

Managing the Unteachability of Current Public Limpopo Secondary School Learners

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ABSTRACT The paper exposes how secondary school learners resist teaching. This frustrates teachers and parents and leads to mounting confrontations between teachers and learners inside and outside the school. The paper is qualitative in nature. The research question guiding the paper is: "In what way could parents and teachers cooperate to arrive at the source of secondary school learners who are not teachable and together overcome the challenge?" A literature study and the interviewing technique were used to collect data. Three secondary schools were conveniently sampled out of the 15 schools from the Mamabolo Circuit in Capricorn District of Limpopo Province. Findings reveal that some teachers regard the current secondary school learners not to be teachable. Parents generally view learners to be less caring towards their educational destiny. Learners generally regard schooling to be something that delays them in amassing financial wealth. The researcher recommends that further studies with regard to resisting teaching by secondary school learners be undertaken.