

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.

INTRODUCTION

The genesis of learner results is inside the classroom. As such, the improvement of classroom practice matters. These days, it is a challenge for many secondary schools to produce brilliant learner results. There are many factors that account for that (Ntandane 2015: 7). One of the factors is that current learners are hugely different from those of a decade ago. Learners of the past used to by and large subject themselves to the authority of their teachers. With current learners, especially in secondary schools, it is a different story. For instance, it is no exaggeration to disclose that the present day secondary school learners have the tendency of being unteachable (Mukadam et al. 2015: 20; Ramukumba 2015: 11). The fact that excellent scholastic learner results are required, and have to be produced by learners, implies that something has to be done regarding the predicament of those learners not being teachable. On the one hand, effective management and leadership are indispensable to overcome the challenge of not being teachable. Hence, Clarke (2007: 3) asserts that teaching and learning is possible where there is commensurate stable management and leadership. No school ever improves without being well managed and led. Olivier (2012: 56) remarks that teaching efforts could be witnessed through learner outcomes. Khumalo (2011: 7) contends that the education sector is underperforming at all levels in a wide range of institutions and that the first

aspect of underperformance is that learners are not acquiring key skills which serve as a foundation for learning. The implication is that schools themselves could create conditions of not being teachable. Sustainable teaching has to be firmly rooted in the willpower to teach by teachers matched with the reciprocal willpower to learn by learners (Naidu et al. 2012: 56). Flurry (1999: 7) expounds unteachability to be inclusive of delinquency, rebelliousness and always troublesome by learners in schools.

The significance of a teaching and learning environment can never be accentuated enough. In an inhibitive environment, the two processes could suffer massively much as in a facilitative one they could thrive immensely. An adequately dedicated teacher is a great asset to the teaching enterprise of any country. Southey (2012: 12) notes how teachers are being produced is the lynchpin of every education system. Coupled with that, studious learners are as well great assets to the teaching enterprise of any nation. In the 21st century, teaching and learning largely depend on the availability, determination, willpower and discipline of a teacher and a learner. In view of the unteachability of the current public secondary school learners, rethinking of the concepts of teaching and learning becomes indispensable. The 21st century public secondary school learners do pose a challenge worth investigating to arrive at its source in order to ultimately eradicate it. That is why the problem of this study centers around determining the

origin of learner unteachability and how best to contain it and to rehabilitate such learners to become teachable. According to Khumalo (2012: 8), the missing element in schooling these days is a tough and good person to get things back to normal not the usage of clever words to hide fear of stopping the rot, namely, the unteachability that turns schools into underachieving and dysfunctional institutions (Verhagen 2015: 24; Watson 2015: 15).

METHODOLOGY

The Learning Organization Philosophy has been selected to underpin this paper. Since this is a qualitative paper, the Learning Organizational Philosophy was partnered with the qualitative research approach. This is as a result of the relevance and significance the researcher finds in this point of view as well as the qualitative research approach. To be precise, a research question such as, “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?” could at best be researched through the guidance of the Learning Organization Philosophy. This philosophy advises and emphasizes that researchers need to get to the setting of the researched in order to experience what it is like to be there and to get the tone and the feeling of the environment as inhabited by the researched (Allen 2014: 9). The Learning Organization Philosophy enabled the researcher to frame the study as well as make meaning from the whole notion of the current public secondary school learners not being teachable. Mueller (2011: 8) advises that the Learning Organization Philosophy enables all to be learners, questioning, investigating and seeking solutions for the improvement of schools. Acknowledging that teaching is an intentional and interventional human activity, the Learning Organization Philosophy was selected to undergird this study bearing in mind that this school of thought accentuates the significance of understanding and validating interpretations in their own contextual terms instead of emphasizing the need to verify interpretations against an “objective” world.

The Learning Organization Philosophy allows that the researcher learns the purpose of individual actors and social meanings that they share with others in the process of teaching and

learning. Much of the scholastic underperformance by public secondary schools is largely attributable to the unteachability of current public secondary school learners (Feinberg and Soltis 1985). The Learning Organization Philosophy stresses that the traditional pattern that teachers teach, learners learn and administrators manage is completely altered to reflect the current 21st century where all become lifelong learners (Feinberg and Soltis 1985: 85; Mueller 2011: 8).

The generation of learners populating schools is hugely different from those of the 20th century. This epitomizes fresh challenges and adversities affecting both teachers and learners within the educational enterprise. Khanare (2008: 37) asserts that these days teaching is about touching the souls of learners. This signifies that whoever teaches without reaching out at the souls of learners under her tutelage, could face confrontations and antagonisms. Every teacher has to value the individuality of every learner as a precondition for quality teaching and learning that touches a learner’s soul and rehabilitates a learner from unteachability to teachability. Despite all that, Khumalo (2011: 8) espouses a notion that whenever unteachability is being witnessed in a school, teachers are likely to be the source of that. Hence, the remarks “do not try to fix the learners, fix teachers”. He proceeds to argue that the good teacher makes the poor learner good and the good learner, superior. The implication is that when learners are unteachable and failing, it is actually teachers who are ineffective and deserving to be reproached.

Davidoff and Lazarus (1997: 16) maintain that in the 21st century, with the type of learners present, it cannot be business as usual for teachers. Amongst others, 21st century teachers have to be prudent classroom leaders and managers to ascertain that educational inclusivity and involvement of all learners occur (Lehlaha 2011: 16). The Learning Organization Philosophy of performance of the whole educational institution. Senge et al. (1994: 234) stress that learning schools are characterized by a shared vision and mission for all the institutional members, which instantly jack up the performance. When learners change from being teachable to become unteachable, the galvanizing institutional vision and mission could bring them back to the teachability fold. The Learning Organization Theory

centers around institutions being involved in a renewal process. This is essential in the sense that the source of unteachability by learners could be conditions at the school, which are rigid for productive teaching and learning. A school that operates along the Learning Organization Philosophy is likely to take the concept of renewal very seriously such that learners could always be inspired and stimulated to be teachable and remain that way. Schools could trigger and cause the unteachability of its own learners unintentionally and unconsciously. The same applies to when schools orchestrate the teachability of its learners through ensuring that all its stakeholders are ever delighted and satisfied about the general atmosphere within which they daily operate in (Holly 1989: 66; Darlin and Rolff 1993: 83; Senge et al. 1994: 234; Hord and Sommers 2008: 24; Mabote 2008: 1; Mueller 2011: 8).

As part of the methodology, three secondary schools were conveniently sampled from the 15 secondary schools of Mamabolo Circuit in Capricorn District of Limpopo Province. In each secondary school a teacher, a learner and a parent were interviewed on their understanding of what not being teachable by a learner is and how best to bring that under control. That was part of data collection. The researcher prepared an interview schedule in advance for each category of research participants. The schedule was piloted to determine its weaknesses and to remedy them timeously. An audiotape was used to record the voices of research participants during the interviewing process. The researcher triangulated his collected data through literature study as one of the research methods. Content analysis and the constant contemporary methods were utilized to analyze the collected qualitative data. Analysis of data commenced when data collection started and it was concluded immediately that there were indications that all the collected data was making sense and talking to the aim of the paper, which is exposing how secondary school learners resist teaching. Again, the analysis of data was done in relation to the problem, which the paper was attempting to illuminate clearly, which is determining the origin of learners not being teachable and how to best to contain the problem and rehabilitate learners to become teachable (Leedy 1993: 87; Mouton 1996: 175; Hepft 1997: 36; Maykut and Morehouse 1999:

143; Cohen et al. 2007: 28; Nieuwenhuis 2007: 101; Yukl 2009: 19; Lehlaha 2011: 31).

Objectives

This paper sets out to expose how current public secondary school learners resist teaching. The second objective relates to measures, which 21st century teachers need to have in place as an attempt to manage the witnessed challenge of learners who are largely no longer as teachable as the previous years' secondary school learners.

RESULTS

Learners Not Being Teachable

One of the findings is that learners are not teachable. Their attitudes toward teaching are that of despondency. Little do they know that one's attitude towards life determines life's attitude towards one. To rescue these learners from themselves, it is crucial to emphasize that they are the most important living persons this century. Upon embracing such a new life attitude, their degree of resisting teaching could lessen to allow being teachable to set in (Watson 2015: 15). The National Planning Commission (NPC) as quoted in Bernstein and McCarthy (2008: 8) identified the application of educators to their tasks as also a contributory key cause of poor learners' performance and their unteachability.

Parent 1 of school A advises, "There is a need to recapture the momentous occasion of teachability to assist kids and build their bright future". Teacher 1 of the same school asserts, "He who loses a friend loses more, he who loses an opportunity of being teachable loses all". By being unteachable, learners postpone their scholastic advancement and their future. Learner 1 of school A emphasizes "unteachability will never make learners leading lights in various spheres of life". Quite vividly, unteachability delays the scholastic performance of scores of learners. A solution is to confront this and counter this destructive culture, in order to allow learners to become teachable like in the 20th century. Alpha (2002: 327) stresses that teachers need to distinguish between formal and informal goals. This is likely to spur learners on to wish to learn because they would be updated about the intended goal of learning and being teachable and how those work in their favor (Barman 2010: 15).

Schooling as Delaying the Amass of Financial Wealth

Bernstein and McCarthy (2011: 11) note that South Africa's expenditure on education is not being matched by results. One of the findings is that current learners were found to have lost completely the purpose of schooling and were focusing more on becoming financially wealthy at the tender age rather than being teachable. Where schooling environment is depressing and disheartening, it precipitates the attitude of ignoring the purpose of schooling. Uninviting and uninspiring school atmosphere could lead to resistance to teaching. The school setup could be educationally reprehensible with regards to the unteachability stance and behavior taken and adopted by learners.

Parent 1 of school B states that "anybody who thinks that schooling and being teachable is not good and beneficial is disoriented". Teacher 1 of school B avows, "if a good reputation is like gold, then having integrity as brought about by being teachable in school is like owning the mine". Learner 1 of school B articulates, "Being unteachable is to lead a school life of failure that subsequently descends one into an educational precipice of a doomed future". When learners are unteachable, they instantly become futureless because they would resist being scholastically developed and advanced. Flurry (1999: 10) stresses that being unteachable by learners implies that if mankind is unteachable, it is not just ignorance but also refusing to develop. Conquering human nature to restore the teachability of mankind is necessary. Furthermore, unteachability could be construed in terms of man just refusing to learn. Summing up the whole notion of learners being unteachable, Clarke (2009: 1) advises that schools are for learners, not for teachers, principals, departmental officials or governors. This suggests that learners could become unteachable with the flawed and faulty thinking that they do a disservice to teachers when in fact they do it to themselves (Verhagen 2015: 24).

Caring Less About Own Educational Advancement

One of the findings is the prevalence of learners who care less about their own educational destiny. Learners were found to be doing this

by turning unteachable. The review of literature vividly demonstrated that one of the underlying causes of unteachability by learners stems from their internalized conditioning of resisting anything and everything that has value and thereby replace that with valueless actions and behaviors (Ntandane 2015: 7). This is a new culture prevalent amongst the generation of learners. The bulk of learners aspire for good things but not ready to toil for those beautiful items they desire. Small wonder that they resist being teachable, which could ultimately enable them to acquire desires of their hearts. Levin (2011: 8) divulges that "do not ask a teacher to teach a child who is not teachable". By virtue of attending a school, learners have to prosper educationally. This is more of an ideal than of a reality with current learners. Learner 1 of school C articulates, "learners react differently to school situations and teaching delivered there, mostly resisting and resenting everything". According to Ramphele (2011: 21), lack of proper schools and other facilities for black learners contribute to this challenge of unteachability. Teacher 1 of school C contends, "being teachable may not be success on its own, but it is certainly part of walking on the path that leads to an educational prosperity". Parent 1 of school C advises, "Allowing unteachable culture in schools to consolidate, shall make learning and teaching to go down a precipice". Views of research participants dovetail into one strong message, which is that being teachable and being unteachable do not belong together in the interest of expanding frontiers of learners' educational prosperity (Van Deventer and Kruger 2010: 3).

Accustomed to Unteachability and Resistance to Rehabilitation

Learners have to change and strive to become learners of consequences and substance (Turner 2000: 88). Benefits for such a model on learner behavior are educational in nature other than otherwise. One of the findings is that learners were found to be accustomed to being unteachable to the degree of even detesting rehabilitation, which could have brought them back to the path of being teachable. Indications are that when learners have been unteachable for long, they rejoice in embracing that bad practice. Whenever changes are attempted to take them back to the mode of being teachable, there

would be an element of resentment as it emerged in this paper. Modiba (2011: 2) cautions that unless something is speedily done on the new challenge of learner unteachability, the nation could wait in perpetuity for the secondary schooling system to deliver top class performance.

Teacher 1 of school A recounts that “every learner is a miracle on its way to happen, but if one does not change his ways, he may die with talent still wrapped inside him”. Parent 1 of school A reminds that “trust in what you are and what you have in order to change your educational life”. Learner 1 of school A asserts that “remember, when the sun goes down and darkness closes in, you will be alone. To become a genius of the 21st century, one has to be teachable”.

Being unteachable prevents one from discovering one’s true being and potential. Schools need to be re-designed and be managed differently to ensure the best possible education for every learner that attends there (Clarke 2009: 1; Mukaddam et al. 2015: 20).

Conspicuous Conditioning to Accept Second Class Status

The penetrative effect of not being teachable by learners has to be a worrying factor enough to be contained and arrested sooner rather than later. One of the findings depicts learners to have been conditioned to accept second-class status in life. This is tantamount to depriving them the first class status, which the Constitution of the Republic of South Africa accords all South African citizenry. Learners were observed to be delightful in being unteachable when in fact that was self-oppression. Deconditioning and then reconditioning is necessary to help learners refuse to be second to anyone. Explicitly, this signifies that current learners have to be supported to divest themselves of the unteachability mentality and tradition in order to allow themselves to be teachable (John 2015: 34).

Bernstein and McCarthy (2011: 11) lament that South Africa is spending far too much for too little return in education and in the process failing millions of young South Africans. Teachable learners dress on an attitude of confidence and integrity, which makes them refuse to be second to anybody. Learner 1 of school B reminds, “as learners, we have to consider education as the first step to success in our lives be-

fore we move to the next stage of unteachability”. Parent 1 of school B cautions that “educational decency should no longer play a second fiddle to educational indecency demonstrated through unteachability tendencies and proclivities”. Teacher 1 of the same school concedes, “Our children have lost their minds and any semblance of human decency basing everything on unteachability in public secondary schools”. Other than outdoing themselves in being unteachable, learners should rather outdo one another by being teachable, which brings with it the bright future. King (1963: 144) states that to deal with unteachability head-on, requires a deep grasp of the dynamics of and the necessity for educational and social change.

Toned Down Educational Performance

One of the key findings is that where learners were found to be unteachable, their level of classroom scholastic performance toned down tremendously. This was due to learners viewing schooling to be counter-productive and a waste of time (Malefane 2011: 4). Woolfolk and Weinstein (2006: 11) narrate that the unteachability tradition is disconcerting and deserving to be probed. This showcases the gravity with which this unfamiliar culture and tradition by current public secondary school learners, is being viewed and taken by all and sundry. That learners have to regard schooling and being teachable to be delaying and useless is as false as it is disingenuous (Ramukumba 2015: 11).

Learner 1 of school C proclaims, “unteachable learners have to be assisted to see a way out of that misleading culture in order to salvage the decline of learner performance”. Teacher 1 of school C argues that “like winners that get into the boxing arena ready to succeed, learners have to take care of their studies when time still allows other than focusing on disruptive tendencies that plummet their scholastic performance”. Southey (2012: 12) contends that the society has a disaster on its hands given the prevalence of unteachability in schools. Parent 1 of the same school emphasizes that “the toned down educational learner performance could be averted only if all learners could be rehabilitated to become teachable instead of adamantly remaining unteachable”. As the above findings have shown, the unpleasant new culture of resisting teaching is a worrying enough factor deserving a concerted effort for total eradication (Higgs and Smith 2006: 17).

Educationally Impoverished Thinking into Learners' Minds

In this paper, there is a finding of being unteachable having programmed educationally impoverished thinking into the minds of learners. Learners need to allow schooling to program educationally prosperous thinking in their minds. Mkhabela (2011: 15) and Mueller (2011: 8) encourage that the culture and tradition of being teachable in public secondary schools be resurrected and revitalized sooner rather than later.

That the 21st century public secondary school learners need to harbor educationally prosperous thinking, which will enable them to be always studious at schools, is a point beyond dispute. As one of the findings, learners were found to be suffering from “programed educationally impoverished” thinking in their minds. Teacher 1 of school C avows that “as learners, always see yourselves in the world of educational winners not of educational losers”. Parent 1 of the same school narrates, “Going to school and becoming unteachable, learners are unaware of the risk they are taking with their lives”. Learner 1 of the same school concurs when stating that “the sooner we youngsters are advised that if one tramples on today, tomorrow will forever haunts one, the better”. There is no doubt that there is a mood of readiness to oppose and defeat the new unpleasant culture of unteachability in public secondary schools. It is even more than emboldening when a sense of optimism is being expressed by research participants to deal with the inhibitive obstacle of unteachability head-on and overcome it (Verhagen 2015: 24). Marishane et al. (2011: 3) contend that effective school leadership is increasingly viewed as a key to a large-scale educational reform and to the enhanced learner outcomes. Quite vividly, where learners are harboring impoverished thinking in their minds, a solution lies with large-scale education reform that has a potential of advancing learner outcomes.

Grooming of Learners with No Enquiring Mind

Current secondary school learners need to have certain characteristics such as an enquiring mind. One of the findings for this study is that due to the unteachability tradition in some schools, the bulk of the learners were found not to be in possession of an enquiring mind. Normally, being teachable has led to having learners with enquiring minds. As expected, it is a

colossal task to develop and transform the mind of the unteachable learner, to become enquiring. On this discussed issue of lack of enquiring mind by the learners, Mgxashe (2011: 15) retorts that all adults of conscience, ought not sit back when new alien and destructive culture of unteachability sets in, in the current schooling and is leading to the production of secondary school graduates devoid of enquiring minds. This implies that current learners have to unlearn the unteachability practice and then relearn to be teachable as a way of enabling enquiring minds a space of forming and developing. Learners lack enquiring minds and are likely to struggle to search information on their own and to successfully partake in any form of independent study. Such learners could be found to be below the standard in comparison to their peers who have been teachable with developed enquiring minds. Mueller (2011: 8) emphasizes that learners have to learn to use their minds well. This can only be possible if they avail themselves to be taught and stop marveling and celebrating their unteachability.

A learner with an enquiring mind, as already accentuated, is likely to find it easy and convenient to be involved in seminars and group discussions with his peers (Watson 2015: 15). On this point, Teacher I of school B advises that “if one keeps on doing what one has been doing in the past, one is likely to keep on getting the same results”. Learner 1 of the same school concurs when stating, “as current learners, one should choose to act in a certain way based on one’s thoughts, but choosing to be unteachable is not one of the expected best ways”. Parent 1 of the same school concludes by advising, “21st century adults have a responsibility of rescuing their schools from their own children that are turning them ungovernable and unteachable”. Amalgamating the views of research participants lead to the point that unteachability is a learner invention and has to be contained and arrested by those familiar to the indisputable gains and benefits of schooling and being teachable (Marishane et al. 2011: 67).

Failure to Utilize Advantageous Educational Circumstances

There is a finding to the effect that current public secondary school learners do not make sufficient use of current schooling circumstances to work for them instead of against them. For instance, Bernstein and McCarthy (2011: 8) note

that there is a mismatch between resources poured into education and learner results produced. This signifies that although current public secondary school learners find themselves surrounded by world class schooling resources and facilities, but because of not always being teachable, they continue to underperform and thus render plentiful available resources inefficacious. This is under-utilization of scarce educational resources (Turner 2000: 93).

Teacher 1 of school A reiterates, "Learners have to learn to be independent and to stop running away from themselves". Parent 1 of the same school contends that "time is too valuable and precious to waste in the form of being involved in the unteachability activities". Learner 1 of the same school concludes that "as learners, we need to be proud of who we are, never undermine ourselves and say we are unimportant because of our family backgrounds or social standing in the community". The central message emphasized by research participants is that involvement in unteachability activities in schools is more delaying other than being beneficial. Learners have to make the most of their available schooling years by ensuring that they remain teachable and thus progress and prosper educationally (Nkosi 2015: 35).

Inability to Pull Away from Self-limiting Educational Beliefs

Current learners were found to be unable to pull away from self-limiting educational beliefs. One of those obstructive beliefs is regarding being teachable at a school as a sign of acquiescence to teachers. On the other hand, being unteachable was seen as a sign of bravery and defiance. Such a way of thinking and behavior is vexatious. Hence, Malefane (2011: 4) contends that such a state of affairs in current public secondary schooling has to change in a big way. According to Turner (2000: 32), becoming unteachable by current public secondary school learners is part of sinking to gutter levels of the apartheid era. Learners who are victims of unteachability have to be supported to enable them to see beyond the surface of things. In addition, they deserve to be alerted that schooling and being teachable are the cornerstones of progress and prosperity. Victims of unteachability require to be incessantly reminded that they are chief

executive officers of their own futures, bright or gloomy (Ntandane 2015: 7).

Learner 1 of school C argues, "being unteachable is a deliberate self-oppression by one denying herself a precious commodity, namely education". Parent 1 of the same school stresses that "being teachable, one is likely to find life in future to be as easy as cutting butter with a hot knife while remaining unteachable prepares one to be a serving slave of his current peers". Teacher 1 of the same school concludes in a captivating and absorbing manner when advising learners who are unteachable to "stand up, brush themselves off and show the world what they can do when deserting victimhood, namely, unteachability. As a learner, always make decisions that will make you shine and not dim". Coetzee et al. (2011: 6) caution that being teachable can be restored in schools if teachers could construe that learners depend on them for help and support in learning, and that learners need to feel safe and secured to be able to participate in the teaching-learning situation successfully.

DISCUSSION

The aim of this paper is to expose how current public secondary school learners resist teaching. As part of the aim, the paper explores measures, which 21st century teachers need to have in place as an attempt to manage the witnessed challenge of learners who are largely no longer as teachable as learners of the past years. Despondence or hopelessness by learners came out to be one of the factors that influence them not to be teachable. To overcome that, a concerted effort from teachers, parents and learners is essential (Ramukumba 2015: 11). The challenge of learners who are not teachable and who regard schooling to be delaying them in terms of amassing financial wealth requires attention. The reality is that learners learn more by observing other than by hearing. Most of the learners who are not teachable are influenced by what they daily see in their own communities where people who never went to school are seen to be leading expensive lifestyles. To bring such a negative influence under control, the involvement of all societal members is crucial (Modiba 2015: 3). The challenge of learners, who care less about their own educational destiny, deserves attention. Plentiful research evidence confirms that it is normally learners who are demotivated

who may place little attention to their own schooling. A solution lies in restoring confidence and motivation in those learners with the hope of rehabilitating them to enjoy schooling again (Watson 2015: 15). The difficulty of learners being accustomed to defy teaching and rehabilitation deserves attention. Such learners have to be approached with absolute patience, care and compassion. Immediately a learner gets a sense that there are people who do not impose themselves on him, he is likely to behave differently when engaging those people. That readiness to engage in a humane manner could be a starting point towards reforming and reinvigorating a learner to see schooling particularly teaching differently (Verhagen 2015: 24). The predicament of learners describing themselves as if they are second-class citizens is a challenge enough to be surmounted. That is ascribed to learners who may have operated in environments characterized by mental subjugation. To rescue such learners from their huge mental conditioning that blinds them to disregard schooling and teaching could be a huge task. As a starting point, such learners require patience and adequate support and guidance to see life differently (Nkosi 2015: 35). Every time when the performance of learners goes down, that has to be a cause for concern for that learner, the parents and teachers. If what is behind underachievement is resistance of a learner to teaching then a learner has to be shown the consequences of his behavior and the implication of low learner results. Those poor learner results may imply that when a year ends such a learner may have to do grade repetition. Grade repetition means failing to progress to the next grade, and could be avoided if learners are advised in advance and supported not to resist teaching (Mathebula 2013: 53). The challenge of learners with impoverished thoughts that disable them from selecting what is beneficial to them and what is not, needs attention. In this paper, it was noted that some learners were resisting schooling just because they were being influenced by their age-mates who were actually misleading them (John 2015: 34). The other predicament facing current secondary school learners is lack of enquiring minds. This is a serious setback because such learners are by and large normally not able to be critical, reflective and be independent-minded. Small wonder that such learners are made to do things, which do not contribute to the building of their own fu-

ture. One of those things is resisting teaching (Ntandane 2015: 7). Equally worrying about the current secondary school learners is their failure to put to good use their schooling circumstances. This is caused by learners who fail to notice that they school for themselves and not for anybody else. As such, current learners require adequate mentoring and support with regard to the positive usage of their own schooling conditions to construct magnificent future for themselves (Watson 2015: 15). Finally, the challenge faced by current learners of underrating themselves due to harboring self-limiting educational beliefs requires to be resolved. The starting point could be instilling in learners a notion that they are as full human beings as everyone else and that scholastically they are as capable as everyone (Mukkadam et al. 2015: 20).

CONCLUSION

Mamabolo Circuit in Capricorn District of Limpopo Province has some secondary school learners who are unteachable. This is a challenge and threat to be opposed and defeated in the interest of salvaging the future of scores of those public Limpopo secondary school learners. The durable remedy to overcome such a challenge is the improvement and enhancement of the classroom practice and interaction through bringing back the teaching and learning passion into the classroom. Quite clearly, current 21st century public secondary school learners have evolved so much to the degree of even deliberately becoming unteachable or resenting teaching and schooling. For an educator who is a stranger to the complexities and vicissitudes of teaching and learning of these days, this emerges to be a colossal hurdle to surmount.

RECOMMENDATIONS

Considering that this study only focused on one Education Circuit of Capricorn District, namely, Mamabolo in Limpopo Province, it is vital that similar studies be carried out in other Educational Circuits of this District or beyond, to establish the spread or severity of the problem of learners who are not teachable. This could assist immensely in terms of determining how best to respond to the challenge of not being

teachable by learners. Furthermore, the researcher recommends that this challenge of learners not being teachable has to be taken seriously by the Province in order to create a good match between resources poured into education and the output produced by learners. The researcher recommends that it be determined from other Education Circuits how they deal with this problem of learners who resist teaching. Finding out from fellow Education Circuits could enable Mamabolo Circuit be up to date on the progress and success made in containing and arresting the problem. The other recommendation relates to teachers and parents learning to work collaboratively and corroboratively in order to face learner resistance to teaching from a strong and common powerful position. Finally, the researcher recommends that further studies deserve to be undertaken on this problem of learners who resist teaching to their own peril.

LIMITATIONS

The limitation of this paper is that it mainly concentrates on exposing how current secondary school learners resist teaching. The reality is that even primary school learners of these days are largely no longer so much enthusiastic about schooling like in the past. The other limitation of the paper relates to the point that secondary school learners from independent schools are excluded. It would have been better that the paper touches on what is happening at the independent schools as regards this challenge of secondary school learners caring less about their own educational destiny. The other limitation is about the paper focusing less on what next after exposure of resisting schooling and teaching by current secondary school learners. Although knowledge on the state of affairs with regard to secondary schooling by learners is significant, it would have been greatly appreciated that such knowledge be accompanied by solutions to the exposed secondary schooling challenge.

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