

# Management of the Hatred of Schooling by Public Secondary School Pupils

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**Abstract:** This paper evaluates the cause of enmity and animosity displayed by pupils to their teachers through their hatred of schooling in myriad public educational institutions in South Africa. The paper was motivated by diverse discourses about pupil-animosity, most of which were based on the perspective of parents as members of the society. This paper is conceptual and empirical within the qualitative research paradigm. The question guiding this paper is: *to what extent is the suppression of learner-desires and choices contribute to the snubbing of schooling?* Narrative enquiry and interviewing techniques were used to collect data. Out of the population of 14 secondary schools in one of the circuits in Capricorn district in Limpopo Province, 6 were conveniently sampled. In each of the 6 sampled secondary schools, only Deputy Chairpersons of the School Governing Bodies became research participants. Findings revealed that hatred of schooling could be ascribed to pupils viewing schooling as an inconvenience. Secondly, failing to teach according to learners' preferred teaching strategies. Thirdly, content delivery to pupils being alien. Fourthly, schooling that obstructs learner-hedonism. Fifthly, schooling that is naturally highly regimented. Lastly, schooling that suppresses learner-voice. The researcher recommends for schooling to close the generational gap between pupils and teachers. Furthermore, future schooling has to be conducted through virtual classrooms other than the tiresome face to face contact.

**Keywords:** Alien, Inconvenience, Learner-hedonism, Learner-voice, Snub.

## INTRODUCTION

South African public secondary schooling, is on the brink of a precipice (Olivier, 2012). This is likely to prevent schooling from building a nation of the self-respecting and productive citizenry. Bambalele (2019:17) advises that as part of searching for solutions of pupil-animosity to schooling, causative factors of this hatred need to be brought under the spotlight. No doubt, changing the manner of engaging with secondary school pupils, could influence them to roll back their learner-hatred of schooling. Failing to improve the teacher-pupil connectivity could aggravate this animosity. Lessons delivered to pupils, need not be mundane or lack excitement for pupils for fear of consolidating pupil hatred against schooling. In the first instance, the bulk of current pupils are susceptible to monotonous lessons. This, therefore, calls for an outlandish, manner of teaching and learning, which is largely responsive to their aspirations and values (Allen 2014:20). The thesis of this paper is that teaching and learning need to be animating for pupils, as a way of winning them back to loving schooling. Public educational institutions could instigate the hatred of pupils through emphasising that pupils at school are living in a borrowed time. This could alienate pupils, against schooling, especially the struggling ones. Another alienating factor is that of some public secondary schools comparing and letting pupils

compete with one another. This may be a well-intentioned idea, but if sordidly managed, especially for the struggling pupils, it could harden their hatred attitude against schooling (Olivier, 2012). It should be averted at all costs for pupils to ever develop grudges against schooling and what it represents. That schooling is naturally elitist in nature and practice, is not helping the situation. This calls for the habit of pupils hating schooling to be handled with absolute circumspect. The reality especially in myriad public secondary schools is that pupils from indigent families and backgrounds are least taken care of, to the school's peril, in the sense that normally such pupils retaliate by hating schooling (Tjiya, 2020:38). There is a rhetoric question of saying how can pupils not hate schooling when they do not have a purpose for going to school? Pupils need to have a feeling that schooling is useful and has a value for them. Schools need to inspire pupils in some ways to have them develop a sense of joy for being at school. One other point strengthening the hatred of schooling by pupils is that some learners go to school because they do not have any other better place to go to. What is worse, some pupils would show up at school because all her peers and age-mates are there. The meaning is that when those peers are absent from school, she would have to be absent since schooling has no benefit for her. She is at school to meet with her age-mates. With such pupils at school, whose hearts are but far away from the school, an event of hatred for a school is inevitable. In their minds, schooling delays and wastes their precious time. With those kinds of pupils, schooling snubs them

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and they snub back schooling as retaliation by being at school bodily when their minds are far away from the educational institution. Adapting teaching and learning to the background of pupils in the 21<sup>st</sup> century, is one of the surest ways of replacing hatred of schooling with affection and appreciation for schooling. That is why Van Deventer & Kruger (2010:65) recount that in the 21<sup>st</sup> century, secondary school learners perform or struggle based on who teaches them and how are teaching and learning tasks executed. Affording adequate attention to teaching and learning for the struggling pupils, could be an attempt to reverse the hatred of schooling especially by these less gifted pupils who normally conclude that schooling was not meant for them. Educationally, providing less gifted pupils with what they lack and aspire, namely, a sense that schooling is also for them, and desisting to compare and let them compete with others who are educationally ahead of them, could change their hearts and begin to gaze schooling with receptive and embracing sense. On that basis, hatred-harboring pupils could ultimately, embrace schooling, and thus contribute to creating a high performing educational institution. The manner of teaching and learning for struggling pupils needs to be such that the multitudes of those pupils inside and outside a classroom are greatly enriched other than massively impoverished (Levin, 2011:8, Southey, 2012:12). Hatred-harboring secondary school pupils, require to operate in a schooling environment that is vibrant, heart-warming, and indescribably user-friendly for them. In such schooling set up, teachers are likely to be able to convey an air of serenity to keep hatred-harboring pupils to be calm and focused. When struggling pupils in a public secondary school are being taught with passion and obsession, where there is no amount of neglect, they could alter their attitude of revulsion against schooling and save themselves from being schooling dropouts (Coetzee, Van Niekerk & Wydeman, 2011:32, Bodibe, 2012:31 & Memela, 2012:13).

## **LITERATURE REVIEW**

(Goirana, 2016, Juan & Visser, 2017) remind that the starting point for the management of pupils with hatred for schooling is exposing them to decisive and consensus leadership styles that will succeed in controlling them. Furthermore, capacitating such pupils with problem-solving skills and changing them into champions of self-development and growth could be essential. The review of the literature points out that getting schools to impart on such pupils, dynamic skills

of coping with the rapidly evolving world, could entice them to school, getting all educational stakeholders to improve their collaborative interdependent relations could help eradicate the negative attitude against schooling. Schools need to separate pupils with learning difficulties from the rest and concentrate on closing the learning gaps identified especially with the struggling pupils that will be part of enabling such pupils to be on par with the rest, something that could even alter their schooling hatred. The review of the literature advises that inadequately functioning schools need to be turned into sufficiently performing schools, to be able to service pupils with hatred to transform them into learners with affection for schooling. The literature review emphasises that addressing a disjuncture between a school and a society could minimise the severity of hatred for schooling, especially by the least gifted pupils. Masondo (2015) remarks that facilitating the appropriate adjustment of ill-adjusted pupils from society to a school could make such pupils view schooling with fresh and embracing sense. Fundamentally, schooling has to stop alienating struggling pupils and attempt as much as possible to enthrall and attract them back to learning. Only vivacious teachers who are ever enthused to rehabilitating pupils with hatred, have to be licensed to handle the project of hatred eradication. Literature review shows that sowing a culture of educational renewal as regards the routine and the rigidity engulfing nearly all public secondary schools, could help in mitigating the degree of hatred. The review of literature reminds us that somewhat hatred of schooling by pupils is a confirmation of the lack of self-respecting virtue by pupils. This could be traced back to colonialist shackles that have been embedded in the primary education from time immemorial. This calls for the rebuilding of humanity in learners, which colonial apartheid schooling may have corroded and eroded in pupils that are currently hating schooling which is where their fate and future are being prepared. The literature review is explicit that pupil-hated of schooling can never be pleasing or appeasing to even learners themselves (Adair, 2006 & Ramrathan, 2017).

Cohen, Manion & Morrison (2007) reason that pupils cannot hate schooling for anything. For example, in an instance where schooling traumatises pupils, their hatred against schooling could be the aftermath. Traumatization implies no longer attaching significant value to schooling. It can take the wisdom of school leadership and management to have pupils rolling back their hatred of schooling and in its place putting

affection and embracing of schooling with open arms. Literature review reminds us that pupils occupy their world, just like it is the case with teachers and as such pupils need to be enticed to desert their world of hatred and join the world of love for schooling which would help them have a bright future. It requires a masterful balancing act to bridge the world of pupils and that of teachers; for the benefit of pupils. Hating schooling by pupils; is an educational problem requiring an educational solution. Literature review advises that hatred of schooling by public secondary school pupils, is an educational dilemma to be confronted with stupendous skills, grit, and immense energy by school leaders and managers, for its elimination. There may be a need for school leaders to operate outside the rules of convention in overcoming the challenge. A solid, decisive, and a consensus leadership style is essential in this regard. An improved collaboration involving the affected pupils, is a pre-requisite for overcoming the hatred predicament (Zhu, Devos & Li, 2011). Any effort of overcoming pupil-hatred of schooling shall require astounding brilliance. Literature review suggests that school leaders and managers unravelling the hatred of school by pupils. need to aspire to be educational titans and innovative geniuses of a rare breed. First, they have to deal with attitude and behavioural change of the affected pupils, before winning them back to loving schooling like the rest of the learners. Expectedly, such school leaders and managers need to have the pioneering spirit and upon prevailing over a problem of hating schooling, they could legitimately be equated with professionals able to turn a desert into a world-class mega-complex. Lara (2018) emphasises that having pupils hating schooling does not require school leaders and managers who tiptoe around such a problem, but who deal with it head-on. An antidote to hating schooling by pupils is a solid, decisive and consensus leadership and management at a school which openly demonstrate to pupils that schooling has never been an inconvenience to anybody and that it cannot be such to them. Such school leadership needs to encourage offering lessons in line with pupils' learning styles. The same leadership needs to be bold to alert pupils that a school is a place of learning and not for hedonism or pleasure pursuing. School leadership needs to encourage self-control of pupils when at school so that when school rules are being enforced, pupils can stop bickering that schooling is too much regimented. Finally, the leadership has to stress that regimentation in schooling is to allow the dispensing of knowledge to proceed unhindered (Equal Education, 2018 & Meador, 2019).

## **Objectives and the Research Question**

This paper evaluates the cause of enmity and animosity displayed by pupils to their teachers through the hatred of schooling in myriad public educational institutions in South Africa. The second objective relates to determining a direction on where to begin and what exactly to do differently, to overcome this rare and unique dilemma of pupils abhorring schooling. Based on the expressed objectives, the research question guiding this paper is: *to what extent is the suppression of learner-desires and choices contribute to the snubbing of schooling?* Perpetual hatred of schooling by pupils could descend a school into the category of institutional dysfunctionality (Equal Education, 2018 & Meador, 2019).

## **RESEARCH DESIGN**

This paper is a qualitative case study. The problem which this paper pursues, namely, hatred of schooling by public secondary school pupils, necessitated the design of this paper. Furthermore, the objective of this paper which is to evaluate the cause of enmity and animosity against schooling by pupils, necessitated that this paper follows a qualitative research paradigm as against the quantitative one. The choice of the qualitative methodology was triggered by the reality that this paper is being underscored by Interpretivism and the Learning Organisation Philosophy (Moloi, 2005). The researcher saw a need to create a synergy between the two mentioned theoretical perspectives and the qualitative approach as the overriding research methodology. The combination of the three helped immensely in terms of illuminating issues of hatred of schooling by learners from the perspective of the least gifted pupils in secondary schools (Clark, 2010 & Equal Education, 2018). The researcher utilised the theoretical perspectives to evaluate the relationship between being a struggling pupil and the hating of schooling. Also, the researcher utilised the mentioned theoretical perspectives, to evaluate the cause of enmity and animosity against schooling by the myriad public secondary school pupils in Limpopo Province. Amalgamating Interpretivism and the Learning Organisation Philosophy within the qualitative research paradigm, aimed at maximising the strength of the three perspectives, to comprehend in its entirety the hatred of schooling dilemma which could lead to institutional dysfunctionality and to determine its eradication (Ramrathan, 2017). The combination of the three also enabled the researcher to make an in-depth understanding of how despite many years of

independence in South Africa, there are still secondary schools whose learner results are far from being impressive. Such an in-depth understanding is necessary to operate from an informed position about perennial underachievement in some public secondary schools, which earns the affected school, a label of being a dysfunctional institution. Out of the population of 14 secondary schools, in one of the circuits in Capricorn district, in Limpopo Province, 6 were conveniently sampled and in each school, a Deputy Chairperson of the School Governing Body became a research participant. To conclude this item on the research design, there is a need to divulge that the narrative enquiry and the interviewing techniques were utilised to generate data for this paper. To be precise, secondary school SGB Deputy Chairpersons were given an opportunity of narrating from their angles that orchestrates pupil-hatred of schooling. Besides, SGB Deputy Chairpersons were allowed to share that which they regarded to be the solution to the faced dilemma of animosity against schooling. To triangulate the gleaned data, interviewing was conducted with those research participants that provided narrative enquiry. Altogether, a total of 6 research participants were interviewed regarding their perspectives on the hatred of schooling. Interviewing responses were audiotaped for transcription purposes later-on. Both the narrative enquiry and interviewing were helpful in terms of accessing information germane to the hating of schooling and ways to contain that (Meador, 2019).

## FINDINGS

Findings arrived at in this paper, are with the research topic whose focus is evaluating the cause of enmity and animosity against schooling by public secondary school pupils. The basis of the findings is the analysed data which were generated through the narrative inquiry and the interviewing technique. Responses of the 6 research participants were evaluated as regards the relationship between struggling pupils and their hatred of schooling. As part of discussing the findings in a clear and free from ambiguity fashion, the 6 research participants interviewed in this paper are being referred to as Respondent A, Respondent B, Respondent C, Respondent D, Respondent E and Respondent F. That was done to protect the actual identities of those research participants. The researcher sampled those research participants for interviewing in the area of hatred against schooling from the perspective of the struggling pupils. Concentrating only on the, least gifted pupils ought not to create the impression that whenever

it is pupil-hatred against schooling, it could be learners from indigent families and backgrounds that are the culprits. Schooling is too complex to be taken so simplistically. A host of factors and variables are likely to be behind the hatred of schooling by pupils (Botha, 2017, Juan & Visser, 2017). Because of enmity and animosity against secondary schools having being debated from diverse angles, this paper needed to choose to discuss such from the perspective of struggling pupils as part of breaking the monotony (Lara, 2018, Meador, 2019, Rush, Duku, Glover, Kiggundu, Kola, Mislav & Moorost, 2019). Interpretivism and the Learning Organisation Philosophy in partnership with the qualitative research paradigm, have been sufficiently instrumental in assisting in the analysis of data to ultimately emerge with these findings. Findings and discussion for this paper are the following: schooling as an inconvenience, the preferred teaching strategy, alien content delivery, and suppression of learner's voice.

## DISCUSSIONS

### Schooling as an Inconvenience

The evolutionary nature of society and schooling have brought with them an alien behaviour in schools where some pupils have become mutinous to schooling. This is evident when pupils change their attitude and begin to view schooling as an inconvenience. Data abundantly showed that myriad public secondary school pupils demonstrated such a disposition against schooling. Regarding schooling as an inconvenience leads to learner-mutiny which is visible when pupils are in more than one occasion, keep on defying teaching and learning orders by their teachers (Bernstein & McCarthy, 2011:8, Modiba, 2011:6, Mgxashe, 2011:15 & Mueller, 2011:8, Fomunyan, 2017 & Meador, 2019). Besides, mutinous pupils are normally not self-directed pupils and their wholehearted support of schooling is in the main very suspect. Uncooperative pupils could be a setback to educational institutions. This is the case because 21<sup>st</sup>-century educational institutions, aspire, and value uniquely dedicated pupils who also, abide by all school orders given. Where the expressed virtue is missing in pupils, it may not be astonishing to have a school perennially underperforming, a confirmation that pupil-hatred against schooling is one of the causative factors. On this matter, SGB Deputy Chairperson C of School A remonstrates that "*in our present schooling, the number of pupils especially in public secondary schools, who truthfully display a passion to their*

*studies, is at the lowest level, in comparison to what is being experienced, for instance, in private schooling. Any observant educational practitioner stands to realize that generally, public secondary school pupils are snubbing schooling".* SGB Deputy Chairperson F of School D asserts that *"enhancing pupil performance in many public secondary schools, is likely to forever be difficult to attain, considering that the rate of pupils hating schooling and what it represents, keeps on escalating to the peril of the pupils, more so that the sizeable number of secondary schools are not confronting pupil-hatred to schooling, head-on to defeat it before it is deeply rooted to address for the sake of saving the affected public secondary schools and their learners from this hated culture of learner-snubbing of schooling".* SGB Deputy Chairperson E of School B remarks that *"if other secondary schools such as the private ones can operate free from pupil-hatred of schooling, which is known to be contributing to pupil-underachievement and thus institutional dysfunctionality, then there must be something wrong which public secondary schools are not aware of, which could be inviting and consolidate the witnessed learner-hatred of schooling, which is but not known in private secondary schooling".* Summing up what has been articulated by the three research participants, it is vivid that pupils in secondary schools see schooling as an inconvenience. However, the elephant in the room is when public secondary schools give a space for the occurrence of pupil hatred of schooling, which ultimately triggers institutional dysfunctionality. Clarke (2009:3 & Equal Education, 2018) advise that failing to uproot the spirit of hatred of schooling within learners early, stands to prolong the challenge of scholastic learner-underachievement as witnessed in schools.

### **The Preferred Teaching Strategy**

The delivery of an educational service has to promote and facilitate learner and institutional development. This is a challenge faced by current teachers, wherein because of the nature of the present pupils, teachers have to bracket their preferred teaching strategies, to adopt strategies sanctioned by pupils. Those who lord over an educational institution and those ruled, have to ascertain that there is always sufficient obsession for the development of learners and the institution. One of the research findings in this paper divulges that plentiful educational institutions in Limpopo Province, still teach pupils according to the teachers' preferred teaching strategies. This could be exclusionary and is likely to consolidate pupil-hatred of schooling. SGB Deputy Chairperson C of School F

reminds us that *"It is with the competency of public secondary schools, to contain this strange difficulty of pupils snubbing schooling. The fact of the matter is that as long as teachers do not deliver their lessons in line with pupils' learning styles, then the delivered lessons could remain fruitless and sharpen pupil hatred for schooling".* SGB Deputy Chairperson D of School B contends that *"deferring the resolution of the new culture of public secondary school pupils snubbing schooling, has severe and unpleasant consequences, some of which are allowing such a bad culture to spread to other schools and learners until it is completely out of the hand".* SGB Deputy Chairperson F of the same school notes that *"pupils of this century appear to have been drained of any amount of passion and infatuation for whatever they are doing, something that becomes more evident in a schooling set-up bereft of an inducing teaching and learning environment. This strange attitude and behaviour by pupils, of openly hating schooling, require to be nipped in the bud as early as now through encouraging teachers to teach as pupils propose".* All the expressed views by the research respondents emphasise how much 21<sup>st</sup>-century secondary school pupils aspire to meet in an inducing instructional environment, where teachers offer their lessons to the expectation and preference of pupils. Mkhabela (2011:15) & Ramphela (2011:21) remind that where public secondary schools lack an inspiring classroom environment, experiencing the expression of revulsion against schooling, is likely to ensue. Modiba (2012:6, Juan & Visser, 2017) articulate that current educational institutions deserve to afford pupils an opportunity of contributing to the eradication of stifling schooling environments which could perpetuate pupil-hatred of schooling.

### **Alien Content Delivery**

Turner (2000:85 & Bambalele, 2019) reason that as part of eradicating pupil-hatred against schooling, the involvement of learners in their studies is indispensable. One of the findings in this paper is that in many public secondary schools, pupil's hatred of schooling results from the exclusion of pupils in the selection of themes prescribed for tuition in a particular academic year. Pupils are likely to ascribe their marginalization in their studies as an attempt to be fed a learning content that is at times completely foreign to them. Such a practice is unlikely to minimise antagonism between pupils and teachers and between pupils and schooling. Exclusion of pupils normally serves to aggravate the state of affairs as regards hatred of schooling (Gae, 2016). SGB Deputy

Chairperson E of School B emphasizes that *“current learners ought not to be made docile, quiet and gullible through marginalization, instead, they need to be encouraged to partake actively in their studies, in the form of being engaged and consulted when the selection of themes for the particular academic year is done. Such a move could lessen these pupils’ outcry of being fed foreign content in their different school subjects”*. SGB Deputy Chairperson E of School C remarks that *“during the apartheid years of schooling, maybe it made sense to have pupils being ignored in anything and everything about their studies, but that, that ought not to be perpetuated by current schooling for fear of agitating the current volatile learners who with the slightest provocation could begin to hate schooling due to its undemocratic teaching and learning processes, especially where the subject content delivered to them, is too distant and alienated to their daily living world”*. SGB Deputy Chairperson A of School C asserts that *“complete ownership of learners’ studies, is essential as that signals how much they embrace their work and that provides them with a platform of airing views that could enhance teaching and learning for their benefit as that would be part of outgrowing acquiescence upbringing, which has no place in the current schooling where everyone is heading for the fourth industrial revolution (4IR). Furthermore, pupil involvement in their studies helps in ascertaining that the content selected for study, remains relevant to learners”*. The expressed views explicitly suggest that current pupils need to be treated differently and heterogeneously compared to their predecessors in as far as partaking in their lessons goes as well as in selecting what to learn. This matter could also be construed to mean that current pupils are not in secondary schools as passengers, but as active participants in the business of teaching and learning. Modiba (2012), Gqirana (2016) & Lara (2018) sum this eloquently when observing that nowadays, the nature of interactions between pupils and teachers has to be different to reflect the 21<sup>st</sup>-century epoch. The involvement of pupils in their studies could overcome the scourge of pupil-hatred against schooling which could be caused by being taught an alien content.

### **Suppressing Learner-Voice**

The nature of today’s pupils is that where their will is not granted, they rebel. Snubbing schooling is one of the ways through which learners express dissatisfaction against schooling. Where learners in a classroom, mingle more with insensitive and mediocre teachers, who are not considerate of learner voice and

rights, that could harden pupils and make them obstreperous. In the 21<sup>st</sup> century, suppression of the voice of pupils at school, ought not to be the way to go. Just like in private secondary schools, public ones need to increase the number of super-teachers or hero-teachers in their teaching force, to help sow a spirit of functionality and high institutional performance, through opening up the school’s communication channels where not a single learner voice is suppressed. Allowing pupils to mingle with hero-teachers, could assist in mitigating institutional snubbing especially by public secondary schools’ least gifted pupils, due to feeling left out in the schooling enterprise. One of the findings in this paper cautions against the suppression of learner-voice as regards schooling matters, something that could trigger instant hatred of schooling by the struggling pupils. SGB Deputy Chairperson A of School B advises that *“scholastic performance in educational institutions resides in the classroom and depends on always treating pupils as kings, wherewith every educational mater raised, as long as it makes sense, it has to be considered and at the appropriate time be discussed with pupils for its legitimate conclusion and resolution”*. SGB Deputy Chairperson F of School C confirms that *“dealing with pupils, especially those in secondary schools, some of whom normally raise genuine issues regarding their state of schooling, suppressing their voices could alienate them to schooling where their hatred of schooling could even double”*. SGB Deputy Chairperson A of School E recounts that *“learner dedication to studies, which is not being partnered with the support that pupils fully become active partners in the business of teaching and learning, could be short-lived immediately concerns raised by pupils are being swept under the carpet. At one stage learners could become uncontrollable as an indication that their voices are being suppressed despite being equal educational partners, just like the rest”*. Ramphela (2011:21) accentuates the need to completely overhaul the South African education system to make it functional and always high performing through appointing super-teachers that are competent and productive among pupils who at times snub schooling but normally, being forced by circumstances to do so. Kuseka (2008) & Rush *et al.*, (2019) advise that secondary schools, need to resort to their witticism to wrench themselves out of the welter of having to confront hatred against schooling by their pupils.

### **CONCLUSION**

As displayed in the discussion of findings of this paper, both the review of the literature and the

theoretical frameworks, played a critical role in talking to the findings of this paper. Also, the narrative enquiry and the interviewing techniques together with the theoretical perspectives provided the better context within which the entire paper had to be located and comprehended. Small wonder that secondary school pupils especially those least gifted, were exposed by findings to be the ones usually in the forefront of snubbing schooling due to feeling ignored by schools and generally pulling hard with their studies and appealing for attention through remedial work. The conclusion arrived at in this paper, is in the context of the relationship between hatred of schooling and the struggling pupils in public secondary schools in Limpopo Province, South Africa. The suppression of learner- desires, and choices have a share in the hatred of schooling.

## RECOMMENDATIONS

The basis of these recommendations is the discussed findings which are as follows: there is a need to remove an element of inconvenience in schooling, to make schooling enticing for every pupil. Also, educational institutions need to narrow the generational gap between teachers and learners to avoid each group incorrectly reading the other. Furthermore, delivering lessons in terms of a teacher's preferred teaching style needs to be rescinded to be replaced with inducing teaching styles that are known to be encouraging the spirit of studiousness by pupils. Moreover, schools deserve to attempt to make the learning content delivered to pupils user-friendly for them to lure pupils to love schooling. Furthermore, public secondary schools need to reduce the level of hedonism by learners and nudge those pupils to scholastic activities. Finally, there is a need for public secondary schools to appoint vivacious and animating teachers who are likely to keep pupils obsessed about schooling other than being obsessed about hating a school. This is necessary for a view of the severity of hatred against schooling by pupils in public secondary schools of Limpopo Province, South Africa.

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