

Review Article**Social Issues on the Academic Performance of Secondary School Learners in the Limpopo Province***Ramokone Lillian WHYKEN¹  Motalenyane Alfred MODISE²  Sepeng PERCY³ **Abstract**

South Africa, after Apartheid and with a democratic government and newly amended policies, committed to provide equal opportunities to every citizen, including the right and access to education. The purpose of this study, following the state of the education system as it is, is to investigate the social issues that contribute to the poor performance of secondary school learners in South Africa, and specifically the Palala circuit in the Waterberg district, Limpopo. A mixed methods approach was used (qualitative and quantitative) to investigate the possible improvements that could be used to deal with the social issues facing secondary school learners. The target population was 10 secondary schools in the Palala circuit in the Waterberg district, Limpopo. The sample was 10 principals, 10 Head of Departments (HoDs), 10 Life Orientation teachers, and 30 learners, 3 per school in the 10 selected schools. The response rate was 93% and data was collected by using questionnaire surveys and interviews with the same 56 participants. The study revealed the predominant social issues that affect the academic performance of learners in secondary schools in the Palala circuit as poverty, teenage pregnancy, bullying, low self-esteem, and parental unemployment. The strategies to eradicate these social issues are in place and need the input and active participation of all stakeholders, especially government, community members, teachers, parents, and the learners themselves.

Keywords: Social issues, academic performance, secondary school, learners.

1. INTRODUCTION

As in many other countries, education remains one of the most important basic human rights and needs in South Africa (Moyo, 2013). The Apartheid regime played a big role in segregating learners of colour, who now reside in areas burdened by a wide range of social issues, including socio-economic status, environmental, and psychological factors, which are key factors contributing to the known social issues faced by learners (Kibaara & Kabura, 2015; Taylor, 2010). However, the government after democracy in 1994 has allocated funds and devised policies and strategies to eradicate the inequality and segregation because of the oppression from the Apartheid era (Taylor, 2010). The government has managed to allocate funds including social grants and food schemes in schools with the goal of making education more accessible for those in need, usually the poverty-stricken groups from rural areas.

It is important to acknowledge the effects of the environment people live in. An environment is unarguably a contributing factor in a person's growth, as there is a difference in the welfare of people from different environments. Teh and Otman (2018) differentiate between people from different environments, stating that a healthy environment is more likely to rear a perfect individual, while a less or unhealthy environment will rear a problematic/troublesome person. It is important to

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Limpopo Province Grde 12 Learners Self Guide Activity 2

Memorandum

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Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum:

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Table of Contents Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum

1. Understanding the eBook Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - The Rise of Digital Reading Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Advantages of eBooks Over Traditional Books
2. Identifying Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - User-Friendly Interface
4. Exploring eBook Recommendations from Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Personalized Recommendations
 - Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum User Reviews and Ratings

- Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum and Bestseller Lists
- 5. Accessing Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum Free and Paid eBooks
 - Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum Public Domain eBooks
 - Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum eBook Subscription Services
 - Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum Budget-Friendly Options
- 6. Navigating Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum eBook Formats
 - ePub, PDF, MOBI, and More
 - Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum Compatibility with Devices
 - Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Highlighting and Note-Taking Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Interactive Elements Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
- 8. Staying Engaged with Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
- 9. Balancing eBooks and Physical Books Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Setting Reading Goals Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Fact-Checking eBook Content of Limpopo Province Grde 12 Learners Self Guide Activity 2 Memorandum
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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