

Exploring Non-payment of School Fees in a Culturally Diverse Ex-Model C High School in Gauteng Province

Mabatho Sedibe and Elizabeth Manchidi

*Department of Educational Psychology, University of Johannesburg, P.O. Box 524,
Aucklandpark, Johannesburg 2006, South Africa
Fax no.011 559 2262, E-mail: mabathos@uj.ac.za*

KEYWORDS Cultural Backgrounds. Qualitative Design. Academic Progress. School Leadership

ABSTRACT In South Africa after the inception of the new democracy, learners from different cultural backgrounds are able to attend the school of their own choice without discrimination. A respect of individuals is thus promoted. In this study a qualitative design was used. The purpose of conducting this study using qualitative approach was to explore non-payment of school fees at the particular culturally diverse Ex-Model C high school. Using purposeful sampling procedure, a total number of all 160 grade eleven learners' parents/caregivers and eight School Management Teams (SMTs) were involved as participants. The researcher focused only on grade eleven learners because it was reported by SMTs that only few learners in grade eleven have paid school fees as compared to other grades. Secondly the reason why grade twelve learners were not included in the study was to avoid disturbing their academic progress as they were writing their final examination. Unfortunately the findings were derived from seven SMTs responses only, as they were the only ones who returned the questionnaires. This compromised the validity of this study because data was collected from a limited number of participants. The findings revealed that payment of school fees is a problem that needs urgent attention. As researchers we thus suggest the implementation of free education in order to allow equitable access to education for all learners. The recommendations in the proceeding section thus attempt to solve the mentioned problems.