families, for instance, learners will compete for limited resources” (Rammala, 2009:33). In such a context, the strongest family member may outcompete the weakest, resulting in the latter performing poorly and failing to concentrate on their schoolwork. Ngema (2016:45) adds that learners living in overcrowded homes struggle to study and complete their homework due to a lack of study space.

“Due to the multiple influences that a larger family represents, the results on family makeup and size are inconclusive” (Ananga, 2011:34). It was discovered that a child's

progress through *“Ghana’s free compulsory education was negatively impacted by the number of school-age children living in the family”* (Ananga, 2011:35).

2.3.1.1.2 *Family conflict and behavioural challenges*

Evans (2013:37) characterizes conflict as a *“dispute or a battle, particularly one that lasts a long time between individuals or organizations.”* Learners who reside in places plagued by war are less likely to finish their education. As a result, disagreement as a struggle really has a detrimental effect on academic achievement. People lose their social and physical resources. *“Individuals frequently escape and become exiles, missing chances to support future generations’ education”* (Conceicao & Kim, 2010:10).

Among the families that are to blame for low academic achievement, there are instances of frequent disagreements and conflicts, which are viewed as significant obstacles to academic success. Typically, parents seek out the best opportunities for their children, provide them with a quality education, and make sure they have everything they need to live comfortably. However, research has shown that conflicts between parents, especially those who lack education, work in low rank jobs, and live-in poverty, discourage children from getting an education. Therefore, *“conflicts and disagreements not only have a negative impact on academic performance, but also discourage children from pursuing education”* (Kapur, 2018:575).

2.3.1.1.3 *Lack of parental involvement*

“Parental involvement is described as a dynamic action that enables both parents and educators to work together for the benefit of the learners” (Lemmer, Meier & van Wyk, 2012:12). It enables parents to freely confer with teachers about matters pertaining to their children, while educators are also allowed to inform parents of matters that require immediate attention. Okeke (2014:23) mentioned that *“the idea of parent involvement entails the awareness of and success in academic work and necessitates a grasp of the link between parenting abilities and learner success in schooling, as well as dedication to constant communication with educators regarding learners’*

progress.” Parents who are conscious of their roles will help their children perform better in their academic endeavours.

Current research shows that the association of family in learning assists with further developing student performance, diminish non-appearance and re-establish parents' trust in their kids' schooling. Learners with guardians or parental figures who are engaged with learners' schooling, acquire higher grades and grades, have better interactive abilities, and show further developed conduct. Which is something that we as a local area and the world at large need, as it would exceptionally contribute to diminishing wrongdoing and neediness? *“In a perfect world it would assist with having a more prominent level of parental association in their children' schooling”* (Ananga, 2011:35)

It is the crucial element that supports a child's growth and facilitates learning for them. The degree of parental participation has a direct impact on a child's academic success. If a parent is actively interested in their child's education, the child performs better academically, and if the child is academically succeeding, the parent becomes increasingly involved. Khanjehpour and Ghazvini (2011:11-22) acknowledge that the *“two constructs are positively related and benefit the parents, child, and the school itself.”* The teachers are encouraged by the parents' positive responsive attitude towards school activities. A positive relationship between the parents and the school plays a crucial role in transforming the school's education system into success.

Selolo (2018:55) affirms that *“parental participation benefits a child's education whereas its absence has potential negative effects on the child's education.”* When parents support schooling, a child's performance is likely to improve, whereas when a parent is disengaged, their child's academic performance will be poor. In addition, parental involvement increases the child's performance progress and enjoyment of school.

Factors that affect parental involvement in academics

Poverty and unemployment

Most of South African parents are stricken by poverty and unemployment. Poverty and unemployment go hand in hand, if a family does not have a working member, the family will be impoverished, which will have an impact on the academic achievement of the child. *“These households' inadequate educational resources make it difficult for the parents to support their children's education, which leads to a skewed perception of education”* (Mavhungu, 2013:44).

Lack of knowledge

To some parents, it is not like they do not want to engage or be part of their children's education, however, a lack of knowledge from the parent side affects them. Surujlal, Dhurup (2009:33) stated that *“parents who lack education will also be exposed to the difficulties teachers have while working with their children.”* Therefore, if they participate, it will be healthy for them to overcome these obstacles by regular communication with the educators.

Working parents

Most parents, particularly in rural areas, are unable to contribute in any way to the school due to a lack of time and employment obligations. This is because they will be working most of the time, sometimes even out of the province, leaving their children with grandparents, for example. These parents lack the time to assist their children with their schoolwork or work with the school. These parents only get to see their kids once a month since, at most, they are more preoccupied with social issues than schoolwork. *“Work responsibilities, household chores, and children's schoolwork can cause stress and overwhelm even for individuals who work in proximity”* (Okeke 2014:3).

Okeke (2014:1) asserts that *“parents rarely attend parent-teacher conferences, even if the school has scheduled a parent-teacher evening to discuss their child's development.”* Meetings called throughout the week or on the weekends also do not fit into those parents' attendance plans. These parents often pass up chances to talk about their children's development or help.

Communication

Most of the time, there is just one way, which is communication between instructors and parents. He said that parents are not interested in talking to their instructors, but teachers are. *“Studies have indicated that spoken communication might be misinterpreted route, while written correspondence is either not received or is not readable by parents”* (Mbokodi & Singh, 2011:45).

Behavioural problems

Parental participation may be aided or hindered by how kids behave at school. *“Parents are more likely to avoid sending their children to school when they display troublesome behaviours because they are concerned about hearing more unpleasant news”* (Hornby & Lafaele, 2011:37). Furthermore, some parents think that the teacher should oversee both their children's education and behavioural problems. Teachers expect parents to assist with child's discipline, that is why the school invites parents in when their children exhibit behavioural issues. This leads to friction between the teachers and the parents. *“Teachers feel it is unreasonable to contact a specific parent when they are not getting assistance from them”* (Mavuso, 2022:32)

2.3.1.2 Socioeconomic challenges

One of the most significant obstacles to academic achievement is poverty. When learners per capital income is low, they have trouble meeting not only their educational and schooling needs, but also their daily needs, like food and nutrition, health, and medical care, among other things. *“As a result, the issue of poverty is regarded as one of the most significant obstacles to learners' academic success”* (Kapur, 2018:575).

Poverty has a negative impact on learners' performance, as evidenced by the fact that poverty-stricken students frequently score below grade level and average or below. Learners living in poverty suffer greatly because of these educational gaps. Mupa and Chinnoneka (2015:32-37) proposed the following list of factors that influence students' *“performance, vocabulary, effort, a hope-and-growth mentality, cognition, relationships, and distress are all factors.”*

Even though learners are getting food from school in a program of all government schools, NSNP is not enough since it is a small portion of meal, hence learners living in poverty family background are more likely to eat food that has little or no nutritional value, which has a negative impact on their cognitive functioning and academic achievement. Though government provide free meal per day at school, is not enough for all learners since they only receive it at school. Academic performance is also impacted by a limited vocabulary, and learners with low socioeconomic status are less likely to be exposed to language of learning.

Learners from low-income families are subjected to slavery work and have limited time to study because they value household work more than education (Mauka, 2015:42). *Numerous families in developing nations cannot feed themselves twice daily despite working during the day* (Corak, 2013:79). As a result, to make ends meet, young children in these households work low-paying jobs. However, these poor families are unable to pay for their children's education due to a *“lack of income and limited government support for education, which results in poor academic performance”* (Mauka, 2015:42).

Furthermore, learner's motivation, goals, and sense of self-worth may be impacted by their socioeconomic background. The learners past experiences might help or hurt them in terms of performance. Even if they do well, students from low-income families might not be able to attend the top universities.

2.3.1.3 *Lack of educational resources*

Learners must be provided with educational resources at home, such as books and electronic resources such as a television, computer, study table, and desk, as well as general academic support. When compared to learners from low-income families, those with access to these resources will be more informed about the latest developments in their immediate environment, which will help them perform better in school. On the other hand, learners from low-income families who do not have access to these resources will still be required to perform on par with their well-equipped counterparts but will fail (Kapur, 2018:575). There is a wealth of educational content that can be accessed through television, despite exposure to programming that should

not be watched by learners. *“Learners can find information for their school projects and assignments by using computers that are connected to the Internet”* (Rammala, 2009:17).

Kapur (2018:575) stated that *“inside the home climate, the absence of assets, community conveniences and framework are viewed as boundaries towards the obtaining of education.”* For the learners, it is imperative to decide on a sufficient eating routine and sustenance, so they can fully focus on their examinations. For the learners, it is imperative to decide on a sufficient eating routine and sustenance, so they can fully focus on their examinations to enhance learning, civic amenities like clean water, electricity, technology, textbooks, stationary, and other materials are essential. The absence of assets and community conveniences might obstruct the grouping of the understudies upon their investigations; thus, they may not achieve the ideal results. On the other hand, on the off chance that the assurance of the learners' serious areas of strength may try and procure comprehension of ideas, while concentrating on in flame lights.

The textbook is an educational resource that also influences a learner's success. *“Textbooks are the only source of information for the learners and their program of study”* (Junco & Clem, 2015:54). To providing a comprehensive and well-detailed curriculum, *“textbooks were observed to influence performance and to replace secondary school mathematics instruction”* (Fan et al, 2013:633).

“Another reason why learning material are not available to learners is that they cannot afford to buy them”, according to Sun et al., 2012:63). Loewen (2018:49) stated that *“learners would only have access to information in this manner through educators, who would also have a limited selection of learning material.”* Halfway on the grounds that, it will depend on reasonably lacking principles, for example, *“the engaging idea of books thinking about the print, pictures as well as the qualifications and affirmation the author has gotten in their different compositions”* (Loewen, 2018:49).

Adeniran (2020:124) stated that *“deficiency of assets, including reading material and actual foundation, can thwart learners' advantage in the subject and furthermore bring*

about students' terrible showing.” According to Alebous (2021:193), “educators find it hard to show science in a school that is not well resourced and furthermore need research centres.”

According to Mupa and Chinooneka (2015), a lack of resources can also limit written work because teachers are unable to provide learners with home activities because the students do not own or share textbooks. Adeniran (2020) detailed that learner have not been furnished with adequate reading material and that a few course books were of questionable quality. Furthermore, Alebous (2021:193-206) mentioned that *“educators always say that practical activities are not done in their schools because there is not enough time, equipment, or too many learners.”*

2.3.1.4 Distance travelled by learners to school

Kehinde and Bolanle (2022:34) stated that “long walking distance made learners arrive at school very depleted, which brought about unfortunate focus on the subject being educated and some of the time snoozing in class, thus neglecting to really learn.” This is due to tiredness, learners' minds, and bodies neglect to work successfully and proficiently, consequently, poor capacity to learn. Along these lines, conditions like this, go about as a deterrent to powerful learning since learning requires serenity of psyche and if by any chance the learners are anxious, upset, apprehensive, harassed on the other hand is stressed the individual cannot learn properly.

Kehinde and Bolanle (2022:34) contends that “significant distance lessens the time which educators and learners could be in contact since the students need to spend a ton of time in walking as opposed to being at school.” As a result, students who commute a long distance to school spend less time learning. According to Kehinde and Bolanle (2022:34), “learners in community secondary schools in Bauchi State, Nigeria, were more likely to truant because they had to walk or use other forms of transportation to get to school, which affected their learning.” Students are impacted by truancy or absenteeism in the sense that when a student is absent, other students continue learning and leave him or her behind.

2.3.1.2 School-based challenges

There are different challenges that affect learners' academic performances. Such challenges also include educators whose impact on learners' academic performance cannot be overstated. Educators are authorised to oversee educational activities within the school. Professionalism and attention to detail are essential qualities for educators. Educators must be approachable, willing to listen, and able to offer solutions to learners' issues. They should have sufficient knowledge and information about the subjects they teach, how to use modern-technology and provide innovative teaching and learning methods, how to instil discipline, and how to organise all school and classroom activities and functions.

2.3.1.1.1 Educator absenteeism

Garaba (2021:166-183) stated that *“educators play a crucial role in interpreting, demonstrating, and establishing standards for educational programs that take place during school hours.”* As a result, teachers decide how instruction and learning take place. Educator truancy alludes to the disappointment of the instructor to report for obligations as planned or expected independent of the reasons that have provoked the nonappearance. *“Absenteeism not only has a negative impact on the individual teachers' performance, but it also violates the employment contract between the employer and the teacher”* (Mashaba & Maile, 2018:24).

Educator absenteeism is an extremely perplexing subject. Absenteeism is defined in two ways: either authorized or not. In authorized absenteeism, the authorities authorize teachers to miss work. The instances of approved non-attendance are leave, medical excuse, administrative, in-service training, salary collection, and other factors. Truancy, tardiness, moonlighting, security, teacher strikes, absconding, kickbacks, and fraud are all examples of unauthorized absenteeism (Association for the Development of Education in Africa, 2015).

Another issue is that, because of their absenteeism, *“teachers are unable to adequately teach or assist their students”* (Lebata, 2014:27). *“Other findings revealed*

that teachers skip class to attend union events during working hours, this shows less dedication to their responsibilities and reduces the amount of time they spend interacting with students” (Dikgale, 2012:44). Although these learners may be few, they typically have a negative impact on learning because they miss lessons that were taught while they were absent.

One more way of thinking recommends that there are four kinds of instructors. Absences, such as wilful absenteeism, unauthorized absenteeism, authorized absenteeism, and absenteeism beyond our control (Le Roux et al, 2014). There are many facets to absenteeism in education. It includes teacher absences from the classroom as well as from the school. Instructors' non-attendance from the schools alludes to the shortfall of educators from the school on a specific day because of multiple factors, though educator's truancy from the homeroom alludes to the disappointment by the instructor to report for a booked study hall despite detailing for obligations on a specific day (McKenzie, 2014).

According to Herrmann and Rockoff (2010), having substitute teachers as a daily loss in learners' achievement was comparable to replacing an average teacher with one in the 10th to 20th percentile in terms of teaching effectiveness. In the interim, learners' learning is one of the significant markers for learners' academic accomplishment. Truancy represents a danger to speaking accomplishment, this is intelligently communicated as the higher the educators' truancy rate, the lower the understudies' accomplishment. Instructor non-attendance is disadvantageous to understudy's schooling and levels of individual achievement (Brown & Arnell, 2012; Chapman, 1994). Educator non-appearance influences quality schooling in numerous ways. Additionally, *“inadequate curriculum coverage and significant teacher absenteeism contribute to learners' poor academic achievement”* (Finlayson, 2009:14).

2.3.1.3 Learners-based challenges

2.3.1.3.1 Fear of examination

Most learners often believe that they will fail an examination or will not get good grades compared to their friends or siblings. This causes them to be anxious about

examinations. Although it is normal to be anxious about examinations, learners must devise strategies on how to overcome their fear and not let it stop them from succeeding academically. *“These individuals’ futures are typically decided by tests and examinations, and promotion to the next class is typically contingent on final examination scores in schools”* (Kapur, 2018:575). Therefore, learners must be helped on how to overcome their anxieties around examinations (Kapur, 2018).

2.3.1.3.2 Lack of discipline by other learners

Learners do not complete the work that has been assigned to them because corporal punishment is no longer used against them. In the end, learners’ lack of discipline negatively affects their performance. According to Lebata (2014:33), *“learners miss lessons because they leave classes while educators are busy teaching.”* Dikgale (2012:24) concurs that *“learners are not behaving in an acceptable manner at school, and their misbehaviours contribute to their poor academic performance.”* However, Lebata (2014:33) emphasizes that *“learners that lack discipline may have trouble managing their time, which can result in late submissions, unfinished work, and inadequate performance.”*

Even though educators tried to correct unacceptable behaviour at school by using physical punishment, which is called corporal punishment, the free democracy government abolished the uses of corporal punishment, this method was once used by teachers as their own way to maintain order in the school. To some, the absence of corporal punishment weakened the authority of teachers and principals, further hurting learners’ academic performance. However, Lebata (2014:33) suggested that except using corporal punishment teachers can focus on rewarding good behavior, such as verbal praise, stickers, or special privileges. According to South African School Act of 1996 corporal punishment was banned because children’s rights to equality, dignity, and freedom from cruel, inhuman, and humiliating treatment are all considered to be violated by corporal punishment.

Basic Education Laws Amendment Bill (Bela) Act of 2024 also emphasizes the proposals to alter section 10 of the Schools Act to declare that corporal punishment is

"abolished" in every educational environment, including boarding schools, and to provide a thorough definition of the term to reiterate the prohibition on it. Although the Bela's renewed commitment to end corporal punishment has been welcomed by public interest groups, these changes to the Schools Act won't be effective until the ban is enforced more strictly, and the Department of Basic Education provides better support and training for schools and teachers on alternative forms of discipline (Dikgale 2012:24).

Causes of learner indiscipline in schools

Teaching and learning will only be effective if the cause of indiscipline is addressed. Discipline cannot be successful no matter how much instruction or respect is given if the causes of the behaviours are not recognized.

Individual factor

Individuals that struggle emotionally may act out as a result. When they desire particular attention, to be in charge, to be left alone, or to hurt people because they have been injured, they might behave badly in class (Simuforsa & Rosemary, 2014:79-88). Temitayo et al. (2013:6) claimed that *"the fact that secondary schools in rural areas have had serious disciplinary issues."* Some schools have turned into battlegrounds because learners bring weapons like rifles to class. However, learners themselves are a major contributor to unacceptable action, learners may have difficulty controlling their impulses, resulting in impulsive actions, disruptions, and disobedient behaviour.

Socioeconomic and political factors

As stated by Brunette (2017:15), *"society has a beneficial or detrimental influence on the school environment."* The school, as a social structure, is likewise touched by the events in society and vice versa. *"The issue of indiscipline among learners is mostly a reflection of the values, beliefs, and actions of their neighbourhood"* (Ndamani, 2018:20). According to several sociologists and educators, moral principles are necessary for human society to function.

School factors

There are many different elements that go into creating the school atmosphere in a school. *“These elements may be divided into two main categories: connected school and system factors and educator and classroom factors”* (Hargreaves, Hester & Mellor, 2012:164).

Peer pressure

“When children get older, the function of the family starts to decline, and peer pressure starts to take centre stage” (Keijsers, et al., 2011:4). *“What kind of individual teenagers will associate with is determined by socialization, selection, and environmental circumstances”* (Estrada & Estrada, 2013:4).

Substance abuse by other learners

Regardless of a few mediations that have been embraced to battle the scourge of substance abuse among the adolescents, especially among learners, there has been a huge expansion in substance maltreatment in schools. Mokoena and Sindane (2020:10) affirm that *“numerous youthful learners are dropping out because of liquor and substance misuse.”*

In a similar vein, according to Kapur (2018:575), *“alcohol is one of the substances that adolescents in South Africa abuse the most, with a rate of 25%-40% (male: 24%; female: 27%).”* Matakanye and Tshitangano, (2024:34-36) says that *“men drink at least five times a day, while women drink at least three times a day, 66% of students in South African high schools consume various alcoholic substances”*, according to the Alcohol and Drug Abuse.

Substance abuse by learners can disrupt their learning process, resulting in examination failure. However, many learners believe that using drugs for examinations also prepares them for their examination preparations since they believe that it reduces stress and stimulates their mind or thinking (Kupar,2018:45-50). The uses of drugs by learners who believe that they work for them when it comes to examination preparations, *“to improve study skills”, and “to concentrate better while studying”*

(Ogobodu et al., 2023:22-45). *“It was also discovered that learners who smoked dagga and drank wine were more disorderly and prone to misbehaviour during lessons”* (Rammala, 2009:54). Although these studies criticise the use of substance abuse in the school, the study conducted by Rosen (2012) reveals that alcohol may benefit learners living with individuals who suffer from stress or social anxiety by temporarily lowering inhibitions in very small amounts but when it comes to exam performance, the detrimental effects of alcohol on cognitive function greatly exceed any potential advantages.

According to Oosthuizen (2010:12), *“learners who abuse drugs may have realized that their drug addiction has harmed their chances of achieving their future goals or may no longer have any goals at all. As a result, they become aggressive, violent, and disruptive.”*

Department of Basic Education (2013) reported that drug abuse has a negative impact on children's academic achievement, physical and mental health, and engagement in dangerous behaviours, such as unprotected sex, violence, and criminal activity. Matakanye and Tshitangano (2023:23) supports this by asserting that *“drug misuse is pervasive in South African schools and has been linked to both the high dropout rate and subpar academic performance.”*

2.3.1.3.3 Lack of motivation by learners

Kapur (2018:575-587) stated that *“the provision of motivation should stimulate learners' mental states and make them aware of the significance of academic learning.”* Absence of inspiration is viewed as one of the elements that not only leads to low scholastic accomplishment, but also subsequently, the learners cannot delineate interest, energy, perception, and responsibility towards learning. It is possible that learners will not perform well on their first try (Nkuzana, 2021:33-39). Thus, if there should arise an occurrence of low scholarly accomplishment, guardians and instructors need to urge them to work more, secure legitimate comprehension of the ideas, and what is more, accomplish passing marks in the future. Learners feel motivated when they hear that getting good grades will get them into higher classes. At every educational level, motivation is required. Then again, when understudies

come up short on inspiration to really hit the books and get along nicely, then they feel miserable and at times cannot make enhancements.

Bumgarner (2010:34) mentioned that *“improved standards, curriculum, and instruction are unlikely to help learners who are uninterested, inattentive, or who do not put much effort into their schoolwork.”* This may be the case in a classroom with low work ethics, an unprepared teacher who does not know enough about the subject, and non-learner-centered teaching techniques. He goes on to say that learners who are academically demotivated are those who believe they lack the skills necessary to do a work that is of no use to them. Some people find it difficult to focus on class because of competing demands on their time and attention, while others do not think the environment is encouraging.

2.3.1.4 Challenges faced linked to DBE

Educators and parents play a crucial role in ensuring that learners are getting quality education at school. DoE is the powerhouse for all decision-making and policy-making for education. There are many actions that take place within the school that are influenced by DoE. Although DoE provides free education, there are still many challenges that schools face, most of which are caused by the DoE itself, as follows:

2.3.1.4.1 Lack of learning resources

A library, according to Hornby and Blackwell (2018:109), *“is a building or room that houses a collection of books, tapes, newspapers, and journals; and articles are kept for study or borrowing purposes.”* The library is an important part of teaching and learning. One of the most significant educational services is. A well-stocked library with relevant reading materials improves reading comprehension and consequently performance. However, academic performance is affected by a poorly developed library.

The laboratory centre had been conceptualized as a room or a structure exceptionally worked for educating by show of hypothetical peculiarity into pragmatic terms. The science classroom cannot function without a laboratory. *“The labs that are included in any science course influence its success”* (Baker, 2011:161). It is essential to provide

learners with resources that can be used to improve their academic performance. The content offered to the learners should be readily available in the textbooks, notes, learning materials, handouts, technology, library facilities, and laboratory facilities, particularly in science subjects. Learners will have a better understanding of academic concepts and how to conduct experiments when they are given the tools and equipment they need. Some learners, particularly those from disadvantaged, marginalised, and poor economic parts of society, cannot afford books and other learning materials required for their academic excellence.

Human capital is promoted as an asset by education, which can have higher or lower rates of return depending on the amount and quality of education provided. The goal of the South African government is to address the huge backlog of facilities caused by apartheid's segregated educational system and the huge disparities in resources provided to different racial groups. Despite celebrating twenty-nine years of democracy during which the government placed an emphasis on equity, inequalities in the distribution of resources and facilities' quality persist. In most schools, especially in rural areas, the lack of resources and inadequate facilities are common contributors to the challenges faced by learners at school.

Mbugua et al. (2012:87) highlighted that *“elements including inadequate equipment and supplies to assist learning, ineffective time management during instruction, and inadequate assessment assignments.”* The research has found that delivering lessons that are not prepared for and that are not delivered at the appropriate levels are the main contributors to poor-quality education.

2.3.1.4.2 Educators' lack of professional development

Education necessitates alignment, contextualisation, new knowledge, and training as circumstances change over time. Ibok and Unoh (2019:120) saw that *“learners' lacklustre showing throughout the years in subjects like mathematics (Algebraic processes) has been credited to instructors' lack of educator information on topic also, example show this causes learner to become uninvolved and have less connection with one another in doing numerical assignments.”* According to Ibok and Unoh (2019:120), *“most of the classroom learning is superficial; in that learner memorize*

facts, rules, laws, and formulas, and information is rarely linked to a coherent framework that would enable them to make sense of it and use it in real situations.”

Most learners today cannot comprehend algebraic key concepts, demonstrate proficiency in problem-solving and critical-thinking skills, mastery of scientific methods and processes, and ability to apply knowledge to real-world situations. The fact that learners arrive at the tertiary level with a weak background in physics appears to contribute to the issue of inadequate conceptual understanding.

2.3.1.4.3 Classroom congestion

A school is overcrowded when the quantity of learners enrolled up for the school is more noteworthy than the quantity of learners the school is intended to oblige. *“A packed homeroom is a homeroom where the learners/educator proportion exceeds the suggestion of a given country's schooling strategy. Indeed, assuming that learners are given broad data and valuable educational encounters, loud conditions lead to unfortunate tuning in”* (Shah & Inamullah, 2012:141). They influence the ability to understand and the guidance of educators versus a calmer climate that guarantees great tuning in (Shah & Inamullah, 2012).

Every child has a right to receive an education that will equip him or her with skills and knowledge to contribute to solving socio-economic problems such as unemployment, poverty, and inequality. Therefore, *“there is a need for a conducive environment that provides quality of education to the learners”* (Mukhethoni, 2019:33). *“The future of every country depends on the quality of education they provide to the people”* (Mukhethoni, 2019:31). Mukhethoni (2019:33) found that in the *“Livhuvhu Circuit of Limpopo Province, there is a problem of classroom congestion, which negatively affects the provision of quality of education, particularly to Grade 12 learners.”*

“Overcrowding prevents the successful administration of time and tasks by educators, and it additionally causes school violence, spread of infectious illnesses and school wastage” (Kadri & Souad, 2022:45). Several research discoveries connecting with class size review have reasoned that enormous class sizes are related with critical difficulties. For example, *“absence of viable homeroom the executives and control,*

powerlessness of instructors to complete successful persistent appraisal exercises” (Barde, et al., 2021:45-52).

In case of huge classes, it is hard for educators to grasp the person requirements of understudies and consequently, they will be unable to persuade the understudies appropriately for learning. In the event of small sized classes, educators can undoubtedly know the necessities of learners, for example, the nature and scholarly degrees of learners (Aamir et al., 2021).

Amer et al. (2021) stated that teaching in a congested classroom can be baffling, overpowering and upsetting. A blocked classroom presents difficulties that can feel almost difficult to survive, even to the best educators. In the study conducted by Barde et al. (2021) lack of classrooms, fresh air, and excessive noise levels, packed classrooms are also thought to contribute to poor educational conditions by making learners less attentive and maybe stressed.

2.3.1.4.4 Lack of availability of funds

School funds are allocated towards purchasing textbooks, educational software, and other learning materials. However, for smooth running of school funds at school must be available to purchase essential resources that school need every day. To raise the average level of education accessible to less fortunate learners, the government must invest more in schools with limited resources than in more affluent ones. Funding formulas at all levels, including those for both personnel and non-personnel, must take this into account. Around the world, learners from lower-income families encounter more barriers to attaining favourable learning outcomes than their more affluent counterparts (Garcia & Weiss, 2019).

The availability of funds increases a school's likelihood of delivering quality work. Without sufficient funding, it may be challenging for the school to buy some of resources that school need like hiring securities, school furniture. Furthermore, a study conducted found that instructors were not delivering excellent instruction since they were unable to attend seminars and field excursions due to a lack of funding (Pedzisai

et al., 2014). A school with sufficient funding may have a better chance of delivering effective outcomes.

2.3.1.4.5 Shortages of educators in the school

According to Pedzisai et al. (2014:22), *“school districts all over the country have been grappling with severe teacher shortages for several decades.”* According to Leavell (2009), some first-year teachers claim that they are ill-equipped to work with the various school populations. According to Mukhethoni (2019:24), *“several factors, including low pay, unfair evaluation practices and violations of due process rights, high stakes testing requirements, insufficient resources, and low morale, the issue has become more severe in recent years.”* Additionally, *“8% of educators quit each of every year, most before reaching retirement age”* (Mangena, 2022:44). This is especially problematic because studies indicate that *“a lot of pre-service educators require a lot of training to handle the difficult tasks of filling knowledge gaps challenging dominant assumptions, and making room for different points of view”* (Maluleke, 2014:23). The fact that temporary makes it implausible instructors have gotten sufficient arrangement to address the issues of the assorted understudies they experience.

“Regardless of the more modest number of these learners in the state funded schools, they furthermore participate in other humble positions or hold individual dares to assist them with getting by and this is because of the deficient compensation paid by the public authority” (Ribane, 2022:24). However, *“enthusiasm, expanded inspiration, joint effort and receipt of obligations exist where the states of administration are of high worth. As a result, the effects of teachers' ineffectiveness demonstrate their impact on students' education”* (Sinyosi, 2015:37)

2.3.1.4.6 Language of learning and teaching (LoLT)

Learners' performance at school is impacted by the issue of instruction in English. Several researchers have observed that learners struggle to communicate and comprehend questions during activities related to teaching, learning, and assessment. Additionally, *“a lack of language proficiency and background contribute to a poor*

understanding of learning concepts; at last, this leads to high disappointment rate in the subject” (Rammala; 2006:60)

According to Rammala (2009:58), *“teachers are upset about learners who cannot read questions papers in English or read in their mother tongue on tests and exams.”* According to the National Senior Certificate Diagnostic Report (2022), the Ministry of Education added that learners are receiving low grades because they are unable to comprehend the specific meaning of action verbs in context and how they are used in the phrasing of questions. Learners are not doing well because they do not understand the medium of instruction language. However, this makes it hard for them to answer exam questions as expected, and they also cannot talk to each other in English.

Understanding the concepts and being able to write about them are essential skills in subject like science. In addition, *“one must be able to understand and apply theories as well as the theories themselves to pursue a career in learning”* (Hlabane, 2014:25). *“It is evident that this subject requires reading, writing, and communication skills”* (Hlabane, 2014:25). Another issue is that during lesson presentations, *“concepts are explained in the students’ native tongue, which is completely inappropriate because, come exam time, no one would be there to explain the questions to them. In this way, code exchanging impacts the exhibition of the students adversely since the invigilators are not permitted to clear up anything for the students in the exam room apart from the guidelines and guidelines of the assessment”* (Ngema, 2016:21). *“Comparative discoveries in view of English as a vehicle of guidance uncovers that underperformance in school is because of learners bombing the subject since they could scarcely talk furthermore, grasp English”* (Dikgale, 2016:19)

2.3.3 Strategies that can be implemented to reduce challenges in schools

Methods and means to empower educators, Grade 12-learners and parents must be developed to aid excellent academic performance in schools. Such methods and means include the following strategies:

2.3.3.1 Home based-challenges strategies

2.3.3.1 .1 Address the issue of poverty

Inside one's home, the ecological circumstances ought to be charming and pleasant. The presence of obliging natural circumstances would set aside arrangement of space for the understudies to focus on their examinations. They foster harmony of psyche and can concentrate upon their learning in a suitable way. *“Successful correspondence among the relatives, great connections and agreements are the variables that contribute towards improvement of a lovely home climate”* (Kapur, 2018:20)

2.3.3.1 .2 Parents must play role in their children education

Parents play a major role in their children education; parents must attend school event that involve their children's activities and development plans of the school and encourage their children to strive for excellence and positive mind set towards academics. According to Gokalp and Akbasli (2021:33) *“parents are charge of their children education; parents also have a responsibility in making decisions regarding them.”* As a result, parents should effectively carry out their responsibilities to ensure that their children succeed academically and in life without encountering any difficulties.

Parents can be associated with their children's' learning by paying attention to school sheets, being worried about their children' scholastic execution, appearing commitment in their children's learning through profiting themselves during parents' gatherings, to acquire a superior comprehension of the exhibition of their kids. *“Parents can also get involved by following up with the subject teachers of their children to find out where they are having trouble”* (Clinton & Hattie, 2013:4).

“The possibility of orientation and training sessions to familiarize parents with the practical methods for guaranteeing home-school relationships” has been mentioned by Okeke (2014:12). Khajepour and Ghazvini (2011:12) outlined a few of the initiatives that *“schools might use to develop the capacity to increase parental participation.”* Schools can support families with parenting skills, communicate with families about school programs, progress of learners and necessities, improve families as volunteers in school activities, encourage families to participate in at-home learning activities,

include parents in key school decisions, and collaborate with businesses and agencies to provide resources and services for families, students, and the community, among other programs.

It is recommended that parents spend quality time with their children to develop their motivational skills. *“Children benefit from academic socialization when their parents support their ability as learners, help them set objectives, and taking accountability for their deeds and learning from both their accomplishments and their failures and setbacks across time”* (Al-Mahrooqi et al., 2016:2).

2.3.3.1.3 Provision of feeding scheme.

“The mid-day meal program has been implemented in schools to provide learners with food to all learners in the school” (David, 2014:12). Kapur (2018:19) suggested that *“mid-day food scheme has been deemed crucial since it ensures that the learners are receiving appropriate nutrients.”* Learners will be better able to focus on their education when they eat nutritious foods. Food is seen as a crucial component of education. Children who have enough nourishment can improve their academic performance in addition to maintaining good health. On the other side, learners who are underweight are unable to get enough nutrients, which has a negative impact on their academic performance. To meet the learners' increased energy needs and enable them to focus, schools serve nourishing food for lunch. Suggestion by two researchers can work to address the learning challenges.

In addition, Nomatshila et al. (2022:35). continues to emphasize *“the value of eating at school, especially during breakfast.”* Their findings suggest that the South African NSNP should be revised and more affordably priced to incorporate breakfast, which would consist of a glass of milk and a boiled egg. Breakfast is believed to prevent children from becoming compliant in class, collapsing from starvation, and performing poor academically. Reducing the impact of eating breakfast, which increases the risk of non-communicable diseases including diabetes and cardiovascular disease, is another benefit of incorporating breakfast within the school nutrition program.

2.3.3.2 Learners based challenges strategies

2.3.3.2.1 Motivation of learners

Mboweni (2014:11) defines motivation as *“an inside express that excites, coordinates and keeps up with conduct”*. *“Inspiration can be isolated into inherent or outward inspiration extraneous inspiration being inspiration brought about by outer variables other than the job that needs to be done, e.g., discipline, rewards, and so forth with characteristic inspiration being inspiration brought about by interest in the main job”* (Mboweni, 2014:11). Research shows that *“educator inspiration is vital towards the scholarly accomplishments of learners, as it persuades the learners to work with enthusiasm in their academic pursuits”* (Mavuso, 2022:12)

Furthermore, one of the most crucial strategies for motivating learners is the provision of rewards. Most secondary school learners enjoy playing and participating in leisure and recreational activities. They sometimes neglect their studies, especially when they are unable to comprehend the material, must watch a show, go out with friends, or other similar circumstances. At home, parents typically devise strategies to motivate their children, such as promising to buy them their favourite ice cream, take them out to dinner, or give them a present, among other things. On the other hand, educators motivate their learners in a variety of ways, i.e., awarding stars or candy, organising a picnic, and so on. Learners' academic performance is thus improved by rewards, which are regarded as motivating factors. Learners become motivated to work hard and get good grades when their teachers talk about rewards in the classroom. *“They believe that their excellent performance will please both their parents and teachers”* (Kapur, 2018:23).

Educators should keep an eye on what their learners are doing and help learners who struggle academically. Feedback on all tasks, formal or informal, ought to be provided. The School Management Team (at the school level), curriculum advisors, circuit managers (at the circuit level), and DSM (at the district level) should keep an eye on and help teachers, who are the foundation of good academic performance. *“On a quarterly basis, teachers' and learners' work should be checked and moderated for enhancement, where necessary”* (Mavuso, 2022:17).

2.3.3.2.3 Prevention of substance abuse and drugs

Nzama and Ajani (2021:219) suggested that *“application of Afrocentric norms and values to the learners might help learners who abuse drugs become change agents for moral regeneration and behavioural management.”* Educators should be given professional development activities on this topic. Teachers will be trained or given courses on how to recognize unusual behaviours in their learners and how to help them. Educators should encourage learners who struggle with substance abuse rather than stigmatize them. This is in line with the social-ecological system hypothesis, which holds that learners may be "immunized" with life skills to prevent them from giving in to peer or family pressure to participate in substance misuse.

2.3.3.2.4 Management of bullying and maintaining discipline at school

In general, *“prevention of bullying involves many different forms, including primary action”* Mavuso (2022:35). Strategies employed by Secondary School Principals to Improve academic performance in Embu West District, focus on preventing bullying across whole populations. With a focus on children who are at risk for bullying, secondary measures offer solutions that work to prevent bullying from happening again or to stop it altogether, while tertiary processes reduce the negative impacts of the incidents to improve the health of the victims or shorten the duration of the issue. The goal of organizational intervention is to alter the propensity of organizations for unruly behaviours and foster a bullying-free culture (Konishi et al., 2010).

To prevent and address school bullying, a variety of interventions have been created, including whole-school strategies, focused interventions, and peer support initiatives. Whole-school strategies involve altering the atmosphere of the school to foster goodwill among learners and stop bullying (Bradshaw et al., 2015). The goal of targeted interventions is to find kids who are most likely to be bullied or victimized and help those (Espelage & Swearer, 2010). Peer support programs educate learners on how to support victims and advance healthy social norms (Bradshaw et al., 2015).

Learners have been related with actual wounds, like injuries, cuts, or broken bones, as well as mental damage, like discouragement, uneasiness, and low confidence (Bradshaw et al., 2015). Bullying has likewise been connected to scholarly troubles, social disengagement, and self-destructive ideation (Evans, 2013). Different intercessions have been created to forestall and adapt to school harassing. Entire school draws near include changing the school culture to advance positive connections among learners, furthermore, decrease harassing conduct (Bradshaw et al., 2015). Designated intercessions include distinguishing and offering help to learners who are at high gamble for harassing or exploitation (Espelage & Swearer, 2010). Peer support programs include preparing understudies to become partners to casualties and to advance positive normal practices (Bradshaw et al., 2015).

In recent years, several mediations have been created to anticipate and address bullying behaviour. *“Whole-school approaches include changing the school culture to advance positive relationships among learners and reduce bullying behaviour”* (Bradshaw et al., 2015:270). These approaches ordinarily include a combination of classroom-based instruction, educator preparing, and arrangement changes that address bullying behaviour.

“Targeted intercessions include recognizing and giving back to learners who are at tall risk for bullying or victimization” (Evans, 2013:24). These intercessions may include person counselling, social aptitudes preparing, or mentoring programs. *“Peer back programs include preparing learners to end up partners to casualties and to advance positive social standards”* (Bradshaw et al., 2015:270-284). These programs point to decrease bullying behaviour by changing social standards and advancing positive connections among learners. Kapur (2018:23) stated that *“discipline is a crucial element required for the advancement of learners as well as schools. Certain teachers have severe approaches.”*

In certain circumstances, rigorousness is viewed favourably since it is necessary to develop learners' behavioural characteristics in addition to their academic success. On the other side, strictness on the part of the teachers may instil anxiety in the minds of the learners. It is crucial to use restraint when being strict. When teachers enforce

strictness, their primary goal is to keep the children in line and preserve order. *“The level of discipline displayed by the children is another factor used to assess the work of the teachers”* (Kapur, 2018:17). I also support the idea of the authors; I also suggest that discipline at school can also reduce stress to other learners.

Productive work behaviour, increased production health, increased organizational commitment, and increased job satisfaction are all facilitated by a healthy and supportive organization (Neuman, 2012:361). Brough, O'Driscoll, and Biggs (2009:71-87) indicate the following types of support: *“informational support providing beneficial information to an individual offers security and control.”* Appropriate support includes Employee Assistance Programs (EAPs), which offer therapy for all employees to provide comfort and control (i.e. support can come from various sources).

Chakravarthy et al, (2013) provides that governing bodies of public schools must implement code of conduct for learners following appropriate discussion with the different role-players. The code of conduct consists of a collection of guidelines that promote self-control and respect for others while also setting the bar for learners' behaviour. It describes appropriate behaviour and lays out the consequences for misbehaving. A code of conduct provides the legal foundation that enables the establishment of a purposeful, orderly, safe, and secure learning environment. Additionally, *“it needs to preserve and enhance the quality of the educational process”* (Laas & Boezaart, 2014:34).

2.3.3.4 School environment-based strategies

2.3.3.4.1 Collaboration with other schools

Preston and Barnes (2017:6-15) asserted that *“staff inspiration and teamwork are increased by working together to lead.”* Staff members gain better job knowledge and learn how to collaborate when the school encourages it. Every teacher in the school is now accountable for the academic success of their learners. The idea of teacher cooperation was underutilized in the schools of the Vhembe Education District. Schools must get training on how to include stakeholders in decisions pertaining to student achievement. A critical component of the National Development Plan, Vision

2030, is stakeholder collaboration. Stakeholders ought to assist schools in achieving high-quality learning outcomes that would boost South Africa's economy and satisfy community needs. The SMTs must develop their abilities so they can engage in problems outside the walls of their own institutions.

Poulos et al. (2016:12) further *“emphasised high learner performance is linked to the advantages of successful teacher cooperation because instructors with varying skill levels gain from working together to tackle curricular difficulties.”* Collaboration among instructors is seen to be essential for raising student achievement, fostering an atmosphere where educators may advance their craft, and producing plans to meet the necessities of learners.

In addition, *“school collaboration ultimate objective of enhancing teaching and learning, collaboration serves to develop corporate (such as institutions and procedures), interpersonal (such as affective and cognitive environment), and personal (such as values, beliefs, and knowledge) capacity to effectively manage change”* (Fadhli et al., 2024:12).

2.3.3.4.2 Policy implementation and formulation by school management team (SMT)

Van Wyk and Marumoloa (2012:101) noted that *“policies are crucial because they support SMTs in their regular school operations.”* “Policies at schools also help SMTs with decision-making and problem-solving activities” (Van Wyk & Marumoloa, 2012:101). Gamage (2006:35) outlined that *“school management team’s responsibilities are to create policies, which is crucial to the execution of the school’s developmental planning methods.”* The National Senior Certificate (NSC) outcomes will improve because of the policies that the SMTs design within their department, create, and carry out. SMTs make internal decisions on the design of policies that would enhance schools and, more significantly, the NSC outcomes in addition to the official policies that they get from the DBE. A plan of action that is utilized in areas such as the evaluation of the educational program is framed by the policies created and carried out by SMTs.

2.3.3.4.3 Planning and assessing learners by educators

Leepo (2015:23) outlined that *“performance of Grade 12 learners is impacted by the formulation of high success standards.”* Making sure students meet excellent academic standards in their schoolwork should be the main priority. When creating topic objectives for learners and outlining exactly what they should know and be able to perform, teachers set high achievement criteria. It is the responsibility of the instructor to ensure learners comprehend and can complete the tasks that are assigned for their grade. By assessing all learners based on their needs and areas of strength, teachers are required to provide differentiated support. The way learners perform should assist teachers decide what tactics to use to help learners reach or surpass the goals that have been set. To make it possible for the learners to focus on the areas that require development, the teacher should provide immediate feedback.

2.3.3.4.4 Planning and preparation by teacher

Effective use of teaching tools in schools and the achievement of educational effectiveness are dependent on planning and preparation. The usage and execution of various teaching resources are compromised when a teacher neglects to plan and prepare for the lesson. To increase teacher topic understanding, *“instructional tactics, and classroom management strategies, preparation and planning are crucial”* (Mokoena, 2023:56). Educators who prepare ahead of time are aware of the precise kind of lessons needed to carry out a task before learners arrive in the classroom. Furthermore, instead of employing poor teaching resources, the teacher would know which ones are pertinent to a certain subject like Sciences idea. *“The quality of teaching and learning is impacted by teacher use of inadequate instructional assets and their lack of lesson planning”* (Mokoena, 2023:56).

2.3.3.5 Department of Basic Education’s strategies to address challenges

2.3.3.5.1 Building classroom

Expanding class sizes ought to be the final retreat for any country's instructive area (Akanbi & Jekayinfa, 2019). Increased class sizes should not be the sole starting point for budgetary cuts. *“Schools may resort to reduction in force, resulting in teacher and*

staff layoffs and increased class sizes, impacting supervision, monitoring, evaluation, and planning” (Josiah & Jacob, 2021:15).

More standard classroom hall blocks ought to be worked across our essential schools and more qualified and useful 21st century teachers ought to be utilized to cook for the issue of congestion accordingly giving quiet climate for appropriate education and learning (Olamoyegun et al, 2022). When teaching diverse classrooms might be challenging, teachers should think about using classroom management interventions. *“These interventions have a small but major influence on the learning outcomes of students”* ((Kumschick et al., 2024:56). The motivating technique, which may be utilized to explain the underlying causes of students' promotional status, is another method of reacting to diversity in the classroom (Guilloteaux & Dornyei, 2008:12).

2.3.3.5.2 Educators' professional development and trainings

According to Olamoyegun (2022:34) *“the Ministry of Education provided a one-week or two- week instructional education training workshop to equip them with necessary leadership skills and knowledge.”* In addition, this Ministry approves and implements educational programmes to improve the performance of the learners. According to the South African Diagnostic Report (2021), educators are encouraged to develop motivational learning programmes that will allow learners to share their views in terms of educational needs. It is the responsibility of the Head of the Department and the subject advisors to monitor the process and allocate enough funds to schools. If educators are well-trained, they will understand learners' needs.

“Satisfactory training ought to be given consistently to educators and furthermore take up confirmation courses and data innovation to help the learners to learn and have the option to rival their partner worldwide” (Olamoyegun, 2022:33). Umalusi (2017:9) argued that *“educators should have access to regular opportunities for professional growth such as seminars, workshops, and training to stay up to date on the subjects they teach.”* The implementation of continuous assessment (CASS) should also be covered in training to help teachers support students in realizing learning objectives.

Finally, teachers should be encouraged to provide insightful feedback on learners and their work to help learners do better in school.

Mangena (2022:44) asserted that *“the DBE offers a professional development program for heads of departments, deputy principals, and principals as part of its intervention strategy.”* The Advanced Certificate in Education (ACE) program, which offers a leadership and management course, is recommended for SMT enrolment. SMTs can get management and leadership knowledge and skills from this curriculum. The information and abilities acquired would improve instruction and learning, improve personnel management, and manage financial and material resources to raise the achievement of learners.

2.3.3.5.3 Provision of subjects' resources

It is essential to provide educators and learners with resources that can be used to reduce teaching and learning challenges in schools. The course readings, notes, learning materials, hand-outs, innovation, library offices and research centre offices, particularly in science subjects ought to incorporate the fundamental materials. Learners will have a better understanding of academic concepts and how to carry out experiments when they are given the tools and equipment they need. According to Mangena (2022), there are some instances in which learners from disadvantaged, marginalised, and socio-economically disadvantaged sections of society are unable to afford the books and other learning materials they need. As a result, they rely on the library facilities and other students for these items.

2.3.3.5 .4 Provision of library and laboratory infrastructures

Building infrastructure facilities enhance standard education. So, *“the government of the day should take this into the priority in the provision of school buildings for quality teaching and learning which will subsequently promote the achievement of the goals of the National Policy on Education”* (Ogunode, 2020:13).

2.3.3.5.5 Code switching of language

A handbook based on the South African Department of Education's English language instruction should be used by all educators from lower grades to Grade 12. According to Sinyosi (2015:66), *“using a language or communication style that is more familiar to the learners, code-switching enables teachers to help learners understand the subject matter being taught.”* Learners are more likely to be receptive to learning and engage in the process, and teachers can assist learners with accurately and readily expressing their attitudes as well as their comprehension of the material. Keeping these things in mind, code-switching can be an effective strategy for promoting accessible and purposeful learning for every learner.

Kyei and Nemaorani (2014:83) suggested that *“to advance their knowledge and abilities in the language, learners should read English-language publications and books about literature as well as listen to English-language programming.”* This suggests that the development of English programs is strongly encouraged as it helps learners improve their proficiency in English.

A significant contributing factor to learners' dismal performance in science was their inadequate language proficiency. *“To strengthen Language of Learning and Teaching (LoLT) in all grades, the Department of Education introduced a manual based on the teaching of English; nevertheless, there is not a school-based language strategy intended to improve learner performance”* (National Senior Certificate Diagnostic Report, 2016:11).

2.3.3.5.6 Monitoring educators

Tactic used by the Department of Basic Education (DBE) to enhance National Senior Certificate outcomes is the Diagnostic Report (DBE, 2013). Additionally, it may be used as a diagnostic tool to enhance 12th grade teaching and learning. The study evaluates the efficacy of the teaching methods used in each of the 11 disciplines with high enrolment rates. The report provides an assessment of learners' performance in the chosen disciplines, identifying each subject's weak points and outlining the corrective actions that should be implemented at the school level to raise performance in Grade 12. An overview of learner performance in each of the major disciplines is

given to teachers, subject advisers, curriculum developers, and curriculum implementers by the National Diagnostic Report on Learner Performance. The report lists the typical mistakes, misunderstandings, and misconceptions found during marking, along with recommendations for improvement. *“Learners’ poor-quality responses in particular areas point to gaps in their understanding of the material, in their teaching strategies, and in their subject matter expertise”* (Nkuzana, 2021:33).

2.4 CHAPTER SUMMARY

The literature review in this chapter provided the researcher with the means of getting to the front in this field of knowledge. This review of the literature indicated various challenges that faced learners at school. The study also outlined the theoretical framework based on the observational learning theory and Maslows hierarchy of needs. The review of the literature revealed home based, school based, learners based, and Department of Education based challenges that learners face in school. Both stakeholders play vital role to promote education either positive or negative results at school. In addition, strategies were also outlined to give solution for those challenges that is at the front line of learners’ education at school. The next chapter presents research design and methodology

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter outlines insight into the research design and the research method that will be used in gathering and analysing data to answer the research questions in chapter one. Qualitative research method was used, paradigm in this study was interpretivism, purposeful sampling, site selection, the participant, the research methodology, data collection, analysis and ethical issues are discussed in detailed in this chapter.

3.2 RESEARCH PARADIGM

To create knowledge in the setting of research, a community of researchers uses a set of concepts or worldviews known as a paradigm (Fossey et al., 2002). That *community shares, and even takes for granted, a set of presumptions, research methodologies, and rigour standards* (Fossey et al., 2002:717). Chilisa and Kawulich (2012:1) defined the paradigm as a “*means of characterising a worldview that is based on ontological and epistemological philosophical presumptions about the nature of social reality.*” Morgan (2014:1-9) identified a paradigm as a process for forming new ideas that may guide the new course of action. The school management may need to have a new approach on how they perform their duties to reduce challenges faced by Grade 12 learners so that they will be able to improve learners’ performance in Grade 12.

The research paradigm can have an impact on how the researcher select the research questions and the method to be used in the study. In the most general sense, “*research that gathers participant explanations of meanings, experiences, or perceptions of reality is referred to as qualitative research paradigm*” (Devos, et al. 2002:481). Shannon-Baker (2016:23) claimed that the “*paradigm selected for the research study serves as the foundation for the investigation.*” The researcher's perspective on the study problem and the methods by which it can be investigated to produce results that are suitable for both the readers and the studies. Research paradigm allowed the researcher to ask certain question, i.e. What are learning

challenges that faced Grade 12 learners at MTHS under Nzhelele Circuit at Vhembe District?

The three primary categories of research approaches are positivist, interpretive or constructive, and critical research paradigms. The research paradigm in this study was interpretivism. This paradigm was relevant to the study because reality is created by the participants will be interpreted to get the underlying meaning of the study. In addition, each participant constructed their own realities. A research study conducted by Chowdhury (2014:21) confirmed that *“interpretivism or constructivism is a dominant philosophical approach that helps our understanding of the social world through meaningful interpretation of the world inhabited by people.”*

The research paradigm for the purpose of this study is interpretivism. Applefield, et al. (2001:35) outlined that *“Constructivism is an epistemic perspective on acquiring knowledge that prioritises knowledge creation over knowledge transfer and documenting what other people have said.”* The knowledge in this study was developed using the participant's empirical data as well as pertinent literature.

The constructivist paradigm is best suited for this research since it is strongly rooted in the idea that people's meanings and experiences constitute reality (Maja, 2016). The study focuses on the challenges faced by Grade 12 learners at MTHS in Nzhelele Circuit under Vhembe District. The participants shared their experiences based on the challenges they are facing. The researcher chose constructivist paradigm because it has the relationship with qualitative research method and it also allow the participants to interact with their world and make sense of it based on their personal histories and social perspectives, as we are all born into a world that has been shaped by our culture. As a result, qualitative researchers strive to understand the context of the people they are studying by visiting them in their own environment and gathering information directly from them. The researchers' interpretations of what they find are influenced by their own experiences and backgrounds. The process of generating meaning through qualitative research is mostly inductive, with the researcher drawing conclusions from the data collected in the field.

Thanh and Thanh (2015:24) highlighted that *“the constructivist paradigm and qualitative approaches are related because both are methodological approaches and ways to get data.”* The constructivism aims to explore human experience and their perceptions, and, in this study, this paradigm helped the researcher understand and discovering challenges faced by Grade 12 learners at MTHS. Cohen and Crabtree (2006:20) claims that *“the foundation of constructivism is the idea that reality is socially constructed and subject to change.”*

This research is constructed within constructivism research paradigm. The researcher chose constructivism over positivism which is a quantitative research paradigm. Al-Saadi (2014:17) claimed that *“positivism maintains the view that significant reality and meaning already exist in objects and are just waiting to be found.”* According to positivism, the truth is unchanging and always objective. Constructivism argues that knowledge is produced by exploring and understanding people’s views or world views focusing on their meaning and interpretations. Meaning it is in the people realities in a particular experience.

3.2 RESEARCH DESIGN

The research design outlines a plan for selecting data collection methods that will answer the research questions. This design was chosen to effectively address the research questions. Plans and procedures for research which vary from general hypotheses to methods of gathering and analysing data are called research designs (Cohen and Crabtree, 2006:20) . There are a few choices in this plan, and they do not all have to be made in the order they are presented here or in the order that makes sense to me. The ultimate choice is which research design to employ for a certain subject. The worldview assumptions the researcher takes to the study, the inquiry processes (referred to as strategies), and the technique for data collection, analysis, and interpretation should all be taken into consideration while making this choice. *“The choice of a research design is also influenced by the audiences for the study, the nature of the research topic or issue being addressed, and the experiences of the researchers themselves”* (Cresswell, 2012:11).

There are three types of design, qualitative, quantitative and mixed method. Qualitative investigating and understanding the meaning that people or groups assign to a social or human situation can be done through qualitative research. Emerging procedures and questions are part of the research process information usually gathered in the participant's environment. Analysis of data using an inductive approach to progress from specifics to broad ideas as well as the interpretations of the significance of the data by the researcher. The final written report features an adaptable format. *“Individual meaning is prioritized, and an inductive method of study is embraced by those who participate in this type of inquiry and the significance of conveying a situation's complexity”* (Creswell. 2012:21).

De Vaus and De Vuas (2013:26) indicated that *“research design's purpose is to make sure that the evidence attained enables the researcher to solve the study problem in an efficient and logical manner.”* This study's research design, which took a qualitative approach, concentrated on face-to-face interviews guide and observations to examine the challenges faced by Grade 12 learners, participants' viewpoints.

The main reason why the researcher used this approach, is to engage with participants in conversation about challenges faced by Grade 12 learners at MTHS. Because it discusses human experiences from their point of view, this design was pertinent for this study. The design also assisted the researcher in gathering pertinent information for the study's goals. This design was selected to investigate challenges faced by Grade 12 learners at MTHS.

3.3 RESEARCH METHODOLOGY

3.3.1 Research method

Researcher used in-depth interviews speak with participants one-on-one to learn more in-depth about their perspectives, beliefs, attitudes, and experiences. Interviews were semi-structured, allowing for the exploration of topic of interest. In-depth interviews were utilised by the researcher to speak with participants one-on-one to obtain a deeper understanding of their perspectives, beliefs, attitudes, and experience. Semi-

structured interviews enable a review of potential interview questions. The researcher scheduled and conducted one-on-one interviews with the participants.

The qualitative research design allowed the researcher to explore the learning challenges that learners are facing through the semi structured interviews and observation. Valuable and rich data were collected from the Grade 12 learners, and Grade 12 educators. During the interview the researcher used audio recorder to record the interviewing process. The recordings were transcribed verbatim, and data analysis will be undertaken by the researcher.

3.3.2 Population and sampling procedure

3.3.2.1 Population

Population is a group of individuals who have the same characteristics (Creswell, 2012:24). According to Krueger (2024:17), *“population is the group that the researcher wants to simplify the findings”* for. In this study, the target population were consisted of Grade 12 learners, educators of learners who were teaching Grade 12 at MTHS, which is in a rural area at Thononda Village under Nzhelele region outside Makhado.

3.3.2.2 Sampling procedure

Sampling refers to the process of selecting a certain number of participants to represent the entire population (Maree, 2010). Mujere (2016:107-121) defined a *“sample as a group of individuals or objects taken from a larger population for the purpose of measurement.”* He further defines sampling as the process of choosing a representative subset of a population that has significant characteristics relevant to the research study.

Purposeful sampling procedure used to select the participants for this study. This type of sampling gave the researcher an opportunity to collect data from the participants Grade 12 learners and educators at MTHS. The sample of the study was from MTHS in Nzhelele Circuit Vhembe Education District.

Purposive sampling was used because it is the type of sampling which is the most appropriate for qualitative research. *“Purposive sampling, participants were selected for the sample who are most likely to be familiar with the topic under investigation”* (McMillan & Schumacher, 2001:33). In addition, Ritchie. et al. (2003:111) urged that *“purposive sampling is a technique that allows researchers to select participants based on their specific characteristics or features, to gain a deeper understanding of the phenomenon being studied.”* The sample were Grade 12 learners and educators who were teaching Grade 12 in MTHS.

Purposive sampling of participants was embraced by the researcher whereby relevant, well-informed participants and their willingness to participate in the study were used as the criteria. Since the study focuses on the depth and richness of the data, gender was considered to maintain gender inequality for learners, factors such age, level of intelligence (IQ) and number of years in grade were not considered. Sampled learners were given more explanation to know what is challenges and examples were given to learners so that they will be familiar with challenges that they might be experiencing.

Educators who were teaching Grade 12 together with the principal was grouped according to their two Departmental streams in the school. Purposive sampling was used to select five educators who are teaching Grade 12 including principal representing SMT from MTHS from Nzhelele Circuit under Vhembe District, which is under Thulamela Local Municipality, Limpopo province.

During the recruitment phase of this study, a meeting was set up with the principal of MTHS since the school was the only one in the circuit which was not doing well in terms of performances, and the nature of the study was explained. The sampled school was identified as an underperforming school based on the NSC results of the previous year by the Limpopo Department of Basic Education. The principal then granted permission to speak to the educators who teach Grade 12 to explain the nature of the study. The sampled school has been identified as an underperforming school based on the NSC results of the previous year by the Limpopo Department of Basic Education.

The five educators purposively selected for this study. Within the nature of this study, educators were identified as information-rich participants based on their teaching experience for Grade 12 and for the past three years, however more significantly, based on their knowledge and experiences within the context of School from the perspective of teaching affected grade who is ultimately liable for the NSC results in the schools. The ambition behind these purposively selected participants was to hopefully obtain intuition from educators who are presently experiencing the phenomenon during the time this study was undertaken. Since this study focuses on depth and richness of the data, information such as gender, qualifications, teaching experience and age of educators were not taken as consideration during sampling.

The study sample consisted of two groups of participants. Group A was learners who were doing Grade 12, and Group B were comprised of educators who were teaching Grade 12. During sampling of participants, four educators including principal who were teaching Grade 12 learners in MTHS together with the principal were sampled. Ten learners who were doing Grade 12 were sampled. Therefore, total sampled participants from two groups were fifteen. This was manageable group for this study.

During the selection of the participants the researcher was interested in educators who were teaching Grade 12 as they were able to give richness and in-depth data needed. Qualifications, age, and gender were not considered while sampling because the focus of this study is on the depth and richness of the data for educators. For learners only gender was considered, however factors such as age and number of years in grade not considered since the researcher seeking depth and richness of the data.

3.4 DATA COLLECTION STRATEGIES

Researcher can gather qualitative data by observing people in their natural environments, conducting interviews, administering surveys, and analysing documents and texts. This process provides insight into the thoughts, feelings, and experiences of individuals (Sikerete, 2023). In the study, data was collected through semi-structured interviews and observation. *“These interviews allowed the researcher to explore the participants' experiences and the meanings they made of those experiences”* (Alsaawi, (2014:25). The data gathered from the interviews was

analysed and used to construct a deeper understanding of the phenomenon. This understanding was based on the experiences and perspectives of the participants.

3.5.1 Semi-structured interviews

Leedy and Ormrod (2005:13-23) noted that interviews provide valuable insights into facts, opinions, behaviours, and motivations, revealing why people consider certain behaviours desirable. Furthermore, Cohen (2013:12) described the interview process, *“emphasizing its structured nature, led by a trained interviewer, following a pre-determined list of topics and questions.”* Additionally, Rule and John (2011:35) highlighted *“the benefits of semi-structured interviews, which offer flexibility, allowing researchers to pursue new leads emerging during the conversation.”* Most recently, Mavuso (2022:68) emphasized *“the qualitative interview’s goal: understanding participants’ current reality, human experiences, and perspectives, using scientific logic to perceive their world.”*

The researcher collected data using face-to-face semi-structured interviews and observation. Interviews were scheduled separately according to the groups, namely, educators and learners. The reason for choosing semi-structured interviews is to determine challenges faced by Grade 12 learners. According to Naicker (2013:20) the *“researcher must create an interview plan that will direct rather than dictate the interview process.”* Because it compels the researcher to consider the subjects to discuss during the interview, the interview schedule is essential (Naicker, 2013). Interviews were administered to the learners in the classroom during their afternoon study using English as medium of instruction between twenty to thirty minutes were given to learners to answer all questions. However, letters were sent to the parents to ask permission and concern form signed.

To ensure confidentiality and minimize disruptions, each interview took place in a secluded space within the school. All interviews were conducted in English and were audio-recorded with the teachers' permission. The audio recordings were then transcribed so that they could be analysed. To obtain a wealth of information and a deeper understanding of the situation under investigation, the questions were clear, focused, and encouraged open-ended responses. The researcher created and used

an interview guide that contained a list of questions that would enable him to obtain information.

3.6 DATA ANALYSIS

Data analysis is a critical phase in research (Gentles et al., 2015). According to Remenyi and Bannister (2022:5), *“data analysis is the step of the study process in which the collected data are considered, analysed and evaluated for significance in terms of a hypothesis, proposition, theory, or formulation of a new theory.”* The collected data was recorded and transcribed into readable words. Thematic analysis used to examine and report on the data gathered. Thematic analysis seeks to locate themes, which were acquired by recording the interviews and transcribing information. Data analysis entails identifying, coding and restating the key terms in the transcripts and notes. The data was taken in the audio form, and it would be transcribed into written form for analysis.

The researcher analysed data using the thematic analysis method. Bowen et al. (2017) explained thematic analysis as a technique of classifying themes for analysis. The procedure requires focusing on reading and continuous evaluation of data. The researcher was making sure that the main themes that address purpose of study was apprehended. The collected data reduced to concepts that describe the research circumstances. Thematic analysis helped the researcher to handle large capacity of data.

3.7 TRUSTWORTHINESS

Trustworthiness seeks to establish the credibility of research. This study used the qualitative method where interviews were conducted. Information would be drawn from the participants (educators and learners) at the school. *“Trustworthiness is the method in which a researcher can attract the reader that the research findings are reliable and deserve their attention”* (Nowell et al., 2017:21). For the results to be regarded as reliable, the researcher must remain in a setting for an extended period (Kawulich, 2005). This close contact with the school gives the researcher more chances to observe and take part in a variety of activities over time. According to Shenton

(2004:319-334), *“trustworthiness involves credibility, transferability, dependability (auditability) and conformability.”*

3.7.1 Transferability

The degree to which the findings of qualitative research are adaptable to other contexts or settings is referred to as transferability. From a qualitative point of view, the person who generalises is primarily in charge of transferability. *“By highlighting the assumptions that will be central to the study and describing the research context, the researcher improves transferability in this regard”* (Mqulwana, 2010:11).

Transferability is about research findings being applied to open population. The interviews will be audio-recorded and later transcribed to avoid manipulate the information from the participants. In this study, the range of research is very limited because it is only one school. The findings about the challenges faced by Grade 12 learners at MTHS could be transferred to Vhembe District and Limpopo Department of Education. Transferability of the study was able to assist other researcher to find relevant information that could assist to solve educational problem in our country.

3.7.2 Dependability

Dependability ascertains whether observing the same thing twice would yield the same outcomes. The need for the researcher to consider the constantly shifting environment in which research takes place is emphasised by the concept of dependability. *“It is the responsibility of the researcher to describe the changes that will take place in the environment and how they will affect the approach of the study”* (Mqulwana, 2010:11). Dependability was maintained in this study by making sure that all the materials and the voice recording are kept prudent.

3.7.3 Credibility

The credibility criteria entail ascertaining whether the participant’s perspective lends credence to the findings of qualitative research. From this point of view, *“the goal of qualitative research is to describe or comprehend the phenomenon of interest through the participant’s eyes; therefore, only the participants would legitimately evaluate the*

results' credibility" (Mqulwana, 2010:23). In addition, other methods for addressing credibility, according to Gasson (2004:79:102). After analysing interview data, share the findings with participants and ask if they accurately reflect their experiences.

3.7.4 Conformability

The degree to which the results can be backed up or confirmed by other people is referred to as conformability. There are numerous ways to improve conformability. Throughout the course of the study, the researcher can keep track of the steps taken to check and recheck the data. This process can be documented, and another researcher can play the devil's advocate when it comes to the results. The researcher could actively look for and describe negative instances that go against previous findings. *"A data audit will be carried out to assess the likelihood of bias or distortion in the data collection and analysis processes"* (Mqulwana, 2010:11).

To certify conformability, interviews transcriptions were returned to participants to verify for correctness, and to give the participants a chance to have remark or add information missed out when transcribing data. The researcher has analysed the data collected through semi-structured interviews and document analysis. The findings about the challenges faced by Grade 12 learners at MTHS from the data and not from the predictions of the researcher.

3.8 ETHICAL CONSIDERATIONS

According to Saunders et al (2012:34:22), *"ethical considerations in research are a collection of guidelines that direct one's research design and procedures."* To protect respondents, *"the researcher must make sure the study conforms to all ethical issues or considerations"* (Johansson, et al., 2014:16). The researcher needs to ensure that the acceptable codes of conduct are followed and that no participant is forced to participate, instead, the participants give their consent voluntarily. The study, therefore, followed these ethical guidelines:

3.8.1 Permission to conduct research

The researcher applied for Ethical Clearance Certificate from the University of Venda and from Vhembe District Department of Education for permission to conduct this research at the selected school. Furthermore, the researcher would have sought permission from the Department of Education to conduct interviews at the selected school.

3.8.2 Getting clearance from university

The researcher applied for an Ethical Clearance from the University of Venda, and it was granted. After the Ethical Clearance was granted, the researcher applied for permission to collect data from the DoE and the selected school.

3.8.3 Getting permission from the Limpopo Provincial Department of Education

The researcher requested permission to collect data from Department of Education at the selected school. The Ethical Clearance from the University of Venda was attached with the application and permission was granted.

3.8.4 Getting permission from school

The researcher produced the approval from the Limpopo Provincial Department of Education before collecting data at the selected school after being advised by the Circuit Manager. The researcher visited the selected school and provided evidence of approval from the Department of Education and the Ethical Clearance from the University of Venda. The ethical considerations were explained to the participants and how data would be collected. The participants were informed about their rights to decline participation in the research at any given time.

3.8.5 Informed consent

The participants were informed about the purpose of the study and were then asked for permission to participate in the study. When they agreed to participate in the study, they were asked to sign the consent form. A consent form was used by the researcher to secure permission from the participant to perform research actions with them. Each

participant signed an informed consent form which described the purpose of the study. The researcher then collected the consent forms and submitted them to the supervisors as a record that the study was conducted according to the required ethics.

3.8.6 Confidentiality and anonymity

Once the participants agreed to participate, they were assured that their personal data would be treated confidentially and not shared. Only the researcher and the supervisors had access to the collected data. The participants were informed that their personal names were not going to be revealed; hence, they were assigned pseudonyms and the school's name was not disclosed before University and Limpopo Department of Education ethics.

3.8.7 No harm to participants

The study is set not to harm the participants. The researcher avoided asking questions that could psychologically affect the participants. Above all, the researcher collected data after school avoiding interfering with the participants' teaching and learning time.

3.8.8 Voluntary participation

Participation in the study was voluntary, and participants were not remunerated for taking part in the study. Participants were informed that when they feel like withdrawing from taking part in the study for whatever reason, they were free to do so without any repercussions.

3.9 CHAPTER SUMMARY

This chapter described the research methodology, which included a qualitative approach, a case study design, data collection instruments, population and sampling, ethical considerations, and measures to ensure trustworthiness. All these aspects were discussed to show how the researcher achieved the aim and objectives of the study and answered the research questions. The next chapter deals with data presentation and analysis.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This chapter outlines the data analysis process used to examine the data collected from semi-structured interviews and observation sessions with five educators and ten learners. The data was analysed using thematic content analysis, which involved identifying and extracting themes and sub-themes that aligned with the research objectives and sub-questions. The researcher broke down the main research question into smaller sub-questions to guide the analysis, and verbatim quotations from the data are presented to support the themes and sub-themes that emerged. The chapter presents the findings of the study, highlighting the key themes and sub-themes that answer the research questions and address the research objectives.

4.2 Demographic information of participants

This section provides the profile information about the learners. The profile information incorporates age, academic stream, and level of education.

Table 1: Information of learners

Participant (codes)	Age	Level	Gender	Race	Academic stream
Participant 1	16	Grade 12	Female	Black	Sciences stream
Participant 2	18	Grade 12	Male	Black	Science stream
Participant 3	18	Grade 12	Male	Black	Sciences stream
Participant 4	20	Grade 12	Female	Black	Humanities
Participant 5	17	Grade 12	Female	Black	Sciences stream
Participant 6	18	Grade 12	Male	Black	Science stream
Participant 7	17	Grade 12	Female	Black	Commercial stream
Participant 8	19	Grade 12	Male	Black	Science stream
Participant 9	18	Grade 12	Male	Black	Science stream
Participant 10	18	Grade 12	Female	Black	Science stream

This section provides profile information about educators. The information on educators provided in Table 2 presents the profile of the selected participants in the study. The profiles show number of years in teaching Grade 12, post level, gender and designation.

Table 2: Information for educators

Participant (codes)	Post level	Designation	Gender	Race	Teaching experience
Educator A	1	Educator CS1	Male	Black	6 Years
Educator B	1	Educator CS1	Male	Black	4 Years
Educator C	2	Departmental Head (HOD)	Female	Black	10 Years
Educator D	3	Deputy principal (DP)	Male	Black	25 Years
Educator E	4	Principal (P)	Female	Black	19 Years

The themes were developed based on the following study objectives:

- To establish the learning challenges faced by Grade 12 learners at Mirivhavha Technical High School
- To establish challenges impacting on the learners' academic performance at Mirivhavha Technical High School
- To explore the strategies that can be implemented to reduce the learning challenges faced by Grade 12 learners at Mirivhavha Technical High School.

4.3 ANALYSIS OF DATA COLLECTED FROM LEARNERS

In this section data were collected by means of participants interviews are presented, analysed and interpreted. A total of 10 of Grade 12 learners from Mirivhavha Technical High School in Nzhelele Circuit, Limpopo were interviewed by the researcher. Learners who participated in the study were referred to as Participants 1 to 10. This is aligned with the ethical considerations that the name of the participant will not be revealed in the study. The thematic data analysis method was used to analyse the

collected data. The responses of interviewed questions were categorised into the following three themes and sub-themes.

Table 3:

MAIN RESEARCH QUESTIONS	SUB-QUESTIONS
What are the learning challenges faced by Grade 12 learners at MTHS	• Lack of parental involvement. • Lack of school infrastructure. • Bullying.
What are the impact of learning challenges on the learners' academic performances at MTHS	• Learning barriers and Poor performances. • Emotional and mental well-being.
Which strategies that can be implemented to reduce the learning challenges in Grade 12 at MTHS	• Parental and community engagement. • Maintaining of discipline and implementing of school policies

4.3.1 Main Theme 1: The learning challenges faced by Grade 12 learners at MTHS

This theme was derived from the main research question. The participants were asked about the challenges that they are facing. The analysis of data revealed the following sub-themes namely, lack of parental involvement, lack of school infrastructure, bullying and family background of learners.

Sub-theme 1: Lack of parental involvement

The analysis of data revealed that most learners in the school and their parents are not even involved in their school activities such as homework, buying school materials, attending school meetings and they do not even ask them about their future goals or dreams. This finding was also confirmed by Participants 3 and 6 who emphasised that their parents are not involved in their school activities. Participant 3 responded as follows.

“My parents are not playing a role in my academic activities, I do not stay with my parents who were separated when I was still doing Grade 6, since from there

Participant 6 responded as follows.

my mother got a new father and is also not involved in my schoolwork. My parents do not even attend school meetings. In my school journey I'm alone, no one from my parents want to be involved."

Lack of parental involvement is a serious learning challenge that is faced by many Grades 12 learners. In this regard Participant 9 responded as follows.

"Sometimes I feel like my parents do not love me because I need them more, especially this time around when I'm in Grade 12. My father is always drunk; I can't even talk to him when he is drunk. My mother when I ask for school assistance, he is always insulting me. Telling me that I'm lazy and I don't have to ask her, I must ask my educators at school. My parents are always fighting."

Lack of parental involvement was viewed as a major learning challenge where learners are not coping with school activities. According to Participants 1, 2 and 5 parents who are always at work in other provinces they are unable to form part of their schoolwork. This was also emphasised by Participant 1, who responded as follows.

"Both my parents are staying in Gauteng where they are working, they normally come back during Christmas holidays."

Participant 2 responded as follows:

"I don't have enough time to talk about my schoolwork since schools are closed, they don't even ask for results, and they do not buy me school uniforms. I'm the one who is taking care of siblings. Doing all household work after school and washing clothes for my siblings during weekends."

Participant 5:

“Sometimes no one takes my report cards from school at the end of the term. Sometimes I do not go to school if my siblings are not feeling well, I will have to send them to the clinic.”

According to Participants 7 and 10, one of the main challenges experienced by Grade 12 learners is poor educational level of parents, such parents are unable to form part of their children's schoolwork which led to poor involvement of parents. This was also emphasised by Participant 10.

“My parents, all of them never passed Grade 12, their highest grade passed is Grade 9. They are always telling me that they cannot help me with my homework. Every time when I come back home from school it becomes a challenge since I know that none of my parents will help me.”

According to the participants, parents are not involved in their children's education which is one of the challenges that learners are faced with. This finding of parents who are not educated they do not participate in their children education was also supported by Rammala (2009) who argues that learner's background in family may be a factor in their deficient performance.

The findings revealed that parents with low-income have jobs that prevent them from attending their children's school meetings and form part of their children's education. Most participants indicate that their parents are not educated enough, and they are unemployed, they cannot have enough money that will allow them to form part of their education. This has been supported by research that shows many parents face challenges participating in school events due to conflicting work commitments, highlighting a common barrier to involvement in their children's educational activities (Mbokodi & Singh, 2011).

Learners whose parents or guardians are engaged in their learning tend to earn higher grades, develop better social skills, and exhibit positive behaviour. This, in turn, can have a profound impact on society, helping to reduce crime and poverty. Therefore, it

is essential to promote greater parental involvement in their children's education, as it can have a lasting and positive impact on individuals and communities worldwide (Garcia & Thornton, 2014). This means that lack of parental involvement in learners' education is the one of challenges that Grade 12 learners are facing.

Sub-theme 2: Lack of school infrastructure and learners learning resources

Sub-theme 2 was also derived from theme 1, lack of infrastructures from home and school was also discovered from the findings that was obtained from participants. The main crucial infrastructures that were found as the main challenge that faced Grade 12 was large classroom size, lack laboratories and school tables.

The results obtained from Participants 1 and 2 revealed that the school lacked laboratories for conducting experiments and equipment for school practical work. The Participant 5 responded as follows:

“In our school it is difficult to conduct science experiments. As a learner who is doing sciences, I feel like not having enough infrastructure in our school that allows us to conduct science experiments which is one of the challenges that we encounter every day at school and even at home such materials we do not have.”

Lack of proper infrastructure such as poor fencing for the surrounding area, was also viewed by learners as the other challenge that they are facing in the school. They feel that they are not safe. Participant 3 stated that:

“In our school there is no proper fencing. We feel unsafe when we are in school. Sometimes other learners come to school during break and others leave the school during break. Sometimes people from the community vandalise our school infrastructure trying to steal laptops and printing machines.”

Participant 9 had this to say:

“Learners' behaviour towards educators and other learners is not pleasing at all since there is no security or safety at all.”

According to Participants 4 and 5 classes that are congested are viewed as the major challenge that learners encounter every day with not enough classrooms for learners. This was also explained by Participant 1, who responded as follows:

“We attend lessons when we are more in one classroom, sometimes we must exchange class with some other grades due to shortage of classrooms, the classrooms that we have are old buildings that can even collapse anytime. Some of those classrooms do not have windows and doors; it becomes a challenge during winter or when it is raining.”

These infrastructure challenges can have a negative impact on the learning environment, educators' morale, and learners' outcomes, making it essential. A school is considered overcrowded when the number of enrolled students exceeds its intended capacity, resulting in a high student-to-teacher ratio. In developed countries, a classroom with over 20-30 learners per teacher is deemed overcrowded, whereas in rural areas, this is often the norm. Research suggests that while students may receive extensive information in noisy conditions, it can lead to poor listening skills and hinder effective learning (Shah & Inamullah, 2012:141). In contrast, a calm and peaceful environment fosters better listening skills and enhances the teaching process.

Sub-theme 3: Bullying

An analysis of data revealed that bullying in the school is one of the challenges that Grade 12 learners are facing every day. Bullying is a pervasive and significant issue in the educational system, posing a substantial threat to children's well-being. It is widely recognized as a serious concern in modern schools, with far-reaching consequences for the health and development of learners (Rose & Monda-Amaya, 2011).

This definition is implying that bullying is always taking place in school. The experience of bullying in school was also confirmed by Participants 1 and 2 who indicated that they joined groups in school for different squids or gangs that contributed to bullying of other learners. In this regard, Participant 1 responded as follows:

“Yah, bullying in our school is one of the challenges that I can say is the daily bread that we experience. Learners from other grades like Grade 10 form groups that keep on mocking us saying that we are argyle.”

Participant 3 also supported the bullying we are facing every day in our school. Participant 2 emphasizes that other learners lose their belongings and are forced to be in a romantic relationship. Participant 2 provided the following response.

“Bullying is taking place in different ways, some other learners are no longer eating their food, those learners who keep on taking their lunch every day at school and their stationary. Gangsterism in school is beyond control. They also force us to be in a romantic relationship with them. If we fail to follow their instruction, they beat us.”

Participants 4 and 5 also confirmed that bullying in their school is one of the serious challenges that most Grade 12 learners are facing, particularly those who come from poor families. Participant 4 responded as follows:

“Some of us don't have enough school uniforms, some of my uniforms are toned and damaged. I rely on my cousin who will give me his uniform so that he is no longer using it. During break I cannot afford to eat with other learners since they will be laughing at my food. During casuals I normally borrow nice clothes from my neighbours so those learners at school will be laughing at me and telling me that I'm poor.”

According to Participant 6, many Grade 12 learners are experiencing cyberbullying in social media, which involves sending hurtful messages, spreading rumours, or posting embarrassing pictures or videos online. Cyberbullying has become increasingly prevalent among young people. Participant 9 responded as follows:

“Many girls in my class and other grades keep on spreading rumours about sexual relationships with other learners. Some of them post their ex-girlfriends and boyfriends naked pictures on social media just to hurt them.”

The influence of other learners at school who can be classified as bystanders in school are the one that play a role in bullying. In most cases bullying is caused by learners who are encouraged by other learners to influence bullying so that they will be regarded as bosses. This was confirmed by Participant 7, who responded as follows:

“I have been mocked and verbally attacked by my classmate telling me how bad I’m in body shimmying. I have been attacked by my skin colour telling me that I’m too dark and at night I’m not visible. Other learners at school keep on telling me that I deserve to stay with animals because I look like a baboon.”

Findings reveal that many learners are experiencing bullying in school, where most cases of learners are reported to educators and SMT. However, these cases are not considered or attended by school management. Participant 10 differs from other learners because Participant 10 emphasises that bullying started from home where learners see their parents fighting. Participant 10 responded as follows:

“My father keeps on beating for unnecessary things like why I came back home late. Whereas I was at school doing afternoon study. I’m the one who bullies other learners at school. Sometimes I feel like I must be relieved from anger I got from home. I feel like beating them or taking their belongings, I enjoy doing that because I feel like I’m retaliating from pain I received from home.”

Findings from participants reveal that bullying in school has become daily bread. Many learners are observing bullying every day in the school. This was also supported by Payet and Shaik (2013) who argued that some schools have become breeding grounds for gang-related activities, with violence emerging to resolve conflicts, resulting in a disturbing trend of student fights and a serious safety concern. Ncontsa and Shumba (2013) report that Schools in South Africa were real locations of bullying

and were breeding grounds for it. According to some, school violence impairs learners' and educator's ability to operate healthily both within and outside of the classroom.

4.3.2 Theme 2: Challenges affect learners' academic performances

The participants were asked about the learning challenges that impact their academic performance and the ability to learn. The analysis of data revealed four sub-themes namely, Learning barriers, emotional and mental well-being, poor performances.

Sub-theme 1: Learning barriers and poor performances

The findings of the study revealed that those learning challenges that learners face affect them in their academic's performances, low-income parents cannot afford to buy their children learning materials, some cannot afford to go for extra lessons since their parents will not be able to pay for. This was also confirmed by Participant 1, who responded as follows:

"I have been excluded in many programs of schools such as Saturday class since I did not pay the extra lesson at school, the principal chased me and my friends to go and look for money".

Participant 2 responded that:

When my mother lost her job, no one supported me to access the internet at home. Sometimes it is difficult to write projects while there is no network to do research.

The influence of family background becomes the barrier for most learners who are doing Grade 12. This was also supported by Participants 3, 4 and 5. According to Participant 2, financial status and overcrowding are the main barriers that prohibit learning and teaching to be proper because participants come from families where there are many in a small house. Participant 6 provided the following response:

"Oh... My parents' financial status is not good at all, which means I often go to school without necessary resources like textbooks, study guides and

calculators. We live in a crowded and noisy house, making it hard to find a quiet place where I will be able to do my homework and prepare for the final examination. I must make friends so that I will be able to do academic work.”

While Participant 7 said:

I feel pressure to support my parents financially, rather than hunt for higher education and my parents’ history of trauma or abuse affects my ability to concentrate and learn at school.

Participant 8 also emphasised that family background as the main impact that becomes a barrier for learners to learn effectively. Participant 5 provided the following response:

“My parent’s level of education means that they cannot help me with my homework or understand my academic journey. It is also difficult for my parents to understand English which is written in my schoolwork. The language barrier prevents my parents from assisting me with my homework. My parents expected me to do lots of housework after school over education and expected me to cook for my younger siblings after school, making it hard for me to focus on my studies at home.”

Similarly, Participant 9, indicates that not having enough learning material at school becomes a barrier for them to learn in a good environment. Participant 9 confirmed this finding by responding as follows:

“The school infrastructure is old and tables are broken, making it difficult to learn in a comfortable environment. In the school there is no access for online resources and educational videos, which make our Grade 12 journey to be distracted. In my school there are no well-equipped Labs to conduct science experiments, it is difficult to know the experiments well, which leads to poor performance in results”.

However, Participants 8, 9 and 10 supported that learning challenges that they faced in the school like bullying, is the one of the challenges which made teaching and learning to be difficult. Participant 8 said that sometimes when he wants to go to school, he feels like dropping out and sometimes the school environment becomes a place where he is not safe at all. Participant 8 responded as follows:

“Bullying has made me feel isolated and alone, making it hard to connect with other peers and find study partners, which limits my learning opportunities. I have experienced cyberbullying, which has made it hard to escape the bad environment outside of the school, affecting my mental health and ability to focus.”

Participant 9 said that:

“The fear of being bullied has made me hesitant to share my ideas or opinions, which made my creativity and critical thinking bad. Bullying and violence at school create an unhealthy environment. It is hard for me to learn when I constantly worry about my safety at school.”

While Participant 10 stated that:

“I have started to skip class and school. Sometimes I hide in the bush in the morning to avoid confrontations with bullies, which results in missed learning opportunities at school. I have lost trust in my educators and classmates because I have reported this case many times, but my educators keep on protecting the bullies and my classmates keep on laughing while they are bullying me, my performance dropped.”

The findings of the study revealed that learners who are experiencing learning challenges in Grade 12 and their parents face difficulty when it comes to education. This was also supported by Hornby and Lafaela (2011) who mentioned that parental participation can be hindered when educators use a language that is not the parents' native tongue, causing communication barriers. Some parents struggle with language

proficiency, leading them to shy away from school interactions due to difficulties understanding and conveying information.

However, the findings revealed that learners are not getting enough education in the school because some of them are no longer attending school properly they are dodging class, and some learners indicated that they missed important tasks such as tests and assignment submission because they were absent. This was also confirmed by Daka (2019) who outlined that ongoing absenteeism by a learner leads to missed coursework, disrupts classroom instruction, and ultimately hampers academic achievement. Daka, (2021) also emphasized that prolonged absences result in gaps in knowledge, as learners missed key concepts and skills that are crucial for success on standardized tests, exams, and assessments, ultimately leading to poor performance.

Most participants emphasized that bullying destructs them in their education journey in the study conducted by Jan and Husain (2015) reveals that nearly a third of learners who experience severe bullying struggle with concentration and attention in class due to the bullying and associated fear. Bullying is a pervasive issue in schools worldwide, leading to learning difficulties and concentration problems for affected learners.

Sub-theme 2: Emotional impact

The findings reveal that some learners find it becomes a challenge to go to school every day feeling they are going to experience bullying at school. Some learners reveal that they are not comfortable to be at school where bullying is part of learning and educators are not doing anything about it. Some reported that they have experiences of fear, anger, humiliation and feeling hopeless. The below information reveals learners' experiences when the bullying impacted on their lives emotionally and academically. Participant 1 said:

"I felt useless, regretted and embarrassed to be bullied many times in school, treated badly by my peers outside the classroom and outside.

Participant 2 supported by saying that:

“We have been called by different names of animals like baboons and monkeys because we are too dark. The other learner keeps on insulting me in front of other teachers and educators... it's a little bit humiliating... a little bit embarrassing...”

However, Participants 4 and 5 responded that bullying makes them felt like they can commit suicide. Participant 4 responded as follows:

“I have tried many times to kill myself using my mother’s medication, because I’m tired of these behaviours of the bullies”.

While Participant 5 mentioned that:

“Sometimes I feel like entering the road and getting killed by a car... (Crying...) I remember the other day my food was taken. On that day I did not eat anything, and I had to remain at school to attend afternoon lessons”.

And Participants 6 stated that:

“Ever since I started experiencing bullying, I felt like I lost my role as a learner, because for me when I think about school, I feel like it is a place where I’m not safe at all”.

Participant 9 responded as follows:

“I felt really depressed. I cry myself every day when I sleep, since I refused to date him, he is always telling me that I’m argyle and I do not deserve to be in a relationship”.

While Participant 10 stated that:

“It hurts, I felt as if I could change schools and go to other schools, but my parents keep on refusing since they do not have money for transport. I didn’t

want to show my parents that I'm in pain, but my interaction could be the same in the school like before. I was no longer laughing in the class".

The findings of the study are supported by Brank (2012) who states that victims of bullying are often stereotyped as being timid, introverted, and emotionally vulnerable. However, it's essential to recognize that bullying can affect anyone. Research suggests that bullying victims may struggle academically, leading to poor performance and a tendency to avoid school due to fear of further victimization. Chronic victimization can result in decreased academic achievement and increased absenteeism, creating a cycle of negative consequences that extend beyond the initial bullying experience. Cynthia (2014:275) also confirmed that bullying learners are likely to report suicidal thoughts than were bullies.

The findings from participants also reveal that victims are likely to drop in academic performances. This was also emphasized by Pennington et al (2011:152) bullying can have a profound impact on a learner's academic performance, affecting them in both overt and subtle ways. When a learner is bullied, they may become preoccupied with fear and anxiety, leading to decreased class participation and difficulty focusing on their schoolwork. As a result, learners who are frequently bullied by their peers tend to show lower levels of engagement in school activities and often struggle with achieving good grades. The emotional distress caused by bullying can create a hostile learning environment, hindering the student's ability to succeed academically. Konishi et al (2010) also confirmed that the personal relationships within the school environment influence their academic performance and achievement.

4.3.3 Main Theme 3: The strategies that can be implemented to reduce the learning challenges in Grade 12 at MTHS

This theme was derived from the second research question. The participants were asked on which strategies that must be put to address the challenges they are facing in the school and at home. The analysis of data revealed three sub-themes, namely community and parent involvement, motivation of learners and maintaining discipline.

Sub-theme 1: Community and parent involvement

The analysis of data related to sub-theme 1, revealed that community and parents must be given engagement to understand the importance of education. This finding was also confirmed by Participants 5, 7 and 10, who emphasised that most people outside the school do not understand education and must be encouraged to form part of our education. Participant 5 responded as follows:

“Oh! I strongly believe that if community stakeholders like traditional leaders, pastors and elder people in the community can all form part of education by providing donations for learners who are struggling to find learning resources. However, even though you do not have a child in the school, parents must respond to all meetings that they are requested to attend. Our school must have more relationships with local businesses and different organizations; it would provide us with valuable engagement opportunities”.

According to Participant 7 parents must provide their children with learning materials and for those learners whom their parents cannot afford community members and business owners must donate. Participant 7 responded as follows:

“I’m not coping well with school science. I do not have all the learning materials, and my parents cannot afford them. I think if someone can donate learning materials, I will be able to pass my Grade 12 with good results”.

However, Participant 10 also emphasised the importance of community and parents to be part of education. Participant responded as follows:

“I wish that our parents and community members can be informed about our challenges that we experience in our daily lives here at school. Creating a good communication between school and community can be able to reduce most of the challenges we encounter here at school and some of them are raised from home, and we come to school with them. Good communication between school and parents can work if our educators keep on calling parent meetings to address unacceptable behaviour and learners who are not having enough study materials”.

Participants in this study suggested that the best way to resolve the issues or challenges that they encounter every day in school, communication between the school principal, educators, community stakeholders and parents can resolve learning challenges since parents are involved together with the community members. Lau, (2013) who believe that parents get unhappy when schools do not keep them informed and involved in their child's education. The study also revealed that building good relationships between parents, community and educators are motivated to play a major role in children's learning. Inviting them for school meetings, this will then help parents to be more welcomed when coming to school and not intimidated by educators.

The findings from Participant 7 revealed that if learners are having good learning materials, those learners will be able to do well in their matric results. This finding was also supported by Kapur (2018) who urged that providing resources is crucial for supporting children's learning, and includes supplying basic materials, technology, infrastructure, and amenities. In secondary school, learners require various resources to achieve academic goals, such as technology, books, stationery, uniforms, and sometimes private tutoring. The availability of these resources largely depends on parents' financial capacity. Affluent parents can easily provide necessary resources, whereas families from disadvantaged, marginalized, and socio-economically backward backgrounds struggle to do so, forcing learners to rely on alternative means to access the resources they need to succeed, by giving them necessary material will improve results and learners must also get support from other people in the community for those parents who cannot afford.

Those findings are in line with those of Kabir and Akter (2014) suggested that hosting an annual parents' gathering and cultural event to create a sense of community and belonging among families and provide a platform for parents to connect and build relationships with one another. The study conducted by Maluleke (2014) emphasised that school managers can explore unconventional venues to engage with parents, capitalizing on community gatherings where people already congregate like funerals, church services and community meetings.

It has been stated by the participants that parents need education or primary education so that they will be able to understand the importance of education to their children. Participant 4 responded as follows:

“Community-based professionals such as retired educators, nurses and new graduates from the community should volunteer to teach parents about the importance of education to their children since most of them are not willing to form part of their children’s education”.

Participants 6 stated that:

“Parents and community members must visit those learners who are not staying with their parents to check if they are doing schoolwork, even those who are staying with parents who cannot read and write. Most of us do not stay with our parents in other provinces so we need support from the community”.

The findings from participants revealed that community members must provide support to learners outside school and visit school, by volunteering as community professionals-based to offer courage and support to learners who are struggling and teach parents about education. This finding was also confirmed by Kapur (2018) who edged that high-performing schools create welcoming and offer opportunities to the community to visit schools and learners at home to recruit and train parents to take education seriously.

The finding from the study was also supported by Ribane (2022) who edged that mobilize a collaborative effort among schools, families, and community members to foster a good and secure learning environment at school and home. Leepo (2015) support this by indicating that when families face barriers in visiting the school, the school and community stakeholders should take the initiative to reach out to them. By meeting parents in alternative settings, such as community gatherings or their own homes, school managers can establish relationships in a relaxed and informal atmosphere. This proactive approach demonstrates the school's genuine commitment

and dedication to engaging with parents, helping to build trust and foster a sense of partnership in their children's education.

Participants 2 and 3 also confirmed that improving parental involvement in education can resolve some of the challenges that they are experiencing at school. Parents must update their academic level so that they will be able to assist their learners in education. Participant 2 responded as follows:

“If my parents were educated, I believe that every day at school an educator is no longer going to punish me for not writing schoolwork. I wish my parents were educated so that they will be able to help me to make informed decisions about my education, leading to better academic choices and opportunities”.

While participant 3 responded as follow:

“Educated parents set a good expectation for our education, they will be able to motivate me in my academic activities and to work for excellence”.

However, Participant 7 emphasised that parents must make sure that they always improve their education level. Participants 7 responded as follows:

“I always encourage my mother to attend ABET education so that she will understand the importance of education and help me in my schoolwork. If she can get an ABET education, she will be able to address learning gaps and difficulties earlier, preventing her from becoming obstacles to my education”.

According to the participants' response, the findings revealed that the level of parents' education plays an important role in children's education. When parents have at least a minimum education level like ABET level 4 they can be able to resolve some of the learning challenges that learners face every day at school and home. The findings also revealed that parents who educate their children are doing well at school since they will be able to solve education problems. They can assist their children with homework and address learning gaps.

This was also confirmed by Ford (2011) who mentioned that engaging parents in school activities has a profoundly positive impact on their children's academic success. By participating in school life, parents gain the knowledge and skills to support their children's learning, understand school expectations for behaviour and homework, and reinforce consistent values and behaviours at home and school. This collaborative approach fosters a cohesive learning environment, enabling families and schools to work together to promote positive habits, values, and academic achievement. Kapur (2018) supports this by indicating that the educational background of parents plays a significant role in supporting their children's academic success. Highly educated parents, typically professionals in fields like medicine, law, engineering, and education, are more likely to prioritize their children's education, enrol them in reputable schools, and provide necessary resources and materials to foster learning. Conversely, even parents with limited literacy or education recognize the value of education in improving their children's career prospects and encourage them to pursue academic opportunities, acknowledging its potential to enhance their future.

Sub-theme 2: Maintaining discipline and policy implementation

The findings reveal that some learners outlined that discipline needs to be maintained in the school, and some measures need to be put in place. Other learners suggest parental cooperation was a need. Some suggest searching for learners who are entering the school area, and some suggest that security must be strong inside the school. The statements below reveal learners' suggestions to address bullying.

Participant 1 responded as follows:

"I think the government could try to put measures in overcrowded schools, their parents must teach them to love other learners and respect other learners...."

According to Participants 2 and 3, discipline in the school needs SGB to design school policies that allow permanent removal of learners who are bullied in the school. Participant 3 responded as follows:

“SGB parents’ component must design school policies that will allow school management to expel learners who are found guilty of committing such activity in the school. SGB parent components must be involved and dedicated in educating their children good behaviour.”

Participant 4 added that:

“In our case when those learners keep on bullying other learners, educators and principals must call policy officers, and they would come and assist us because they could beat those learners who were troublesome. The police will support these actions of beating them, because school learners are tired of this misbehaviour. Police must also arrest those learners who are stabbing other learners...”

Participant 5 responded as follows:

“The Department of Education must hire private security to provide safety in the school, if securities are available the area bullies would not be able to do their behaviour freely”.

According to Participant 7 the department must also work with the government to arrest learners who commit crime in the school. Participant 7 provided the following response:

“The Department of correctional service must revisit the law of age restrictions to those who commit crime, because most learners are involved in crime believing that they will not be arrested since they are still young”.

According to Participants 8, 9 and 10, the department of education in collaboration with the government must force all learners to follow all disciplinary policies and regulations by monitoring learners. Participants responded as follows:

Participant 8 responded that:

“Government must monitor all of us in the school to identify learners who are troublesome, so that they can act against them to prevent ongoing misbehaviour in the school”.

Participant 9 mentioned that:

“The Department of Education must revisit their admission policies since most learners who always give problems in the school are from other schools and have been chased due to their negative behaviour”.

Participant 10 stated that:

“Department of education must allow educators to administer corporal punishment in the school, most of learners who are troublesome they are no longer listening educators even when they keep on shouting on them, I believe that beating them will be the best solution since they are not afraid of anyone in the school”.

According to the three participants, parents must play a role in maintaining discipline in their children so that their children will be able to behave well in school. Parents must be the ones who facilitate discipline in the school. Parents must shape their children from home so that they will be able to learn with other learners in the school without harming them. These findings from the participants were also supported by Hornby and Blackwell (2018) parental involvement in maintaining discipline plays a crucial role in promoting learners' achievement and can be an asset in combating bullying in schools. When parents are actively engaged in their children's education, it can foster a sense of confidence and motivation in learners, leading to improved academic performance. Moreover, some educators argue that parents should receive training on effective discipline methods and implementing school policies to create a

safe and supportive learning environment, which can help mitigate the negative effects of bullying and promote a culture of respect and inclusivity (Mangena, 2022).

Finding from the participant emphasised on parental role to maintain discipline, this was supported by South Africa School Act, 84 of 1996, which states that the role of parents is to support the school to ensure that learners in the school observe all school policy rules and policies regulation which were implemented by SGB parents' components (Department of Education, 1998). The role of parents to maintain discipline was also emphasised by Mangena (2022), who emphasises that parents play a good role to help and support educators in maintaining discipline in the school by engaging with educators, educating learners in the school and visiting school.

The finding from participant also reveals that school management team (SMT) and parents SGB component must invite policy (SAPS) in the school, this finding from participants was also supported by Kwazulu Natal Department Education (2012) which recommends that effectively address the issue of weapons in schools, it is recommended that the South African Police Service (SAPS) be invited to conduct regular random searches. Additionally, parents should be actively involved in disciplinary proceedings when learners are found with weapons, to ensure accountability and address underlying issues. However, some educators report that parents often abdicate their responsibilities to educators, and surprisingly, some parents even fear their own children, indicating a deeper need for parental engagement and support.

4.4 PRESENTATION OF DATA COLLECTED FROM EDUCATORS

In this section data were collected by means of participants interviews are presented, analysed and interpreted. A total of five educators who are teaching Grade 12 learners from Mirivhavha Technical High School in Nzhelele Circuit, Limpopo were interviewed by the researcher. Educators who participated in the study were referred to as Participants 1 to 5. This is aligned with the ethical considerations that the name of the participant will not be revealed in the study. The thematic data analysis method was used to analyse the data. The response of interviewed questions was categorised into the following three themes and sub-themes.

4.4.1 Main Theme 1: The learning challenges faced by Grade 12 learners at MTHS

The participants were asked about learning challenges faced by Grade 12 learners in the school. An analysis of the data revealed four sub-themes, namely family background, level of education and religions of parents, shortage of stuff and poor management from SMTs and poor infrastructure.

Sub-theme 1: Family background of learners

An analysis of data revealed that family of learners play important role as one leaning challenge that learners encounter because of the family background situation come to school with learners. Unstable family background of learners is the learning challenge encounter by those learners. This finding was confirmed by Educators 1 and 2. Educator 1 responded as follow:

“Parents who are to having enough money to support their children’ education, their children tend to fail.”

Educator 2:

“Children who come from poor background, their performance at school is not pleasing.”

The responses from the participants revealed that parents are not doing enough in their children school activities and involvement. According to participants the major problem learners facing from home is parents who do not support them in education, poor families and unstable family backgrounds. The findings from the participants were also confirmed by Kapur (2018) who agreed that when parents are unemployed, their children often suffer negative consequences in both their social development and academic achievement. This finding was also supported by Shaffee et al. (2019) who stated that factors like poverty, socioeconomic struggles, and political instability can hinder academic success. This suggests that unemployed parents' inability to provide timely financial support can harm their children's academic performance, making it

more likely that these children will struggle academically and achieve poorer outcomes.

However, the findings from educators revealed that learners from poor family background struggle at school since they do not have enough learning materials and the cannot complete their school work. Educator 3,4 and 5 their respond shown by the following verbatim quotes:

Educator 3:

"Some learners don't have access to textbooks or educational resources at home, making it hard for them to complete homework or projects."

Educator 4:

"I've had learners who don't have smartphones or computers, so they struggle to access online resources or submit assignments digitally."

Educator 5:

*"The lack of internet access at home is a major challenge. Learners can't access online learning platforms or resources, putting them at a disadvantage compared to their peers."*The findings from the educators were also supported in the study by Nkuzana (2021) who emphasises that Learners from families with low incomes do not have the funds to hire tutoring services or purchase additional resources. Kapur, (2018) further mentioned that it is difficult to teach such learners since they cannot complete school work at home due to lack of learning resources at home. For financial help, few learners rely on social grants, because of poverty, parents who are illiterate, emotional issues, and other socioeconomic difficulties, home environment in less affluent neighbourhoods do not foster education.

Sub-theme 2: Level of education and religions of parents

Educators spend more time with learners at school; therefore, educators who teach Grade 12 see them often than educators who do not teach Grade 12. The findings from the study revealed that level of education of parent contribute to learning challenge experienced by Grade 12 learners at school. This view was confirmed by all participants. According to Educators 1 and 3, many learners in Grade 12 their parents' highest Grade 12 passed is Grades 9 and 10, most of them their parents did not reach Grade 12 and tertiary level. This finding was confirmed by educator 1 who responded as follows:

"Parents who are not educated it is difficult to convince them about the importance of education, some of them they even go to an extent of telling their children that no one in the family have matric and education will never work for you."

Educator 2 responded as follows:

"Most of these learners who come from a family where their parents are not educated enough, even when you give them assessment that need help from their parents, their parents show no interest when it comes to education of their children."

Educator 3 mentioned that:

"As a teacher, we always invite parents to come and assist us with regard to the school development plans, address their children challenges at school, however to call or to invite parents to be part of their children's education is difficult when the parents do not understand the importance of education. Sometimes we even go to an extent of addressing these learners about the importance of education since at home no one understand the importance of education."

Educator 4 expressed his views about the learners' religions and beliefs in the school. The educator said that:

Very difficult to teach these learners, sometimes they can go to their night vigils the whole weekend you find that in the class there is only few learners this results in withdrawal of educators to come and assist them during weekends.

In support of this, educator 5 said:

“Most of learners who are doing grade 12 are practicing to be ‘vho maine’ traditional healers, some learners they go there for two to four weeks not coming to school by that time. When they come back as educators, I have to go back and teach them what I taught when they were not available.”

Parent’s level of education and learners’ religion was one of the biggest challenges that learners faced every day at school. However, parents were viewed as the main sources of challenge faced by Grade 12. According to the data from the study parents and their beliefs were regarded as the main learning challenge faced by Grade 12 learners in the schools and at home. This finding was also confirmed by Davis-Kean et al (2021) who argued that multigenerational transfer of socioeconomic resources hypothesis, parent beliefs and behaviours indirectly influence the relationships between socioeconomic factors and children’ academic development.

To support this, the situation of parents' lives could possibly either encourage or discourage them from participating in their children's education. According to studies, parents who struggled in school themselves lack the skills and self-assurance necessary to help their children (Baker et al., 2016). Furthermore, Hornby and Lafaele (2011) hinted that parent without college degrees can believe they are ineligible to provide for their children because they are aware that the teachers have college or university degrees. These finding reveals that illiteracy level of parent’s education in MTHS was extremely high. However, this indicates that they cannot assist their children in any educational activity, because they are not knowledgeable of the syllabus or English as medium of instruction.

Sub-theme 3: Shortage of stuff and poor management from SMTs

All educators who were interviewed expressed their views about learning challenge faced by Grade 12 learners in the school. They all agreed that learners in Grade 12 are experiencing serious challenges some of them they cannot resolve them, they need Department of Education and school management team (SMT). However, educators as participants alluded that being under stuff and poor planning from school

management team has been faced by school for a very long time but nevertheless nothing fruitful. Teaching a subject which is not in educator's major, going to class without a timetable, subjects without educators and unavailable of SMTs during school holidays. This finding was confirmed by 5 participants who provided the following responses:

Educator 1:

"Some of subjects here in our schools they do not have well qualified educators, some of subjects like mathematics were taught by foreigners who do not have teaching qualification, they fail to teach these learners with medium of instruction"

Educator 2:

"Educators are having many tasks in the school, the unmanageable school results from poor management from SMT and SGB lead to dysfunctional of school. Even though government provide funds to run the school, it is not enough since their poor management of funds and curriculum results in abnormal bankrupt of the school which may lead to shortage of enough resources for grade 12."

Educator 3:

"No school management plan from January, no school timetable and no direction from SMTs members of assessing grade 12 learners and extra class timetables".

Educator 4:

"It is difficult to find SMT member during school holidays and weekends to monitor lessons, learners tend to be discouraged since they will be no food for them to eat during extra classes, learners and educators feel like they are not getting enough support from SMT and SGB."

Educator 5 emphasised on the issue of shortage of staff:

“In most cases, schools outsource different educators from neighbouring schools to assist grade 12 learners more especially in killer subjects. Some learners struggle to hear them since educators do not know their names.”

The responses revealed that SMT and shortage of educators in the school is the challenge that Grade 12 learners are faced with in the school so far. School management team play fundamental role in the school and School governing body as well, those two stakeholders were identified as the main challenge faced by Grade 12, even though learners cannot see that. If those two stakeholders are not well organised school will not operate smoothly. The finding from educators also supported by Nkuzana (2021) the principal and educators cannot operate the school effectively without the assistance of other management personnel. According to the researcher, the SMT's and SGB combined efforts could assist raise subpar Grade 12 results. Nkuzana (2021) also supported that SMTs should be visible in the school by moving around while teachers are in class or during recess periods to have casual conversations with students and teachers. Seeing them in the classroom is another way to see them and check if there is need of educators to assist.

Sub-theme 4: Poor infrastructure

The responses from educators revealed that poor infrastructure in the school is learning challenge that learners faced every day. This finding was confirmed by five educators who form part of this study. Educator 1 mentioned that *“Sometimes we travel long distance to other school to access science laboratories since here we do not have science equipment.”*

According to Educators 3 and 4 school does not have furniture, learners use old tables that are broken every day. Educator 3 stated that: *“I prefer teaching learners outside the class than inside the class where we are not safe at all, sometimes the roof structure keeps on falling because the roof is too old”.*

The finding from all participants revealed that poor infrastructure and old structure was identified as the main challenge faced by Grade 12 learners in the school. The finding from participants was also confirmed by other researchers, in the study conducted by

Ochonogor and Mohapi (2013), Study has indicated that most schools in developing, and undeveloped nations are experiencing a severe shortage of laboratory facilities and equipment, as well as the emergence of "ghost" laboratories. Therefore, it is essential to figure out how to teach science to more learners in an efficient manner while having less limitations on infrastructure, furnishings, and staff resources.

4.4.2 Main Theme 2: The influence of learning challenges on the learners' academic performances at MTHS

The participants were asked on how learning challenges faced by Grade 12 learners influence them in their academic performance. An analysis of data revealed four sub-themes namely, academic stress, absenteeism of learners and teachers lead to missing of formal assessment and learners write with uncovered curriculum.

Sub-theme 1: Academic stress

An analysis of data reveals that learners are always tired and frustrated with regards to their academic journey. The findings from participants' educators reveals that learners are always stressed about these learning challenges they are facing at school and at home. According to five participants, learning challenges lead academic stress. Educator 1 indicated that:

"Some of us we have seen these learners many times become emotional during exam, learners always having lots of work to complete at school since at home no one will assist them to do their work"

According to Educators 3 and 4, shortages of enough classrooms and lack of resources is stressing learners always, more especially, when they are writing formal assessment. Educator 3 responded as follows

"Learners always look tired when it comes to examination since they know that some will write their assessment standing because there are no chairs, some are not comfortable since old ceiling may fall on them."

Participant 4 confirm the academic stress caused by shortage of learning resources in science. Participant 4 responded as follows

“Not having enough laboratories of sciences learners leading difficulty managing time effectively and completing assessment that need laboratory assistance.”

However, academic stress that was emphasised by educators affect learners in a negative way, learners spent time without educators attending them due to the conflicts between staff in the school. Educator 5 emphasises the academic stress caused by educators to learners.

“Learners are always stressed by conflict between educators within the school, some educators force them to write assessment without teaching them because of subject knowledge.”

Finding from five educators reveals that learning challenges such as poor management from SMT, old infrastructure, science laboratories and lack of support was viewed as the main source of academic stress which led to poor performances of learners. The finding from educators was also supported by Swart et al. (2010) who mentioned that Academic stress emerges when a learner must cope with a circumstance that they are unable to handle in a particular period. Their academic performance and mental state are impacted. This finding was also supported by Vu and Burns (2014) who urged that lots of Grade 12 learners suffer academically because they lack the efficient study materials to handle the amount of content they are expected to acquire in a short amount of time. Lack of managing time abilities and feelings overburdened by the duties at hand are the causes of the stress. Attending science classes without good equipment for science is fraught with challenges that sometimes frustrates the learners.

Sub-theme 2: Absenteeism of learners and teachers lead to missing of formal assessment

The analysis of data reveals that when learners are not having enough materials from home, support from home, safety at school they become absent from school and educators are having workload at school and poor management from SMT lead to educators taking sick leave, all those frustrations from educators and learners lead to missing of formal assessment by learners and poor preparations of formative and summative assessment. Educator 1 explained how she ended up taking four weeks without coming to work.

“I still remember 2021 when I took sick leave of four weeks without being sick because I wanted to rest, not easy to teach a subject that I have been trained for. Due to shortage of staff members, I must take two subjects in Grade 12. Learners ended up missing my formal assessment.”

The responses reveal that some educators report that lack of support by school management team and governance was a challenge in addressing the missing of formal assessment by both educators and learners since all of them are absent from school. Poor management from SMT resulted in poor managing of educators and learners' absences in the school resulting in missing of formal assessment. Being absent of learners and educators results in missing formal assessment which results in poor performances of Grade 12 learners. In the study conducted by Mboweni (2014) pointed that an educational institution's atmosphere of learning may deteriorate because of absence, or it may be linked to a high learner's failure record. This was also supported by Nkuzana (2021) who mentioned that Absenteeism may be a sign of a failing of SMT as well as subpar individual achievement on the part of the educator or learner. The finding from educators was also confirmed by Ngema (2016) who claimed that because absence of educators disrupts typical patterns and classroom processes, it can have a detrimental impact on learners' performance.

Sub-theme 3: Learners write with uncovered curriculum

The analysis of data reveals that poor management of SMT resulted in gap in the curriculum or scope that learners need to cover before writing final examination. Poor management of funds by SMT resulted in shortage of funds to outsource best

educators to teach killer subjects. Educators' emphases on educators who bank class resulting in more topics not being taught. Educators responded as follows:

Educator 1: *"The lack of effective curriculum management by the educators has left gaps in what learners are taught, which shows up in their performance."*

Educator 2: *We struggle with inadequate resources due to poor fund management, making it hard to bring in specialized teachers for key subjects."*

Educator 3: *"The focus on high-performing classes has led to neglect of other topics, leaving learners unprepared for exams."*

Educator 4: *"Without proper oversight, some educators rush through the curriculum, leaving critical topics uncovered."*

Educator 5: *"If the SMT managed resources better, we could hire more educators to fill gaps in teaching, benefiting learners."*

The response from educators reveals that learners are not finishing curriculum because there are not enough learning materials. Lack of learning materials for science learners reveals that they do not cover everything in the syllabus. Some of learners, more especially, those who come from poor background cannot afford to buy materials and this results in poor performances. Kapur (2018) claimed that since underfunded educational institutions lack basic resources, learners are more likely to fall short of the needed academic levels. Since parents rely on schools to supply the necessary resources, the poorest and most disadvantaged children suffer greatly.

The finding from educators was also supported by DBE (2017) which highlighted the following causes of low learners performance in Grade 12 which is a lack of discipline on the part of learners as well as educators in the classroom, poor time management by SMTs, which resulted in lost contact time, poor system-wide communication and consultation, poor instruction, learning, and evaluation of formal and informal tasks, and insufficient subject-teacher coverage, which causes students to write formal assessments on subjects that the educator had not covered.

4.4.3 Main theme 3: The strategies that can be implemented to reduce the learning challenges in Grade 12 at MTHS

The educators as participants were asked about the strategies that can work. The analysis of data reveals four sub-themes namely training workshop of educators and SMT.

Sub-theme 1: Training of educators and SMT

Educators 1, 2 and 3 indicated that government must give proper workshops and training for educators and SMT members. Educator 1 responded as follows:

“Department of education must train all educators in the school to handle these learners who seems to be under pressure from school.”

While Educator 2 said that

“Government must run programs that will assist educators who need support from different angles of teaching”.

According to educator 4 and 5 government must run counselling program that will address parents and educators on how to deal with learners who need psychological report.

Educator 4:

"Regular training and professional development opportunities for educators and SMTs are crucial. They help us stay updated on best practices, curriculum changes, and innovative teaching methods, which ultimately benefit our learners."

Educator 5:

“Training for SMTs is essential to ensure effective school management, leadership, and support for educators. It helps them make informed decisions, manage resources efficiently, and create a positive school culture.”

The responses reveal that Department of Education should be involved to give proper training and support to the SMT and educators as well as hiring educators. Umalusi (2017) argued that educators should receive continuous training, seminars, and workshops to keep them up with advances on the areas they teach. To help them achieve the learning objectives, teachers should also receive training on how to use continuous assessment. To help learners, improve their academics, teachers are urged to provide constructive criticism on what they have written. Darling-Hammond, et al. (2020) viewed preparation for educators to be a form of professional growth. Changes in educator knowledge and practices brought about by structured professional learning have the potential to improve learning outcomes across all grade levels, especially in Grade 12. Training for educators enhances their subject-matter expertise and enhances their instructional strategies, which promote learning in the classroom.

Sub-theme 2: Working together with parents

The responses reveal that good relationship between educators and parents to bring good results for learners. All five educators confirmed this finding by providing the following responds.

Educator 1 stated that *“For me if parents and educators can form a good relationship where both parties will be able to always communicate it will be the best idea that could be able to make some changes in Grade 12.”*

Educator 2: *“When educators and parents work together, we can identify areas where learners need extra support, and collectively find solutions to help them succeed.”*

Educator 3: *“By keeping parents informed and involved, we can reinforce learning at home, which makes a significant difference in learners' progress and overall achievement”*

According to Educators 4 and 5, school governing body must draw policies that enforce parents to be part of school meeting.

This is what they said: Educator 4: *“SBG must develop policies that force parent to be in the school meetings of their children and if they fail to do so, they must account for that.”*

Educator 5 emphasised the implementation of school policies, said that:

“SGB must monitor all parental involvement and call those parents that they are failing to be part of school activities into order.”

The findings revealed that parents should be involved in the school activities concerning their children. According to the educators’ parents play crucial role to build positive influence in the learners’ performances in the school. According to the educators’ parents must be able to attend school meeting so that they will be able to take all decisions that are implemented during meeting. If parents failed to attend school meeting it means that the decision that will be taken during meetings will not be aware of it. This finding was confirmed by Remind (2022) who argued that this indicates that some parents have not participated in school-based decision-making because they are unable to attend school-based discussions. According to the findings, if parents are working together with educators at school, this will bring positive results in the school and improve learners’ attitude towards education. The finding was also supported by Pajarianto et al. (2020) who argued that, according to the researcher parents must work together with the school to bring good results at school, community must donate facilities and support to their school.

Sub-theme 3: Provide extra lessons and motivation

Responses from educators reveal that encouraging good learning and teaching for learners who are struggling to understand topic by providing extra lessons for them and provide incentives for learners who are doing well is necessary. In this regard some educators said: Educator 1 had this to say, *“We have limited time to assist these learners during working hours, the SGB must provide educators with money for petrol*

when they come to assist learners who are struggling particularly in maths and sciences.”

Educator 2:

“Extra lessons will also assist learners who do not understand during normal school hours, learners who lose hope will be able to understand during weekends if the school get educators from other schools.”

According to educators 3, 4 and 5, extra lessons will work but learners who are excelling must be motivated through incentives. In this regard, educators said:

Educator 3:

“In mathematics I have identified a number of learners that are doing well but it is not enough since they are not reaching where I can say that they will be able to compete with other learners from different schools, I see the best way to motivate them is to keep on doing well we can reward them.”

Educator 4:

“Grade 12 learners only need support and motivation, if you can check these learners are coming from poor family background where maybe no one from the house is having grade 12, so it is difficult for them to imagine having matric.”

Educator 5 said that:

“Truly speaking even if you are in the classroom learners, they do not have positive mind toward their future, I remember the other day asking the other male learner what do want to do after matric. It came as surprised to hear that learner did not see himself at tertiary institution since no one from home ever reached at high education level. It is very much important to invite academia and other stakeholders to motivate learners.”

The findings from the study reveal that motivating learners by rewarding them play crucial role to change learners' mindset and the situation at school. All educators' emphases that Grade 12 learners must get special motivation and provide extra lessons to learners who are struggling to achieve well in their studies. This finding was also supported by Kapur (2018), who mentioned that the strategy to motivate learners

who are doing well in their studies and uplifting those are also struggling, this will ensure that the hard work of learners is supported and encouraged. Learners become motivated to work hard and get good grades when their teachers talk about rewards in the classroom. They believe that their excellent performance will please both their parents and teachers (Kapur, 2018).

Sub-theme 4: Building new classrooms

Educators outlined learning challenges that they are facing, however, they also emphasised on building new structure in the school since the old buildings are not safe for learners. According to educators' department of education must provide school with modern classrooms with toilets since they are still using zinc toilets.

Educator 1 said that *"New classrooms will provide us with the opportunity to implement more innovative and interactive teaching methods, which will enhance learners' engagement and learning outcomes."*

Educator 2:

"We acknowledge that difficulties in learning can be a serious obstacle to academic achievement. We will have the resources and flexibility to better assist challenging learners in a new classroom."

Educator 3 said:

"Renovated classrooms will provide us with the opportunity to incorporate more assistive technologies, which will help level the playing field among learners with difficulties."

Educators 4 and 5 said:

"Building new classrooms, we'll be able to reduce distractions and create a more focused learning environment. This will be especially beneficial for learners with learning difficulties."

Findings from educators that building new classroom will be able to assist learners to cope with their academic activities in the school. The finding from educators was also

supported by literature reviewed in Chapter 2, more standard classroom hall blocks ought to be worked across our essential schools and more qualified and useful for teachers ought to be utilized to cook for the issue of congestion accordingly giving quiet climate for appropriate educating and learning (Olamoyegun, 2022).

4.5 CHAPTER SUMMARY

In this chapter researcher presented the data that was gathered from face-to-face interviews from participants and observation made from the school. Moreover, the collected data was analysed and interpreted. The main theme and sub-themes were explained in brief in this chapter. Presentation of the results was further supported by presenting direct quotation. The next chapter presents findings, conclusion and recommendations

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 dealt with the presentation, analysis and interpretation of the research findings from participants. It discussed the themes that emerged from interviews and observation made by the researcher at the selected school. Also, the challenges faced by Grade 12 at Miriyavhavha Technical High School were discussed based on the research questions that were presented in Chapter 1. The study aimed to investigate the learning challenges faced by Grade 12 learners at Miriyavhavha Technical High School in Nzhelele East at Vhembe West in the Limpopo Province. This research employed the qualitative research. Data was collected through face-to-face interviews and observation.

Five educators who taught Grade 12 and ten Grade 12 learners were selected through purposive sampling. The researcher went to the school and allowed learners to pick ten numbers. Educators and learners were used to collect data, researcher find it suitable to use them, which employed thematic analysis for data analysis and interpretation. Furthermore, the researcher discussed the research findings in line with the literature review and theoretical framework. The recommendations were based on the participants' responses when answering questions. The researcher's investigation was made to identify learning challenges that learners faced, especially in a school that is located in a rural area in the Limpopo Province. The limitations of the study were outlined based on the findings of the study.

5.3 FINDINGS OF THE STUDY

This section focuses on the presentation of a summary of the findings of the study and is based on the research questions of the study. For example, in this Chapter 4, individuals' interviews were conducted to collect data from learners and educators and observations were made from the school.

5.2.1 The learning challenges faced by Grade 12 learners in the school

The participants were requested to mention the learning challenges that Grade 12 learners are facing at MTHS in the Nzhelele Circuit, under Vhembe East District in Limpopo province. An analysis of the data provided by learners revealed that there is a lack of school infrastructure. The analysis indicated that learners are not having enough classrooms, classrooms are overcrowded and many of them are old buildings without doors, windows and there is no proper roofing, as a science school does not have laboratories for science learners. Poor involvement of parents in their children academics activities contribute to learning challenges that Grade 12 learners are facing in the school, however such challenges come from home but do have impact on learners at school. Parents are not playing major part in their children's academic activities by not supporting them on their school activities, they do not attend school meetings, and they do not understand the issues of buying supporting materials for learners. Some of the learners are staying alone as children in the house because all their parents are not at home as they are working far, parents are not even interested to be part of their children's education. Poor family background plays major role of parents not participating in their children's academic activities, they are unable to buy essential materials for their children. This study revealed that learners who are staying with single parents struggle when it comes to support since their parents are no longer staying together, none of them want to play roles in their academic activities.

The study also revealed that bullying in the school play major role to Grade 12 learners amongst themselves, this was indicated by participants who mentioned that Grade 12 learners are bullying each other based on their family backgrounds, their physical appearances and learners from other grade also abuse the Grade 12 learners. Furthermore, the interviews with educators who are teaching Grade 12 from the school, revealed that family backgrounds of the learners have become academic stressing and restriction towards their academic progress, since some of the parents are failing to buy basic needs for learners that government cannot provide to learners such as calculators, learning study guide and they are paying extra lessons that are not sponsored by government. The study also revealed that the school is situated in rural areas where most parents are not educated and their negative religious influence

on learners. The study revealed that learners whom their parents are not educated they normally do not want to assist their children when it comes to homework's and give emotional support to their children.

The study also revealed that there is a shortage of staff in the school and poor management from SMT members, since there is not enough manpower from the classroom educators who are overloaded, teaching many subjects that they do not qualify to teach as their majors. Poor management by SMT lead to ungovernable school where learners experience ends up experiencing the outcomes. The study also revealed that poor infrastructure faced by educators and learners, no staffroom, educators stay in the same classrooms that learners they use to teach. There are shortages of laboratories for science experiments and overcrowded classrooms are revealed as challenges that both learners and educators are all faced with.

The views of learners and educators who were interviewed about the learning challenges faced by Grade 12 learners at MTHS, are supported by many researchers. According to Makongoza et al. (2023:211-235) the municipality of Vhembe district in Limpopo province has the greatest number of children with trauma and violence cases, according to research from the Thohoyandou Victim Empowerment Programme (TVEP). Muluk (2023:33) indicate that Bullying is a complex problem in the lives of learners at schools. All learners are impacted by this issue, including those who witnessed interpersonal violence as well as bullies and victims. Bullying can take various forms, including verbal and physical abuse, threats, taunting, and criticism. All these elements can have an individual or group impact and play a part in bullying children. In the study conducted by Naite (2021:16) revealed that many of the parents are ignorant regarding contemporary teaching strategies and how they might be more involved in their children's education. To promote better home-school interactions, the school administration has put in place several measures. Some of these initiatives, particularly those pertaining to parental involvement in secondary education, have not worked out.

The finding of the study was also confirmed by TASB (2014:24) indicating that there has long been a connection between overcrowding and reduced learning levels,

decreased engagement, and greater learners' enmity. Flexible and reconfigurable classrooms are linked to higher levels of learner participation and learning. The study conducted by Yangambi (2023:788-809) also support that the unsafe infrastructure conditions in South African schools, threatening learners, educators, and principals. The prevalence of inadequate or non-existent infrastructure in schools such as classroom and laboratories, which makes the learning and teaching to be difficult and endangers principals, educators, and learners, is still the subject of abundant research.

5.3.2 Challenges affect them in their academic's performances and learning

The educators and learners were asked to explain how those learning challenges that they are faced with everyday impact on their academic performances and learning. The learners revealed that some of them are staying with trauma after being bullied by other learners, they are forced to drop out from the school, not feeling safe since the school is not safe because of old buildings that can collapse at any time and lack of support from home make them feel like they are alone in this journey of education and lack of discipline by learners lead to bullying that make school environment not to be safe place for learners.

However, the interviews with five educators revealed that, educators are unable to give learners enough content of subject since many of them are teaching subject that are not their majors, not having science laboratories make educators feel frustrated and not doing enough for kids, absenteeism of educators and learners and learners are writing uncovered curriculum, lastly undiscipline learners make learning and teaching in the school to be difficult since they are afraid to work with learners who are abusive.

The views of learners and educators about the impact of learning challenges that Grade 12 learners faced at school was also supported by various other researchers who researched in learners' challenges. For example, Al-Raqqad et al. (2017:44-50) indicate that bullying is a complicated issue in the lives of learners. All learners are impacted by this issue, including those who witnessed interpersonal violence as well as bullies and victims. Bullying can take various forms, including verbal and physical

abuse, threats, taunting, and criticism. All these elements can have an individual or group impact and play a part in bullying children. Because children employ bullying, it is generally recognized that it is challenging to eliminate or drop out of schools. According to Maslow's theory, the study's results might be understood to show how poor school infrastructure impairs the requirements for people's safety in a school environment.

Inadequate infrastructure makes the atmosphere unsafe and makes it more difficult for principals, educators, and learners to have their safety needs met. Consequently, this impacts their general well-being and disrupts the T & L procedures (Mokgwathi et al.). However, this finding of the study also aligns with researcher theory of Maslow's. The views of learners and educators towards not feeling safe in the school was also supported by a study that was conducted by Moreroa (2022). According to the study, educators and learners feel threatened by rebellious learners which has an adverse influence on the regular operation of the school's teaching and learning program as well as other affiliated areas. Others who had been traumatized by the violent events to which they had been exposed suffered from nightmares, flashbacks, and confusion. In the classroom setting, several educators felt exposed, scared, and insecure. Their arousal level for a stress response was also raised by the ongoing stress and violence in schools, which led to both physiological and emotional reactions to their daily work environment.

Moreroa (2022:45) further mention that *“since the teaching establishing is unsafe, educators and learners feel unprotected and would not mock their lessons, which makes the teaching and learning environment fruitless.”* According to research, educators who are bullied stop attending classes and withdraw from professional interactions because they are stressed out and no longer like teaching the targeted subjects. Additionally, it was discovered that teachers who are victims suffer psychological injury and emotional exhaustion. Due to an uncomfortable workplace, some people retire early.

The finding also supported Goldring et al. (2014:12) who noted that *“if educators are having workload, they tend to leave the school early, always absent from school,*

missing classes that lead to learners writing examination without covering the whole syllabus of the year, many educators become depressed since they are teaching subjects that are not qualify to teach as their majors.”

5.3.3 The strategies that can be implemented to reduce learning challenges that are faced by Grade 12 learners

The learners and educators were asked to describe the strategies that should be implemented to overcome learning challenges that are faced by Grade 12 learners in the school. An analysis of data obtained from learners, who revealed that it must be a must for parents to be involved in the learning process on their children and community must be part of educational setting of the school and maintain discipline and implement school policies that will allow smooth operation of learning and teaching in the school.

Educators who were interviewed also indicated that the strategies that should be implemented to overcome learning challenges in the school. According to the educator's school and Department of Basic education must ensure that all educational policies amended by government must be adhered to in the school, allow parents to play role in their children education, Department of Education should allocate funds to school that will maintain services and building of infrastructure, Department of Education must delegate officials to monitor learning and teaching at school and community engagement.

The findings are supported by many authors and experts. According to Kapur, (2018:575) The provision of resources includes *“giving the learners access to infrastructure, technology, civic services, basic materials, and other resources that support learning.”* In high school, learners require a variety of resources to meet their academic objectives. These include technology, books, reading materials, stationary, uniforms, bags, and even private tutoring at home in case they need help with a particular subject. The parents' financial situation is the primary determinant of resource provision. They can get all the resources they require when they are financially stable. The provision of resources was supported by National Senior Certificate Diagnostic Report (2024). To facilitate self-directed learning, educators and educational facilities must guarantee that learners have access to sufficient resources.

This will enhance the ability of learners for independent study and give them the confidence to take charge of their education. Educators must help to assist learners in using online resources and textbooks, tools, as well as additional materials to strengthen their comprehension

According to Umalusi (2017), educators should receive frequent training, seminars, and workshops to keep them up to speed on the subjects they teach. To help them achieve the learning objectives, educators should also receive training on how to use continuous assessment. To help learners, improve their academics, educators are urged to provide insightful feedback on their assignments. For Darling-Hammond, Hyler, and Gardner (2017:97), *“educator preparation was considered professional growth.”* Changes in educator knowledge and practices brought about by structured professional learning have the potential to improve learning outcomes across all grade levels, especially in Grade 12. Training for educators enhances their subject-matter expertise and enhances their instructional techniques, which promote learning in the classroom.

The collaboration of community members including parents and educators must be considered as solution; this finding was also confirmed by Jolly (2021:1) who argues that *“high-performing schools create welcoming and offer opportunities to the community to visit schools and learners at home to recruit and train parents to take education seriously.”* This was also supported by the study conducted by Ribane (2022) who edged that mobilize a collaborative effort among schools, families, and community members to foster a good and secure learning environment at school and home. Lydia et al (2010:12-45) support this by indicating that when families face barriers in visiting the school, the school and community stakeholders should take the initiative to reach out to them. By meeting parents in alternative settings, such as community gatherings or their own homes, school managers can establish relationships in a relaxed and informal atmosphere. This proactive approach demonstrates the school's genuine commitment and dedication to engaging with parents, helping to build trust and foster a sense of partnership in their children's education.

According to the National Senior Certificate Diagnostic Report (2024), District officials and SMT must keep an eye on educators' improvement plans to make sure the suggestions made in the diagnostic report are followed. This may assist educators in modifying their methods as needed, which will enhance the achievement of learners. Monitoring ought to concentrate on certain tactics and actions that complement the areas that have been recognized as needing improvement.

5.4 RECOMMENDATIONS

In the view of the findings of this study, the following recommendations are made for reducing the learning challenges that are faced by Grade 12 learners from MTHS.

- Department of Basic Education should design a new policy that will ensure that bullying other learner at school is a serious misconduct that a learner responsible must be expelled from school.
- School should develop their own policy that will be aligned with the South African constitution.
- Department of Basic Education must enforce all parents to be part of their children's academic activities, failing which parents must face serious actions.
- Department of Basic Education must hire educators with required qualifications.
- School safety must always be considered, school without proper fence must face serious charges from the Department of Basic Education.
- Parents should be empowered with skills of self-confidence, so that they will realise that their children have potential.
- The school management team (SMT) must work together with school governing body (SGB) and parents to ensure that all funds of the school are treated fairly and with no corruption.

- Educators must receive training and support to enhance their teaching practices, including language support and individual attention.
- School together with Department of Basic Education must consider implementing language support programs or bilingual instruction to cater for learners with language barriers.
- Department of Basic Education should provide counselling services to support learners facing personal challenges.
- The school and Department of Basic Education should prioritize the provision of necessary resources to support learning and teaching.
- Parents must get support from Department of Education on how to treat their children.
- Schools should involve Learner's Reprehensive Counsel (LRC) on addressing the issue of bullying and raising funds for learners who cannot afford to buy some learning materials and school uniform.
- The educators should make it a point that they attended all workshops as organised by the Department of Education. Educators' interest in all subjects could be improved by improving their knowledge of subject content, and personal recognition by authorities. Performing educators could also be recognised and awarded with prizes publicly at school gatherings and meetings. Educators should also be encouraged to obtain further qualifications and skills.

5.5 CHAPTER SUMMARY

This study has highlighted the learning challenges faced by Grade 12 learners at MTHS. The findings have implications for teaching and learning, and recommendations have been made to address these challenges. By implementing these recommendations, the school can create a more supportive and inclusive

learning environment that would enable learners to succeed. By using Maslow's Hierarchy of Needs as a theoretical framework, a researcher is providing a stimulating perspective on the importance of resolving the learning challenges in the school safety, love from educators and other learners and infrastructure. By showing how inadequate infrastructure, love safety and lessons directly affects these needs, the incorporation of this theoretical framework would enable a clearer understanding of the role that safety needs play in the general well-being of educators and learners. I, as a researcher gives the results of this study a theoretical foundation by utilizing Maslow's Hierarchy of Needs, which also emphasizes how urgent it is that stakeholders and legislators prioritize fixing the present learning challenges in schools.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR EDUCATORS

- Q1: When did you do your teaching completed your teaching qualification and your experience of the teacher measured in years teaching grade 12
- Q2: Which subjects are you teaching grade 12?
- Q3: Do you experience challenges that hinder teaching and learning in the school environment?
- Q4: What are challenges faced by learners that originated from home?
- Q5: How does those challenges from home affect academics performances?
- Q6: Which strategies do you think we can overcome those challenges from home?
- Q7: Which obstacles or challenges are you experiencing brought by learners at school? How those challenges affect teaching and learning?
- Q9: In which way do you think those challenges brought by learners at school can be overcome?
- Q10: Do you receive support from department of education?
- Q11: Which challenges are you experiencing that department of education must attend to?
- Q12: In which way do you think department of education must support you for good teaching and learning?

APPENDIX B: INTERVIEW GUIDE FOR LEARNERS

- Q1: What are some of the challenges you face at home that impact your learning?
- Q2: How does your home environment affect your ability to focus on your schoolwork?
- Q3: In which way do you think home can be good place for you to learn?
- Q4: What are some of the challenges you face at school that impact your learning?
- Q5: How does your school environment affect your ability to focus on your schoolwork?
- Q6: Do you feel supported by your teacher and school staff?
- Q7: What personal challenges do you face that affect your learning?
- Q8: How do your personal circumstances impact your ability to focus on your learning?
- Q9: Do you feel like you have the skills and support you need to succeed in school?

APPENDIX C: LETTER REQUESTING TO PARTICIPATE IN THE STUDY

PO BOX 704
NZHELELE
0993
01 October 2024

The Principal
Miriavhavha Technical High School
Nzhelele Circuit

REQUEST TO CONDUCT THE RESEARCH

I, Ramulongo Thendo, student number 16006779, currently registered with the University of Venda School of Education Leadership for Masters in Educational Management. Part of my degree consists of a research study. I request permission to conduct research at your school. The title of my study is "Learning Challenges Faced by Grade 12 Learners at Miriavhavha Technical High School".

It is very important to involve Grade 12 learners. Your contribution is, therefore, of utmost importance to the study and I would appreciate it if you could spare some time to participate in this study. Participation in this study is voluntary and involves no feasible risks or harm.

Best regards

Mr Thendo Ramulongo
076 901 1475

APPENDIX D: PARTICIPANT CONSENT FORM

I, ...hereby acknowledge that I fully understand the explanation and purpose of this research as explained by Mr Ramulongo Thendo, Master of Education (MED) student in Educational Management from the University of Venda.

TOPIC: LEARNING CHALLENGES FACED BY GARDE 12 LEARNERS AT MIRIYAVHAVHA TECHNICAL HIGH SCHOOL

I fully understand the following terms and conditions:

- That my participation in this measure is voluntary for no financial gain for research or the university.
- That I am allowed to pull out from the participation at any time without partiality.
- That the interviews will be treated private or personal by the researcher and information documented in these interviews will only be used for research purposes.

Participants.

Signature..... Date.....

APPENDIX E: APPLICATION LETTER FOR PERMISSION TO CONDUCT RESEARCH TO NZHELELE EAST CIRCUIT OFFICE

PO BOX 704
NZHELELE
0993
01/09/2024

To: The Circuit Manager
Nzhelele East Circuit

REQUEST TO PARTICIPATE IN THIS STUDY.

I Ramulongo Thendo student number 16006779, currently enrolled/registered with the University of Venda School of education Leadership for a Master's Degree in Educational Management. Part of my Degree consists of a research study. I will be conducting research regarding challenges faced by grade 12 learners in Miriyavhavha Technical High School.

It is very important to involve Grade 12 learners. Their contribution is, therefore, of utmost importance to the study and I would appreciate it if you could spare some time to participate in this study. Participation in this study is voluntary and involves no feasible risks or harm. You may call me (MR Ramulongo Thendo) at 076 901 1475 to ask clarity on any question about the study.

Best regards

RAMULONGO THENDO

I..... willingly agree to participate in the study, which has been explained to me in writing by **M.R. RAMULONGO THENDO**.

PARTICIPANTS SIGNATURE..... DATE.....

APPENDIX F: APPLICATION LETTER TO CONDUCT RESEARCH TO LIMPOPO
DEPARTMENT OF EDUCATION.

PO BOX 704
NZHELELE
0993
01/03/2024

LIMPOPO DEPARTMENT OF EDUCATION.

TO: RESEARCH DESK

REQUEST TO PARTICIPATE IN THIS STUDY.

I Ramulongo Thendo student number 16006779, currently enrolled/registered with the University of Venda School of education Leadership for a Master's Degree in Educational Management. Part of my Degree consists of a research study. I will be conducting research regarding challenges faced by grade 12 learners in Miriyavhavha Technical High School.

It is very important to involve Grade 12 learners. Their contribution is, therefore, of utmost importance to the study and I would appreciate it if you could spare some time to participate in this study. Participation in this study is voluntary and involves no feasible risks or harm. You may call me (MR Ramulongo Thendo) at 076 901 1475 to ask clarity on any question about the study.

Best regards

RAMULONGO THENDO

I..... willingly agree to participate in the study, which has been explained to me in writing by Mr. Ramulongo Thendo

PARTICIPANTS SIGNATURE..... DATE.....

APPENDIX H: APPROVAL FROM CIRCUIT MANAGER



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

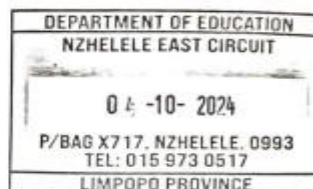
Enq: Malumedzha A.C. Tel : 0159730519 Email : cmalumedzha@gmail.com

Ramulongo T.

P.O.Box 704

Nzhelele

0993

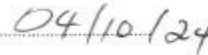


REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. This office wishes to inform you that your request to conduct research has been approved.
3. The following conditions should be considered:
 - 3.1 Arrangements should be made with the School concerned.
 - 3.2 The conduct of the research should not disrupt the academic programs at the school.
 - 3.3 The research should not be conducted during the time of Examinations especially the fourth term.
4. Research should be conducted at the following school:

Miriavhavha Technical Sec. School
5. You are expected to produce this letter together with the letter from the Department at the school where you will conduct your research as an evidence that you are permitted to conduct the research.
6. Hoping you will find this in order


CIRCUIT MANAGER: NZHELELE EAST


DATE

APPENDIX I: APPROVAL FROM LIMPOPO DEPARTMENT OF EDUCATION

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

TO: DR MC MAKOLA

FROM: DR NE MALINDI

ACTING CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE (LPREC)

REVIEW DATE: 08 MAY 2024

SUBJECT: LEARNING CHALLENGES FACED BY GRADE 12 LEARNERS AT A SELECTED TECHNICAL HIGH SCHOOL IN NZHELELE EAST CIRCUIT, VHEMBE DISTRICT

RESEARCHER: RAMULONGO T

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC). The committee is satisfied with the methodological and ethical soundness of the proposed study.

Decision: The proposal is granted full approval and ethical clearance.

Regards

Acting Chairperson: Dr NE Malindi



Secretariat: Ms J Mokobi



Date: 17/07/2024

APPENDIX J: LIMPOPO PROVINCIAL ETHICS



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS

COMMITTEE CLEARANCE CERTIFICATE

Review Date: 08 May 2024

Project Number: LPREC/55/2024: PG

Subject: Learning Challenges Faced by Grade 12 Learners at a Selected Technical High School in Nzhelele East Circuit, Vhembe District

Researcher: Ramulongo T

Chairperson: Prof I Swarts



Chairperson: Limpopo Provincial Research Ethics Committee

Date: 17 July 2024

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

Note:

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)
- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.
- iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.
- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

APPENDIX K: ETHICAL CLEARANCE

ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr T Ramulongo

STUDENT NO:
16006779

PROJECT TITLE: **Learning Challenges Faced by Grade 12 Learners at a Selected Technical High School in Nzhelele East Circuit, Vhembe District.**

ETHICAL CLEARANCE NO: **FHSSE/24/PCEM/01/2703**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr SE Madima	UNIVEN, English, Media Studies, and Linguistics	Supervisor
Dr ON Solshangane	UNIVEN, Directorate of research and innovation	Co-supervisor
Mr T Ramulongo	UNIVEN, English, Media Studies, and Linguistics	Investigator-Student

Type: **Masters Research**
Risk: **Straightforward research without ethical problems (Category 1)**
Approval Period: **March 2024 – March 2025**

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
 - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
 - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
 - Request access to any information or data at any time during the course or after completion of the project.
 - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - Any unethical principles or practices of the project are revealed or suspected.
 - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
 - The required annual report and reporting of adverse events was not done timely and accurately.
 - New institutional rules, national legislation or international conventions. A if necessary

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: March 2024

Name of the RESSC Chairperson of the Committee: Prof M. Mwale-Manjoro

Signature.....



University of Venda
Private Bag X5050, Thohoyandou 0950, Limpopo Province, South Africa
Telephone (015) 962 9000/015 Fax (015) 962 8000
"A quality driven, financially sustainable, rural-based Comprehensive University"

APPENDIX L: LANGAUGE EDITING CERTIFICATE



WriteRight Language Editing Services
640 Munnik Avenue, Bendor, Polokwane, 0699
Registration No. 2023/162786/07
moffatsebola@gmail.com, 0697110718
DATE: 09 May 2025

Re: Certificate of Editing

I hereby advise that I edited a research dissertation titled: "LEARNING CHALLENGES FACED BY GRADE 12 LEARNERS AT A SELECTED TECHNICAL HIGH SCHOOL IN NZHELELE EAST CIRCUIT, VHEMBE DISTRICT" by Ramulongo Thendo. My editorial interventions entailed, among other aspects, the following:

- English academic language editing, including grammar and spelling (comma splices, fragments, tenses and subject/verb agreement); style (run-ons, keeping sentences short by reducing them to their essential parts, avoiding an overuse of subordinate clauses and removing unnecessary adjectives and adverbs as often as possible). Efforts were made to ensure that UK English instead of US English was used consistently in the text. Therefore, verbs such as "organize", "emphasize", "realize" and "behavior" were spelled thus, "organise", "emphasise", "realise" and "behaviour", respectively.
- Style and full reference editing according to the Institution's style guide. Here, I checked the author's consistency in the formatting of in-text references, and the list of references, including checking that all the sources cited in text were duly acknowledged and that all the sources on the list of references appeared in the text.

Please note that I provided the author with a version of the manuscript that reveals my editorial interventions by way of Track Changes, with the author free to either accept or reject suggested changes, additions or corrections, as is usual. Unless tampered with prior to your reception of the edited work, I trust you will find the editing quality in order.

Regards
Prof Moffat Sebola,



APPENDIX M: PROOF OF REGISTRATION.



PROOF OF REGISTRATION To Whom It May Concern

05-May-2025

It is hereby confirmed that the under mentioned person is a registered student at University of Venda PRODI41.

Student Number: 16006779
Student ID Number: 9607035478083
Name: THENDO RAMULONGO
Registered for Period: 06-Jan-2025 - 31-Dec-2025
Study Level: 2ND YEAR
Qualification: SEMEEM MED IN EDUCATIONAL MANAGEMENT
Offering Type : MASTERS (SUCCESSION) FULL TIME

Subject	Description	Qual.	Class Group	Exam Year	Exam Month	Registration Date	Cancel Date	Stats Credits	Amount
EDU6001	H3 MASTERS STUDENTS DISSERTATION	SEMEEM	A	2025	11	05-Mar-2025		0.500	18130.00
Subtotal:									18130.00
Credit Total:									0.500
Total:									18130.00

Outstanding Balance: 7260.06

NB. The costs reflected in this document apply only to the current academic year's registration and do not constitute a financial statement of account. Registration fees, SRC levies, and residence costs are not included here but will appear on the financial statement of account.



DR. J.J. BALOYI
UNIVERSITY REGISTRAR

University of Venda
Creating Future Leaders



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APPENDIX N: TURNITIN REPORT

