

**CHALLENGES FACED BY SECONDARY SCHOOLS IN
THE IMPLEMENTATION OF “NO FEE SCHOOLS
POLICY” IN THE SEKHUKHUNE DISTRICT OF
LIMPOPO PROVINCE**

BY

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Submitted in fulfilment of the requirement of the degree of
MASTER OF EDUCATION, in the School of Education,
Faculty of Humanities, University of Limpopo, Turfloop Campus,
South Africa.

MAY 2012

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DECLARATION

I, the undersigned, declare that the dissertation hereby submitted to the University of Limpopo for the degree of Master of Education, Curriculum Studies has not previously been submitted by me for a degree at this or any other University, that it is my own work in design and in execution, and that all material contained therein has been duly acknowledged.

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ACKNOWLEDGEMENT

This study has been a success because of the following persons:

- I would like to express my sincere appreciation to my supervisor, Dr Mahlapahlapana Johannes Themane, for providing positive criticism, encouraging, motivating, guiding and supporting me throughout my study;
- I would like to thank Mrs Jacqueline Elizabeth Lebepe who patiently and perfectly typed my document for this study;
- A word of appreciation goes to my wife, Kgathole, who supported me financially and providing additional resources for my study. My kids, Tshepo, Ngwato, Kgetša and Elvis, for helping me with computer work throughout my study; and
- Finally, God must be acknowledged and thanked for sparing and preserving me till the end of the research and the writing of the report.

ABSTRACT

The study was undertaken because the researcher was concerned about the denial of poor learners the right to education, as their parents could not afford to pay School Fees due to high unemployment and poverty in rural schools. The researcher noticed that schools sent learners home to collect school fees and also withheld learner reports until the required amount was paid. As a result, “Fee Exemption policy” was available to exempt poor parents from paying School Fees, but it was not effective because schools did not inform them to apply for this policy. As a result, poor learners decide to dropout. The government introduced “no-fee-schools” policy to end marginalisation of poor learners. Further, it appeared that School Allocations are little because rural schools have a shortage of school facilities and some of the facilities are too expensive.

A purposive sampling strategy was used to select 3 public secondary schools as research sites and 26 respondents as a sample of the target population. Respondents consisted of 8 members; the principal, SGB member and 6 educators from School A; Nine (9) respondents; the principal, 2 SGB members and 6 educators from School B; the principal, 2 SGB members and 6 educators from School C. Twenty-six respondents were considered to be sufficient because my focus was not on representation. The respondents were considered to be key informants with required data.

Interviews and document analysis were used as data collection methods. The researcher used semi-structured interviews because they are interactive, and they also give the respondents a voice associated with their perspectives and experiences. Document analysis was used to supplement data collected through interviews.

The interviewees discovered that learners were denied the right to education, despite the departmental policies formulated to help poor learners and their

parents. Furthermore, “no-fee-schools” policy was formulated to enable poor students to access education, but it is problematic because School Allocation is not deposited to school accounts on time and does not cover all the school costs.

The study recommends that poor learners should not be denied the right to education and that the departmental policy (viz., Fee Exemption Policy) should be monitored to ensure that marginalised learners benefit from this scheme. This policy should also be budgeted for so as to enable poor schools to purchase modern facilities to improve the quality of teaching and learning and employ extra educators so as to reduce the educator-learner ratios and so on.

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