

**FACTORS THAT INFLUENCE POOR ENROLMENT
IN THE FOUNDATION PHASE IN A NO-FEE SCHOOL IN
THE SIBASA CIRCUIT**

by

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DECLARATION

Statement of originality

I, Makhwanya Ntshengedzeni Theresa, declare that FACTORS THAT INFLUENCE POOR ENROLMENT IN THE FOUNDATION PHASE IN A NO-FEE SCHOOL IN SIBASA CIRCUIT is my own work and that all the resources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any institution.

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DATE

DEDICATION

I hereby dedicate this dissertation to my mother Nematili Mutshekwa, my sister Tiny Thanyani, and the late Mrs Sarah Makhwanya, my mother-in-law, for having been with me, exercising patience and understanding, and for supporting me throughout my academic journey.

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SUMMARY

The new democratic government in South Africa introduced an education system that focused on quality and equality for all. The introduction of the new education system intended to remove inequality in the schooling system. The new education system was accomplished through phasing out school fees and introducing a no-fee school policy. The aim of the no-fee school policy was to redress the imbalances of the past and to attract the poor and orphans to access education without paying mandatory fees (Wilderman, 2009:32).

The no-fee policy came with interesting ideas for relieving pressure on both parents and learners. It attracted many learners who had dropped out of school in many years. This led to a dramatic increase of enrolment in no-fee schools. However, Borkum (2009:1) sees the disadvantages of the increased enrolment as overcrowding that reduces the quality of education, increases lawlessness in schools, and insufficient resources such as textbooks. The major challenges faced by these schools is the delay in releasing provincial funds, inadequate state funding, and loss of income from school funding. These make no-fee schools vulnerable, affecting quality of education and influences on the enrolment pattern of learners (Nsapato, 2007:2).

Against this background, the study aimed to investigate factors influencing poor enrolment in a no-fee school in the foundation phase and to suggest strategies that could be used to overcome these challenges.

The study adopted a qualitative research method and its design was a case study. Four educators were purposeful selected on the basis of three years teaching experience in a no-fee school in the foundation phase. Data collection strategies were semi-structured interviews and document analysis. Data analysis was done according to a systematic process of coding and categorising. Gathered data was categorised into constituent parts for coding purposes.

Ethical issues considered were the following: permission to conduct the study, informed consent, confidentiality, and anonymity. Participants' confidentiality and anonymity were maintained by using pseudonyms in the report. The voluntary nature of participation and the absence of punishment for withdrawal from the study were emphasised prior to commencement of the semi-structured interviews. The issue of trustworthiness in this study was considered through the following: credibility, transferability, dependability and confirmability.

The data analysis from semi-structured interview revealed the following: the no-fee school policy has a negative impact on parents because parents were no longer involved themselves in the education of their children. The overburdened infrastructure has a negative effect on quality of education and the enrolment status, deterioration of quality of education in no-fee schools force parents to withdraw their children and register them to better schools, cooperation amongst stakeholders is necessary for the improvement of quality of education, teachers' remuneration should also be improved and the maintenance of professionalism through discipline.

Findings from document analysis revealed that poor enrolment in no fee school was caused by high rate of absenteeism in all registers. This compelled educators to withdrew learners' from class registers hence poor enrolment figures in no fee schools. Staff meeting minutes revealed that enrolment of learners in no-fee schools could be improved through improvement of teaching and learning and the provision of adequate infrastructure and the reinforcement of the no-fee school policy packages such as the National School Nutrition Program in order to attract more vulnerable learners to these schools.

Based on the findings, the following strategies are recommended for improving poor enrolment in no-fee schools: strengthening collaboration amongst the stakeholders in education; maintenance of discipline; enforcement of professionalism among teachers; continuous training of all stakeholders; and punctual disbursement of funds to no-fee schools.

Key concepts: No-fee schools, poor, enrolment, foundation phase, educators and learners.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANSSSF:	Amended National Norms and Standards for School Funding
ASIDI:	Accelerated School Infrastructure Delivery Initiative
CEDU:	College of Education Ethics Committee
DoE:	Department of Education
ECD:	Early Childhood Development
FPE:	Free Primary Education
FPKE:	Free Primary Kenya Education
GHS:	General Household Survey
MEC:	Member of Executive Council
NPDE:	National Primary Diploma in Education
NEEDU:	National Education Evaluation and Development Unit
NFSP:	No-fee school policy
NGO:	Non- Governmental Organisation
NSNP:	National Schools Nutrition Programme
RNCS:	Revised National Curriculum Statement
SA:	South Africa
SASA:	South African Schools Act

SGBs:	Schools Governing Bodies
STD:	Secondary Teachers Diploma
SPTD:	Senior Primary Teachers Diploma
PLA:	Policy of learners Attendance
PTC:	Primary Teachers Certificate
UBE:	Universal Basic Education
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UNISA:	University of South Africa
USA:	United State of America

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

In South Africa (SA), the change of government regime from apartheid to democracy in 1994 transformed the South African education system and focused on quality, equitable and democratic education for all (Motala & Sayed, 2009a:1).

Although democracy reduced discrimination in social spending in the provision of education, inequality remained between rich and poor schools in the South African public school system (Motala & Sayed, 2009a:1). This inequality caused an amendment of the South African Schools Act no 84 of 1996 (SASA).

Section 29 (1) of the Constitution Act 108 of 1996 (RSA, 1996a) backed by the South African Schools Act No 84 of 1996 (SASA), made the provision of basic education accessible to all learners (Motala & Sayed, 2009a:1; Hall & Monson, 2006:45). This includes the compulsory school attendance of learners from the ages of seven to fifteen; however, the onus lies with the Member of Executive Council (MEC) to ensure that there are enough schools in his or her province so that every child can attend.

The Norms and Standards of School Funding (Republic of South Africa, 2006) were reviewed so that the inclusion of a school-fee exemption policy could be implemented. Motala and Sayed (2009a:2) further highlight that the policy phased out school fees for the poorest learners and allowed them to attend the so-called quintile 1 and 2 schools. The phasing out of school fees led to the formation of no-fee schools.

The Education Amendment Act no 24 of 2005 passed by parliament declared some of the schools, especially those that fall within the lowest quintile 1 and 2 of poverty, to be no-fee schools (Motala & Sayed, 2009b:2). Learners who attend no-fee schools are exempted from paying any school fees. The government provides them with funding,

having allocated it per learner. The focus of the no-fee schools was to redress the imbalances of the past and to enable vulnerable children such as the poor, orphans and disabled children to access free education (Raab, 2008:1).

The introduction of no-fee schools in SA has attracted many learners who had left schools for many years. It has also led to sudden and dramatic increases in enrolment, but the cost of overcrowding has reduced the quality of education because of increased lawlessness in the schools, insufficient resources such as textbooks, and the difficulty in the management of large classrooms (Borkum, 2009:1).

Ideally, the no-fee school policy is expected to relieve the financial pressure on both the parents and learners. Yet, parents still withdraw their children from no-fee schools. The situation leaves the researcher with a question regarding factors that contribute to school turnover, hence the investigation.

1.2 PROBLEM STATEMENT

As mentioned previously in this study, the No-Fee Schools Policy (NFSP) was introduced with the intention of attracting vulnerable children such as the poorest learners to access education without charging mandatory fees and also to redress the imbalances of the past in SA (Raab, 2008:1; Bold, Kimenyi, Mwabu & Sanderfu, 2010:22; Giese, Hall, Koch & Zide, 2009:30). However, many poor parents of vulnerable learners at the no-fee schools have withdrawn their children from these schools (Chuck, 2009 :10).

Instead of achieving its goal of high enrolment figures, the enrolment rate has decreased in some of these very no-fee schools, (Chuck, 2009:8) leaving the researcher to wonder: What factors influence poor enrolment in no-fee schools in the foundation phase?

The views of educators from no-fee schools needed to be explored regarding poor enrolment and the strategies that could be put in place to mitigate the challenges of poor enrolment in no-fee schools.

1.3 MOTIVATION FOR THE STUDY

Poor enrolment in no-fee schools was the motivating factor for the investigation. The intention was to determine the factors contributing to poor enrolment as well as the strategies that could be used to improve enrolment in a no-fee school. Conducting this research was intended to promote a deeper understanding of factors influencing poor enrolment in no-fee schools.

1.4 THE SIGNIFICANCE OF THE STUDY

The following issues indicate the significance of this study:

- The results of the study would lead to better practices, especially to the school managers and educators of no-fee schools.
- The finding would assist the no-fee school managers and educators with the strategies that could be employed to overcome identified factors.

1.5 PRELIMINARY LITERATURE REVIEW

For McMillan and Schumacher (2010:246), a literature review illuminates the literature to enable a reader to gain further insights about the study. In this study, the researcher consulted books, journals, articles and dictionaries to get a deeper understanding of factors influencing poor enrolment in no-fee schools in the foundation phase.

According to Harrison (2006:174), in SA no-fee schools came with the interesting concept of making education free, thus enabling poverty-stricken learners to access education. Reschovsky (2006:37) argued that abolishing school fees in South African public schools would make public schools centres for poor quality of education,

compared to private schools. Parents who could afford to finance education for their children ended up sending their children to better schools in search of quality education.

The same policy of no-fee schools was implemented in Kenya for parents from poor backgrounds to attract poor learners to access education without paying any school fees (Bold, Kimenyi, Mwabu & Sanderfu, 2010:22). The abolition of school fees in Kenya increased learners' enrolment and the demand for additional human resources, teaching and learning materials. Educators at Kenyan schools became weighed down in their classrooms because of the increased enrolment of learners. As a result, learners were given less homework, while remedial work was at risk (Chuck, 2009:12; Fredriksen, 2009:34; Nsapato, 2007:1-2; Reschovsky, 2006:35).

Furthermore, Chuck (2009:13) states that disciplinary problems in the Free Primary Kenya Education system (FPE) destroyed the quality of education, forcing some families to withdraw their children from no-fee schools and register them at schools where discipline was maintained, hence the poor enrolment in no-fee schools.

In Malawi, the introduction of free primary education also left the schools with no money for school development and maintenance. The enrolment of learners was negatively affected because parents sent their children to better schools (Fredriksen, 2009:179).

Again, after the introduction of free primary education in Malawi, indirect costs of items such as school uniforms and textbooks resulted in learners from poor backgrounds absenting themselves from school and eventually leaving school. Failure to retain learners resulted in a decline in enrolment (Fredriksen, 2009:184, Dieltiens & Motala, 2010:9). Free primary education was misinterpreted as a democracy or freedom to decide when to go to school or not (Fredriksen, 2009: 181).

In the study conducted by Kattan (2006:47), research findings indicate that no-fee schools need to be supplemented by government communities and political leadership in order to achieve universal basic education. The decline in the enrolment in no-fee

schools was found to be caused by a lack of support and long distances travelled to schools.

In developed countries such as the United States, the introduction of a no-fee policy in certain schools brought big pressure on the economy, which affected the delivery of quality education in terms of allocation of resources (Andrew & Taylor, 2007:2). The no-fee schools policy was mostly practised in public schools, resulting in the decline in performance and eventually affecting the enrolment.

In order to mitigate the resource challenges, many educators in the United States of America continuously requested more donations in the form of money. The quality of education was affected, as resources were also limited (Andrew & Taylor, 2007:2).

1.6 CONCEPTUAL FRAMEWORK

The conceptual framework for this study was based on Johnson's (2011: 33) conceptual framework of factors influencing low/ poor enrolment in no-fee schools in the foundation phase. The Johnson's framework includes the following:

1. **Parental factors:** This includes poverty level, educational level, attitude and ignorance.
2. **Teacher factors:** This includes inadequate training, negative attitude, lack of motivation and inadequate remuneration.
3. **School factors:** Factors such as lack of facilities, poor infrastructure, distance from home and insufficient teaching.
4. **Government policies:** This includes the no-fee school policy, no-fee schools, delays in provincial funding, and dysfunctional schools.

This framework best suited my study because it describes certain variables that explain factors influencing poor enrolment in a no-fee school in the foundation phase. The

framework sheds more light on what could be done to improve enrolment of learners in a no-fee school in the foundation phase.

1.7 THE RESEARCH QUESTIONS

1.7.1 The main research question

What factors influenced poor enrolment in no-fee schools in the foundation phase?

1.7.2 The sub-questions

- What were the views of educators regarding poor enrolment of learners in a no-fee school's foundation phase?
- How could educators overcome the challenges of poor enrolment in a no-fee school's foundation phase?
- What support did no-fee schools' foundation phase receive to improve enrolment of learners?

1.8 THE AIM AND THE OBJECTIVES OF THE STUDY

1.8.1 The aim of the study

The main aim of this study was to investigate factors influencing poor enrolment in the foundation phase of no-fee schools in Sibasa Circuit.

1.8.2 The objectives of the study

- To explore views of educators regarding poor enrolment of learners in no-fee school foundation phase.
- To determine how educators overcame challenges brought about by poor enrolment of learners in a no-fee schools' foundation phase.

- To suggest strategies that could be used to improve enrolment of learners in the foundation phase of no-fee schools.

1.9 RESEARCH METHODOLOGY

1.9.1 Qualitative research approach

According to Leedy and Ormrod (2010:12), research methodology is a general approach the researcher adopts in carrying out the research project. To some extent, this approach dictates the particular tools the researcher selects. In this study, the researcher employed a qualitative research approach as part of the methodology to investigate factors influencing poor enrolment in the foundation phase of no-fee schools in Sibasa Circuit. The qualitative research approach was appropriate for this study because the researcher collected data in the form of words that captured the participants' lived experiences concerning the phenomenon under scrutiny.

1.9.2 Case-study research design

On the one hand, Berg (2009:41) and De Vos (2008:323) attest that a research design is seen as a design or the plan or blueprint according to which the research is to be conducted. On the other hand, McMillan and Schumacher (2010:12) declare that the purpose of a research design is to provide a general plan for directing a systematic investigation of the phenomenon of interest.

In this study, the researcher employed a case-study research design to investigate factors influencing poor enrolment in the foundation phase of no-fee schools in Sibasa Circuit.

1.9.3 Data collection and instruments

According to Durrheim, Terre Blanch and Painter (2007:51), qualitative researchers collect data in the natural setting, making use of interviews and recording human behaviour in the context of interaction.

Castle (2010:76) mentions that data collection occurs in many ways, depending on the research approach and methods used. In this study, semi-structured interviews and document analysis were the data collection instruments used to gather data on factors influencing poor enrolment in a no-fee schools' foundation phase.

1.9.4 Ethical considerations

Ethics are guidelines that enable a researcher to ensure that all respondents in a research study participate voluntarily and are not harmed in the process (Wysocki, 2008:228.) Berg (2009:60) identifies the guidelines below for ethical consideration: permission to conduct the study, informed consent, confidentiality and voluntary participation.

1.9.4.1 Permission to conduct a research study

In this study, the researcher made application to conduct this study to the following gatekeepers: Ethics Committee of the Department of Education at regional level; Sibasa Circuit Manager; School Managers; and the educators of the targeted no-fee schools in Sibasa Circuit. An ethical clearance certificate and permission to conduct the study was also granted by the University of South Africa's (UNISA) College of Education (CEDU) Ethics Committee.

1.9.4.2 Informed consent

According to Bless and Higson (2006:183), informed consent is the ethical principle whereby the research participants should be told the nature of the study to be conducted and given the choice of whether to participate. The participants should be

told that if they agree to participate, they do so of their own free will and have the right to withdraw from the study at any time.

In this study, participants were provided with detailed information about their role in the research study, inclusive of the purpose of this study, the procedures that were followed to conduct this study, the data collection instruments, and how the results would be used, so that they could make an informed decision whether they wanted to participate in the study or not. The participants completed and signed the informed consent forms upon agreement to participate in the study.

1.9.4.3 Confidentiality

Monette and Thomas (2008:490) indicate that the researcher should respect the right to privacy of participants, particularly regarding sensitive and personal information. Such information should be kept strictly confidential. The researcher assured the participants that information they provided would be kept as a secret to safeguard their dignity. Their names would not be reflected anywhere in the research report. The questions were also phrased in a polite manner that would not humiliate the participants.

1.9.4.4 Anonymity

According to Berg (2009:91), the participants should remain nameless and their wellbeing should not be compromised. In this study, the researcher did not use the participants' names in the collection of data. Instead, pseudonyms were employed. The research site should also remain nameless one no-fee school.

1.9.4.5 Voluntary participation

Consent was requested from the participants through completion of an informed consent form. The informed consent form emphasised the voluntary nature of participation and absence of punishment for withdrawing from the study. The

participants were informed that they were free to withdraw from the study at any time, should they feel the need to do so.

1.9.5 Population and sampling

The population is regarded as the entire set of individuals who have some common characteristics, sometimes referred to as the universe (McMillan & Schumacher, 2010:329). In this study, the target population was educators from no-fee primary schools in the foundation phase at one no-fee school.

According to McMillan and Schumacher (2010:329) and Berg (2009:48), a sample is a smaller number of participants who are selected to represent a large population. For the purpose of this study, purposive sampling was used. Four educators from the no-fee school foundation phase were purposely selected to participate in the study. They were selected based on having three years of teaching experience in no-fee schools in the foundation phase.

1.9.6 Data analysis

According to McMillan and Schumacher (2010:367), qualitative data analysis is a relatively systematic process of coding, categorising, and interpreting data to provide explanations of a single phenomenon of interest. Marshall and Rossman (2006:162) and Bogdan and Biklen (2007:197) add that data analysis continues into data reporting or writing through data interpretation.

In this study, the researcher used regular, frequent interim analysis throughout data collection in order to keep track of change in the data collection instruments. The researcher also provided an overall interpretation of the study findings.

1.9.7 Measures to ensure trustworthiness

According to Mamabolo (2009:67), trustworthiness is the extent to which a study is worth paying attention to, worth taking note of, and the extent to which others are

convinced that the findings can be trusted. In qualitative research, trustworthiness is ensured when the data accurately reveals in detail the experiences of the participants who are involved in the study. Therefore, trustworthiness measures the quality of research. To maintain trustworthiness in qualitative research, four criteria were used, namely (Gasson, 2004:95).

❖ **Credibility**

Credibility deals with the accuracy of identifying and describing the subject of the study (Gasson, 2004:95). Mamabolo (2009: 68) describes credibility in qualitative research as the extent to which the data and data analysis are believable and trustworthy.

❖ **Confirmability**

Confirmability, according Gasson (2004:93), refers to the degree to which the researcher can demonstrate the neutrality of the research interpretations, through a “confirmability audit”. In other words, the researcher has to confirm data gathered with the participants.

❖ **Dependability**

Dependability is the researcher’s account of the changes inherent in any setting as well as changes to the research design as learning unfolded (Gasson, 2004:94). Dependability is analogous to reliability, that is, the consistency of observing the same finding under similar circumstances (Gasson, 2004:94).

❖ **Transferability**

Transferability deals with the applicability of the findings to another context (Gasson, 2004:98). As this study was qualitative, generalising of the results was not necessary.

However, the semi-structured interviews appended at the end of this study (Appendix 4) would assist readers to transfer the findings to another context, should the need arise.

1.10 PLAN OF THE STUDY

The proposed plan of this study covered the following five chapters:-

Chapter one provides the introduction and background of the investigation, which served as the orientation of this study. Also included are the problem statement, the aim and objectives of the study, research questions, research methodology, literature review, ethical considerations and measures to ensure trustworthiness. Finally, the plan of this study concluded this chapter.

Chapter two presents the literature review, which explored factors influencing poor enrolment in no-fee schools. Some studies refer to poor enrolment in a no-fee school and hence were included in this literature review. The review of literature embraced the following: the establishment of no-fee schools in South Africa; implementing challenges of the no-fee school policy in South Africa; and enrolment trends in a no-fee school in South Africa. Also included were the perception of poor enrolment in a no-fee school in the foundation phase, overcoming the challenges of poor enrolment in no-fee schools, initiatives needed to improve poor enrolment of learners in the foundation phase; and lastly, the conceptual framework.

Chapter three entailed data collection, which was done according to McMillan and Schumacher's (2010:329) phases, as follows:

Phase 1: Planning data collection, which embraces ethical considerations such as confidentiality, anonymity and voluntary participation.

Phase 2: Population and sampling.

Phase 3: Data collection instruments, which include semi-structured interviews and document analysis.

Phase 4: Closing data collection, focusing on recapping of what transpired during the semi-structured interview sessions with the participants.

Phase 5: Completion of data collection and continue with data analysis.

Chapter four: Data analysis, interpretation and discussion of findings were presented in chapter four. The focal points of this chapter included the research site and biographical information of the participants. Document analysis included class registers, admission register, summary register and minutes of staff meetings.

Chapter five presents the summary of the main findings, which entailed the views of educators regarding poor enrolment, how educators could overcome the challenges of poor enrolment in no-fee schools in the foundation phase and the needed support for no-fee schools to improve enrolment. It also embraced the recommendations that were raised by the outcomes of this study. The limitations of this study, and strategies on how to increase enrolment also form part of this chapter. The conclusion summarised the contents of chapter five.

1.11 DEFINITION OF CONCEPTS

1.11.1 Poor enrolment

According to the Oxford Advanced Learners Dictionary (2015:1126), poor enrolment means lacking in the number of people who are enrolled at a school or college. In this study, poor enrolment shall be when the number of children is below the ratio of 1:35. If the ratio is greater than 1:35, educators would be deployed to schools where their services are needed.

1.11.2 No-fee school

No-fee school refers to a public school in which the school governing body (SGB) cannot impose mandatory fees (Giese, Zide, Hall, & Koch, 2009:5). No-fee schools are prohibited from charging school fees or any registration. In this study, no-fee school refers to quintile 1 & 2 schools where children are not charged any fee for their education and training. Poor enrolment in no-fee schools' foundation phase has prompted the researcher to conduct this study.

1.11.3 Foundation phase

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2010:10), the foundation phase is the first phase of the General Education and Training Band: Grade (R-3). It focuses on primary skills, knowledge and values and in so doing lays the foundation for further learning (Revised National Curriculum Statement Grades R-9 (RNCS) (Department of Education, 2003:19).

In this study the researcher considered the foundation phase as the first phase in primary schools from grade R to three (3). Factors that influenced poor enrolment were investigated in this phase.

CHAPTER TWO

NO FEE SCHOOLS, FOUNDATION PHASE

2.1 INTRODUCTION

This chapter presents the views of different authors about factors influencing poor enrolment in the foundation phase of a no-fee school.

The review of literature includes the following topics, each of which will be discussed later in this chapter: the establishment of no-fee schools in South Africa (2.2) is presented first, then follows the no-fee school policy and enrolment trends in no-fee schools in South Africa (2.3). This chapter also aims to address what authors identify as the implementation challenges of the no-fee school policy in South Africa (2.4). In addition, it discusses the factors influencing poor enrolment in no-fee schools in the foundation phase (2.5), also in other countries.

Further included are perceptions on the poor enrolment in no-fee schools in the foundation phase (2.6) and suggestions for how the challenges of such poor enrolment could be overcome (2.7). It explores different initiatives that are needed to improve poor enrolment of learners in no-fee schools (2.8) in the foundation phase. The conceptual framework (2.9) forms part of this chapter, explaining the interrelationship between factors influencing poor enrolment in no-fee schools' foundation phase. The conclusion (2.10) summarises this chapter.

2.2 THE ESTABLISHMENT OF NO-FEE SCHOOLS IN SOUTH AFRICA

The new South African government intended the education system to be equitable, of good quality and democratic. Since 1994, discrimination in social spending has been eliminated but inequalities between rich and poor schools remain. To close this gap, the

Education Department in South Africa changed its policy on education financing and introduced the no-fee schools policy (Motala & Sayed, 2009b:1).

2.2.1 **No-fee school**

A no-fee school is a public school in which the school governing body cannot impose mandatory fees (Giese, Hall, Koch & Zide, 2009:5). These schools are prohibited from charging school fees or any registration money (Giese et al., 2009:5; Branson, Lam & Zuze, 2012:11). In South Africa, they regard free education as no-fee schools. In other developing countries such as Somalia, Kenya, Ghana, and Uganda, they regard it as Free Primary Education (FPE).

The no-fee schools were introduced in 2006 and rolled out in 2007 (Branson et al., 2012:11). The aim of no-fee schools was to promote equitable access to better quality education (Hall & Giese, 2009:26).

To ensure equity amongst the poor and rich learners, the no-fee school policy was outlined in the Amended National Norms and Standards for School Funding (ANNSSF) of 2006 (Giese et al., 2009:26). The no-fee policy introduced a national ranking, which seeks to ensure that equally poor learners across the country receive the same education (Giese et al., 2009:26). The no-fee policy abolishes school fees in the poorest 40 percent of schools nationally (Giese et al., 2009:6). This has led to a sudden and dramatic increase in enrolment – more learners attend no-fee schools nationally (Giese et al., 2009:6).

The no-fee school policy divides all South African public schools into five categories called quintiles. To rank schools into national quintiles, a school poverty score is used and it is determined by the poverty level of the community in which the school is situated (Jones, 2011:1). The focus is on different indicators of poverty such as income, unemployment and level of education of the community (Branson et al., 2012:17).

Giese et al., (2009:26) show that the poorest schools are in quintile 1 and 2 and the least poor quintile is 5. Quintiles 4 and 5 schools are forced to charge school fees to supplement their school resources. Quintiles 1, 2 and 3 schools do not pay school fees. They rely on government funds only.

The state provides no-fee schools with a larger Norms and Standards allocation than schools classified as fee-paying schools in quintiles 4 and 5 (Sayed & Motala, 2009a:3). Wilderman (2009:32) asserts that no-fee schools were an integral part of the South African government's strategy to alleviate the effects of poverty and to redress the imbalances of the past.

Unfortunately, little progress has been made in bridging the gap of inequality between poor schools and wealthier schools. Ranking schools brought another challenge, because schools serving the same community receive different financial allocations. Even if they were declared no-fee schools, enrolment of learners is the determining factor for the allocation of funds.

2.3 IMPLEMENTATION CHALLENGES OF NO-FEE SCHOOL POLICY IN SOUTH AFRICA

2.3.1 Financial difficulties

Though the government declared quintiles 1, 2 and 3 to be no-fee schools, the no-fee schools faced many challenges in the implementation of the policy because some were no longer getting the increased allocation that they were supposed to receive (Pampallis, 2008:21). Some parents could not afford to pay the uniform costs and it was more of a substantial burden to poor parents. Ideally, parents were expected to continue to buy school uniforms for their children. Therefore, the no-fee schools experienced mounting financial difficulties that affected payments for their non-personnel costs, resulting in the collapse of services in some schools (Pampallis, 2008:21).

2.3.2 Poor communication

Communication between provinces, districts and schools on the no-fee school policy was not up to the standard. Schools were not well informed about what they were expected to receive (Motala & Sayed, 2009b:4).

Furthermore, the no-fee schools were always informed at short notice about the allocation of funds and this affected planning and daily operation. According to Dossing, Mokeki and Weideman, (2011:27), the district officials admitted that they did not inform schools about their budget; even if they did, they did it late. Hence, dissemination of information is a major problem in no-fee schools and this makes no-fee schools dysfunctional and affects the enrolment pattern.

2.3.3 Deficiency in enforcement of the no-fee school policy

Motala and Sayed (2009b:4) show that deficiencies in the enforcement of the no-fee schooling resulted in some schools and parents imposing other forms of fees on pupils such as development fees, textbook fees and uniform fees. The imposition of other fees forces the most vulnerable learners to be absent from school and eventually drop out.

2.4 ENROLMENT TRENDS IN NO-FEE SCHOOLS IN SOUTH AFRICA

In South Africa, enrolment figures are used to measure access of learners in the schooling system. I provide a comparison of learner enrolment between 2007 and 2010 in South Africa schools below.

Table 2:1 No-fee school enrolment from 2007 to 2010

Province	Learners				
	2007	2008	2009	2010	
Eastern Cape	2 136 713	207 994	2 076 400	2 052 386	
Free State	680 777	670 588	651 785	654 704	
Gauteng	1 883 538	1 894 027	190 3838	1 974 066	
Kwazulu Natal	2 848 652	2 771 420	2 827 335	2 806 988	
Limpopo	1 816 230	1 764 669	1 707 280	1 706 401	
Mpumalanga	1 054 085	1 051 531	1 035 637	1 036 432	
Northern Cape	265 477	265 866	267 709	269 392	
North West	747 248	779 260	777 285	759 114	
Western Cape	968 327	962 008	980 694	1 000 616	
South Africa	12 401 217	12 339 363	12 227 963	12 260 099	

Source: 2007-2009 Published in Education Statistics in South Africa. 2010: SNAP Survey (Department of Basic Education, 2010).

Based on the illustration above, no-fee schools were introduced in 2006 and rolled out in 2007. According to Education Statistics in South Africa, the snap survey indicates that between 2007 and 2010 the enrolment of learners decreased by 12 401 217 learners to 12 260 099 learners (Department of Basic Education, 2012:14).

According to the General Household Survey (Statistics South Africa, 2009:10), the enrolment rate decreased in all provinces between 2007 and 2009, with the exception of Gauteng. Enrolment decreased most steeply in the Northern Cape between 2007 and 2009. In the Eastern Cape, enrolment declined from 2 136 713 in 2007 to 2 052 386 in 2010. In the Limpopo province, enrolment decreased from 1 816 230 to 1 706 401. The province with the lowest enrolment rate in 2009 was the Northern Cape with 267 709 learners.

The General Household Survey for 2009 (Statistics South Africa, 2009:10) cites the general deterioration of the economy in most households during 2008 and 2009 as the cause of enrolment decline. Even though some of the schools were declared no-fee schools, the survey indicates the need to earn money and family duties were cited as the major causes for enrolment decline.

2.5 FACTORS INFLUENCING POOR ENROLMENT IN NO-FEE SCHOOLS' FOUNDATION PHASE IN SA AND OTHER COUNTRIES

The Department of Education in South Africa, as indicated by Dossing, Mokeki et al., (2011:27), has agreed that late transfer of funds by the Provincial Departments of Education has created a "funding gap" leaving no-fee schools without any money for the smooth running of their schools. No-fee schools scramble for resources at the beginning of the year because of late submissions of audited statements and poor administration at provincial level. Audited statements act as a passport for schools to obtain new grants.

The findings confirm that provinces are concerned only with submission of audited statements, rather than the findings that could improve financial management of a no-fee school (Dossing et al., 2011:27).

Furthermore, it has been commented that the no-fee school policy is not working as it should, because no-fee schools are not allocated sufficient funds to meet schools' needs (Dossing et al., 2011:27). The insufficient funds and transfer delays are some of the crucial problems that influence poor enrolment in no-fee schools.

The sections below draw on the experiences of other African countries such as Kenya, Nigeria and Somalia to consider some of the factors that negatively affect the enrolments at no-fee schools.

2.5.1 Transfer delays

Transfer delays have been defined as failure to release provincial funds in time (Motala & Sayed, 2009a:4). The system in Kenya failed to achieve its mission of attaining a high enrolment and completion rate; instead, both enrolment and completion rate have declined (Chuck, 2009:18). In Kenya, funds were not disbursed in time and there was a lack of commitment by the governments' stakeholders, hence the decline in enrolment (Chuck, 2009:18).

In South Africa, transfer delays have also caused uncertainty and cash flow problems in no-fee schools (Pampallis, 2008:22). Failure to release funds in time has rendered some of the no-fee schools dysfunctional. The delay has negatively affected the no-fee schools' planning and operations. Parents have been compelled to withdraw their children and enrol them in functional schools; therefore, enrolment in no-fee schools has suffered (Giese et al., 2009:55).

Furthermore, Antonowicz, Lesne, Stassen and Wood (2010:10) indicate that developing countries such as Uganda and Ghana have experienced the same challenge of transfer

delays of funds for up to a year. These transfer delays consequently cause frustration for stakeholders of no-fee schools.

Although many countries have implemented no-fee policies, compulsory primary education does not result in 100 percent enrolment. When done without the proper support, it can lead to many challenges, as it fails to address the many reasons why learners do not enrol at no-fee school (Richards, 2011:56).

2.5.2 Household poverty

The poorest of the poor, who cannot make ends meet, cannot enrol their children in no-fee schools. Poverty is a social factor that prevents learners from accessing education in Ghanaian free primary schools (Ananga, 2011:5). Children from lowest income families are less likely to enrol than children from high-income families (Ananga, 2011:5).

Ananga (2011:6) shows that children from low socio-economic households and those who are prone to income shock withdraw from school in order to work. This is so in order to supplement the costs of schooling such as uniform costs and transport costs.

Hall (2012:96) highlights the same results on poverty, namely: that children from poor backgrounds with limited economic resources, lower levels of parental education, or who have lost one or both parents' are less likely to enrol in school. The most compelling factor that prevents learners from participating in the no-fee schools is the poverty of parents.

2.5.3 Conflict

Evans (2013:1) defines conflict as a disagreement or struggle, especially prolonged struggle amongst groups or individuals. Learners who live in conflict-affected areas are less likely to complete schooling. Therefore, in reality conflict as a struggle has negative impact on educational attainment. People lose their physical or social assets. People

often flee and become refugees, and lose opportunities to invest in the education of younger generations (Conceicao & Kim, 2010:38).

In Somalia, one of the challenges that has prevented learners from accessing Free Primary Education is conflict (Moyi, 2012:1). One of the longest conflicts that have been raging for the past 20 years is the civil war. Civil war in Somalia has prevented parents from sending their children to school. Parents are afraid for the safety of their children on the way to school and in the school. Schools have been targets. Therefore, parents are afraid of abduction of their children, especially girls, as this has also happened in Nigeria (Moyi, 2012:1).

When conflict occurs in a country, children become the victims, and are often withdrawn from schools. Children in political conflict environments often do not attend Free Primary Education (Hunt, 2008:35). The conflict in certain countries forces parents to relocate to other countries where they can enrol their children in better schools (Hunt, 2008:35). Unfortunately, when they arrive there, they often have to face difficulties in accessing education because of language problems and lack of identification documents. So civil war, and politically troubled environments are significant barriers for learners to access education (Hunt, 2008:35).

During the civil war in Somalia, the schools were provided with resources, but the facilities were destroyed and schools in Free Primary Education had to close down. The conflict and unstable lives affected teachers and learners negatively; they ended up staying at home and no longer going to school (Hunt, 2008:35).

Furthermore, teachers in some instances were forced to flee for safety reasons. Teachers were no longer productive, as conflict had an impact not only on what was taught, but also on how it was taught. In reality, conflict in a country destroys the future of learners (Moyi, 2012:2).

2.5.4 Health problems

Health problems also play a role in learners' absenteeism. According to Woldehanna and Hagos (2012:5), learners' poor health affects their enrolment. Some learners have been forced to absent themselves from school in order to take care of siblings. In Ethiopia, for example, most of the children suffer from malaria and typhoid. Children's illness often forces them to leave school as the result of prolonged absenteeism (Nega, 2011:3).

2.5.5 Undertrained teachers

According to Eddy and Akpan (2009:47), in Nigeria they regard free education as Universal Basic Education (UBE), which is universal, free and compulsory. Under the UBE program, there is a lack of qualified teachers in most primary schools (Eddy & Akpan, 2009:48). In the free education system in Nigeria, teachers are not sufficiently trained on how to teach learners (Eddy & Akpan, 2009:48). Hiring untrained teachers affects the quality of education. Teachers play an important role in delivering quality education for the entire education system (Eddy & Akpan, 2009:48).

Hardman (2011:6) emphasises that undertrained teachers have a major impact on the quality of teaching and learning. Many learners who do attend no-fee schools receive an inadequate education because of poorly trained and underpaid teachers. Learners end up failing to complete free primary education due to the poor quality of teaching and learning.

Arong and Ogbadu (2010:192) indicate that in Nigeria under Universal Basic Education (UBE) educators who train the minds of the nation are in crisis because of their qualifications. Those educators who have been trained are unable to make curriculum activities interesting. This shows that they were not sufficiently trained.

Jukuda (2011:3) highlights the same results on poor training of teachers in no-fee schools, which makes it difficult to produce the professional skills that are needed in the

education system. Poor training prevents teachers from using different teaching and learning strategies. On the one hand, untrained educators cause discouragement to parents about the careers of their children; on the other hand, innocent poor children end up underperforming, and this leads to high dropout rates of children and low levels of attainment in their schooling (Göttelmann-Duret, 2012:38; Hardman, 2011:6).

However, in countries such as Ghana, Lesotho and South Africa, where free primary education was implemented, intensive study on teacher training was done. The focus was on important components of the curriculum, one of which was knowledge of how to teach a subject. Hardman (2011:7) emphasises that there is a need for training educators on putting principles into practice. Teachers should also be capacitated on how to do hands-on teaching.

The trainees should be able to translate ideas into classroom practices. To retain learners and to improve their progress and learning, there is a need to transform familiar rote learning into more wide dialogue and discussion amongst the whole class. Group work and problem solving should form part of the strategies used that would enable learners to participate in their learning.

2.5.6 Poor financial management

In a no-fee school, management of funds is the responsibility of the governing body. For Chuck (2009:8), principals of no-fee schools lack financial management skills. This is the most burning issue as compared to other challenges (Chuck, 2009:8). For the Kenyan education system, this was not an easy task; hence they have failed to sustain the enrolment of learners because charges and indirect costs continue to be an obstacle to enrolment of the poorest household.

According to Bold et al. (2010:10), the introduction of Free Primary Education in Kenya led to a collapse of service because of weaker accountability between principals and the government. The power of SGBs was undermined because they could no longer raise funds (Bold et al., 2010:10). Parents also lost a sense of ownership because they were

no longer paying school fees. Therefore, the quality of education in Free Primary Education in Kenya deteriorated drastically (Bold et al., 2010:10).

There is a need for all stakeholders to have effective training through individual or group mentoring, peer support groups and in-service training on financial management. In-service training through workshops needs to be built into long-term plans with follow-up time regularly scheduled for discussion and reflection (Taylor, 2008:23).

2.5.7 Inadequate state funding

For Wilderman (2009:32), no-fee schools face diverse challenges of inadequate state funding and loss of income from school funding. Antonowicz et al. (2010:10) confirm that Ghana experienced underpayment. Funds did not arrive in full. This made no-fee schools vulnerable.

Hall and Giese (2009:40) confirm that most no-fee schools in South Africa are also being operated without enough money for delivering quality of education. Low quality of teaching has resulted; in turn discouraging learners from accessing education. There is a need to review both school funding policy and legislative policy in order to achieve equitable access to quality education.

2.5.8 Poor remuneration of educators

Research reveals that poor payment in teaching cannot attract high quality teachers in a no-fee school (Salifu & Agbenyega, 2013:65). Educators do too many odd jobs to augment their salary; thus reducing their capacity to work. Attractive remuneration would make educators committed and work hard to raise the performance of learners. Good remuneration would make educators explore new teaching and learning strategies. Attractive remuneration would make educators renew themselves by furthering their studies in the quest to provide learners with the highest quality of education (Salifu & Agbenyega, 2013:65).

2.5.9 Household composition

As to family composition and size, the findings show mixed results because of the opposing forces a larger household represents (Ananga, 2011:5). Having a large number of school-age children in the household was found to have a negative effect on a child's progress through free compulsory education in Ghana (Ananga, 2011:5). For developing countries, there is evidence that older siblings are more likely to suffer the consequences of high fertility than younger ones, since older children do the household chores or contribute to the household income by earning some extra money (Ananga, 2011:5).

The probability of a child attending school was found to be negatively related to single parenthood, because children often have to replace the work done by the missing parent (Ananga, 2011:17). If the mother has passed away, other children take the responsibility of looking after their siblings. An unconcerned attitude of the remaining parent may push the children out of school (Ananga, 2011:17).

2.5.10 Negative attitude of teachers towards learners and lack of commitment

Ananga (2011:10) indicates that teachers' attitudes, especially to overage learners, create an unfriendly classroom environment and learners find free compulsory education unappealing. The situation forces learners to withdraw from free compulsory education. Ananga (2011:10) also contends that learners who stay away from free compulsory education sometimes are those who come across a hostile school environment and lack of teacher support. Teachers are expected to play the role of parents in a schooling system.

A high level of teacher absenteeism in no-fee schools affects the chances of higher enrolment (Ananga, 2011:30). Teachers' absenteeism makes learners drop out of no-fee schools and it all conspires to terminate learners' attendance. Parents are forced to transfer their learners to other operational schools (Ananga, 2011:31).

If the quality of education is low in a school, the children have a high probability of dropping out of such a school. Quality of education rests upon the shoulders of qualified educators whose responsibility is to impart knowledge and skills to learners.

2.6 THE PERCEPTION ON POOR ENROLMENT IN A NO-FEE SCHOOL IN THE FOUNDATION PHASE

2.6.1 Child labour

Educators perceive child labour as one of the factors influencing poor enrolment in no-fee schools. According to Woldehanna and Hagos (2012:2), child labour is found to have a significant and negative effect on children's schooling. Children are unable to attend classes regularly because of labour requirements home or work in order to generate additional money for covering indirect costs (Woldehanna & Hagos, 2012:2). Low income or poverty in a family forces children to go out and seek employment to earn a living. This labour interferes with their scholastic achievement and they end up performing badly or decide to quit schooling.

2.6.2 Drought and crop failure

Some households depend on crops to earn their living. When crops or vegetables are destroyed by drought or pest infestations, learners absent themselves from school in search for part-time jobs so that they can supplement food at home. This part-time job tempts learners to lose focus on their schoolwork and pay more attention to their piece jobs (Woldehanna & Hagos, 2012:5).

2.6.3 Parents education

The education of parents is essential to augment the education of their children. Parents' ignorance and low literacy were seen as contributing factors to poor enrolment in Kenya post Free Primary Education. Parents with low levels of education do not see the benefits of schooling. Some parents perceive schooling as a conflicting force

against their tradition (Ruto, Mugo & Kipserem, 2010:60). They think education is a waste of time for their children. Hence, they take their children out of school to perform traditional activities.

Studies have found that there is a correlation between children dropping out of school and parents' level of education (Woldehanna & Hagos, 2012:3). It has been documented that the higher the education of the parent or the household head, the greater the chances of increased access, regular attendance and lower dropout rates (Woldehanna & Hagos, 2012:3).

Children of parents with low education levels are more difficult to educate because they are likely to have less parental encouragement to go to school. When they attend school, they may find the curriculum less relevant to their lives, and find less support for their learning from the home environment. Eventually, they tend to drop out of school, contributing to the declining enrolment in the schooling system (Ruto, Mugo & Kipserem, 2010:60).

2.6.4 Inadequate infrastructure

Free education has an implication for physical facilities. In Kenya, low budgetary allocation for physical infrastructure such as classrooms and learning materials lowered the quality of education (Ingubu & Kyalo, 2011:67). Poor student achievement also resulted due to lack of adequate learning facilities and shortage of teachers.

Quality of education is associated with education facilities in terms of human resources and in-school resources, for example resources such as number of schools available in the community, level of education of teachers, the availability of materials such as books, desks and blackboards (Sorlien, 2012:18). If resources do not correspond to parents' expectations, parents may be discouraged from sending their children to school (Ananga, 2011:8).

Chuck (2009:13) also highlights that inadequate infrastructure such as broken classroom windows make the learning environment uncomfortable. Learners become distracted and not focused. Most street learners who are attracted by no-fee schools drop out of school because they cannot cope with the uncomfortable learning environment (Akech & Simatwa, 2010:489). Lack of educational resources in no-fee schools prevents learning from taking place. Quality of learning cannot be improved without the provision of good classroom resources, and hence enrolment is affected negatively.

2.6.5 Poor quality education

Richards (2011:60) has shown that many researchers perceive educational quality as a major factor that influence schooling access. However, quality of education in no-fee schools has been compromised by rapid expansion and increased access. Low quality of education remains a big problem in no-fee schools in developing countries because it has been characterised by low achievement, low enrolment and high instances of repetition and dropout (Richards, 2011:60).

Furthermore, Chuck (2009:10) indicates that the deteriorated quality of education has made parents withdraw their learners from free primary education to better schools in search of quality education.

2.7 OVERCOMING THE CHALLENGES OF POOR ENROLMENT IN NO-FEE SCHOOLS

2.7.1 Educators as agents of change

To overcome the challenges of poor enrolment, Taylor (2008:22-24) indicates that educators themselves must be responsible for the learning outcome of their learners through improving teaching and learning. Educators need to improve their subject

knowledge by reading more in the subject they are offering. Educators must be creative and be lifelong learners (Balls, Eury & King, 2009:1).

2.7.2 Effective training of all stakeholders in the education system

Taylor (2008:22) highlights that training of subject advisors is of great importance, as they would advance in assessing teachers' knowledge and their performance. Good performance by educators attracts many learners to enrol in a no-fee school.

Poor enrolment can be overcome by improving subject teaching through individual or group mentoring, peer support groups and in-service training (Taylor, 2008:23). The school's stakeholders should organise in-service training for teachers so that they do not lose touch but are updated with the latest school curriculum developments.

2.7.3 Developing professionalism in schools

Teachers are a key enabling factor in improving the quality of education. Education is also a labour-intensive profession. Without adequate numbers of high quality, motivated teachers, it is impossible to achieve access to quality education. Therefore, to overcome the challenges of poor enrolment in no-fee schools, there is a need to improve the quality of education through developing the professionalism of principals and educators (Göttelmann-Duret, 2012:34).

Professionalism refers to a person who possesses knowledge of something and has a commitment to a particular set of values, both of which are generally accepted characteristics of professions (Balls et al., 2015:1). Professional development also has an impact on academic subjects and how learners learn particular material. It addresses life-long learning, collaboration and personal reflection as characteristics of a profession (Balls et al., 2015:1). Furthermore, developing professionalism also needs transformation of school staff and offering a clear curriculum framework and practical tools (Göttelmann-Duret, 2012:34).

According to Taylor (2008:22), educators should enhance their knowledge through exploration of new methods of teaching and learning and new assessment strategies. Teachers could improve their subject knowledge through adequate training and adapting their teaching to real-life rural situations.

Unfortunately, professionalism is hampered by educators themselves through absenteeism, which influences learners to drop out of no-fee schools. If educators do not act professionally, learners copy bad values and morals. Attendance of both learners and educators should be tightened (Rena, 2011:8).

Furthermore, in order to maintain professionalism in schools, educators should have well organised lesson plans and they should know how to use resources effectively. In addition, activities such as reviewing learners' work, observing other teachers, cooperative planning of classroom implementation, practice sessions with feedback, and opportunities to give presentations, lead discussions and produce written work are effective ways for teachers to improve their skills (Rena, 2011:8).

2.7.4 Maintaining discipline

The challenges of poor enrolment in no-fee schools could be overcome if the principals and educators in no-fee schools were able to maintain discipline and order. The important feature of an effective school is discipline. According to the South African Schools Act 84 of 1996, 8 (1) and (2) (SASA), for no-fee schools to be effective, good school discipline is important, because learners learn best in an orderly and safe environment. Therefore, to achieve good discipline, a written code of conduct is necessary for no-fee schools because it encourages good behaviour. Good behaviour persuades learners to stay in no-fee schools, with the result that enrolment also gains momentum.

Furthermore, Arong and Ogbadu (2010:196) indicate that in order to overcome the challenges of poor enrolment in no-fee schools it is the responsibility of such schools to instil discipline, and provide guidance and leadership. Regarding the issue of discipline,

the South African Schools Act 84 of 1996 (SASA) 10 (1) and (2) stipulates that educators are not allowed to apply corporal punishment. Any educator who applies it commits an offence and can be charged in a court of law and punished. Therefore, the code of conduct stipulates types of sanctions that could be used instead of the application of corporal punishment.

2.7.5 Collaboration between Government, NGOs, the business sector and external agencies

It is essential for the Government to create partnerships with NGOs, the business sector and external agencies as a strategy for poverty reduction in the schooling system (Lewnes, 2009:107). Such strategies might attract the most vulnerable learners to access education.

2.8 INITIATIVES NEEDED TO IMPROVE POOR ENROLMENT OF LEARNERS IN NO-FEE SCHOOLS, FOUNDATION PHASE

2.8.1 Conditional cash transfer

No-fee schools need cash transfers that are given to poor rural families in order to improve enrolment of learners. As indicated by Krishnaratne, White and Carpenter (2013:6), in Mexico a conditional cash transfer program was introduced. The aim of this program was to provide cash transfers to poor rural families in order to keep children in school. It also aimed at eliminating opportunity costs that prevented them from sending their children to school (Petrosino, Morgan, Fronius, Smith & Boruch, 2012:10; Glewwe & Kassouf, 2010:34).

Unfortunately Conditional Cash Transfer tends to be too small to offset all schooling costs. Even the delay in the transfer of money had a greater effect for all no-fee schools' outcomes. Furthermore the application procedures to the Conditional Cash

Transfer happened to be too burdensome to poor household discouraging them from enrolling their children despite financial incentives (Krishnaratne et al., 2013:7).

It is in that regard that in South Africa, the National Education Evaluation and Development Unit (NEEDU) program was introduced to give support to the developmental needs of the schools including financial management and identify factors that inhibit schools progress and provide the solutions (Branson et al., 2012:73). The program will be of great importance in the improvement of poor enrolment in no-fee schools.

2.8.2 National Schools Nutrition Program (NSNP)

In South Africa, the National School Nutrition Program was introduced in 1994. The aim of NSPN was to reduce hunger for poor learners and to improve learners' outcomes by enhancing active learning in no-fee schools (Krishnaratne et al., 2013:19).

According to Ruto et al. (2010:70), the school-feeding program acted as a magnet for all children in free primary education in Kenya. It is used as a source for reducing absenteeism, dropouts and improving enrolment in free primary education. Lewnes (2009:105) shows that a Nutrition Program is essential because it encourages involvement and success in education. Krishnaratne et al. (2013:19) highlight that school feeding attracts learners to enrol and to attend regularly.

2.8.3 Accelerated School Infrastructure Delivery Initiative

The no-fee schools need an Accelerated School Infrastructure Delivery Initiative (ASIDI) to address backlogs in construction and maintenance of poor infrastructure in the schooling system (Branson et al., 2012:72).

Better infrastructure building has a positive impact on school attendance and enrolment (Krishnaratne et al., 2013:30). Starting new schools in the community increases the enrolment rate because it reduces the travelling time to school.

Alternative programs are essential to involve more vulnerable learners in education. This program should be in a flexible location and time for learning created (Lewnes, 2009:114).

2.9 CONCEPTUAL FRAMEWORK

The conceptual framework presented below explains the interrelationship between factors influencing poor enrolment in the foundation phase of no-fee schools.

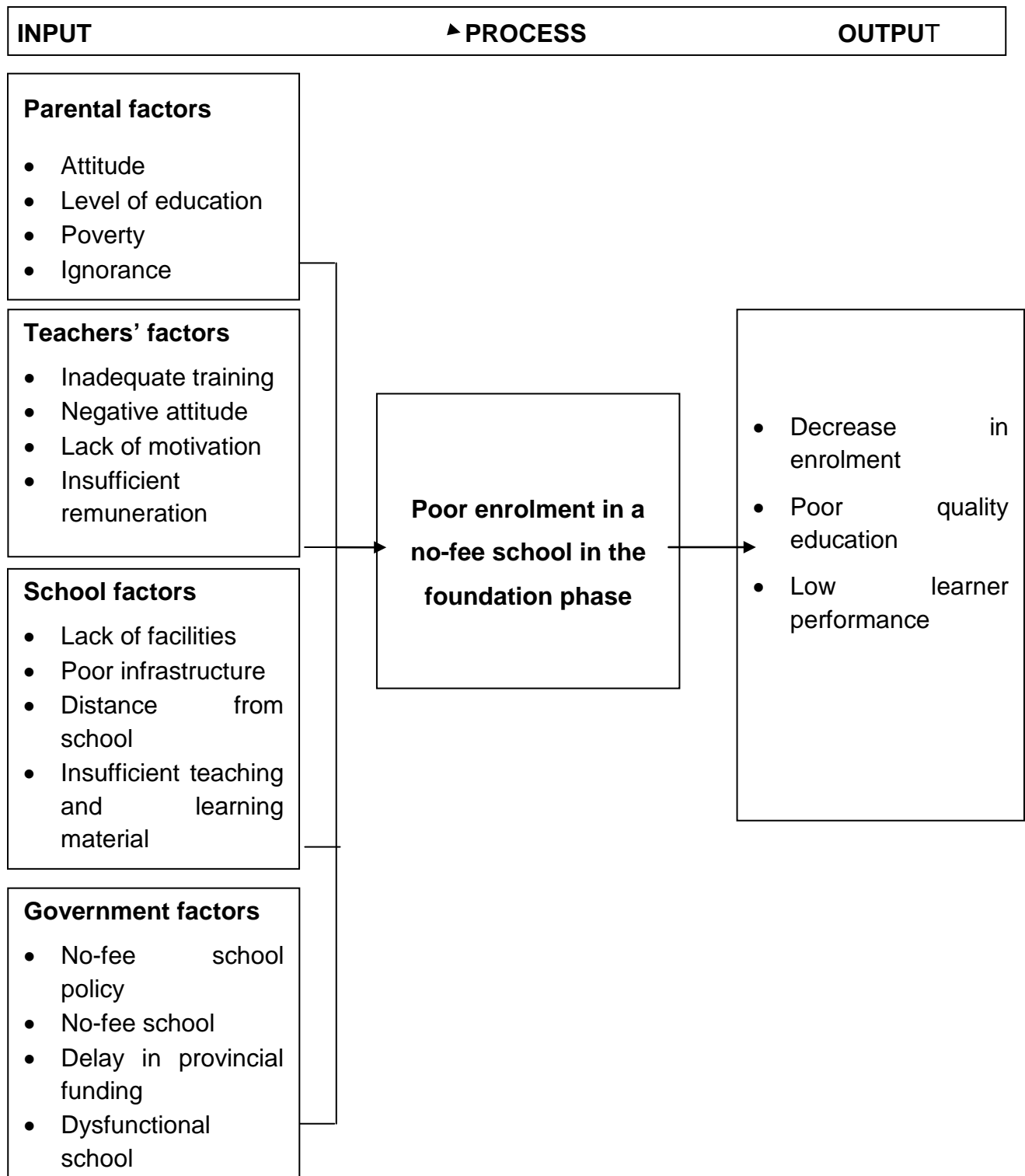


Figure 2.1: The effect of poor enrolment in no-fee schools' foundation phase, adapted from Johnson, 2011:34)

A brief overview of each component is provided below.

Studies on factors influencing poor enrolment in no-fee schools are framed in terms of inputs, process and outputs. The input factors interact in a complex fashion to encourage the process of poor enrolment in no-fee schools. Some input factors provoke children from no-fee schools to withdraw from school, such as parental factors, teacher factors, school factors and government factors.

Therefore, the interaction of input factors gives rise to output factors such as a decrease in enrolment in no-fee schools, poor quality of education and low academic performance.

❖ **Parental factors**

Poor enrolment in a no-fee school is influenced by a series of interrelated parental inputs such as attitude, parents' level of education, poverty and ignorance. In no-fee schools, if the parents of learners lack exposure to what schooling is and can do, they may not enrol their children. Negative attitudes of parents may prevent children from accessing education (Samal, 2012:11).

In no-fee schools, negative attitudes lead to lack of parental involvement, which gives rise to behavioural problems such as poor performance, repetition and a high rate of absenteeism. In turn, this leads to a poor enrolment rate in a no-fee school (Cree, Kay & Steward, 2012:6).

Parents' attitude towards the education of their learners in no-fee schools is often adversely affected by the low level of their education. Ananga (2011:6) argues that in free primary education children from literate parents more often go to school and tend to drop out less than children from illiterate parents.

A low level of parents' education in no-fee schools is also associated with poverty and ignorance. Even if schools were declared no-fee schools, due to poverty children from

low socio-economic households are less likely to enrol in no-fee schools. Poverty disrupts no-fee schools (Ananga, 2011:5).

Negative attitudes of parents towards education and schooling can prevent their children from accessing education. Less parental support in homework and low levels of motivation are often due to low parental education. Parents with little education often do not perceive the importance of schooling.

❖ **Teacher's factors**

Another determiner of poor enrolment in a no-fee school is teachers' inputs such as inadequate training of educators, negative attitude, lack of motivation and insufficient remuneration. Poor training prevents teachers from using an array of diverse techniques that make teaching more effective. Hiring low-paid contract teachers with less experience and less effective approaches negatively affects the quality of education (Eddy & Akpan, 2009:48).

According to Salifu and Agbenyega (2013:65), in no-fee schools the lack of motivated teachers has a negative impact on student performance. Studies have also revealed that if teachers are paid a living wage they would be motivated to give their best by bringing about good performance in students. However, poor salaries in teaching cannot guarantee the attraction of highly qualified teachers. Quality of education in no-fee schools would suffer, hence the low enrolment (Salifu & Agbenyega, 2013:65).

Salifu and Agbenyega (2013:65) further indicate that factors such as large class size, unusual working hours, multi-grade teaching, unhealthy relationships among teachers, and bad leadership in no-fee schools demoralise teachers and kill their commitment to work. Consequently, these detrimental factors inevitably lead to job dissatisfaction, which in turn contributes to learner turnover.

Teachers in no-fee schools are faced with low job satisfaction due to poor working conditions, low salary and long working hours. Inability to motivate teachers affects the quality of teaching and learning in these schools.

❖ **School factors**

School factors in no-fee schools include school input such as lack of facilities, lack of infrastructure, distance from school and insufficient teaching and learning materials (Sabates, Hossain & Lewin, 2010:5). The variables are connected, because lack of facilities, lack of infrastructure, distance from school and insufficient teaching and learning affect the quality of education, enrolment patterns and the performance of learners (Chuck, 2009:13). Poor quality of education negatively affects the chances of enrolment in no-fee schools.

For Chuck (2009:13), inadequate infrastructure such as broken classroom windows makes for an uncomfortable learning environment. Learners become distracted and not focused, hence enrolment in no-fee schools declines.

Distance to school is another variable that is interrelated with school factors. Distance to school in no-fee schools affects children's performance and educational access. A long and demanding road could also reduce the child's ability to learn in school through reduced energy levels that affect the quality of learning time. This could cause parents to decide not to enrol their children for the sake of their safety and well-being (Dogan, 2009:2).

❖ **Government factors**

Government factors include the no-fee school policy, no-fee schools, delays in provincial funding and dysfunctional schools. Although the no-fee school policy came with the interesting ideal of attracting the most vulnerable learners to access education without paying any mandatory fees, the government has faced many challenges regarding the no-fee policy implementation.

The findings of a study by Areba, Ondimn, Monga're and Zablou (2013:97) revealed that government funding on no-fee schools is inadequate and also arrives late. This leaves no-fee schools with insufficient physical facilities and learning resources. Most no-fee schools become dysfunctional and low learner performance is the result. According to Areba et al. (2013:97), parents still have to pay some costs, even though some schools have been declared no-fee schools. Hidden costs have contributed to the dropout rate, as most parents are unable to pay additional costs.

These three components are all interrelated, namely input, process and output factors. The input factors are the main cause of the process of poor enrolment in no-fee schools. Therefore, the results of the input factors in no-fee schools are the output factors, such as poor enrolment, low learner performance and poor quality of education. If all three components were positive, the enrolment in no-fee schools would be positive.

2.10 CONCLUSION

In conclusion, different authors reveal many factors that influence poor enrolment in no-fee schools. The exploration of factors in this chapter has embraced the following: the introduction of no-fee schools in South Africa, the implementation challenges of the no-fee school policy in South Africa, and the effect of these factors on enrolment.

Authors also reveal the main factors influencing poor enrolment in a no-fee school in the foundation phase. These include the establishment of no-fee schools in SA; the implementation challenges of the no-fee school policy; enrolment trends in no-fee schools, perception on poor enrolment in no-fee schools in the foundation phase; overcoming the challenges of poor enrolment, and the initiatives that could be put in place to improve poor enrolment of learners in the foundation phase in no-fee schools. The conceptual framework has also been presented in this chapter.

CHAPTER THREE

RESEARCH METHODS AND DESIGN

3.1 INTRODUCTON

This chapter presents the research methodology that was utilised in this study. It includes a description of the qualitative research approach (3.2.1), case study research design (3.2.2), population and sampling (3.2.4), data collection instruments (3.2.5), how data was analysed (3.2.6) (3.2.7), ethical considerations and measures to ensure trustworthiness (3.2.8).

3.2 RESEARCH METHODOLOGY

In this study, the following procedure was carried out to answer the research questions and achieve the research objectives.

3.2.1 Qualitative research approach

Qualitative research is a research approach that seeks to understand a phenomenon that occurs in the real world and emphasises the provision of a comprehensive or holistic understanding of the social setting in which the research is conducted (McMillan & Schumacher, 2010:12).

A qualitative research method was chosen by the researcher to collect data with the aim of understanding factors influencing poor enrolment as they occur naturally or in a natural setting. The natural setting in this study was one no-fee school that had experienced a decline in enrolment. Through their deliberations, the participants shared their lived experiences concerning factors influencing poor enrolment in no-fee schools in the foundation phase. Data was collected in the form of words and simple English language that participants understood.

3.2.2 Case study research design

For Yin (2009:4), a case study research design is a specific instance that is frequently used to provide a glimpse of real people or real institutions such as schools in real situations, and that strives to indicate what it is like to be part of a certain institution.

The researcher used a case study research design in order to obtain views, and lived experiences of educators regarding poor enrolment in the foundation phase in a no-fee primary school. The case study research design was a route that was used to achieve the objectives of this study and to answer the research questions.

The case in this study was one selected no-fee primary school. The no-fee primary school was selected based on accessibility to the researcher. The researcher visited the particular no-fee primary school to get the views, experiences, as well as perceptions from the participants regarding the causes of the decline in enrolment figures. The intention was to acquire deeper understanding of the purpose of the study, which was to investigate factors influencing poor enrolment in a no-fee schools' foundation phase. The researcher used McMillan and Schumacher's (2010:329) data collection research phases, which include the following:

3.2.3 Phase 1: Planning for data collection.

When planning for a data collection process unfolds, the first aspect that plays a vital role in research is ethical considerations. The discussion follows below.

3.2.3.1 Ethical consideration

According to Wysocki (2008:228), ethics are guidelines for research that enable a researcher to ensure that all participants take part voluntarily and are not harmed. Before the collection of data, required ethical factors were put into practice. The ethical issues, inclusive of participants' permission to conduct research, confidentiality, anonymity and the voluntary nature of participation were explained to the participants.

❖ **Permission to conduct research**

The planning process involved gaining permission to enter the research site, sampling of the participants and signing of the informed consent forms by the participants.

The researcher visited the selected one no-fee primary school in Sibasa Circuit and sought permission from the principal to use the school as a research site. Permission to enter the school was sought by writing a letter to the principal to request the involvement of some of the foundation-phase educators in the study (refer to Appendix 2).

Permission to conduct the research was also requested from the UNISA College of Education Ethics Committee. The request was done through completion of an ethical clearance application form. The researcher produced the ethical clearance certificate to the principal as evidence that permission was granted by the University of South Africa Ethical Research Committee to conduct the study (refer to Appendix 8).

The researcher also requested permission to conduct research from the Circuit Manager of Sibasa Circuit Limpopo Province at Regional level by writing a letter (refer to Appendix 1). After being allowed to use the site by the school's principal, the researcher arranged day, time and venue to conduct interview sessions. The researcher reminded the individual participants telephonically a day before the semi-structured interview sessions.

❖ **Informed consent**

Consent was requested from the participants through completing an informed consent letter (refer to Appendix 3). The informed consent letter emphasised the voluntary nature of participation and absence of punishment for withdrawing from the study. The researcher mentioned the research methodology that was used in the study, namely a qualitative research approach and a case study research design. The participants were also informed about their role in the research study, which was to participate as

interviewees during interview sessions. The data collection instruments, namely semi-structured interview and document analysis, were explained as part of the informed consent letters. In addition, the researcher informed the participants about the purpose of this study, which was to investigate factors influencing poor enrolment in a no-fee school's foundation phase, and explained how the results would be used. The participants signed the informed consent letter upon mutual agreement to participate in the study.

❖ **Confidentiality**

To maintain participants' confidentiality, all the participants were assured that the information provided would be treated in strictest confidence by not disclosing information or publishing it in any way. To safeguard confidentiality, pseudonyms were used; for example, four participants were named Mary, Susan, Rita and Dembe. The participants were assured that no data would be linked to their names. No secret information was divulged as the right of confidentiality of participants was to be respected.

❖ **Anonymity**

According to Cohen, Manion and Morrison (2011:91), the essence of anonymity shows that information provided by the participants should not reveal their identity. In addition, anonymity was maintained by assigning pseudonyms to the research participants when collecting, analysing and reporting data. Pseudonyms, as mentioned in the above paragraph, were used, namely Mary, Susan, Rita and Dembe. No data was to be linked to their names.

❖ **Voluntary participation**

The participants had to sign the informed consent form to indicate participation in the study upon mutual agreement. The consent forms emphasised the voluntary nature of

participation and the absence of punishment for withdrawing from the study prior to completion (refer to appendix 3).

3.2.4 Phase 2: Population and Sampling

In this phase, attention was given to selection of participants who represented a targeted population. Population as mentioned in chapter one is regarded as the entire set of individuals having some common characteristics; sometimes referred to as the universe (McMillan & Schumacher, 2010:122). In this study, the target population was educators from no-fee schools in the foundation phase.

Four primary-school educators were purposively sampled. These four educators from a no-fee primary school represented a large population of no-fee primary school educators. Four educators were identified based on three years of teaching experience in a no-fee school's foundation phase. The participants were also expected to be knowledgeable about no-fee schools' foundation phase.

3.2.5 Phase 3: Data collection and instruments

This phase involved data collection instruments and explained how data was collected. According to Blanch, Durrheim and Painter (2007:51), qualitative researchers collect data in the natural setting, making use of interviews for recording human behaviour in the context of interaction. For Castle (2010:76), data collection occurs in many ways, depending on the research approach and methods used. Data collection instruments used in this study were semi-structured interviews, (refer to Appendix 4) and document analysis (refer to Appendix 5).

3.2.5.1 Semi-structured interview

Denscombe (2009:174) regards the semi-structured interview as the best method when the researcher needs to gain insight into participants' opinions, feelings, emotions and experience. According to Lichtman (2013:191), semi-structured interviews involve

developing a general set of questions and format that will be followed and used for all participants. Through semi-structured interviews, the researcher was able to fully investigate the factors influencing poor enrolment in a no-fee school in the foundation phase. The researcher used a set of open-ended questions in simple English. These questions were an instrument used to gather data through semi-structured interviews.

Semi-structured interview questions were set out in an interview schedule before the actual interview began. Four semi-structured interview sessions were conducted. A well-ventilated classroom free from disruption was prepared for the interview sessions of individual participants. The researcher and individual participant sat facing each other for better communication, productivity and comfort in the sharing of information. The researcher introduced herself and stated the purpose of the interview session, which was to investigate factors influencing poor enrolment in a no-fee primary school in the foundation phase. The participants were given enough time to voice their lived experiences about factors influencing poor enrolment in no-fee schools' foundation phase and the researcher kept on probing in order to get rich in-depth information. The researcher requested permission from the participants for recording the discussion. The discussion between the researcher and the participants took more than 30 minutes. The interviews sessions were audio-taped and thereafter transcribed verbatim (refer to Appendix 9).

3.2.5.2 Document analysis

For Strydom (2011:17), document study involves the analysis of existing documents such as letters to friends, diaries, and the minutes of meetings. McMillan and Schumacher (2010:138) claim that documents provide an internal perspective on an organisation and describe its functions and values in terms of which various people define it. The documents that the researcher used did not speak for themselves but they required analysis and interpretation. The researcher used a document analysis checklist to collect data for enhancing data collection and analysis (refer to Appendix 5).

The researcher requested the following documents from the principal: class registers (Register no 1), admission registers (Register no 2), summary register (Register no 3), the no-fee school policy, and the minutes of the staff meetings. The registers were used as a tool to gather information about absenteeism.

❖ **Class register (Register no 1)**

A class register is the official record of learners' attendance and absence as required by the Policy on Learner Attendance, Section 19 (Department of Education, 2010). The class register is used by the class teacher and the principal to monitor learner attendance and to follow up on the absenteeism of a learner. Schools also provide the School Governing Body (SGB) and District Offices with quarterly reports on learner absentee rates. The class teacher administers the class register daily. Immediately after the attendance for the day has been recorded, the following should be reflected:

- Total actual number of learners' attendance;
- Total number of learners' absence;
- Total possible number of learners' attendance.

At the end of the week, the actual total number of attendance plus total number of absence must give a total possible number of attendances.

❖ **Admission register (Register no 2)**

The admission register is used to record learners who are admitted in a no-fee school. It is also used to admit learners from other schools through transfer. In addition, it is used by the principal to withdraw learners if parents prefer to take their children to another school.

❖ **Summary register (Register no 3)**

A summary register is a working document for internal use by the school only. Collective information of all registers from Grade R-3 is recorded in a summary register. If a

learner is withdrawn in the class registers, it would be reflected on the summary register by dropping down the number of actual attendance of learners in all grades. The summary register obtains data from the information recorded in the class registers. Weekly totals of the possible number of attendance and the actual number of attendance are entered in the summary register (Department of Education, 2010:10). The summary register is administered by a capable teacher who is co-opted by the school principal.

❖ **The minutes of the staff meetings**

The staff's meeting minutes are an organised record of staff discussions in a meeting and of topics discussed. Staff meetings should have minutes recorded as a reminder to the attendees on what transpired at the previous meeting.

The minutes of the staff meetings were used in order to acquire information on the enrolment and on how to improve enrolment by making use of government policies such as the no-fee school policy. For example, some of the ideas include improving the quality of teaching and learning through an assessment plan, year plan and lesson plan, improving accountability through in-service training, improving infrastructure, evidence on how the no-fee policy was used, and the allocation of funds.

❖ **No-fee school policy**

The no-fee school policy refers to the course of purposive action to follow in dealing with the problem of making quality education available and accessible to poor learners by prohibiting public schools from charging mandatory school fees (Giese, Zide, Koch & Hall, 2009:26).

As mentioned in previous chapters, the policy divides all schools into five categories called quintiles. The schools were linked to specific geographical areas focusing on indicators such as poverty, unemployment and level of education of a community (Branson et al., 2012:11).

The poorest schools were declared no-fee schools and categorised as quintile 1 and 2. They were prohibited from charging learners school fees (Giese et al., 2009:26).

3.2.6 Phase 4: Closing data collection

Phase 4 includes recapping of what transpired in fieldwork during the semi-structured interview sessions with the participants as well as the document analysis. During semi-structured interview sessions, the participants reflected their views on factors influencing poor enrolment in no-fee primary schools' foundation phase. This phase is a completion of data collection and the researcher continues with the analysis of the collected data.

3.2.7 Phase 5: Completion of data collection and continuing with the analysis of data

This phase involved the completion of data collection, which initiated the continuation of data analysis. The researcher employed a systematic process of coding suggested by McMillan and Schumacher (2010:367).

The researcher created a table for semi-structured data collection questions to be coded and analysed. The table embraced the following: the questions that were asked, participants' responses, interviewees' pseudonyms, codes and themes (refer to Appendix 7). This table enabled the researcher to look for similarities and differences in information collected from various participants. During the data analysis, the researcher used the direct quotes of the participants to illustrate participants' meanings and thus ensure validity. Participants' responses were further supported by a relevant literature review.

3.2.8 Measures to ensure trustworthiness

Mamabolo (2009:67), maintain that the trustworthiness is the extent to which a study is worth paying attention to, worth taking note of, and the extent to which others are

convinced that the findings can be trusted. Qualitative research is trustworthy when it accurately represents the experiences of the study participant (Mamabolo, 2009:67).

For Gasson (2004:95), trustworthiness of qualitative research can be ensured by attending to four strategies, namely credibility, confirmability, dependability, and transferability. These are briefly discussed below.

3.2.8.1 Credibility

According to Gasson (2004:95), other techniques for addressing credibility include making segments of the raw data available for others to analyse (peer debriefing), prolonged engagement of the researchers in substantial immersion in the research process and the use of “member checks,” in which respondents are asked to corroborate findings.

In order to enhance and produce more credible findings and interpretations in this study, the researcher contacted the participants and member checking was done. They were presented with interview transcripts and the interpretation derived from the interviews, thereby confirming the accuracy and credibility of the gathered data. The researcher also used peer review. The researcher utilised a post-graduate person with a Master’s degree and who conducted qualitative research to review the data and research process. A peer reviewer provides support, but also challenges the researcher by asking questions about the researcher’s assumptions, methods, and interpretations (Guba & Lincoln, 1985:313).

3.2.8.2 Confirmability

Confirmability, as mentioned in chapter one, is the degree to which the researcher can demonstrate the neutrality of the research interpretations, through a “confirmability audit” (Gasson, 2004:93). This entailed confirming the collected data through the participants’ analysis notes, reconstruction, synthesis products and process notes,

ensuring that all data was recorded. To meet the criteria for confirmability, the gathered data was about what data the researcher had seen, understood and interpreted.

3.2.8.3 Dependability

Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation (Gasson, 2004:94). Dependability ensures that the research findings are consistent and could be repeated. This is measured by the standard at which the research is conducted, analysed and presented. Each process in the study should be reported in detail to enable an external researcher to repeat the inquiry and achieve similar results. This also enables researchers to understand the methods and their effectiveness (Gasson, 2004:94).

Therefore, in this study the participants were interviewed in their workplace, which enhanced their articulation of the phenomenon under study. The semi-structured interview data was collected and that enhanced similar conditions for the participants. Data collected appeared to release more or less the same information. It is likely that the study might yield similar results even if it were conducted with other participants in a similar context.

3.2.8.4 Transferability

According to Gasson (2004:98), transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. This study was qualitative; hence, the generalisation of the findings was not necessary. However, the researcher made available Appendix 7, which is embedded at the end of this study for interested readers to transfer the findings to the different context, using different participants.

3.3 CONCLUSION

This chapter has included a detailed report on the research methodology of the study, that embraced the qualitative research approach and case study research design, data collection instruments, population and sampling, ethical considerations and measures to ensure trustworthiness. All the above-mentioned aspects were discussed to show the route that the researcher had taken to achieve the aim and the objectives of the study and to answer the research questions.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the analysis, interpretation and discussion of the findings from four participants who shared their views through semi-structured interviews. The analysis of documents such as admission register, class register, summary register, no-fee school policy and minutes of the staff meetings also forms part of this chapter. The participants were interviewed to provide full information on factors influencing poor enrolment in a no-fee school in foundation phase. To introduce the discussion, information is provided about the research site and the biographical information of the participants.

4.2 RESEARCH SITE

As mentioned in chapter three, the researcher was granted permission by the circuit manager to access one no-fee school as a research site. The selected no-fee school was a foundation-phase school in Sibasa Circuit in Limpopo Province, South Africa. Most of the learners were from a poor background. The gathering of data went well as planned.

4.3 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

The data collected from four educators who had three years teaching experience in a foundation-phase no-fee school was used to determine factors influencing poor enrolment in such a school. Pseudonyms or false names were used for the participants:

Mary, Susan, Rita and Dembe. The following paragraphs provide their biographical information.

Mary is a Grade 1 English teacher. She is a qualified teacher who holds a Primary Teachers Certificate from Tshisimani Training College of Education and has 24 years teaching experience in the foundation phase and 14 years in the intermediate phase. She also holds a National Primary Diploma in Education (NPDE) from the University of Venda with a major in Natural Sciences.

Susan is a Grade 3 mathematics teacher and a graduate with an Honours degree in Information Science from UNISA. She is a qualified teacher who holds a Senior Primary Teachers Diploma (SPTD) from Tshisimani College of Education. She has 8 years of teaching experience in foundation phase, 6 years in intermediate and 7 years in senior phase.

Rita is a Grade 3 English teacher and a graduate with an Honours degree in Educational Management from Unisa. She is a qualified teacher who holds a Secondary Teachers Diploma from Makhado College. She has 15 years teaching experience in foundation phase and 10 years in senior phase.

Dembe was a Grade 2 Literacy, Numeracy and Life Skills teacher. She has 20 years teaching experience, 14 years in foundation phase and 6 years in intermediate phase. She obtained her Primary Teachers Certificate at Tshisimani College of Education. She furthered her studies by obtaining a National Primary Teachers Diploma from the University of Venda.

The participants' teaching experience in foundation phase ranges between 6 and 14 years. Their lived experiences in a no-fee school, foundation phase are evidenced by how they shed light during semi-structured interviews.

The main research question was: What factors influence poor enrolment in the foundation phase of a no-fee school?

The main question was supplemented by the following sub-questions to help in answering the main question.

- What are the views of educators regarding poor enrolment of learners in a no-fee school's foundation phase?
- How can educators overcome the challenges of poor enrolment in a no-fee school foundation phase?
- What support does no-fee school foundation phase receive to improve enrolment of learners?

4.4 DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

In this study data was analysed according to McMillan and Schumacher's (2010:367) systematic process of coding and categorising of the collected data.

Interviews were recorded through the usage of audiotape. The researcher read from the transcript and listened to the audiotape repeatedly in order to increase her understanding of participants' viewpoints. The audiotape was transcribed verbatim (i.e. rewritten word for word) and the transcript is represented in Appendix 7.

The researcher sifted the phrases of data that were relevant to the purpose of the study. Codes were used to identify aspects relevant to the questions and these were clustered into themes. The researcher provided thick description of what transpired in the fieldwork and quotes from interviewees that illustrate specific themes.

In order to understand the viewpoints of educators regarding factors influencing poor enrolment in the foundation phase of a no-fee school, the researcher analysed the semi-structured interviews and documents such as registers, minutes of the staff meetings and no-fee school policy that augmented the research study. The analysis of the semi-structured interview follows below:

4.4.1 **The first question was: What are the views of educators regarding poor enrolment in no-fee school foundation phase?**

Two themes emerged from this question: The first theme is discussed below.

4.4.1.1 ***Parents feel like they have no role to play***

All the participants, when asked about their views regarding poor enrolment of learners in a no-fee school in the foundation phase, expressed the view that the no-fee school policy had a negative impact on parents as it demoralises them. They felt demoralised by not being actively involved in the education of their children. The following statements substantiate this view:

Mary *It kills the involvement that the parents have especially in education of their children.*

Rita *We are a nation at work. No-fee policy is destroying the future of our nation by making everything in a no-fee school free.*

Although the implementation of the no-fee school policy was inspired by the ideal of relieving the parents from the burden of paying school fees, it gave rise to a negative attitude of parents towards the education of their children. Participants emphasised that the no-fee school policy had compromised the initiative and creativity of the parents. Parents were no longer interested in the education of their children.

Johnson (2011:34) confirms parents' lack of involvement, and indicates that the interrelationship amongst parental factors such as negative attitude, level of education, poverty and ignorance is considered as one of the factors influencing poor enrolment in no-fee school foundation phase.

In addition, Cree et al. (2012:6) indicate that in no-fee schools the negative attitude of parents leads to lack of parental involvement in the education of their children. Furthermore, lack of parental involvement has given rise to children's behavioural

problems such as poor performance, repetition and high rate of absenteeism, which in turn leads to the poor enrolment rate in a no-fee school.

If there is poor performance, repetition of classes, and a high rate of absenteeism by learners, the quality of education in no-fee schools might be affected. Furthermore, if parents play a negative role of not assisting their children and not sustaining the quality of education of their children, it might lead to poor enrolment in no-fee schools. This sentiment is supported by Richards (2011:60), who indicates that low quality of education in no-fee schools in developing countries is characterised by low achievement, low enrolment and high instances of repetition and dropout.

However, the attitude of parents towards the education of their children in no-fee schools is adversely affected by the low level of parents' education. Such a view is supported by Ananga (2011:6), who indicates that in no-fee schools, children from illiterate parents have a higher drop-out rate than those from literate parents. Parents with low levels of education seem not to perceive the importance of schooling.

Hall (2012:96) has also found that the low level of parents' education in no-fee schools is also associated with poverty and ignorance, as some parents are embarrassed to discuss school topics with their children because of their lack of knowledge. Even if schools were being declared no-fee schools, due to poverty, children from low socio-economic households are less likely to enrol in no-fee schools.

Furthermore, poverty disrupts no-fee schools because poor parents are unable to afford transport. Then learners have to travel long distances such no-fee schools. Distance to school could make the parents decide not to enrol their children for the safety and well-being of their children (Dogan, 2009:2). Therefore, new schools in the community increase the enrolment rate because they are nearer and reduce the travelling time (Krishnaratne et al., 2013:30). The second theme is discussed below.

4.4.1.2 Parents withdraw their children from no-fee schools and enrol them at better schools

Although all the participants showed that withdrawal of children by parents from no-fee schools, high quality education was one of the causes of poor enrolment in no-fee schools. All the participants indicated that parents in the community were the main cause of poor enrolment because they hired taxis and buses to transport their children to better schools (higher quintiles 4 and 5) in town. These are some of their responses:

Dembe *Community itself instead of fixing its problems they bus kids to town.*

Mary *Some parents who are after quality pull their kids and register them in higher quintile. So enrolment in a no-fee school is affected.*

When some parents perceive deterioration of quality of education in a no-fee school, they withdraw their children and take them to high quintile schools. Instead of fixing the problems of deterioration of the quality of education in no-fee schools, they register their children to better schools in town. The main reason for registering their children at high quintile (better) schools is that they are after quality education. Consequently, this caused enrolment in no-fee schools to decline (Chuck, 2009:10).

Ananga (2011:8) emphasises that if resources do not correspond with parents' expectation, they may be discouraged from sending their children to no-fee schools. Therefore, the lack of quality resources in no-fee primary schools has demoralised teachers to give their best to no-fee school learners, which negatively affects learners' performance.

The same sentiment is illustrated by the following statement:

Susan: *This lead to migration of learners from no-fee school to better quintile looking for better resources and high quality education.*

The withdrawal of children for better resources reflects both parental and government factors impacting on the enrolment of children in no-fee schools. The sentiment is supported by the framework of Johnson (2011:34), who indicates that better quality education was hampered by both the parental factors, teacher factors, school factors as well as the government factors. Furthermore, according to the literature, quality education is associated with educational facilities such as the level of education of teachers, and the availability of material such as books, desks and chalkboard. Thus, the lack of adequate educational facilities in no-fee primary schools has led to deterioration in the quality of education (Sorlien, 2012:18).

In addition, Eddy and Akpan (2009:48) also found that withdrawal of children by parents was caused by the education system or government factors. Instead of the provision of more experienced teachers, newly qualified educators without experience are appointed, leading to further collapse in the quality of education.

On the same note, research has revealed that if teachers could be paid a living wage they would be motivated to give the best by bringing good performance to learners. Unfortunately, the framework indicates that poor remuneration in no-fee school ends up encouraging highly qualified teachers to go for greener pastures. Quality of education in no-fee school is affected, hence the decrease in enrolment.

The delay of provincial funding to no-fee schools has made it difficult to maintain facilities like dilapidated infrastructure in no-fee schools. Many primary schools lack the essential infrastructure to enable them function as safe, efficient and effective schools. The physical state of classrooms might be very poor, with floors full of holes, roofs and ceilings broken and appropriate facilities in a poor state of repair.

Ingubu and Kyalo (2011:67) have also found that free education has an implication on physical facilities. In Kenya, low budgetary allocation in physical infrastructure such as classrooms and learning materials made lowered the quality of education. Poor student achievement also resulted due to lack of adequate learning facilities and shortage of

teachers. That resulted in no-fee schools becoming dysfunctional, with further deterioration in the quality of education.

On that basis of dilapidated infrastructure, Areba et al. (2013: 97) have found that parents prefer high quintile schools due to smaller class sizes with greater emphasis on active learning. The same sentiment regarding financial resources is illustrated through the following statement on suggestions as to how to improve the situation:

Dembe: *The Provincial Department must distribute enough norms and standards money in time.*

Hall and Giese (2009:40) confirm that most no-fee schools in South Africa are being operated without enough money for delivering education of quality. Inadequate funding may be the result of delayed disbursement. This leads to a lowering in the quality of teaching, which impact negatively on the enrolment of learners.

The withdrawal of children from no-fee schools appears to be related to parental factors where they perceive deterioration in the quality of education. Instead of being part of the solution, they end up withdrawing their children. Physical resources might relate to parental expectations of appropriate infrastructure and material supplies. If these fall below parental expectations, it might affect the quality of education impacting on the nature of enrolment. Government factors, for example where there is delay in the disbursement of funds as alluded by framework of Johnson (2011:34) might also affect the functionality of the school.

The analysis and interpretation of the second question follows.

4.4.2 The second question was: How can educators overcome the challenges of poor enrolment in the foundation phase?

Four themes emerged from the above question namely: parents, teachers and the government should work together to improve learners' education; maintaining discipline; developing professionalism in schools; and disbursement of no-fee school funds in time. The first theme is discussed below.

4.4.2.1 Parents, teachers and the government should work together to improve learners' education

The participants shared the same sentiments about working together; indicating that in order to overcome the challenges of poor enrolment in a no-fee school, there must be cooperation amongst parents, educators and government. They further agreed that working together would improve the enrolment pattern of learners in no-fee schools. One of them said:

Rita: *Another thing, cooperation between parents, educators and government. If this people can be able to work together maybe we can find our enrolment being uplifted*

The participants cited cooperation amongst parents, educators and government as one of the factors that could increase the enrolment of learners in no-fee schools. Parents and educators should not expect the government to do everything for the no-fee school. For that reason, all stakeholders must give their best to ensure that the no-fee schools provide good education and that they function properly.

Parents of no-fee schools are expected to assist their children with homework. This would enable them to recognise how children benefit from education. Teachers' role is to deliver quality education to learners. As mentioned before, Hardman (2011:7) indicates that in order to improve enrolment in no-fee schools, the quality of education should be delivered by well-trained teachers.

However, Johnson (2011:34) points out that due to inadequate salaries, most teachers in no-fee schools are demotivated to work. In their research, Salifu and Agbenyega

(2013:65) found that educators are in favour of private work to complement their low income. If educators earn attractive remuneration, they would undoubtedly deliver quality education. Furthermore, they would be committed to work hard. Good salaries would also enable them to further their studies to augment the delivery of quality education in no-fee schools.

In the field of education, the profit of all stakeholders would be better education for all learners. Therefore, the government also has a role to play in ensuring the quality of education.

Poor quality of education may further be caused by the lack of adequate infrastructure, such as broken classroom windows, and shortage of desks in no-fee schools.

According to Chuck (2009:13) dilapidated infrastructure such as broken classroom windows make the learning environment uncomfortable. Learners become distracted and lose focus. Dilapidated infrastructures are not only health hazard but also potential death traps.

To overcome this problem, the government has introduced the Accelerated School Infrastructure Delivery Initiative (ASIDI), addressing backlogs through the delivery of funds, which should have an impact on the construction and maintenance of infrastructure in the no-fee schools (Branson et al., 2012:72). Additionally, funds should be delivered timeously to enable the purchasing of stationery and maintenance of infrastructure at the beginning of the year.

The second theme is discussed below.

4.4.2.2 *Maintaining of discipline*

All the participants considered maintaining discipline in no-fee schools as one of the solutions that could solve the problem of poor enrolment in such schools. This was revealed by the following statements:

Rita *Mm I think as a suggestion if discipline can be maintained may be eh enrolment can gain its strength.*

Rita *Eh, another thing is poor discipline which is caused by government because children are said to be eh we are told as educators to leave them as they are.*

According to the South African Schools Act 84 of 1996 (SASA), sections 8 (1) and (2) indicate that for no-fee schools to be effective, good school discipline is important because learners learn best in an orderly and safe environment. A code of conduct should be adopted by no-fee schools and their governing body because it encourages good behaviour amongst learners.

Arong and Ogbadu (2010:196) also endorse that it is the responsibility of no-fee schools to instil discipline, and provide guidance and leadership. However, parents are no longer accountable, even when it comes to disciplining their own children. To them free education means freedom from disciplining their children.

It is the duty of the principal and the educators in a no-fee school to maintain discipline. However, educators of these schools blame parents for ill-discipline because educators know that discipline starts at home. Educators in no-fee schools are demotivated to work effectively because of ill-disciplined learners. Furthermore, the abolishment of corporal punishment may have made educators afraid to discipline learners.

According to the South African Schools Act 84 of 1996 (SASA) 10 (1) and (2), educators are not allowed to apply corporal punishment. Any educator who applies it commits an offence and can be charged in a court of law and punished. Although different types of sanctions have put in place, most educators do not use them. Hence, they have developed a negative attitude towards ill-disciplined learners. As such ill-discipline persists, learners start to stay away from free compulsory education (Ananga, 2011:10).

In addition, poor discipline is also associated with poverty. Ananga (2011:6) shows that children from low socio-economic households and those who are prone to income shocks absent themselves from school in order to work. This is so in order to supplement the costs of schooling such as uniform costs and transport costs, hence the introduction of the Conditional Cash Transfer Program. The aim of this program was to provide cash transfers to poor rural families in order to keep children in school. It also aimed at eliminating opportunity costs that prevent them from sending their children to school (Glewwe & Kassouf, 2010:2).

The literature review indicated that in order to instil discipline in no-fee schools, the introduction of National Education Evaluation and Development Unit (NEEDU) by the government gives support to the developmental needs of the schools and also identifies factors that inhibit schools' progress and provides solutions (Branson et al., 2012:73). Poor discipline in no-fee schools inhibits progress and affects the enrolment pattern. The third theme follows below.

4.4.2.3 *Developing professionalism in schools*

The participants saw teachers' commitment and dedication to their work as one of the strategies that the professional teacher could use to influence parents to register their learners in large numbers in no-fee schools. The view was substantiated by the following statements:

Dembe *Educators should work, dedicated, do their best with what they have.*

Susan *Educators should be committed to their work.*

The status of educators as well as the environment in which they operate have been deteriorating. Many educators are facing a crisis in the teaching profession. It is thus important that if our schools must work well, there is a need to provide workable strategies that will improve the conditions of teachers and teaching in the schools.

The participants suggested that professionalism in schools could be developed by transforming both the principals and the educators of no-fee schools, since the quality of teachers in the classroom situation is the most important school-related factor in boosting student achievement and enrolment. This view is supported by:

Dembe *Educators should work, dedicated do their best with what they have.*

The fourth theme is discussed below.

4.4.2.4 Disbursement of no-fee school funds in time

In terms of disbursement of no-fee school funds in time, the majority of participants indicated that funds in no-fee schools did not arrive in time. The delayed funds hampered the purchase of material such as stationery, equipment such as brooms, soaps and buckets needed for the smooth running of the school. This view is evidenced by the following extracts:

Susan *Funds should arrive in time.*

Rita *Funds should arrived at school may be when there is still time because we find fund arrive at our schools late at the end of the year.*

Delays in disbursing funds to support no-fee schools have frustrated many teachers and put pressure on parents' finances because other charges, such as textbook costs, have been imposed. According to Pampallis (2008:22), transfer delays make planning in a no-fee school frustrating and constraining because no-fee schools scramble for resources such as stationery and the equipment such as soap at the beginning of the year. Cash flow problems sometimes force principals of no-fee schools to use their own money to buy stationery for the smooth running of their school.

Furthermore, transfer delays make it difficult for the principal of a no-fee school to maintain the infrastructure, such as broken window panes, school grounds and also to pay for municipal services. Parents therefore prefer to enrol their learners where the

learning environment is conducive; an unfriendly environment compels parents to take their children and register them in better functioning schools. This sentiment is supported by the following extract:

Susan *This lead to migration of learners from no fee school to better quintile looking for better resources and high quality education.*

The analysis of the third question is discussed below.

4.4.3 The third question was: What support does a no-fee school receive to improve the enrolment of learners?

4.4.3.1 *Effective training of all stakeholders to manage funds would improve enrolment of learners in no-fee schools*

All participants agreed that training of governing bodies and educators on financial management was essential for the smooth running of no-fee schools. One participant revealed that visitation by government officials such as the circuit manager was done in order to monitor whether procurement procedures were being followed and to provide technical support where appropriate. Using money wisely strengthened enrolment. This statement is supported by the following:

Mary *OH, the training of SGBs, finance officers and treasurers on how to manage funds.*

Dembe *the visit by Circuit Manager to see whether procurement is being followed and how money is being used and give advice.*

There was a need for capacitating all schools' stakeholders because dissemination of information was a major problem for no-fee schools. The role players were not informed on time about the allocation of funds and this affected planning and daily operation of no-fee schools.

Furthermore, management of finance encompasses a range of skills, competencies and motivation. In-service training is required in order to equip all stakeholders with quality management skills. This view is endorsed by the following statement:

Mary *Oh , training SGB's, finance officers and treasurers on how to manage funds.*

Consequently, there is a need to develop, promote and expand innovative methods for training teachers and other stakeholders to improve skill in the management of funds in no-fee schools in the foundation phase.

4.5 DOCUMENT ANALYSIS

Document analysis was conducted on the following documents: class registers, admission register, summary register and the minutes of the staff meetings.

The analysis of the registers is discussed below.

4.5.1 Class Register (Register No 1)

With regard to class registers, the researcher found that class registers from Grade R-3 were properly marked. Although the entries procedure for class register was followed, the challenge that the researcher found was that Grade R-3 registers reflected high total numbers of absenteeism and most learners ended up being withdrawn. The withdrawal of learners in the class registers leads to poor enrolment of learners in no-fee schools.

4.5.2 Admission Register (Register 2)

The researcher found that the admission register was properly kept. The problem was the withdrawal of learners in the admission register by the principal as it affected the enrolment status.

Therefore, the withdrawal of learners from the admission register was reflected in the decline of enrolment in the no-fee school.

However, there was a correlation between class register and admission register. In essence, the withdrawal of learners in the class register affects the admission register in that the same child would be withdrawn from the latter.

4.5.3 Summary register (Register 3)

From the research site and through document analysis, the researcher discovered that the actual number of attendance from Grade R-3 registers had gone down. During the interviews the participants indicated that withdrawal of learners from no-fee school by parents looking for high quality education was one of the causes of poor enrolment in a no-fee school. According to Chuck (2009:10), parents have perceived the deterioration of quality of education in no-fee schools and hence have transferred their children to private schools.

In addition, the researcher also found that class registers reflected a high rate of absenteeism. Cree et al. (2012:6) indicate that a high rate of absenteeism gives rise to poor performance and repetition, which leads to poor enrolment of learners in no-fee schools, especially in the foundation phase. The analysis of minutes of the staff meeting follows below.

4.5.4. Minutes of the staff meetings

With regard to staff meeting minutes, data gathering was about how to improve enrolment of learners in a no-fee school through improving teaching and learning. As indicated in the previous chapters, educators could improve enrolment if they were able to enhance their skills by doing learner assessment and daily preparation efficiently (Rena, 2008:11). In this study, minutes on the infrastructure, nutrition, how to improve teaching and learning were properly kept.

An examination of staff meeting minutes revealed discussions on how to improve enrolment of learners in no-fee schools by making use of the government school

policies. That policy also regulates access to basic education such as the no-fee schools policy.'

4.5.5 **No-fee schools policy**

Wilderman (2009:32) confirms that no-fee schools were an integral part of the South African government's strategy to alleviate the effects of poverty and to redress the imbalances of the past.

The staff meeting minutes revealed the process of merging of two no-fee primary schools due to dropping down of one of no-fee primary school enrolment. Furthermore, the staff meeting minutes revealed that though these schools serve the same community they received different financial allocations (refer to section 2.2.1). This sentiment of receiving lower allocation because of poor enrolment in no-fee schools is reflected in the following minutes extract:

We also indicated to the staff that due to poor enrolment of one of our no-fee primary school, we have received an allocation of only R19806-00. The school we are about to merge with received an amount of R43582-00.

Even if they were declared no-fee schools, enrolment of learners was another determining factor for the allocation of funds. Therefore, low allocation of funds due to poor enrolment, affects the operation of no-fee schools (Branson et al., 2012:11).

The minutes of the staff meeting also revealed that in order to improve enrolment, the National School Nutrition Program (NSPN) should be effectively used. The minutes of the staff meeting also emphasizes that the program aimed at reducing absenteeism, dropout and improving enrolment in no-fee schools (refer to section 2.8.2). The sentiment is reflected in the extract from the minutes cited hereunder:

As a staff , those educators who assists learners during break they must make sure that all learners received food daily. Left overs' must given the poorest learners so that they would attracted by food and come to school regularly.

The government aimed to improve enrolment through the implementation of the NSNP. All learners in no-fee schools would be provided with daily meals. The program assists to keep learners in school and not to learn on an empty stomach (refer to 2.8.2). The minutes indicated that the government gave no-fee schools a prescribed menu for this program. The menu was as follows:

Table 4.1: Primary school prescribed menu

DAYS	MEALS	MEAL PLAN	MENU(Food Item)	DRY PORTION SIZE
MONDAY	Lunch			
	Bean stew with pap and vegetables	Protein	Stewed beans	30g
		Starch	Maize meal	50g
		Vegetables/fruit	Pumpkin/butternut	60g
TUESDAY	Lunch			
	Pilchard stew with rice and cabbage	Protein	Pilchard stew	40g
		Starch	Rice	50g
		Vegetables/fruit	Cabbage	60g
WEDNESDAY	Lunch			
	Bean stew with samp and fruit	Protein	Stewed beans	30g
		Starch	Samp	50g
		Vegetables/fruit	Apples, bananas, orange	1 medium
THURSDAY	Lunch			
	Pilchard stew with maize meal and cabbage	Protein	Pilchard stew	40g
		Starch	Maize meal	50g
		Vegetable/ fruit	Cabbage	60g
FRIDAY	Lunch			
		Protein	Soya mince stew	30g
		Starch	Samp	50g
		Vegetables/fruit	Pumpkin/butternuts	60g

The above table is an indication that learners cannot learn on an empty stomach. A daily menu is provided to all no-fee schools. The researcher learnt that the main aim of this menu is to improve learners' outcomes by enhancing active learning and to reduce hunger and malnutrition.

According to Dossing et al., (2011:23), the National Schools Nutrition Program (NSNP) provides access to food and basic nutrition in no-fee schools. It promotes both the health status and school attendance of learners. In addition, the school-feeding scheme

attracts more learners to enrol in no-fee schools and to attend school regularly (Krishnaratne et al., 2013:19).

4.6 CONCLUSION

This chapter has addressed the analysis of data obtained from the semi-structured interviews and documents analysis. From the semi-structured interviews, the following major themes were identified:

- parents' withdrawal of their children from no-fee schools to enrol them at better schools;
- cooperation between parents, teachers and government to improve learners' education;
- maintaining of discipline;
- developing professionalism in schools;
- disbursement of no-fee school funds in time; and
- effective training of all stakeholders to manage funds.

The chapter has further included a discussion of the analysis of documents such as class registers, the summary register, the admission register, the no-fee school policy, as well as the minutes of the staff meetings, which served as a reminder to attendees of what transpired at the meetings. The chapter has also drawn on related literature and a conceptual framework aligned to the views shared by the participants.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The preceding chapter focused on data analysis. This chapter centres on a summary of the findings, conclusion and recommendations. It describes the main findings of the study and recommendations to improve enrolment in the foundation phase of no-fee schools and draws some final conclusions.

5.1.1 Purpose

5.1.1.1 Main aim

The main aim of the study was to investigate factors influencing poor enrolment in the foundation phase in one no-fee schools.

5.1.1.2 Objectives

The main aim of the study was fulfilled by the achievement of the following objectives:

- ❖ To explore views of educators regarding poor enrolment of learners in the foundation phase of no-fee schools.
- ❖ To determine how educators overcome challenges brought about by poor enrolment of learners in a no-fee school's foundation phase.
- ❖ To recommend strategies that could be used to improve enrolment of learners in no-fee schools' foundation phase.

5.2 SUMMARY OF THE STUDY

Chapter one outlined the introduction or the background to the study, problem statement, aim and objectives of the study, research questions, research methodology, preliminary literature review and ethical considerations as well as measures to ensure trustworthiness.

This chapter concluded with the proposed plan of the study, which covers five chapters.

Chapter two briefly indicated the establishment of no-fee schools in South Africa. The chapter also discussed the implementation challenges of the no-fee school policy in South Africa, enrolment trends in no-fee schools in South Africa, and the factors influencing poor enrolment in no-fee schools in the foundation phase in other countries. In addition, this chapter highlighted the perception on poor enrolment in a no-fee school in the foundation phase, overcoming the challenges of poor enrolment in such-fee schools, and the initiatives needed to improve poor enrolment of learners in the foundation phase.

The chapter concluded with the conceptual framework for the study, which reflected some of the input, processes and output factors influencing poor enrolment in no-fee schools in the foundation phase.

Chapter three discussed the research methodology, which included a qualitative research method and case-study research design. In this chapter, the researcher described the use of McMillan & Schumacher's (2010:329) data-collection research phases, which include the following:

- ❖ **Phase1: Planning for data collection.** Before data could be collected, the required ethical considerations were observed. Ethical issues included permission to conduct a research study, informed consent, confidentiality and anonymity.

- ❖ **Phase 2: Population and sampling.** In this phase, it was indicated that the target population was composed of foundation-phase educators from a no-fee school. Purposeful sampling was used. Four educators from the chosen school were invited to participate in the study. Purposeful sampling was used because the researcher wanted rich information from participants about factors influencing poor enrolment in the foundation phase in no-fee schools.
- ❖ **Phase 3: Data collection strategies.** Two data collection strategies were used, namely semi-structured interviews and document analysis.
- ❖ **Phase 4: Closing data collection.** It was indicated that during interview sessions the participants reflected their views on overcoming the challenges of poor enrolment in the foundation phase in no-fee schools and the support that is needed to improve such poor enrolment of learners.
- ❖ **Phase 5: Completion of data collection and starting with data analysis.** In this phase, the researcher employed a systematic process of coding suggested by McMillan and Schumacher (2010:367). Measures to ensure trustworthiness, which includes credibility, transferability, dependability and confirmability, were emphasised.

Chapter four: The chapter outlines the research site, biographical information of the participants, data analysis and interpretation. The chapter concludes with the analysis and interpretation of documents such as class registers, admission register, summary register, staff meeting minutes and the no-fee school policy.

5.3 SUMMARY OF THE RESEARCH FINDINGS

The summary of the research was based on answers to the following three questions.

5.3.1 The first question concerned the views of educators regarding poor enrolment in the foundation phase in no-fee schools.

The results reveal that the no-fee school policy has a negative impact on parents, who believe that it has destroyed their creativity. As a result, parents have developed

negative attitudes towards the no-fee school policy. Parents (refer to 4.4.1) feel like they have no role to play in the education of their children. Instead of addressing the challenge, they resort to withdrawing their children to other schools deemed better.

Though the no-fee policy has made education accessible to poorer learners, it seems to have destroyed the initiative of parents by making everything free and taking away their active participation. From the first question, it is evident that the no-fee school policy has demoralised the parents, as evidenced by the negative attitude and a feeling of having no role to play. Participants further indicated that the no-fee school policy had destroyed the involvement that the parents had in the education of their children, as evidenced by non-participation in parents' meetings. The no-fee school policy seems to compromise the initiative and creativity of the parents. Parents are no longer interested in the education of their children.

Lack of parental involvement has given rise to child behavioural problems or ill-discipline, resulting in poor performance, repetition and a high rate of absenteeism, which in turn has led to a poor enrolment rate in no-fee schools. If there is poor performance, repetition of classes, and a high rate of learner absenteeism, the quality of education in no-fee schools might be affected.

The infrastructure that is not fit for purpose has had a negative effect on the quality of education and the enrolment status. In addition, the infrastructure has been affected by the delayed disbursement of funds, as it prevents action in terms of maintenance challenges.

The research findings further demonstrate that the deterioration of the quality of education in no-fee schools is one of the factors that have forced parents to withdraw their children and register them at better schools. One of the aims of no-fee schools was to provide education of quality; however, the lack of educational facilities has led to a deterioration of the quality of education in no-fee schools, which in turn has affected the enrolment pattern of learners in no-fee schools in the foundation phase.

The second question was:

5.3.2. How can educators overcome the challenges of poor enrolment in the foundation phase?

The findings revealed that cooperation amongst stakeholders was necessary for the improvement of the quality of education. Cooperation and involvement in the education of the children will enhance ownership, responsibility and accountability. As parents participate in the education of their children, it will also enhance discipline and eventually have an impact on the quality of education, which should eventually have an impact on the enrolment figures.

Each stakeholder needs to play its role with regard to the education of the child. The government has an important role of ensuring that there is adequate infrastructure in no-fee schools. However, the delay in disbursement of funds in no-fee schools has had a negative impact on the quality of education. The problem of infrastructure and disbursement of funds to schools by the department was also echoed during staff meetings, as revealed in the document analysis. Staff members alluded to the impact on the functionality of schools and enrolment.

The cooperation amongst parents, teachers and the government can be instilled by communication or advice among these stakeholders, and an understanding of their roles.

The findings also indicated that teachers are not particularly well paid (refer to 4.4.2.1); teaching has become a job that one only does when one cannot get another job. The poor salary of teachers, when compared with their counterparts who are engaged in other professions with comparable levels of education and experience, is one of the challenges teachers have to cope with in no-fee schools.

The findings demonstrated that to attract and retain educators in isolated no-fee schools, they should be compensated with attractive remuneration (refer to 4.4.1.2) or

additional financial incentives in the form of a hardship allowance and travel allowance for educators in no-fee schools.

Consequently, many teachers are forced to find additional income to augment their poor earnings, which invariably will have a serious negative impact on their overall performance in no-fee schools. Therefore, teachers tend to leave no-fee schools and look for greener pastures. As a result, parents withdraw their children from no-fee schools and register them at better schools where teachers are motivated through good remuneration and working conditions.

Whilst Arong and Ogbadu (2010:96) indicated that poor enrolment in no-fee schools could be resolved by the maintenance of discipline by all stakeholders; however, it was found in this study that ill-discipline in no-fee schools was caused by lack of parent's accountability (refer to 4.4.2.2). The findings also revealed that educators in no-fee schools were demotivated to work because of ill-disciplined learners.

A further finding of the study concerns the code of conduct for learners that is supposed to be utilised by educators as it has already been adopted by school governing bodies in no-fee schools. According to Section 8 (3) of the SASA of 1996, the Minister of Education, after consultation with the Council of Ministers of Education, may determine guidelines for the consideration of governing bodies in adopting a code of conduct for learners. However, the abolishment of corporal punishment by the South African Schools Act (SASA) may have made educators afraid to discipline learners. The findings show that discipline is important because learners learn easily in a safe and conducive environment. Parents prefer to send their children to disciplined schools.

Professionalism as part of the findings is indicated as another factor that could maintain discipline. The results reveal that professionalism in no-fee schools could be developed (refer to 4.4.2.3) through teachers' commitment and dedication. However, professionalism can also be hampered by teachers' absenteeism (Ananga, 2011:10).

A further finding revealed that teachers in no-fee schools commit fewer hours to classroom teaching in favour of their private work (refer to section 4.4.2.1), possibly as a means of complementing their inadequate salaries.

Suggestions from participants towards the improvement of poor enrolment in no-fee schools included the following:

- Strengthen collaboration amongst the stakeholders in education (i.e. parents, teachers and the government). Non-involvement of stakeholders has been a factor in the status of enrolment in the no-fee schools. Strengthening of involvement will enhance accountability, with an impact on ownership and the status of enrolment.
- Discipline should be maintained by the schools. Ill-discipline was a factor influencing enrolment figures.

The situation reflects a need for dedicated teachers (refer to section 4.4.2.3) who will work tirelessly to create a challenging, nurturing environment for their learners in no-fee schools. The same matter was also discussed during staff meetings, where emphasis was placed on the need for dedication and commitment to teach the learners.

The researcher noted that the provincial government did not disburse funds on time. There were transfer delays that made planning in no-fee schools difficult and frustrating. It also made it difficult to maintain the dilapidated infrastructure. The same issue was reflected in the staff meeting minutes that revealed a concern about the status of the infrastructure and its possible impact on staff turnover.

Though the aim of no-fee schools was to attain high enrolment in the foundation phase, instead, both enrolment and completion rates have declined. The same was also echoed by the minutes of the staff meeting and the class registers. Both documents revealed absenteeism, which eventually led to dysfunctionality and staff turnover.

Parents consequently transfer their children to better schools (refer to section 4.5.3); hence the poor enrolment in no-fee schools.

The last question was:

5.3.3. What support is needed by no-fee schools to improve learner enrolment?

In terms of support, the results show that effective training through individual or group mentoring, peer support groups and in-service training are necessary in order to improve enrolment of learners in no-fee schools' foundation phase. In-service training should include the professional development of educators because of its potential for enhancing quality and learner's performance.

The same sentiments were also supported by the framework that reflected inadequate in-service training as both individual teacher and school factors that influence the poor enrolment of learners (Johnson 2011:34). That implies that if there is academic support for teachers, it is likely to have an impact on the quality of teaching and affect the nature of learner enrolment.

Therefore, professional development is seen as an ingredient for creating effective schools, promoting the delivery of education, and the development and improvement of learners' performance. It helps educators to acquire the most up-to-date knowledge of the subject they teach. Professional development encourages staff to aspire to improve performance in the workplace so that learner enrolment could also be improved (Göttelmann-Duret, 2012:34).

In addition, the findings indicate that school governing bodies (SGBs) need the effectiveness of existing training programs and training systems that can reach all schools' stakeholders concerning the management of the funds of no-fee schools. In order to improve enrolment of learners in no-fee school, the governing body should be trained to prepare a budget effectively according to prescriptions determined by a Member of the Executive Council. (South African Schools Act 84 of 1996 section 38:1).

Furthermore, school governing bodies should be trained to keep records of funds received and spent by the no-fee school, compile an annual audited financial statement, and keep records of assets (South African Schools Act 84 of 1996 section 42a).

Consequently, there must be opportunities for all stakeholders in no-fee schools to upgrade their skills through in-service training programs. Additionally, peer tutoring allows the sharing of knowledge and developing each other.

5.4 DOCUMENT ANALYSIS

Some of the findings of the document analysis have been integrated in the above sections (refer to section 4.4). Further analysis is presented in the paragraphs below.

❖ The main finding on the registers

The findings show that the high rate of absenteeism in all registers from Grade R-3 compelled educators to withdraw learners from the class register and this led to the poor enrolment figures of learners in no-fee schools. Moreover, the research findings indicated that class registers were affected by parents who withdrew their children from no-fee schools looking for better quality education in higher quintiles. Withdrawal of children by their parents caused enrolment in no-fee school to decline.

❖ The main findings on the staff meeting minutes

The staff meeting minutes revealed that educators should own the education of their learners through improving teaching and learning, by doing assessment of learners and by doing daily preparation (refer to section 4.5.4).

The findings also indicate that for the enrolment of learners in no-fee schools to improve, building good infrastructure would attract more learners.

❖ The main findings on the no-fee school policy

The findings on no-fee schools show that the no-fee school policy serves as a magnet to attract learners to attend school without paying anything. The ideal of charging no fees was intended as a source for improving enrolment in no-fee schools. Furthermore, the no-fee school policy came with a package including the National Schools Nutrition Program. The findings indicated that the program has assisted in improving enrolment by providing the learners with daily meals that keep them at school.

5.5 RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made towards the improvement of poor enrolment in no-fee schools:

- ❖ Active involvement of parents in the education of the children through strengthening of collaboration amongst all stakeholders – parents, teachers and government (refer to section 5.3.2). This will ensure that parents take responsibility for the education of their children.
- ❖ Maintenance of discipline in the school by all the stakeholders – parents, teachers and government (refer to section 5.3.2). Teachers need to display professionalism in the workplace, coming on duty on time; daily preparation for the class lessons, being in the classroom on time, as well as strict monitoring of absenteeism. Teachers should be assessing the learners.
- ❖ A training programme for the School Governing Body whereby parents get training (refer to section 5.3.3) on the management of funds, monitoring the disbursement of funds to ensure that funds are transferred on time. This will guarantee that the school is in a position to address other challenges such as infrastructure. Teachers should also be trained on current approaches to the education of the learners, i.e. sharpening their skills.

5.6 LIMITATIONS OF THE STUDY

Three data collection instruments could have increased the true value of this study. Only semi-structured interviews and document analysis were used to collect data for the study. One more data collection instrument could have been used to triangulate and increase the true value of this study. The results of this study only portray the views of the teachers interviewed and not of the other important stakeholders such as the parents and government officials. More participants could have made the difference. Generalisation of the research findings is limited by the fact that only four participants from only one school volunteered to participate in the study.

5.7 THE STRATEGY

Based on the data collected and literature reviewed in chapter two, the following strategies that could improve the enrolment in the foundation phase of no-fee schools are hereby suggested:

- ❖ Provision of the promised funds (refer to section 4.4.2.4) to the no-fee schools in order to retain learners at schools and motivate parents to enrol their children at these schools.
- ❖ The development of educators' teaching and learning skills (Taylor, 2008:23) to produce good results (refer to section 2.7.3).
- ❖ The implementation of a program that would give support (refer to section 4.4.3) to the development needs of learners and parents, and the provision of information on how to address them.
- ❖ The lack of maintenance of infrastructure in no-fee schools has a negative impact in learners' attendance and enrolment (Branson et al., 2012:72). This should be taken into consideration and addressed (refer to section 2.8.3).

5.8 AREA FOR FUTURE RESEARCH

Future researchers should consider the views of parents concerning poor enrolment in no-fee school in the foundation phase in Sibasa Circuit.

A comparative study could be conducted between no-fee school enrolment and private schools' enrolment to see how the results compare.

5.9 CONCLUSION

This chapter concludes this study. The purpose of this study was to explore factors that influence poor enrolment in a no-fee school in the foundation phase in Sibasa Circuit.

The study adopted a qualitative research method and case study research design. The study also used semi-structured interviews and document analysis to gather data.

The findings from data analysis embraces the views of educators regarding poor enrolment in a no-fee school, which entails the withdrawal of learners by their parents. In this study the participants revealed poor remuneration of educators, delay of provincial funding, lack of discipline in no-fee schools, and dilapidated infrastructure as some of the factors that influence poor enrolment in no-fee school

The findings from the data analysis revealed that collaboration of all stakeholders; discipline maintenance; development of professionalism in no-fee schools through teachers' commitment and dedication, timeous disbursement of no-fee school funds and support to no-fee schools were cited as factors that would improve learner enrolment.

The study thus recommends the development of the quality of education through teaching and learning and learner assessment.

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APPENDIX 1: Letter to request permission to conduct research at

Tshififi Primary School

P.O. Box 2145

Sibasa

0970

14 January 2014

The Circuit Manager

Private Bag x 2166

Sibasa

0970

Dear Sir/Madam,

Re: Request for permission to conduct research at one no-fee Primary School

I humbly request your permission to conduct research at the above mentioned school. The topic of my research is: The investigation of factors influencing poor enrolment in a no-fee school foundation phase in Sibasa Circuit Limpopo province.

I am currently pursuing my Masters in Educational Management at the University of South Africa (UNISA)

The purpose of this study is to investigate factors influencing poor enrolment in a no-fee school in the foundation phase. The data collection instruments will be semi-structured interviews and document analysis. The time-frame for the semi-structured interview is 30 minutes. The discussion will be audio-taped and transcribed verbatim. A checklist will be used to analyse the documents.

Pseudonyms will be used to safeguard the participants' confidentiality and anonymity, therefore no data will be linked to their names. Participation in this study will be voluntary, thereby allowing the participants the right to withdraw at any stage of the research.

The results of the study will enlighten the school managers and educators at the no-fee schools regarding the factors influencing poor enrolment in their schools.

The findings and recommendations could assist the Department of Education in eradicating enrolment problems at no-fee schools.

Thanking you in advance

Yours faithfully

Signature

N.T. Makhwanya (Mrs)

For any information, please contact me at the following number

Cell Number: 0833794946

APPENDIX 2: Letter to request permission to involve some of the school's staff members in the study

P.O. Box 2145

Sibasa

0970

14 January 2014

The School Manager

Tshififi Primary School

P.O. Box 795

Sibasa

0970

Dear Sir/Madam,

Re: Requesting permission to involve some of the school's staff members in the study

I humbly request your permission for the participation of your foundation phase (grade three) educators in my research. The topic of my research is: The investigation of factors influencing poor enrolment in a no-fee school foundation phase in Sibasa Circuit, Limpopo Province.

I am currently pursuing my Masters in Educational Management at the University of South Africa (UNISA).

The purpose of the study is to investigate factors influencing poor enrolment in the foundation phase at a no-fee school. The data collection instruments will be semi-structured interviews and document analysis. The time-frame for the semi-structured interview is 30 minutes. The discussion will be audio-taped and transcribed verbatim. A checklist will be used to analyse documents.

The participants' confidentiality and anonymity will be safeguarded by using pseudonyms, therefore no data will be linked to their names. Participation in the study will be voluntary, thereby allowing the participants the right to withdraw at any stage of the research.

The results of the study will enlighten the school managers and educators of the no-fee schools about factors influencing poor enrolment in their schools.

The findings and recommendations will help the Department of Education to mitigate the gaps and stabilise the enrolment in a no-fee school.

Thanking you in advance

Yours faithfully

Signature.....

N.T. Makhwanya (Mrs)

For any information, please contact me at the following number

Cell Number: 0833794946

APPENDIX 3: Informed consent form

Enquiries: Makhwanya N.T.

P.O. BOX 2145

Cell phone number: 0833794946

Sibasa

0970

20 January 2013

INFORMED CONSENT FORM

TOPIC: THE INVESTIGATION OF FACTORS INFLUENCING POOR ENROLMENT IN NO-FEE SCHOOLS IN FOUNDATION PHASE IN SIBASA CIRCUIT, LIMPOPO PROVINCE

Dear Participant,

I, Makhwanya Ntshengedzeni Theresa, a student at University of South Africa (UNISA), humbly request your participation in this study. The purpose of the study is to explore factors influencing poor enrolment in foundation phase at a no-fee school.

To achieve this, at least four participants (educators) are needed to participate in this study. They will be engaging in semi-structured interviews. The participants will be interviewed using open-ended questions as an instrument to explore factors influencing poor enrolment in foundation phase at a no-fee school. The time period for the semi-structured interview will be 30 minutes. The discussion will be audio-taped and transcribed verbatim. The following documents will be examined: staff meeting minutes and the no-fee school policy. A checklist will be used to analyse documents.

This study will adopt a qualitative research method and the design will be a case study. Educators will be selected based on three years teaching experience in a no-fee foundation phase school. There are no anticipated risks in this study.

You should be made aware that you are free to decline to participate or to withdraw at any time or stage of the research as participation in this study is voluntary. Should there be any withdrawal, there will be no penalty for that. Please do not hesitate to ask any questions regarding the study even after data collection. Please note that you will be briefed about the research findings when the study is completed.

Your confidentiality and anonymity will be safeguarded by pseudonyms, therefore no data will be linked to your name.

The findings in this study will enlighten the school managers and educators at the of no-fee school regarding the factors influencing poor enrolment in their schools. The UNISA College of Education's ethics committee has granted me permission to conduct this study.

This is to confirm that I have read and understood the purpose and procedures in this study and I agree to participate.

Signed on this day the of 2014 at

.....

.....

Signature of Participant

Date

APPENDIX 4: Semi-structured interview

THE MAIN QUESTION:

What factors influence poor enrolment in the foundation phase in no-fee schools'?

SUB – QUESTIONS:

- What are the views of educators regarding poor enrolment of learners in the foundation phase in no-fee schools?
- How can educators overcome the challenges of poor enrolment in no-fee schools' foundation phase?
- What support does no-fee schools' foundation phase receive to improve enrolment of learners?

Types of questions	Examples of questions	Participants' responses
1. What are the views of educators regarding poor enrolment in foundation phase in a no-fee school?	<ul style="list-style-type: none"> • What is your opinion of a no-fee school? • How is the enrolment done in the foundation phase of a no-fee school? • How often does the government transfer funds to the no-fee school's account? 	
2. How can educators overcome the challenges of poor enrolment in foundation phase a no-fee school?	<ul style="list-style-type: none"> • What are challenges experienced by educators in foundation phase at a no-fee school? • What is your suggestion in 	

	<p>terms of overcoming these challenges?</p> <ul style="list-style-type: none"> • How can learners benefit from a no-fee school? 	
<p>3. What support does a no-fee school receive to improve enrolment of learners?</p>	<ul style="list-style-type: none"> • What support do no-fee schools get from the government to manage funds? • Do parents take part in the management of these funds? 	

APPENDIX 5: Document analysis checklist

1. What factors influence poor enrolment in no-fee schools' foundation phase?			
ISSUE	RECORDS		COMMENTS ON DOCUMENT
	YES	NO	
1. Does the school use a no-fee policy? 2. Does the school have the following registers: 2.1. Class register. 2.2. Admission register 2.3. Summary register.			
2. What support does a no-fee foundation phase school receive to improve enrolment of learners?			
2.1. Do staff meeting minutes contain information on how to improve enrolment such as the following: 2.1.1. Improving quality of teaching and learning (year plan, timetable, assessment plan, lesson plan) 2.1.2. Improving accountability (rewards, in-service training and incentives). 2.1.3. Infrastructure (building enough classrooms and buying enough equipment). 2. Is there any evidence to			

<p>support how the no-fee policy was used to improve enrolment?</p> <p>3. Allocation of funds (disbursement of money in time and in equitable manner).</p>			
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APPENDIX 6: Permission to conduct academic research

Limpopo
PROVINCIAL GOVERNMENT

Sibasa Circuit Office
Sibasa X1166
SIBASA 0978
Tel No. 015 963 2862
Fax. 015 963 2831


Enq: Nengshela L.J
Tel: 015 963 2862
Cell: 082 704 9829

14/01/2014

Makhwanya N.T
P.O Box 2145
Sibasa
0978

RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH: YOURSELF.

1. The above matter has reference.
2. I hereby wish to acknowledge receipt your letter in which you are requesting to be permitted to conduct an academic research in the schools.
3. Our office hereby notifies you that your request is approved provided you do not interrupt teaching and learning activities.
4. Thanking you in advance.


CIRCUIT MANAGER: SIBASA

2014-01-14
DATE

DEPARTMENT OF EDUCATION
SIBASA CIRCUIT OFFICE
2014-01-14
SIBASA CIRCUIT OFFICE

	<p>Parent together with teachers and all stakeholders we must maintained discipline</p> <p>Funds should arrive in time.</p> <p>Eh another thing is poor discipline which is caused by government because children are said to be eh we are told as educators to leave them as they are.</p> <p>Mm I think as a suggestion if discipline can be maintained may be eh enrolment can gain its strength</p> <p>Another thing is cooperation between parents, educators and government. If this people can be able to work together maybe we can find our enrolment being uplifted</p>	<p>Rita</p>	<p>Cooperate and maintain discipline</p> <p>Arrive in time</p> <p>Discipline can be maintained</p>	<p>Disbursement of no fee school funds in time</p> <p>Maintenance of discipline</p>
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	<p>Funds should arrive at school may be when there is still time</p> <p>Educators should work, dedicated do their best with what they have.</p> <p>The Provincial Department must distribute enough norms and standards money in time.</p>	Dembe	<p>Cooperate and maintain discipline</p> <p>Funds arrive on time</p> <p>Their best with what they have</p> <p>Funds arrive on time</p>	
3.What support does no fee school receive to improve	OH , training SGB's, finance officers and treasurers on how to manage funds.	Mary	Training of SGB's	Effective training of all stakeholders to manage funds to improve enrolment of

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APPENDIX 8: Research ethics clearance certificate



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

NT Makhwanya [05974623]

for a M Ed study entitled

**The investigation of factors that influence poor enrolment in a No Fee
School in Foundation Phase within Sibasa Circuit, Limpopo**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.



Prof KP Dzimbo
Executive Dean : CEDU



Dr M. M. M. M. M.
CEDU REC (Chairperson)
mdtc@netactive.co.za

Reference number: 2014 APRIL/05974623/MC

14 April 2014

APPENDIX 9: Semi-structured interview recording

FIRST PARTICIPANT: MARY

RESEARCHER: R

DURATION OF SEMI-STRUCTURED INTERVIEW SESSION

Introduction	R – I am Theresa Makhwanya. I am presently doing a Masters in Educational Management at the University of South Africa. I am a researcher. I would like to thank you for coming. You must feel at home to make it possible to be part of this discussion.
Purpose	What we are here for is to discuss factors that influence poor enrolment in a no-fee school in the foundation phase.
Re-enforcing participant worth	I actually want to know what you are seeing and how I can learn from your experience as an educator who is teaching in the foundation phase. I hope to obtain the current picture of the factors that influence poor enrolment in a no-fee school in the foundation phase, with the aim of improving the entire enrolment in no-fee schools in the foundation phase.
Ethical considerations	I have obtained permission to conduct this research from the University of South Africa Research Committee. I have also obtained permission from the Department of Education, the Circuit Manager, Principals as well as from you as the participant, as you have already signed the consent form. As we will

	<p>be discussing, the recorder will be on so that we can record everything that will be discussed here.</p>
Anonymity/ Confidentiality	<p>Please note that anything you say here will be held in strict confidence by not reflecting your name in the report but using codes. In case you feel that certain information you are about to say does not need to be recorded, you will signal so that I can stop the recorder. So feel free; do not leave anything unopened. After transcribing I am going to erase this information just for the sake of confidentiality.</p>
Withdrawal	<p>You are of course under no obligation to participate in the study but if you do so you have the right to withdraw at any stage of the research.</p>
Duration	<p>The discussion is likely to take more or less 30 minutes.</p>
Self-introduction	<p>R – Before we proceed with our discussion, I want to request you to introduce yourself in terms of your occupation but not your name.</p> <p>M – OK. I am a teacher. I teach in the foundation phase. I teach in Grade 1.</p>
<p>Ground rules:</p> <ul style="list-style-type: none"> • Respect • Phones 	<p>R – Thank you. Before we embark upon our discussion let's establish our ground rules that will enhance our interaction. Ground rule number one: we are going to treat each other with respect.</p> <p>What do we do with our cell phones?</p>

	M – Let’s switch them off
Purpose	<p>R – As I have mentioned before, the purpose of this study is to investigate factors that influence poor enrolment in a no-fee school in the foundation phase. The study has one main question, which is: <i>What are the factors that influence poor enrolment in a no-fee school in foundation phase?</i> The main question is divided into sub-questions, which include the following:</p> <ul style="list-style-type: none"> • The first sub-question is: What are the views of educators regarding poor enrolment in a no-fee school in the foundation phase? • The second sub- question is: How can educators overcome the challenges of poor enrolment in a no-fee school in the foundation phase? • Sub-question number three: What support does no-fee school foundation phase receive to improve enrolment of learners? <p>So the topic of this session will be the following: What are the views of educators regarding poor enrolment of learners in the foundation phase in a no-fee school? What is your opinion of a no-fee school?</p>
Views of educators regarding poor enrolment	M – Oh my opinion in a no-fee school, Eh no-fee school policy is a silent killer yes is a silent killer. It kills the creativity that the parents have especially in the education of their children. Poor parents were abandoned to purchase stationery, to pay maintenance

	<p>fees. Everything is free, everything is free.</p> <p>This leads to poor quality education because everything is just scattered especially here in this school.</p> <p>R – How often does the government transfer funds to the no-fee school account?</p> <p>M – You know what, the government transfers funds twice per annum to the no-fee school account. At the beginning of government financial year by April and in November. They transfer this funds, Ja they transfer this funds late. Most no-fee school want to use funds to buy resources, cleaning materials at the beginning of the year. But in January no money in no-fee school accounts. Most Principals uses their own money to maintain no-fee schools. It is very much frustrating. Late transfer of funds affects enrolment .</p>
<p>Challenges in no-fee schools</p>	<p>R – Now we are proceeding to sub-question number two</p> <p>What are the challenges? I want to know from you as an educator who is teaching in foundation phase what are the challenges experienced by educators in the foundation phase in a no-fee school?</p> <p>M – Yoo,Hee, Lack of supervision. <u>Most parents in no-fee school do not supervise their learners' work because their level of education is very, very low.</u></p> <p>Conflicts, at home and in the school premises amongst</p>

	<p>the staff influence poor enrolment. A happy teacher dishes up the subject matter in full, but a furious teacher, reluctant to dish full subject matter. Conflict destroys the growing up of school.</p> <p>Leadership style: I mean the Principal who does not want to work who is over delegate. Educators run away from him or her...</p>
<p>Suggestion in terms of overcoming the challenges</p>	<p>R – There are many challenges that you have mentioned. What is your suggestion for overcoming these challenges?</p> <p>M – OH there should be always parents meeting e.g. twice per quarter. Cooperation at home should be encouraged. <u>There must be cooperation between educators, parents and government.</u></p> <p>Leadership style should be changed to transformative one.</p> <p>Educators must be committed.</p>
<p>Support needed in order to improve enrolment</p>	<p>R – Thank you. We are going to sub-question three, the last one. I want to know from you as an educator who is teaching in the foundation phase: What support does a no-fee school receive to improve enrolment of learners?</p> <p>M – OH , training SGBs, finance officers and treasurers on how to manage funds.</p> <p>R – Thank you for your contribution.</p> <p>M – Thank you.</p>

SECOND PARTICIPANT: RITA

RESEARCHER: R

DURATION OF SEMI-STRUCTURED INTERVIEW SESSION

Introduction	Reseacher – My name is Theresa. I am a researcher. You must feel at home for making it possible to be part of this discussion.
Purpose	The main aim of this gathering is to discuss factors that influence poor enrolment in a no-fee school in the foundation phase.
Re-enforcing participant worth	I actually want to know what you are seeing and how I can learn from you. I hope to obtain the current picture of the factors that influence poor enrolment in a no-fee school in the foundation phase. The aim is improving the entire enrolment in no-fee schools in the foundation phase.
Anonymity/confidentiality	<p>As we will be discussing the recorder will be on so that we can record everything that will be discussed here.</p> <p>Please note that anything you say here will be held in strict confidence by not reflecting your name in the report but assigning codes. In case you feel that certain information you are about to say does not need to be recorded, you will signal so that I can stop the recorder. So feel free; do not leave anything unopened.</p>
Withdrawal	You are of course under no obligation to participate in the study but if you do so you have the right to withdraw at any

	stage of the research.
Self-introduction	<p>Researcher – Before we proceed with our discussion I want to request you to introduce yourself in terms of occupation.</p> <p>Introduce yourself. Thank you. We are listening.</p> <p>R – Thank you, Mam, for giving me this opportunity. I am an educator and I'm currently teaching foundation-phase learners. Thank you.</p>
Purpose	<p>Researcher – Thank you. As I have mentioned, the purpose of this study is to investigate factors that influence poor enrolment in a no-fee school in the foundation phase. The study has one main question, which is: What are the factors that influence poor enrolment in a no-fee school in the foundation phase? The main question is divided into sub-questions which include the following:</p> <ul style="list-style-type: none"> • What are the views of educators regarding poor enrolment in a no-fee school in the foundation phase? • The second sub-question is: How can educators overcome the challenges of poor enrolment in a no-fee school in the foundation phase? • The third and last question: What support does a no-fee school foundation phase receive to improve enrolment of learners?
Views of educators regarding poor enrolment	<p>Rita – Ok, thank you. No-fee school came with an interesting thing among poor parents of relieving them from the burden of paying school fees. It put the burden of</p>

	<p>paying school fees upon the shoulders of the government.</p> <p>No-fee school, no-fee policy is also destroying the standard of education because no-fee school receive funds late. No-fee school left with no money to purchase essential resources for smooth running of schools.</p> <p>Insufficient resources made or force parents to pull their, their learners in no-fee school to other higher quintiles looking for better resources and high quality education.</p> <p>Because parents are no longer paying anything they do not own education of their learners or their children. Free education means free from motivating their learners to learn. We are a nation at work. No-fee policy is destroying the future of our nation by making everything in a no-fee school free.</p> <p>Infrastructure in most no-fee schools is fragile. Parents are reluctant to send their learners where building and surroundings are not attractive. So poor enrolment is also caused by unattractive infrastructure.</p> <p>The poor learners remain in no-fee schools because they cannot afford transport, even other levies. Because they are unable to pay uniform fees, school fees and this forced them to drop out. This impacts on enrolment. I think I can end there.</p> <p>Researcher – How often does the government transfer funds into no-fee schools’ accounts?</p>
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	<p>Rita: Ok. -Again in a no-fee school the government transfer their funds twice per annum. <u>And these funds that are transfer are not even enough for smooth running of school.</u></p>
<p>Suggestion in terms of overcoming the challenges.</p>	<p>Researcher – How can educators overcome the challenges of poor enrolment in a no-fee school in the foundation phase? I want to know from you or learn from you. What are the challenges of poor enrolment as you are teaching in the foundation phase? What is your experience? What are the challenges of poor enrolment?</p> <p>Rita – Ok, as an educator in a foundation phase, Eh what I have experience is lack of commitment. Educators should be committed to their work.</p> <p>Eh, another thing is poor discipline which is caused by the government because we are told as educators to leave them as they are.</p> <p>Mm I think as a suggestion <u>if discipline can be maintained may be eh enrolment can gain its strength.</u></p> <p><u>If these SGBs are also trained, maybe they should, they can know what to do</u> and they can also be able to inform parents of what is going on at school and able to motivate them to bring their children in the school.</p> <p>Another thing maybe it can be cooperation between parents, educators and government. If this people can be able to work together maybe we can find our enrolment being uplifted.</p>

	<p><u>Funds should arrive at school maybe when there is still time</u> because we find funds arrive at our schools late at the end of the year. And during this period of education there is no funds. Thank you.</p>
<p>Support needed in order to improve enrolment</p>	<p>Researcher – Lets proceed to another question. Hm What support does a no-fee school receive to improve enrolment of learners?</p> <p>Rita – <u>Hm The support that no-fee school get. Is that fact of eh training. Teachers are receiving training. Also SGB members are also trained on how to run the school funds.</u></p> <p>Researcher – Thank you very much for your time and everything.</p> <p>Rita – With pleasure. Thank you.</p>

THIRD PARTICIPANT: DEMBE

RESEARCHER: R

DURATION OF SEMI-STRUCTURED INTERVIEW SESSION

Introduction	R – I am Theresa Makhwanya. I am doing a Masters in Educational Management at UNISA. I am a researcher.
Purpose	I have brought you here so that I can learn from you about factors that influence poor enrolment in a no-fee school in the foundation phase.
Re-enforcing participant worth	<p>I want to know what you are seeing, even if it looks bad. My focus is on your experience of factors that influence poor enrolment in a no-fee school.</p> <p>Through the discussion I hope to obtain the current picture of factors that influence poor enrolment with a view to improving the standard thereof.</p>
Anonymity/confidentiality	Please note that anything you say here will be held in strict confidence by not reflecting your name in the report but assigning codes. In case you feel that certain information you are about to say does not need to be recorded you will signal so that I can stop the recorder.
Withdrawal	You are of course under no obligation to participate in the study but if you do so you have the right to withdraw at any stage of the research.
Self-introduction	Before we proceed with our discussion I want to request

	<p>you to introduce yourself in terms of occupation, not name</p> <p>Introduce yourself.</p> <p>D – I am a teacher. I teach in Grade 2.</p>
<p>Purpose</p>	<p>R – Ok, Eh, As I have mentioned before, the purpose of this study is to investigate factors that influence poor enrolment in a no-fee school in the foundation phase. The study has one main question, which is: <i>What are the factors that influence poor enrolment in a no-fee school in the foundation phase?</i></p> <p>The main question is divided into sub-questions which include the following:</p> <ul style="list-style-type: none"> • What are the views of educators regarding poor enrolment in a no-fee school in the foundation phase? • Sub-question 2: How can educators overcome the challenges of poor enrolment in no-fee schools in the foundation phase? • The last sub-question: What support does no-fee schools in the foundation phase receive to improve enrolment of learners? <p>So the topic of this session will be: What are the views of educators regarding poor enrolment of learners in a no-fee school in the foundation phase? What is your opinion of a no-fee school? I want to know from you as an educator who is teaching in foundation phase. What is</p>

	your opinion of a no-fee school?
Views of educators regarding poor enrolment	<p>Dembe:– Oh, You mean my opinion.</p> <p>R – Yes.</p> <p>D – No-fee school is good for learners who come from low socio-economic background. It is good for orphans, learners who lost both biological parents. No burden to pay school fees for these learners.</p> <p>We make them disabled, because even what they are capable they can't do it. They do not wash their kids. Kids come to school while they are ill.</p> <p>R – Ok. We are proceeding to another question: How often does the government transfer funds to the no-fee school's account?</p> <p>D – I think they transfer twice per annum.</p> <p>R – Are these funds enough?</p> <p>D – Is not enough for smooth running of no-fee school. It is frustrating the money is not enough and it also arrives late. No-fee schools are destroying our children</p>
Challenges in no-fee schools	<p>R – Yes, Let's proceed to sub-question no 2. How can educators overcome the challenges of poor enrolment in a no-fee school in the foundation phase? I want to know from you as an educator who is teaching foundation phase. What are the challenges experienced by educators in a no-fee school in the foundation phase?</p> <p>D – Oh. <u>Change of curriculum</u>. Too much <u>paper work than</u></p>

	<p>teaching. Manners of learners are not in order because they come from different background. Single parenting - they are very young. They left their kids with grannies looking for jobs. The grannies are unable to handle the kids and force them to go to school.</p> <p>Even educators themselves are not competitive. Their standard is low and very very low. They are not disciplined. Let me say They teach in filthy class and noisy class.</p> <p>Educators no longer eh go for refresher courses they go when the new curriculum is established. They do not control books. Let me say there is no quality of education.</p> <p>Community itself instead of fixing out the problem, how best can they improve their no-fee schools, they bus kids to town sometimes, they get the worst. They become confused and brought learners back to no-fee schools.</p> <p>R – Ok. We are proceeding to another question: How often does the government transfer funds to the no-fee school account?</p> <p>D – <u>I think they transfer twice per annum.</u></p> <p>R – Are these funds enough?</p> <p>D – No, they are not enough for smooth running of no-fee schools.</p>
<p>Suggestion in terms of overcoming the challenges</p>	<p>R – We are proceeding now to another question. What is your suggestion in terms of overcoming these challenges?</p>

	<p>Educators should work, dedicated do the best with what they have. <u>The school should use retirees to uplift the standard of education. To build morality of school, preacher must come and preach. The management must have plan of action and also do follow-up meetings. The Provincial Department must distribute enough norms and standards money in time.</u></p>
<p>Support needed in order to improve enrolment</p>	<p>R – Thank you very much. We are proceeding to sub-question number 3: What support does a no-fee school receive to improve enrolment of learners? What support do schools get from the government to manage funds?</p> <p>D – Oh, they receive training on budgeting, proper auditing. Visitation by Circuit Manager to see whether procurement is being followed and how money is being used and give advice. That’s what they do.</p> <p>R – Thank you very much for your time have a good day.</p> <p>D – And you too.</p>

APPENDIX 10: Declaration by language practitioner

Leonie Viljoen (Dr)
Language Practitioner
PhD (UCT)

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Declaration: Editing of Dissertation

15 January 2016

To whom it may concern:

This is to certify that I have read and edited the research article by **Makheleane Ntshengodeni Thuma**

itled:

An Investigation of Factors Influencing Poor Enrollment in a No-Fee School Foundation Phase in Sibese Circuit, Limpopo Province

L. Viljoen
15/01/2016

Leonie Viljoen ID: 40081 50875007 DoB: 13-08-1942
Tax no. 1232973029

ENDIX 11: Turnitin report

Turnitin Originality Report

FACTORS THAT INFLUENCE POOR ENROLMENT IN THE FOUNDATION PHASE IN A NO-FEE SCHOOL IN THE SIBASA CIRCUIT by MAKHWANYA NTSHENGEDZENI THICRESA

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