



Arresting Neglect of Learner Studies: Experimentation with Monitoring and Evaluation processes of three secondary schools in Limpopo Province, South Africa

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ABSTRACT

This paper evaluates why the bulk of public secondary school learners neglect their studies, despite hating grade repetition. The paper resulted from diverse discourses some of which categorise current pupils to be lazy to be studious despite their uncontrollable desire for success in life. This paper is conceptual and empirical in nature within the qualitative research paradigm. Interviewing techniques and document review were employed to collect data. Out of the population of 16 secondary schools in one of the circuits in the Sekhukhune district in Limpopo Province, South Africa, three were conveniently sampled. In each of the secondary schools, a science education specialist or head of department, a teacher serving in the School Governing Body and a Chairperson of the Representative Council of Learners, became research participants. Findings revealed that firstly, monitoring and evaluation could be a nucleus of learner transformation. Secondly, monitoring and evaluation could promote learner accountability. Thirdly, monitoring and evaluation could identify the specific needs of pupils. Fourthly, the number of teaching periods could compromise monitoring and evaluation. Fifthly, monitoring and evaluation experience resentment in South African schooling. Lastly, low educational outcomes in South African schooling, are ascribed to the absence of monitoring and evaluation. The researcher recommends a culture of monitoring and evaluation in the public education sector. Furthermore, schools need to be guided by management plans to professionalise the monitoring and evaluation processes. The findings of this paper add to the body of knowledge and literature as regards how the judicious application of monitoring and evaluation in secondary schools could restore the missing element of learner accountability to their own studies.

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INTRODUCTION

Incessant neglect of one's studies by public secondary school pupils could increase the number of under-performing institutions.¹ Rabichund has stressed that monitoring and evaluation have the

¹ P. H. Leedy, *Practical Research: Planning and Design* (New York: McMillan Publishers, 1993); M. D. LeCompte and J. Preissel, *Ethnography and Qualitative Design in Education Research* (London: Academic Press, 1993); Equal Education, "School Infrastructure," 2018, www.equaleducation.org.za; D. Meador, "The Role of the Principal in School," 2019, www.thoughtco.com.

potential to improve the quality and standards of performance in schools.² Where monitoring and evaluation are taken for granted, it may not be surprising when low educational outcomes surface. Monitoring and evaluation could serve as management mechanisms for ridding schools of pupils who neglect their studies. Schools aspiring for improvement of learner results cannot afford to ignore effective evaluation and monitoring processes. In essence, monitoring and evaluation identify the strengths and weaknesses of pupils and support them accordingly. Jabanyane reasons that monitoring and evaluation could promote learner accountability.³ When secondary school pupils neglect their studies, that constitutes a lack of learner accountability. With monitoring and evaluation in place, such a challenge could be mitigated. Hence the Education Labour Relations Council (ELRC) resolution 8 of 2003 is emphatic for schools never to play down monitoring and evaluation. Lack of monitoring and evaluation in schooling could lead to the demise of the culture of teaching and learning services. Such a state of affairs in schooling could prepare an institution for organisational underperformance.

The prevalence of monitoring and evaluation in schooling could revive the compromised level of citizen trust in the public education sector. As long as education is a societal matter, there has always to be a good trust between a society and schooling. Where such trust is missing, it could be monitoring and evaluation that unveils such information so that corrective measures are quickly taken to restore the trust.⁴ There is a School Improvement Plan (SIP) and School Self-Evaluation (SSE) which educational institutions are expected to have to guide them on how to take their institutions forward. It is monitoring and evaluation that guarantee the relevance and survival of those policy imperatives. There are schools that demonstrate readiness to enforce monitoring and evaluation as a policy of the Department of Basic Education but struggle as a result of a lack of capacity. One clear indicator as part of the challenge of capacity in those schools is the number of teaching periods there. Indications are that there are educational institutions that appear not to be known for failing to perform monitoring and evaluation in their institutions since that would be a violation of the policy under which schools are subjected. Other educational institutions, perform monitoring and evaluation for malicious compliance. That way of approaching monitoring and evaluation may end up not being developmental for schools.⁵ That is no different from schools which confine monitoring and evaluation to the end of the year. This is to apply monitoring and evaluation in a summative fashion. Research points out that, the manner of utilising monitoring and evaluation in schools, could inhibit their effectiveness. This is the case because monitoring and evaluation are aimed at improving the practice. The reality is that the performance of monitoring and evaluation ought not be a burden for any school. However, that is not the case in the South African schooling context, where monitoring and evaluation are being resisted. Research unveils that where monitoring and evaluation are being antagonised, there will be consequences. One of the consequences picked is that most South African schools are known to be producing low educational outcomes due to amongst others snubbing monitoring and evaluation.⁶

This paper evaluates why the bulk of public secondary school learners neglect their studies despite hating grade repetition. This is a serious contradiction for pupils. The second objective relates to devising means to eradicate neglect of one's studies by learners. On the basis of the expressed objectives, the research question guiding this paper is: what shall it take to transform public secondary school pupils to embrace the virtue of hard work in their studies?

² Shalina Rabichund, "The Contribution of the Integrated Quality Management System to Whole School Development" (University of South Africa, 2011).

³ M. M. Jabanyane, "Model for Improving Monitoring and Evaluation of Integrated Quality Management System in Secondary Schools in Northwest Province" (Rustenburg, 2018).

⁴ P. Freire, *Pedagogy of the Oppressed* (London: Penguin Books, 1993).

⁵ E J Van Niekerk and P du Van Niekerk, "Managing Change in Education through a Model of Long-Term Leadership and Short Term Leadership," *Journal of Educational Studies* 8, no. 1 (2009): 1–21. I. Van Deventer and A.G. Kruger, *An Educator's Guide to School Management Skills* (Pretoria: Van Schaik, 2010); C. Olivier, *The DNA of Great Teachers* (South Africa: Learning Design, 2012).

⁶ A. Naidu et al., *Education Management and Leadership: A South African Perspective*. (South Africa: Oxford University Press, 2012); Mabila Mathebula, "Are Africans Drifting Back into Servitude?," *The Thinker* 50 (2013).

LITERATURE REVIEW

The review of literature indicates that the society of South Africa where pupils neglect their studies, is facing a bleak future.⁷ This is visible from how public secondary school learners care less about their studies. Reversing this problem requires strengthening and revolutionising monitoring and evaluation in schools. Literature study confirms that neglecting of studies could be explained in terms of pupils possessing fettered minds. Ramphela demonstrates that due to being mentally fettered, the bright future of scores of African public secondary school learners ends up being stolen away.⁸ This is buttressed by Bernstein and McCarthy when averring that scholastic underperformance due to affording less attention to one's studies, deserves to be combatted before becoming legendary in Limpopo Province, South Africa.⁹ Monitoring and evaluation aim at inspecting teaching and learning in schools.¹⁰ Where the problem of snubbing one's studies is quickly detected, mechanisms could be tried to overcome it. Research ascribes learner neglect of their studies to the absence of sufficient monitoring and evaluation in schools. At times lack of interest, absence of support and involvement of parents in the education of the young ones, are cited as another contributing factor.¹¹

This paper placed super focus on neglecting one's studies by secondary school learners as caused by inadequate monitoring and evaluation in those institutions.¹² Various scholars have lamented that pupils ought not to misuse schooling opportunities.¹³ Abuse of schooling time by pupils gets, parents instantly stressed-up. This suggests that parents could care enough about learner progress more than pupils themselves. This is not entirely strange, especially in this century. It is slightly becoming an unstoppable trend with the kind of secondary school pupils, populating learning institutions. Parents are being caught off-guard whenever their children fail to perform due to artificial obstructions such as little devotion to their studies. Jabanyane stresses that monitoring and evaluation maintain high-quality teaching.¹⁴

The researcher agrees and contends that an element of a fettered mind is at play here as regards being a secondary school pupil who neglects one's studies.¹⁵ Quality teaching that triggers quality learning at school needs to mitigate learner neglect of one's studies. Hence the Centre for Development and Enterprise identifies effective teachers as being a critical factor in determining learner achievement.¹⁶ Monitoring and evaluation in a school could reveal the need for the improvement of teaching or learning which could neutralise learner neglect for one's studies. The thesis of monitoring and evaluation is to maintain high-quality schooling for learners. When applied with passion and devotion monitoring and evaluation have the potential to alter learners to begin to depict urgency in their studies.¹⁷ Where monitoring and evaluation are missing, neglect of studies by pupils could be aggravated by teachers who could as well be less dedicated to their teaching responsibilities as a result

⁷ Carolyne Adhiambo Kokeyo and John Oluoch, "Self Evaluation: A Case Study of a School in Dar Es Salaam, Tanzania.," *Journal of Education and Practice* 6, no. 21 (2015): 50–54.

⁸ M. Ramphela, "The Culture of Impunity," *City Press*, August 14, 2011.

⁹ A Bernstein and J McCarthy, "Teachers' Poor Value for Money: Incentives for Good Educators Need to Be Introduced but the Challenge Is Deeper than Training and Skills Only," *The Star* 5 (2011).

¹⁰ Centre for Development and Enterprise, *Teacher Professional Standards for South Africa: The Road to Better Performance, Development and Accountability* (Johannesburg: CDE, 2017).

¹¹ Hossain B Danesh and Sara Clarke-Habibi, *Education for Peace Curriculum Manual: A Conceptual and Practical Guide* (International Education for Peace Institute, 2007).

¹² G. L. Lippit, *Organisational Renewal: Achieving Viability in a Changing World* (New York: The George Washington University, 1989); John Dlambule Nxumalo, *Leadership as a Key Responsibility of the School Principal* (University of Johannesburg (South Africa), 2001); R.N. Marishane, R.J. Botha, and P. du Plessis, *School Leadership in a Changing Context* (Pretoria: Van Schaik, 2011).

¹³ W. C. Cunningham and D.W. Gresso, *A Cultural Leadership: The Culture of Excellence in Education* (Boston: Allyn and Bacon, 1993); S. A. Coetzee, E.J. Van Niekerk, and J. L. Wydeman, *An Educator's Guide to Effective Classroom Management* (Pretoria: Van Schaik, 2011).

¹⁴ Jabanyane, "Model for Improving Monitoring and Evaluation of Integrated Quality Management System in Secondary Schools in Northwest Province."

¹⁵ Sheila D Moore et al., "Professional Development and Student Achievement in High Poverty Schools: Making the Connection.," *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))* 39, no. 2 (2011).

¹⁶ Centre for Development and Enterprise, *Teacher Professional Standards for South Africa: The Road to Better Performance, Development and Accountability*.

¹⁷ C. Wise, P. Broadshaw, and M. Cartwright, *Leading Professional Practice in Education* (Los Angeles: Sage Publishers, 2013).

of being as mentally fettered as their pupils. Hence Maake remarks that the conduct of myriad teachers is commensurate to “hunting- with the hounds and running with hares.”¹⁸ This signifies a paradoxical context within which some teachers who are anticipated to emancipate learners to be totally devoted to their studies, are as mentally un-liberated as learners entrusted to them. With some teachers, such an occurrence is inadvertent while with others it is conscious and planned. Improving teaching and learning in secondary schools through the utilisation of monitoring and evaluation could lessen learner neglect of their studies.¹⁹ There are teachers all out to resist monitoring and evaluation which could elevate their teaching prowess. The fact of the matter is that teacher emancipation is closely tied to learner liberation. Literature review explicitly divulges that pupils in many secondary schools are not able to be mentally free to stop neglecting their studies, because they are under the tutelage of teachers who are as mentally arrested as them.²⁰

Exposing pupils to teachers whose minds are unfettered, could be helpful. That could lead to learner transformation and learner accountability to their studies, something that monitoring and evaluation in educational institutions aim to achieve. This implies that it takes the liberated to liberate another of course not ruling out the likelihood of mutual liberation. Neglecting one’s studies by the current secondary school pupils is an invitation to take monitoring and evaluation seriously as they could help in exposing learner needs which could be triggering their misbehaviour.²¹ In secondary schooling, monitoring and evaluation meet diverse challenges one of which is the number of teaching periods which could meddle with their enforcement. Another hurdle associated with the implementation of monitoring and evaluation is when institutional incumbents resist it.

A good indicator that a particular learning institution is not supportive of monitoring and evaluation could be the perpetual engendering of low educational outcomes by a school.²² The review of the literature indicates that where pupils are neglecting their studies and teachers are found to be resisting the policy of monitoring and evaluation, then a school has double trouble.²³ This is the case because both teachers and learners would be blind in the game of teaching and learning, where no progress would be in sight. Had at least teachers had a sight in the form of being mentally free, then the challenge of total commitment to their studies by learners would have been surmountable. A review of literature demonstrates that persisting to neglect one’s studies by learners could orchestrate learner underperformance. Literature attests that monitoring and evaluation could guide as regards performance measurement of both teachers and pupils. That is necessary in terms of quickly identifying pupils who snub their studies and attempting to assist them when time still allows.²⁴

THEORETICAL FRAMEWORK

Of the existing theoretical perspectives, the Contextual Intelligence Model was found to be the most relevant one for this paper. This is on the basis of the focus and the problem which this paper pursues. This paper concentrates on unravelling the challenge of neglecting their studies by the bulk of the current secondary school pupils. Approaching the mentioned learner problem from the angle of monitoring and evaluation, necessitated the choice of the Contextual Intelligence Model.²⁵ The chosen model reasons that every problem occurs in a particular context and that its successful resolution has

¹⁸ N. Maake, *Barbarism in Higher Education: Once upon a Time in a University* (South Africa: Ekaam Books, 2011).

¹⁹ A. Alpha, *Every Manager’s Desk Reference* (United States of America: Penguin Group, 2002); A. Zaleznik, “Managers as Leaders,” *The Harvard Business Review* 16, no. 4 (1999): 13–23.

²⁰ P. Senge et al., *The Fifth Discipline Field-Book: Strategies and Tools for Building a Learning Organisation* (New York: Doubleday, 1994); Danesh and Clarke-Habibi, *Education for Peace Curriculum Manual: A Conceptual and Practical Guide*.

²¹ Benjamin Kutsyuruba, Keith Walker, and Brian Noonan, “Restoring Broken Trust in the Work of School Principals,” *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))* 39, no. 2 (2011).

²² Nasser Salim Alghanabousi, Muhammad Faizal A Ghani, and Faisol Elham, “The Power of Developmental Performance Appraisal,” *Journal of Education and Learning (EduLearn)* 7, no. 1 (2013): 1–10.

²³ M J Mosoge and M W Pilane, “Performance Management: The Neglected Imperative of Accountability Systems in Education,” *South African Journal of Education* 34, no. 1 (2014).

²⁴ W.J. Levin, “Why Our Education System Is Failing,” *The Star*, October 5, 2011; Kokeyo and Oluoch, “Self Evaluation: A Case Study of a School in Dar Es Salaam, Tanzania.”

²⁵ M. Levin and J. Banjies, *Enjoy Economics* (Sandton: Heinemann, 2011).

to consider the context of occurrence. One of the key reasons why this model is preferred to others is because of its emphasis on intelligence to recognise changes, especially in schooling. In the past, pupils were not neglecting their studies.

A solution has to be sought or constructed as a way of mitigating and eradicating the challenge of neglect of studies by pupils.²⁶ So, the application of intelligence in resolving schooling problems like neglecting school work, is what the Contextual Intelligence Model is propagating. Whatever step is being taken in dealing with learner neglect of own studies, has to include an element of contextual awareness. That would assist the problem-solver in being mindful of the entirety of the context.²⁷ The Contextual Intelligence Model is a reminder that nothing happens for the first time under the sun. This signifies that, in dealing with the problem of learners neglecting their own studies, it is essential for the researcher to have the historicity of the problem so that he has a firm grasp of the problem. The Contextual Intelligence Model proves that the present has an influence on the future. This suggests that, how a problem like learner neglect of own studies is being dealt with in the present, shall determine whether such a problem will recur in the future or not. Evolving environment matters within the Contextual Intelligence Model. It is an environment that shall serve as an enabler or a disabler in unravelling the problem faced like the current one of pupils neglecting their studies yet being interested in seeing themselves having achieved at the end of the year.²⁸ The Contextual Intelligence Model, pushes for the sustaining of good teaching so that it does not become one of the contributors to learner neglect of own studies. The model regards a school just like human life to be ever dynamic and whose dynamism ushers in a changed learner behaviour such as from taking one's studies seriously to neglecting that.²⁹

The selected theoretical perspective for this paper is in complete zinc with monitoring and evaluation practices to be performed in secondary schools to aid them to produce brilliant learner results. Monitoring and evaluation are grounded on change diagnosis in schooling. This implies that monitoring and evaluation check whether there is growth, improvement, forward movement, and maturity in schooling. This can be detected when a researcher applies the Contextual Intelligence Model in a flexible manner in line with the functioning of a school as an organisation.³⁰ In schools where monitoring and evaluation exist, an educational institution could be improvement-minded. The Contextual Intelligence Model thrives in institutions embracing monitoring and evaluation and where every practice there is being subjected to reflexive praxis.³¹ The Contextual Intelligence Model does not regard human beings as technocrats who have to be controlled like objects when constructing data from them. The selected theoretical perspective enabled the researcher to learn the purpose of individual actors and the social meaning they shared with others and their implications for excellent schooling results. Since caring less for one's studies retards meaningful involvement in the teaching and learning enterprise, it was the chosen theoretical perspective that better explicates the basis for such strange behaviour and how to overcome that utilising monitoring and evaluation.³²

²⁶ Kutsyuruba, Walker, and Noonan, "Restoring Broken Trust in the Work of School Principals."

²⁷ Clive Harber and V Mncube, "Learners' Involvement in Democratic Governance of Schools: A Comparative Study Between Britain and South Africa," *British Journal of Educational Studies* 8, no. 1 (2009): 33–57; M P Sebola and T D Tonga, "The Effective Management of Public Schools: Reflecting on the Role of the Parent Component in the Ximhungwe Circuit of Limpopo Province," *Journal of Educational Studies* 8, no. 1 (2009): 57–70.

²⁸ Mike Bottery, "Refocusing Educational Leadership in an Age of Overshoot: Embracing an Education for Sustainable Development," *International Studies in Educational Administration* 39, no. 2 (2011): 3–16.

²⁹ K. C. Molo, *The School as a Learning Organisation* (Pretoria: Van Schaik, 2002); P. Higgs and J. Smith, *Rethinking Truth* (Cape Town: Juta, 2006).

³⁰ Matthew R Kutz and Anita Bamford-Wade, "Understanding Contextual Intelligence: A Critical Competency For Today's Leaders.," *Emergence: Complexity & Organization* 15, no. 3 (2013).

³¹ S. M. Hord and W.A. Sommerso, *Leading Professional Learning Communities: Voices from Research and Practice* (California: Corwin Press, 2008); F.P. Khanare, "School Management Team's Response to Learners Who Are Orphaned and Vulnerable in the Context of HIV and AIDS: A Study of Two Rural Secondary Schools in Kwazulu Natal" (University of Kwazulu Natal, 2008); H. Mueller, "Advocate's Scandal Just a Tip of the Iceberg," *The Star*, October 5, 2011; Angela Thody, "The More Things Change, the More They Stay the Same? Nineteenth-Century Education Leadership in Tasmania.," *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))* 39, no. 2 (2011).

³² Khanare, "School Management Team's Response to Learners Who Are Orphaned and Vulnerable in the Context of HIV and AIDS: A Study of Two Rural Secondary Schools in Kwazulu Natal"; D. P. Ngidi, "Black Educators' Resilience in Teaching as a Career," *Journal of Educational Studies* 8, no. 1 (2009): 22–32; T. Khumalo, "Our Kids Are Pawns in This Power Game," *Daily Sun*,

METHODOLOGY

Research Design

This paper is a qualitative case study. The problem which this paper pursues, namely, incessant neglect of one's studies by secondary school pupils, necessitated the design of this paper. Furthermore, the objective of this paper which is to evaluate why the bulk of learners in public secondary schools neglect their studies, despite hating grade repetition, necessitated that this paper follows a qualitative research paradigm as against the quantitative one.³³ The choice of the qualitative methodology was triggered by the reality that this paper is being undergirded by the Contextual Intelligence Model.³⁴ The researcher saw a need to create a synergy between the qualitative research approach and the Contextual Intelligence Model. The combination of the two helped immensely in terms of illuminating issues of neglecting one's studies and the utilisation of monitoring and evaluation in schools to mitigate that problem. The researcher utilised the theoretical perspective to evaluate the relationship between neglecting one's studies and resisting monitoring and evaluation that aim at easing that problem.³⁵ The researcher applied the mentioned theoretical framework, to examine how low educational outcomes in secondary schools could be curbed with pupils who are neglecting their studies. Amalgamating the Contextual Intelligence Model and the qualitative research approach, aimed at maximising the comprehension of the pursued problem of neglecting one's studies in view of its peculiarity, and to determine its eradication.³⁶

The combination of the two enabled the researcher to gain an in-depth understanding of how despite many years of independence in in South Africa, there are still secondary schools whose learners snub their studies. Such an in-depth understanding is necessary in order to operate from an informed position with regard to ultimately dealing with the problem of reducing the underperformance of secondary schools in Limpopo Province, South Africa. Out of the population of 16 secondary schools in one of the circuits in the Sekhukhune district in Limpopo Province, South Africa, three were conveniently sampled. In each of the secondary schools, a science education specialist or an HOD, a teacher serving in the School Governing Body and a Chairperson of the Representative Council of Learners became research participants. A choice of a science education specialist or HOD was precipitated by the reality that learners normally develop a hatred of some kind against science subjects due to these subjects being poorly delivered inside a classroom. The literature review unveils that when pupils snub schooling, they start from their dissatisfaction with how science subjects are being delivered by teachers. To conclude this item of research design, it has to be divulged that an interviewing technique and document review were utilised to generate data for this paper. Altogether, a total of nine research participants were interviewed regarding the utilisation of monitoring and evaluation to stop secondary school pupils from neglecting their studies. Interviewing responses were audiotaped for transcription purposes later on and relevant documents containing requisite information were accessed and perused. Both the interviewing technique and documents reviewed were helpful in terms of accessing information germane to the adoption of the non-caring attitude to their studies by secondary school pupils and how to prevent that predicament from spreading.

PRESENTATION OF FINDINGS AND DISCUSSION

The findings arrived at in this paper, are in relation to the research topic whose focus is evaluating why the bulk of public secondary school learners are neglecting their studies despite hating grade repetition. The basis of the findings is the analysed data which were generated through the interviewing technique and document review. Responses of the nine research participants were evaluated as regards the

February 21, 2011; M. I. Lehlaha, "Leadership and Management of Classrooms with Orphans and Vulnerable Children: A Study of Three Primary Schools in Lesotho" (Durban, 2011).

³³ P.D. Leedy and J.E. Ormrod, *Practical Research: Planning and Design*, 9th ed. (Upper Saddle River, NJ.: Pearson Education, 2010).

³⁴ Kutsyuruba, Walker, and Noonan, "Restoring Broken Trust in the Work of School Principals."

³⁵ Lehlaha, "Leadership and Management of Classrooms with Orphans and Vulnerable Children: A Study of Three Primary Schools in Lesotho."

³⁶ Ramrathan. L., "Learner Poor Performance; Provoking Bourdieu's Key Concepts in Analysing School Education in South Africa," *Southern African Review of Education* 23, no. 1 (2017): 23–36.

relationship between neglecting one's studies by secondary school pupils and their resentment of monitoring and evaluation aiming at promoting quality schooling for the benefit of pupils. As part of discussing the findings in a clear and free-from-ambiguity fashion, the nine research participants interviewed in this paper are being referred to as Respondent A of School 1, who is a Science Education Specialist, Respondent B of School 1, who is the teacher serving in the School Governing Body and Respondent C of School 1 who is the Chairperson of the Representative Council of Learners. So, the differentiation of research participants was in terms of either School 1, School 2, or School 3. This suggests that in School 2, there were Respondents A, B and C, the same as in School 3. Respondents A, B and C in School 2 and in School 3 were similar to those in School 1 in the sense that Respondent A represents a science teacher, Respondent B represents a teacher serving in the SGB and Respondent C represents a Chairperson of the RCL in that school. That was done to protect the actual identities of those research participants. The researcher sampled those research participants for interviewing in the area of non-caring attitudes to their studies by secondary school pupils as well as their resentment of monitoring and evaluation which aimed at promoting quality schooling for learners. Concentrating only on the science education specialists, teachers serving in the SGB and the Chairperson of the RCL ought not create an impression that every time there is a problem of pupils snubbing their studies, those identified for interviewing could be the ringleaders.

The problem of snubbing studies by pupils is likely to affect almost everyone associated with schooling, including those pupils themselves. The context of this paper necessitated that the focus of the paper be placed on the neglecting of their studies by pupils coupled with resistance to monitoring and evaluation which were going to benefit them by ushering in quality schooling. The Contextual Intelligence Model in partnership with the qualitative research paradigm, has been sufficiently instrumental in assisting in the analysis of data to ultimately emerge with these findings. The paper findings were discussed thematically under the following themes: learner transformation through monitoring and evaluation, promoting learner accountability, identification of specific learner needs, how teaching periods affect monitoring and evaluation, resentment of monitoring and evaluation, and low educational outcomes.

Theme One: Learner Transformation Through Monitoring and Evaluation

Behaviour modification is necessary for learners who neglect their studies. However, what aggravates the problem is the resistance to monitoring and evaluation aiming at promoting quality schooling for all learners.³⁷ One of the themes is on transforming learners so that they embrace monitoring and evaluation. On this theme, Respondent A of School 3 contended that *"it can only be pupils who have not yet realised the significance of schooling who could continue to take their studies less seriously."* Respondent B of School 2 reasoned that *"the day our secondary schools admit only pupils who are not at school to while away time, then will schools become places of meaningful learning not waiting for centres for directionless and futureless pupils."* Respondent C of School A remarked, *"the bad behaviour shown by public secondary school pupils of neglecting their studies could be eradicated through learner transformation towards their studies by improving how science subjects are poorly delivered in most if not all the secondary schooling."* Responses of research participants were emphatic that yes, snubbing one's studies by secondary school pupils is taking place and that concentrating on behaviour alteration or behaviour enhancement could mitigate the degree of resentment against one's studies by secondary school pupils. This position aligns with the views of Meyer.³⁸

Theme Two: Promoting Learner Accountability

According to Macupe, from early childhood, pupils need to be taught to be accountable for their deeds and studies. This could prepare learners to be accountable adults.³⁹ Discussing this theme with the respondents revealed that unfortunately, learner accountability is missing among current secondary

³⁷ Kokeyo and Oluoch, "Self Evaluation: A Case Study of a School in Dar Es Salaam, Tanzania."

³⁸ J. Meyer, *Never Give Up: Relentless Determination to Overcome Life's Challenges* (Cape Town: NavPress, 2008).

³⁹ B. Macupe, "Teachers Bear Brunt of Bullies," *Sowetan*, September 25, 2015; Centre for Development and Enterprise, *Teacher Professional Standards for South Africa: The Road to Better Performance, Development and Accountability*.

school pupils. In this regard, Respondent A of School 2 asserted that *“where secondary school pupils who are expected to be exemplary to the primary scholars, show lack of accountability to their studies and proceed to disregard monitoring and evaluation, it means educationally, the country is facing a bleak future and it is still behind despite 29 years into the new dispensation.”* Respondent B of School 1 submitted that *“the value of schooling is on a daily basis declining, considering the lack of commitment and devotion to their studies by secondary school pupils and how much they care less about school monitoring and evaluation that aim to make their schooling a quality.”* Respondent C of School 2 stated *“the spirit of pleasure-loving engulfing secondary school pupils, prevents them from seeing the difference between sense and nonsense considering that they regard snubbing their studies to be making any sense when in reality it does not, not at all.”* Responses of the research participants confirm that learner accountability is missing and that something has to be done to restore it, as a way of modifying their disgraceful behaviour of snubbing their studies and of blocking the occurrence of monitoring and evaluation which are directed toward providing quality schooling to them.⁴⁰

Theme Three: Identifying the Specific Needs of Pupils

Disobeying some of the school rules and regulations such as failing to take one’s studies seriously could be a form of attention-seeking by pupils.⁴¹ One of the themes of this study was that monitoring and evaluation could identify pupils’ unique specific needs. On this issue, Respondent A of School 2 narrated *“Given how much today’s pupils are spoilt, whenever one of their demands at school is not met, they could begin to indirectly boycott their studies until monitoring and evaluation divulge their strange behaviour and the rationale behind it.”* Respondent B of School 3 argued that *“the generation of the present day secondary schooling, requires to be handled with care to spur them on to embrace their studies or else disaster.”* Respondent C of School 1 revealed that *“monitoring and evaluation ought not to be sacrificed at secondary schools because, through them, demands and needs of pupils either urgent or otherwise come to the surface for resolution and for the salvaging of schooling”*. Responses of the three research participants are in tangent with that of Meyer who advises on how tactful secondary schools have to be, to cope with the nature of the current pupils who with the slightest ignorance and isolation, end up neglecting their studies and at their own peril.⁴²

Theme Four: How Teaching Periods Affect Monitoring And Evaluation

According to Alghanabousi, Ghani, and Elham, the execution of monitoring and evaluation in secondary schooling requires that the context there should be enabling.⁴³ One of the themes that came up during the research was in most educational institutions, monitoring and evaluation are inadequately rolled out due to too many teaching periods. On this matter, Respondent A of School 2 complained *“workload inequality characterising and defining the majority of secondary schools, is behind the unsuccessful enforcement of monitoring and evaluation.”* Respondent B of School 1 asserted *“those tasked to perform monitoring and evaluation, need not have unbearable teaching load, in order to do justice to monitoring and evaluation and never cut corners in its implementation.”* Respondent C of School 3 observed, *“Where pupils notice that teachers are overburdened at school and do offer lessons unprepared, they could neglect their studies and prevent the conduction of monitoring and evaluation for fear of being exposed that they are below the standard in comparison to their peers elsewhere where sufficient monitoring and evaluation are been operationalised to the letter.”* Monitoring and evaluation according to Bottery have to be left in the hands of competent and dedicated personnel

⁴⁰ Freire, *Pedagogy of the Oppressed*; Gary A. Yukl, *Leadership in Organization*, 6th ed. (Upper Saddle River, NJ: Pearson Education, 2006); S. Tshingilane, “SADTU Bad for Black Children,” *Sowetan*, September 15, 2015.

⁴¹ Mosoge and Pilane, “Performance Management: The Neglected Imperative of Accountability Systems in Education”; R.J. Botha, “The Role of the School Principal in the Case Study of Various Members’ Perceptions,” *Journal of Social Science* 30, no. 3 (2017): 263–71.

⁴² Meyer, *Never Give Up: Relentless Determination to Overcome Life’s Challenges*; Kutsyuruba, Walker, and Noonan, “Restoring Broken Trust in the Work of School Principals.”

⁴³ Alghanabousi, Ghani, and Elham, “The Power of Developmental Performance Appraisal”; Jabanyane, “Model for Improving Monitoring and Evaluation of Integrated Quality Management System in Secondary Schools in Northwest Province.”

whose workload is reasonable to allow space, for its successful conduction. Their teaching load needs to be optimally reduced to focus enough energy on monitoring and evaluation.⁴⁴

Theme Five: Resentment of Monitoring and Evaluation

Where monitoring and evaluation are resisted in secondary schooling, the effectiveness of teaching and learning could be greatly compromised.⁴⁵ One of the themes emerging from the study was that secondary school pupils resent monitoring and evaluation. That according to Kokeyo and Oluoch could lead to poor learner achievement. Respondent A of School 3 reasons that “*where the vestiges of the militant and defiance attitudes of the 1970s are still housed in the veins of the current pupils, they could act them out through resisting what is beneficial to them, namely, monitoring and evaluation.*” Respondent B of School 2 stated, “*daring to resist monitoring and evaluation in view of its benefit, is a confirmation that pupils do not know what advances them and what retards them.*” Respondent C of School 3 remarked “*mob psychology could be behind pupils ganging up against monitoring and evaluation teams whose existence in schools is for the benefit of learners in the form of ascertaining that great teaching and great learning occur.*” As per the responses of the research participants, pupils blocking what is explicitly in their favour, namely, monitoring and evaluation, qualify for nothing less than decolonisation. This assertion aligns with the views of various scholars who have discussed the importance of monitoring and evaluation in the African educational system.⁴⁶

Theme Six: Low Educational Outcomes

According to Sebola and Tonga, educational institutions are established for quality schooling and learner achievement.⁴⁷ The findings revealed the substandard educational outcomes of schools due to the pupils there snubbing their studies and blocking monitoring and evaluation. Respondent A of School 2 mentioned that “*one of the causative factors toward pupils underachieving include not taking their studies seriously and preventing all positive measures like monitoring and evaluation aiming at making their schooling a quality one.*” Respondent B of School 3 recounted “*Limpopo Province is far from being number 1 of all the provinces of this country because of being disadvantaged to have backward learners who apart from deliberately neglecting their own studies do even resent measures to lessen their snubbing problem.*” Respondent C of School 1 asserted “*with the movement of time and upon addressing the challenge of neglecting their studies by pupils, the day will come for learners of Limpopo Province to behave well like the rest and to embrace schooling and its concomitant aspects of monitoring and evaluation.*” Clearly, it takes dedicated and direction-seeing learners to stop low educational outcomes in schools.⁴⁸

Discussion Summary

As displayed in the discussion of findings of this paper, both the review of literature and the theoretical framework, played a critical role in arriving at the findings presented in this paper. In addition, the interviewing technique and the document review together with the theoretical perspective, provided a better context within which the entire paper was located and comprehended. It was generally observed that secondary school pupils were exposed by the findings to be neglecting their own studies as well

⁴⁴ Bottery, “Refocusing Educational Leadership in an Age of Overshoot: Embracing an Education for Sustainable Development”; A. Mngxitama, “Poor Performances Reflect the State of the SA Nation,” *Sowetan*, February 5, 2013.

⁴⁵ Kokeyo and Oluoch, “Self Evaluation: A Case Study of a School in Dar Es Salaam, Tanzania.”; Jabanyane, “Model for Improving Monitoring and Evaluation of Integrated Quality Management System in Secondary Schools in Northwest Province.”

⁴⁶ Naidu et al., *Education Management and Leadership: A South African Perspective.*; Ngidi, “Black Educators’ Resilience in Teaching as a Career”; Kehdinga George Fomunyam, “The Ideological Ware as Key to Improving Learner Performance,” *Journal of Educational Studies* 16, no. 1 (2017): 108–25.

⁴⁷ Sebola and Tonga, “The Effective Management of Public Schools: Reflecting on the Role of the Parent Component in the Ximhungwe Circuit of Limpopo Province”; Thody, “The More Things Change, the More They Stay the Same? Nineteenth-Century Education Leadership in Tasmania.”; F. Chikane, *Eight Days in September: The Removal of Thabo Mbeki* (Johannesburg: Picardo Africa, 2012); Olivier, *The DNA of Great Teachers*.

⁴⁸ Higgs and Smith, *Rethinking Truth*; Van Niekerk and Van Niekerk, “Managing Change in Education through a Model of Long-Term Leadership and Short Term Leadership”; Wise, Broadshaw, and Cartwright, *Leading Professional Practice in Education*.

as blocking monitoring and evaluation from being performed to improve the state of affairs in secondary schools.

RECOMMENDATIONS

These recommendations are based on the discussed findings and are presented as follows: there is a need to transform current secondary school pupils to stop them from neglecting their own studies. In addition, learner accountability which could be generated through monitoring and evaluation needs to be greatly encouraged in these secondary school pupils. Furthermore, low educational outcomes which are the by-product of neglecting one's studies by secondary school pupils, need overcoming through the strengthening of monitoring and evaluation in secondary schools. In addition, the culture of monitoring and evaluation needs to be sowed in the secondary schooling sector. Finally, management plans need to be applied to professionalise monitoring and evaluation in secondary schools of Limpopo Province, South Africa.

CONCLUSION

This study evaluated why the bulk of public secondary school learners neglect their studies, despite hating grade repetition. The study outcomes emphasize the fact that, monitoring and evaluation could be a nucleus of learner transformation, promote learner accountability and identify the specific needs of pupils.

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