

The Fear to be Equal: A Latent Contributory Factor to Poor Matric Results in Limpopo Schools

Ngwako Solomon Modiba

*School of Education, Department of Languages, Social and Educational Management
Sciences, University of Limpopo, Private Bag X1106, Sovenga, 0727, South Africa
Telephone: +27 (0)15 268 3192, + 27 (0) 722857575, E-mail: Solomon.modiba@ul.ac.za*

KEYWORDS Classroom Teaching. Underperformance. Sabotage. Learner Performance. Matriculants. Parents

ABSTRACT The aim of the paper is to report on and discuss the existence of the fear factor as a latent contributor to poor grade 12 results in Limpopo schools. Although educators are part of the latent fear factor, learners and parents are victims by being negatively affected. Fear factor occurs clearly during classroom teaching, particularly at the level of assessment, when learner performance is being measured. This is an empirical paper researched within the qualitative research approach. The research methods employed were literature review and interviewing technique. Out of the population of 543 underperforming schools across the province's five Districts, 12 were sampled. In each school, three participants were interviewed. Two of the findings are that there is institutional performance sabotage by educators and that some educators delight in the underperformance of learners. The researcher concludes that further studies be undertaken on fear factor dimension, given its destructive role.