

When Expiry Date for Educational Mediocrity Dawns: A Case of Three Selected Secondary Schools

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ABSTRACT The paper examines educational scars endured by underperforming schools after resilience from underachievement to high performance. This is a case study of three secondary schools, premised on a qualitative research and underscored by the Phenomenological Approach and the Learning Organisation Philosophy. The research question guiding the paper is: what enables the vestiges of underperformance to persist to linger in the minds of institutional incumbents, long after a school's resilience? Data were collected with literature study and interviewing technique. Three secondary schools were conveniently sampled out of thirteen from Kgakotlou Circuit in Capricorn District of Limpopo Province. Principal findings reveal that underachievement sticks in the minds of institutional incumbents. Furthermore, an institution that once underperformed, has a great likelihood of experiencing its recurrence in no time. Finally, educational mediocrity can never replace excellence for ever. The researcher recommends that further studies on educational scars left behind by institutional underperformance be undertaken.