

**AN ETHNOGRAPHIC STUDY OF THE IMPLEMENTATION OF WHOLE  
SCHOOL EVALUATION AT SELECTED PRIMARY SCHOOLS IN THE  
SOUTHERN FREE STATE**

by

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**DECLARATION**

I, the undersigned, declare that the dissertation entitled:

**AN ETHNOGRAPHIC STUDY OF THE IMPLEMENTATION OF WHOLE SCHOOL EVALUATION AT SELECTED PRIMARY SCHOOLS IN THE SOUTHERN FREE STATE**

is my own independent work. It complies with the code of conduct of academic integrity as well as policies, procedures and regulations of the Central University of Technology: Free State. All sources quoted are acknowledged by means of references. This dissertation has not been submitted before to any institution by me or any other person for the attainment of any qualification.

.....  
Wendy Ntebaleng Setlalentoa

## DEDICATION

This study is dedicated to my:

- two precious angels, Boitumelo Malebakeng and Tlhabaki Onkgopotse. Your inspiration is immeasurable.
- dear husband Stanley, for motivating me, for his valuable editing of my work and unselfishly affording me the opportunity to study through all odds. Your efforts are highly appreciated 'Motho-o-Seleka',
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- and all family members who motivated and supported me.

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## **ABSTRACT**

### **TITLE: AN ETHNOGRAPHIC STUDY OF THE IMPLEMENTATION OF WHOLE SCHOOL EVALUATION AT SELECTED PRIMARY SCHOOLS IN THE SOUTHERN FREE STATE**

It is important to note that evaluation policies regarding teacher development and whole-school improvement have been put into place since 1994. However, though schools express willingness to participate in such evaluation actions, they remain deeply suspicious of, and even subvert, the original goals of these policies.

This study explores the implementation of Whole School Evaluation (WSE) at selected primary schools in Motheo and Xhariep Education Districts (Free State Province). WSE is the official evaluation system in South Africa. Schools undergo both external and internal evaluation. Results thereof are used by schools together with the District Support System to draw up School Improvement Plans.

Literature study made was on school evaluation within the international context, the South African context and the existing WSE model. In this study, a mixed mode approach was used. Quantitative investigation was done in selected primary schools within the Motheo and Xhariep Education Districts in the Free State Province. Qualitatively, interviews were conducted with relevant stakeholders in the schools sampled. Simple random sampling of schools evaluated was done so as to give each school an equal chance of being selected. Data was gathered by means of questionnaires and interviews with stakeholders in WSE of the selected schools as well as the WSE supervisors, Chief Education Specialist: Whole School Evaluation and the Director: Quality Assurance Directorate, Department of Education, Free State Province.

Data analysis required the researcher to be comfortable with developing categories and making comparisons and contrasts. It also required the researcher to be open to possibilities and see contrary or alternative explanations for the findings. Analysed data was therefore used to formulate recommendations and areas for further study / investigation that would enable smooth implementation of WSE in the Free State Province. The study revealed that the Provincial WSE unit is faced with a problem of shortage of resources and that the manner in which training on the WSE process is offered to stakeholders needs to be revisited. In essence, when stakeholders are not trained and are not aware of the role they should play in the process then recommendations stated by the WSE teams on reports they send to schools evaluated will always remain words in the wind which will in turn frustrate schools.

Conclusions drawn will help enhance the level and quality of education not only in the Free State but South Africa as a whole.

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# **CHAPTER 1**

## **INTRODUCTION AND OVERVIEW OF THE STUDY**

### **1.1. INTRODUCTION**

This study investigates the implementation of Whole School Evaluation at selected primary schools in Motheo and Xhariep Education Districts within the Free State Province. Whole School Evaluation (WSE) is a process of external evaluation of the work of a school carried out by the WSE teams of the Department of Education. 'WSE is the cornerstone of quality assurance systems in schools. It enables the school and external supervisors to provide an account of the school's current performance and show to what extent it meets national goals and needs of the public and communities' (Government Gazette Vol 433, No 2251, July 2001). The process is designed to monitor and assess the quality, economy, efficiency and effectiveness of the education system provided by the state within schools.

An overview regarding the context and origin of Whole School Evaluation (an official evaluation system in South Africa) as well as an introduction and motivation for the study of the implementation of WSE in selected schools within Motheo and Xhariep Education Districts in the Southern Free State are outlined in this chapter. Information with regard to the aims of the study, research methods and design, rationale for the study and definition of terms is also provided.

### **1.2. BACKGROUND TO THE STUDY**

Whole School Evaluation is concerned with the work of the school as a whole and involves the teaching staff, school management, parents and learners taking into consideration the context of the school. The procedure allows for members

of the school community to have opportunities to interact with the evaluation team in order to discuss issues relating to the work of the school. WSE satisfies accountability requirements and involves the commitment of the whole school community. During WSE, management and planning, teaching and learning and support for pupils are evaluated. The evaluation team identifies strengths within the school and makes recommendations on areas for development. WSE caters for the discussion of findings and recommendations with the school management and members of the teaching staff. A report of the WSE is then published. All stakeholders have the right to be informed about the findings of the teams as well as the recommendations for development.

Whole School Evaluation is not an end in itself. It is the first step in the process of school improvement and quality enhancement. It also suggests partnership amongst all stakeholders. In order to understand the purpose and expected impact of Whole School Evaluation (WSE), one needs to look back at the origins and problems of education in South Africa and the problems that have beset this important instrument of good citizenship and development. It seems as if most schools are failing to prepare learners for their future jobs and that not enough is given as preparation for future citizenship (Wilkinson, 1997:8).

Different countries use a variety of methods of evaluation as a means of ensuring quality education for learners or a means of ensuring that schools are effective and efficient (Jose, 2003:49). In order to better a school, one needs to evaluate what is happening at the school. As cited by Fearnside (2003:3) 'it is important for parents, governments, societies and students that school performance is evaluated thoroughly, that the learning standards achieved by students are clearly articulated and that strategies for improved standards are able to be determined through examination of the effectiveness of the school as a total organisation'.

Schools have to be evaluated constantly to ensure that they are performing well (Griffiths, 1998:2). External inspection programmes are still prevalent within the international context, Educational Review in New Zealand and the Office of Educational Standards in Education (OFSTED) in England are the examples of such (Griffiths, 1998:2). The purpose of systematic inspection is to appraise and evaluate the quality and standard of education in a school objectively using the inspection framework, and to ensure accountability and development within the school (Earley, 1998:2).

Before 1994, there were laws such as Bantu Education Act no 47 of 1953 which brought inequity into the South African education system based on race and ethnicity. It also left a legacy of differential allocation of resources to different racial groups. Inspectors then came to schools without the necessary developmental support and mentoring. Support for teaching and learning was limited to short in-service courses offered by the state education departments; focusing only on content and methodology.

South Africa since 1994 embarked on restructuring, reform and re-organisation of its education system. Various policies such as the South African Schools Act no 84 of 1996 were laid down and legislation passed. The South African Schools Act no 84 of 1996 and the National Education Policy Act no 27 of 1996 aimed at democratizing governance in schools and improving appalling conditions in previously disadvantaged schools to ensure that everyone has equal opportunities for education.

Professor Kader Asmal, former minister of education in South Africa, launched Tirisano, which means 'working together' in September 2000. Tirisano spells out the priorities of the National Department of Education, of which one is school effectiveness and teacher professionalism. For this priority to be realised, the minister adopted WSE as an intervention to improve performance and ensure quality education in schools (Tirisano, 2000:12). Whole School Evaluation refers

to 'all those services whose main function is to maintain and control standards, evaluate performance, advice and support schools in their continual efforts to improve their effectiveness' (National Policy on Whole School Evaluation, RSA 2000:10). Within the South African context WSE is also aimed at improving accountability within the system. The National Policy on WSE of 2001 was adopted as there is no comprehensive data on the quality of teaching and learning or educational standards achieved in the system. This policy aims at improving the quality of education in South African schools and seeks to ensure that all children are given an equal opportunity to make the best use of their capabilities. WSE has replaced the school inspection method. 'The adopted model is radically different from previous school inspection carried out in South Africa under apartheid regime' (Asmal, Government Gazette Vol 433, No 22512, July 2001: iii). It is intended that schools be evaluated in a cyclical procedure. Individual schools, according to the WSE policy will be evaluated every five to seven years.

WSE is one of the three programmes of the Integrated Quality Management System (IQMS) whose aim is to enhance and monitor performance of the education system. The other two programmes are Developmental Appraisal System (DAS) and Performance Measurement System (PMS) (ELRC, 2003:3). A resolution which brought about IQMS was passed at the Education Labour Relation Council (ELRC) on 27 August 2003 (Gardiner, 2004:22).

In conducting WSE, the supervisors are governed by the Professional Code of Practice on Evaluation and Reporting which sets out general principles and guidelines under which members of the WSE teams should engage in the process of evaluation and reporting. The general principles of the code are that supervisors will be consistent, fair and courteous and will work with members of the school community in a climate of mutual respect. Supervisors are also committed to basing their judgments on first-hand evidence and to applying evaluation criteria objectively and reliably.

WSE process is divided into three phases namely, pre-evaluation (a school's self measure and evaluation of its progress), on-site evaluation (which involves evaluation by WSE teams) and post evaluation (a report presented orally and in writing to the principal of the school which will in turn guide the stakeholders in the development of the School Improvement Plan) whereas the traditional method of quality control in South African schools has been external evaluation by inspectors and emphasis tended to be on control rather than quality assurance.

Central to WSE is the quality of teaching and learning which impacts on instruction in the classroom. In support of this statement, Patel Firoz, in his speech at the SADTU National Education Policy conference (17-21 April 2001), argues that 'the South Africa nation and more especially the post apartheid government have put in place a number of policies and strategies to ensure quality education'.

For purposes of this study, the researcher has decided to concentrate on the pre and post evaluation activities of WSE at the selected primary schools.

### **1.3. IMPORTANCE OF THE STUDY**

The study is intended to unearth problems which lead to some schools exhibiting lack of change even after the introduction of WSE though recommendations for improvements were spelt out in their reports.

The study will contribute meaningfully towards the effective and efficient implementation of the WSE process which will in turn enable schools to meet the national goal of achieving quality in education.

#### **1.4. PURPOSE OF THE STUDY**

This ethnographic study aims at identifying, investigating and analysing the implementation of WSE in selected primary schools in the southern Free State. This could assist WSE teams to write reports in an appropriate manner through which all schools could benefit. Furthermore, revisiting training of principals by WSE teams to enable the principals to understand and benefit from WSE training in preparation for internal and external evaluation of their schools.

#### **1.5. STATEMENT OF THE PROBLEM**

The researcher is of the opinion that schools seem to be unable to comprehend the whole process of external evaluation for developmental purposes.

From experience as a former Circuit Manager/ School Management and Governance Developer and a WSE supervisor, the researcher is of the opinion that information provided to principals during WSE training prior to external evaluation of their schools is not very explicit to them because in most cases they are a mixture of farm and public school principals who have different backgrounds (though a limitation this is also a positive factor). Their schools circumstances, qualifications, experience and understanding is not of the same level. Training offered by WSE teams is more inclined towards public schools and former model C schools. This impact negatively on some principals, who will in turn leave the training sessions more confused than they were at the beginning of training as a result, will be unable to prepare adequately for both internal external evaluations.

As a result finalization of reports is a tedious work for WSE teams. Information on reports is sometimes not very explicit because schools receive reports in which most cases are not very easy to comprehend. Schools together with the DSS struggle to formulate a School Improvement Plan (SIP) as some

recommendations are too general and not clear. The criteria and guidelines for Whole School Evaluation pose restrictions as to what supervisors can capture on a report. This in itself translates into a significant shortcoming.

## **1.6. RESEARCH AIM**

This research aims to find out the extent of involvement of stakeholders in the development and implementation of the School Improvement Plan and to identify the problems, if any, that WSE causes for stakeholders and educators initiative specifically relating to teaching and learning in the classroom and also recommend solutions for such inadequacies.

## **1.7. RESEARCH OBJECTIVES**

The researcher intends to investigate the:

- participants' understanding of the WSE process
- interpretation of reports by schools so that if deemed necessary, suggest ways of improving on report jargon and specificity
- problems which lead to some schools exhibiting no noticeable change even after the introduction of WSE though recommendations for improvement were spelt out in their reports.

## **1.8. RESEARCH QUESTIONS**

The following research questions guided the researcher in order to investigate the implementation of WSE in schools as well as the necessity of improving on report jargon and specificity.

- Are stakeholders informed about WSE and do they know their role in the process as well as their involvement in the formulation and implementation of the School Improvement Plan?
- Is there any follow up or monitoring by the WSE teams after external evaluation?
- Has there been any improvement at these schools after intervention by WSE?
- How credible are members of WSE teams in relation to the experience, qualifications, professionalism and expertise?

### **1.9. RATIONALE FOR THE STUDY.**

In particular, the research intends to:

- Ascertain the interpretation and understanding of WSE by schools
- Analyse existing reports, monitoring tools used by WSE teams if any, as well as the schools designed School Improvement Plans to find out how all this has impacted on the schools performance.
- Ascertain educator's attitudes towards WSE as this will have an impact on the way they plan and carry out instruction to make their teaching appropriate to the needs of the learners.
- Examine and evaluate the impact of WSE intervention and the extent to which desired outcomes for quality learning and teaching are being achieved in the sampled schools.

## **1.10. RATIONALE FOR THE THEORETICAL FRAMEWORK**

‘A literature review is based on an assumption that knowledge accumulates and that we learn from and build on what others have done’ (Neuman, 1997:89).

Primary and secondary school educators generally agree on the importance of assessing the quality of the services they provide their learners and communities. Evaluation, the process of determining quality of schools and how to improve it, should be an integral part of all school operations. Therefore, quality assurance should not be about highlighting failures but it should show that improvement is possible for all (Riley, 1994:5).

Realizing that no school is perfect, however, and that there is always room for improvement, educators and all other stakeholders, during school self evaluation, evaluate if and how their school deviates from its vision and mission statements as derived from national goals using the WSE guidelines and criteria. The question they need to ask themselves is, does the school produce the kind of learner that the new dispensation requires? In an attempt to respond to this question, the school’s mission statement needs to be used to ‘inform the development of the school’s aims and establish the products and services needed to achieve the mission’ (Greenwood and Gaunt, 1994:41) also to find out whether what schools offer is quality which is defined by West-Burnham and Davies (1994:5) in Lomax (1996:3) in terms of fitness for a purpose and meeting customer requirements. The researcher concurs with Riley, (1994:3) in that an ‘attempt to improve quality raises questions about the aims of the society, the purpose of schooling and the nature of participation’.

Who are the customers of the school or stakeholders in the process of WSE? They are the learners to whom education is provided, the parents of these learners, the department of education whose responsibility is to recruit suitably qualified and skilled staff and the community at large.

The public at large needs to be informed about the quality of educational provision within an individual school as this will strengthen the relationship between the school and the society members and also enable the public to make comparisons between schools (Headington, 2001:87). It is through WSE reports that the public would get to know about the happenings at various schools.

When reports are written, it is important for the WSE teams to base their comments on existing evidence so that their comments have a reference point (Headington, 2001:72). The jargon that they use should be such that it conveys the intended message as is to the recipients. 'Technical terms or jargon, provide a concise means of communication for those who understand their meaning, it becomes meaningless if the recipients do not comprehend the meaning also that some parents do not have the same understanding of the context and content of the same words used in the world of education' (Headington, 2001:63). WSE reports should help recipients gain insight and have a better understanding of the context under which schools are operating; hence they have to be explicit.

It is also important to take heed of the contextual circumstances under which the schools and WSE teams are operating. These may impact on the evaluation process and report writing. Focus on matric examination results to judge success does not take into account the context in which education takes place in South Africa. Most South African schools are affected by poverty and illiteracy within communities they serve and this has a significant impact on what happens within the school.

Presently there are twenty three WSE supervisors responsible for servicing the whole Free State Province. According to Mertens (1989:85) 'even experienced evaluators find themselves in a situation where they wonder why they ever changed to take on a project, a situation where the prospect of completing a particular evaluation and seeing their work utilized seem dim'. This is normally

the case when supervisors visit schools where stakeholders do not have a clear understanding of WSE and seem not co-operative during evaluation. It might also be due to lack of clarity on the whole process by the principal from the principal's training on WSE. The principal has the responsibility for cascading the information to the school community and ensure that internal evaluations are carried out in line with the WSE policy and guidelines. Also that the action plans formulated by the school from recommendations emanating from evaluation reports are implemented (Government Gazette Vol 433, No 2251, July 2001:13). Circuit offices should link with the school management team, staff and SGB in order to support implementation of recommendations as supported by supervisors (Naicker and Waddy, 2002:20-21).

## **1.11. RESEARCH METHODOLOGY**

### **1.11.1. Approach and design**

In this study, a mixed approach was used. According to De Vos (2002:342) a study using more than one method is fuller or more comprehensive than the one using only one method. The quantitative approach was used in order to measure the responses of respondents from questionnaires (Mouton, 1996:160). The quantitative method as described by Ary, Jacobs and Razavieh (2002:565) is an inquiry that employs operational definitions to generate numerical data to answer the set questions of the study.

Qualitatively, various techniques were used to evaluate finer details. Interviews were conducted with relevant stakeholders in the schools sampled. The qualitative approach was applied to discover how schools interpret the WSE process as well as reports thereof, particularly the parent representation of the school, the school governing body on issues of governance to be able to formulate SIP's since parents in some schools are illiterate.

The researcher concurs with Cohen *et al* (2000:267) in that the use of interview in research marks a move away from seeing human subjects as simply objects. It is seen as the centrality of human interaction for knowledge production. Participants as well as the interviewer are able to express the situation from their point of view. De Vos (2002:298) is also of an opinion that interviewing enables one to enter into the other person's perspective and the meaning that the person makes of his or her experiences. Patton (1990:278) cites that 'the purpose of interviewing is to find out what is in or someone else's mind'. Semi-structured interviews were used in this study to elicit information from stakeholders in WSE. The researcher detailed specific outcomes and questions for the interviews prior to commencement of the interviews.

#### **1.11.2. Method**

The survey method was used to allow the researcher to collect information from a large sample of people and to enable the researcher to generalise findings from a sample of responses to a population. 'A survey design provides a quantitative or numeric description of some population, the sample, through data collection process of asking questions' (Creswell, 1994:117). Responses were recorded as numbers rather than words. When data exists in the form of numbers, according to Creswell (1994:62), it helps the researcher to summarise the characteristics of groups or to measure their attitudes or opinions. Survey research was appropriate in this study as it enabled the researcher to identify the participant's opinions, ideas, attitudes and feelings regarding the implementation of WSE at sampled schools.

### **1.11.3. Population and sample**

#### **1.11.3.1. Population**

Population according to Barbie (1998:201) is the theoretically specified aggregation of study elements. McMillan and Schumacher (2006:119) state that 'a population is a group of elements or cases, whether individuals, objects or events that conform to specific criteria to which we intend to generalize the results of the research'. Population therefore refers to all members of any well defined class of people, events or objects in which the generalisations are made. Population in terms of this study was made up of stakeholders in WSE from forty two primary schools evaluated during the period 2003 to 2007 in Motheo and Xhariep Education Districts of the Free State Province, WSE supervisors, Director: Quality Assurance and Chief Education Specialist: Whole School Evaluation in the Free State Province.

#### **1.11.3.2. Sample**

A sample is a subset of a population or a small group that is observed (Cohen and Manion, 1997:90). 'Collectively, the group of subjects or participants from whom the data are collected is referred to as the sample' (McMillan and Schumacher 2006:119). Not all elements of a population would form the sample (Sekaran, 1992:225). The researcher sampled so as to obtain the required information in a reliable way, without involvement of the entire population.

Lemmer (1994:294) contends that most qualitative research methods use small samples due to the fact that those research studies focus on detail and quality of an individual or the experience of a group. Furthermore, McMillan and Schumacher (1993:372) maintain that 'qualitative researchers investigate small distinct groups'. The above mentioned characteristics are also applicable to this research as it involves an in-depth and insightful study within a relatively small

sample. Also a mixed approach was used (1.11.1). The participants involved in this study were selected because the researcher is of an opinion that they are 'information-rich' and also 'knowledgeable and informative about the phenomena the researcher is investigating' (McMillan and Schumacher, 2001:401) and could give significant information about WSE and the implementation thereof at the selected primary schools.

#### **1.11.3.3. Sampling technique**

According to Brynard and Hannekom (2006:54) 'Sampling is a technique employed to select a small group (the sample) with a view to determining the characteristics of a large group (the population), Evaluated primary schools were sampled randomly for purposes of this study to give each and every member of the population an equal and independent chance of being selected (MacBurney, 1994:204). Stratified random sampling ensures that 'the overall sample reflects each group in known proportions' (Goddard and Melville, 2006:37). A random selection from a list of all Motheo and Xhariep Education Districts primary schools evaluated during 2003-2007 was done since all schools evaluated appear on the list. Fourteen public primary schools (seven from each district) and two farm schools (one school per district) were sampled. As cited by Mwamwenda (1996:15) 'what holds true for a sample holds true for a population'.

#### **1.11.4. Data collection**

Data collection in this study was comprised of primary schools evaluated by WSE teams in the Southern Free State, that is, both Motheo and Xhariep Education Districts, all WSE supervisors in the Provincial Quality Assurance Directorate, the Chief Education Specialist: Whole School Evaluation and the Director: Quality Assurance .

In primary research, questionnaires were constructed and distributed randomly to a sample of evaluated primary schools in the Southern Free State. The sample was comprised of sixteen primary schools (public and farm) evaluated by the provincial WSE teams (questionnaires were distributed to six schools), all WSE supervisors in the Provincial Quality Assurance Directorate. The researcher personally took questionnaires to respondents concerned and arrange to collect completed questionnaires 'since people do not always complete and return questionnaires, the biggest problem with mail questionnaires is low response rate' (Neuman, 1997:251).

Secondary research involved the use of relevant information from journals, books, articles from websites, news papers, journals, interviews and reports compiled by WSE teams for the said schools. School Improvement Plans of selected primary schools respectively as well as the executive summary of the report on evaluated schools for the MEC and National Department of Education were also considered.

#### **1.11.5. Pilot study**

In this research a small scale study was conducted prior the actual research with people who are part of the intended test population. To increase reliability, validity and practicability (Cohen and Manion, 2000:260), a pilot study was conducted with two primary schools in Motheo Education District, two primary schools in Xhariep Education District as well as the provincial WSE team.

The purpose of this pilot study was to check whether there are any items where respondents may have difficulty in understanding exactly what the compiler of the questionnaire was seeking to determine and to gain feedback on how valid the questionnaire items were. In support of this statement, Seale (2004:74) states that 'questions likely to prove of small in the final analysis can be spotted, as can

those which turn out to be not worth asking unless a host of others is also included’.

## **1.12. DEFINITION OF TERMS**

### **1.12.1. Whole School Evaluation**

Whole School Evaluation is a transparent process that has been designed by the Department of Education to assess the holistic performance of schools against agreed criteria with a view to ensure continuous improvement in the quality of education in South Africa. It is a policy designed to reinstate the supervision mechanisms at school level (Government Gazette Vol 433, No 2251, and July 2001:5).

### **1.12.2. Quality**

Quality in terms of this study refers to ‘examples of good practice which tell us whether or not our ideal is being met’ (Government Gazette Vol 433, No 2251, and July 2001:18). The researcher is of the opinion that quality is a process rather than an objective; it is assessed rather than measured and has to do more about outputs than inputs.

### **1.12.3. Free State Province**

Free State is one of the nine provinces of the Republic of South Africa.

### **1.12.4. Supervisor**

A supervisor is ‘a person trained and accredited to evaluate a schools performance’ (Government Gazette Vol 433, No 2251, July 2001:18).

#### **1.12.5. Whole School Evaluation team**

The Whole School Evaluation team (WSE team) comprises a group of four to six supervisors assigned a task of evaluating the same school.

#### **1.12.6. District Support Services**

District Support Services comprise 'teams with expertise in general school management, leadership, governance, curriculum, staff development and financial planning' (Government Gazette Vol 433, No 2251, July 2001:11). It is responsible, inter alia, for 'guiding schools in the implementation of recommendations contained in the WSE evaluation reports' (Government Gazette Vol 433, No 2251, July 2001:11).

#### **1.12.7. School Improvement Plan**

In the context of this study, School Improvement Plan (SIP) refers to a plan strategically developed out of recommendations of WSE teams as spelt out in the report.

#### **1.12.8. Systemic Evaluation**

Systemic Evaluation is a national mechanism of evaluating schools to check how well they perform and the achievement of the vision and goals of education. It is a consistent national measure of learner achievement. The South African Ministry of Education, after 1994, has set quality assurance of the education system as its overriding aim, as a result, quality assurance initiatives such as Assessment Policy, gazetted in December 1998 which provides for systemic evaluation, WSE and the Further Education and Training (FET) Act 98 of 1998 (Government Gazette Vol 433, No 2251, July 2001:8).

### **1.12.9. Integrated Quality Management System**

An agreement reached by the ELRC to integrate the existing programmes by signing the resolution 8 of 2003 (DE 2004:11) brought about the Integrated Quality Management System (IQMS) passed at the ELRC on 27 August 2003 (Gardiner, 2004:22). The IQMS consists of Developmental Appraisal System (DAS), WSE and Performance Measurement System (ELRC, 2003:1).

WSE and DAS were initially implemented separately. In order to enhance the quality of education they are now integrated into one programme, namely, the Integrated Quality Management Systems (IQMS).

### **1.12.10. Ethnography**

According to Neuman (1997:346), 'ethno' means people or folk and 'graphy' refers to a description of something; ethnography therefore refers to the description of culture and understanding another way of life from a native point of view. It is a scientific method of learning about a person or a group of people and their community. In the context of this study, ethnography refers to an in-depth and insightful study of a social and cultural change within a community in relation to the implementation of WSE. A community in this context refers to participants in this study.

### **1.13. SCOPE AND DELINEATION OF THE STUDY**

Although a survey is usually expensive to conduct (Ary, Jacob and Razavieh, 2002:270), findings would be true if large samples are used or if subjects are geographically distant. As a result of the costs, time and practicalities, conducting a survey of all schools in the province that were evaluated in the period 2003-2006 will not be possible for purposes of this study.

Not all schools evaluated in the province were used in this study, findings are used as an indication and not generalizations since eight schools per district were selected.

Whole School Evaluation is a relatively new phenomenon in South Africa. There are still few sources available relating to recent information relevant to this study in South Africa.

#### **1. 14. OUTLINE OF CHAPTERS**

The study will be organized in five chapters namely:

- Chapter 1 Introduction and overview of the study,
- Chapter 2 Literature review,
- Chapter 3 Methodology, data and sampling,
- Chapter 4 Analysis and interpretation of results,
- Chapter 5 Summary of findings, conclusions and recommendations.

#### **1.15. CONCLUSION**

An overview regarding the context and origin of Whole School Evaluation (an official evaluation system in South Africa) as well as an introduction and motivation for the study of the implementation of WSE in selected schools within Motheo and Xhariep Education Districts in the Southern Free State are outlined in this chapter, information with regard to the aims of the study, research methods and design, rationale for the study and definition of terms is provided. The next chapter will focus on the review of literature related to the study as a means of finding a base to support this research, that is, a theoretical framework that will be used to collect, examine and analyse data.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

Chapter 1 of this research provides the background and motivation for the study of the implementation of WSE in selected schools within Motheo and Xhariep Education Districts in the Southern Free State. This chapter will focus on the review of literature related to the study as a means of finding a base to support this research, that is, a theoretical framework that was used to collect, examine and analyse data. As cited by Mouton (2001:86) literature review assisted the researcher to avoid making mistakes as it provided clues and suggestions about avenues to follow when conducting research. It 'is based on the assumption that knowledge accumulates and that we learn from and build on what others have done' (Neuman, 1997:9).

In this chapter, literature relating to evaluation, WSE models internationally and nationally as well as role players in the process will be reviewed.

#### **2.2. EVALUATION IN SCHOOLS**

As cited by De Grauwe (2001:13) 'Improving the quality of schools and the achievement of students remains a priority throughout the world, not at least in the developing countries. To monitor quality, national authorities rely strongly on the school supervision system'. The researcher concurs with De Grauwe (2001:3) in that, South Africa is a developing country and there is at present a quest for quality in education within all South African schools. The search for quality is an enduring one. Easy victory cannot be claimed, for quality requires sustained attention. The efforts to improve must be continuous, and based on a

critical reflection of what is happening in our institutions, in our classrooms, and between educators and learners.

Evaluation according to Fidler *et al* (1997:180-181) is the process by which informed decisions are made about the worth of an activity out of which decisions about future development projects could be made. It is a means of exploring alternatives, re-educating and reforming judgements and making decisions about activities to be improved. Schools are evaluated in order to judge if they are effective (Harris *et al* 1997:130). The purpose of evaluation is to improve schools (Fidler *et al*, 1997:186). Evaluation can inform a school's decision and may demand change (Fidler *et al*, 1997:182). It is a 'structured process through which judgements are reached about the quality of provision offered to learners and the benefits those learners gain, be they academic attainment or personal and social development' (Mathe, 2000:5). In addition to improving teaching and learning in the classroom, evaluation also improves a particular school's programmes to be able to understand more adequately the problems of diagnosis and programme formation (Quan-Baffour, 2000:78-79). In many education systems, parents and the public at large use learner achievement in judging the quality of schools. If this is used as the only indicator of quality, it would be a very limited perspective on the complexity of the school and the schooling process.

As cited by Fidler *et al* (1997:191)' all aspects of institutional evaluation demand that those involved learn new skills, apply those that they already have in different ways'. Through evaluation, skills of workers at schools are improved. Various techniques such as checklists, interviews, questionnaires, document analysis, testing and so on are for school evaluation (Quan-Baffour, 2000:157). Evaluation provides an evidence base that will inform future planning.

Quan-Baffour (2000:72-73) states that evaluation takes place in three levels namely meso, macro and micro levels. Macro level is conducted by educational authorities, educational leaders, tertiary education institutions politicians and

educational planners. At meso level evaluation covers the whole school and aims at improving the existing curriculum and providing learners with better tuition and learning outcomes as well as a variety of courses. Micro level has to do with instructional appraisal. Evaluation is a complex issue that cannot be defined in a simplistic way.

The stakeholders in education, that is, all those involved in public education have to accept responsibility for actions, reporting on those actions and working to improve performance. Parents have a right to clear, comprehensive and timely information about their children's progress and the public has a right to know how well the system is achieving its goals. School evaluation can be external or internal (Earley, 1998:174). Stakeholders within the school conduct self-evaluation. Internal evaluation according to Lennon (1998:6) is often described as self-evaluation. The current situation is reviewed in self-evaluation. It is at this stage where a closer look at areas that have to be evaluated has to be taken, that is, stock of the school's present situation is taken (Issues in school improvement, 2003:10). Subsequently planning of the evaluation method and implementation has to be done. At this stage stakeholders within a school can participate towards the direction and goals of the improvement process. The school management team as well as the governing body of the school have to see to it that the improvement planning is integrated into the normal functioning of the school and that self-evaluation is conducted effectively and efficiently in the least disruptive and reliable way for all stakeholders concerned.

Implementation will be concerned with formulation of judgements from collected data. In support of the above, Issues in School Improvement (2003:13) contends that a planned approach for school self-evaluation is characterized by agreed target areas for evaluation; explicit criteria for evaluation, a systematic plan outlining who will collect data, and a systematic approach which is a co-ordinated, valid and reliable way of collecting and recording evidence is adopted. Self-evaluation has to be done in a meaningful way for it to be a worthwhile

experience. The characteristics of a framework for self-evaluation are outlined by Mac Beath (1999:114) as follows, self evaluation:

- has a clear purpose
- focuses on priorities
- is context sensitive
- is economical
- is powerful
- it brings various parts together into a coherent whole
- is user friendly
- is inclusive
- is flexible
- provides a model of how to do rather than what to do
- contains a built-in freedom to accommodate change
- provides tools for the job
- has outcomes that are discussable
- is action orientated
- leads to individual and school improvement

For a school to become a learning community, it needs to enhance its own learning capacity such that the whole school seeks organizational improvement continuously. Before any improvements can be made, the first thing is to do introspection. In other words, all changes should be based on objective and reliable evidence of school performance. Self evaluation thus becomes a necessary mechanism to manage changes in the school organization. School development and school improvement cannot be simply copied and imposed from outside. In undertaking self evaluation, stakeholders at a school will be able to understand the current situation, including the strengths and area for development (weaknesses), opportunities and threats to their organization so as to be able to determine the goals and to develop the strategies for achieving the goals.

As Mac Beath (2004:11) explains 'self with its investment in preservation, its interest in protecting and projecting a favourable image, may seem at first sight a dubious source of evidence'. Hence, it is argued, we need a view from outside ourselves, a best friend who will help us see ourselves as others see us, an external perspective to protect us from self-delusion'. Introspection and knowing thyself is undoubtedly the basis of self evaluation, however, there are always self-delusions. Therefore a view from outside becomes necessary to protect us from self-delusions. Schools are the same as individuals and may have, over time, settled into comfort zones or comfortable routines and have perhaps forgotten their primary purpose needing to be jolted out of their complacency.

Self evaluation according to Mac Beath (2004:12-13) is driven by the three logics stated as follows:

- Accountability logic: This rests on the belief that schools should render an account to government, to parents and to other stakeholders in return for the investment and public trust placed in teachers and leaders.
- Economic logic: It is impelled by recognition of the mounting costs of training, administration, conduct and follow-up of external review. Those in government who hold the purse strings begin to question if the system is in fact delivering value for money.
- School improvement logic: This holds the process of reflection, dialogue and concern for evidence is the motor of better schools.

As cited by Nevo (2002:4), 'even before the term accountability was used, there was a clear demand by politicians, administrators, parents and public at large that schools be evaluated externally to find out if they were fulfilling their duties. There was also a hope that such external evaluation would motivate teachers and school principals to work harder to improve their schools'. External evaluation relies on outside 'experts' reporting on the school such as school inspectors. Nevo (1995:165) concurs in that schools in many countries are routinely reviewed by national and regional inspectors and supervisors. External

evaluation occurs when those who are not participants of the institution conduct assessment (Naidoo, 2003:12). The assumption is that people who have no relationship with the school will be objective in their evaluation. Dillon (2002:4) is of the opinion that there should be a balance between external and internal evaluation. He further indicates that 'a good external system provides the rigor across a whole range of identifiable focus area that is not often present where self-evaluation stands alone. A good external evaluation demonstrates to schools what rigor is required if self evaluations are to be successful. In support of this, Ormston and Shaw (1994:4) state that 'every school inspection produces a vast amount of information, including the complete evidence-base for inspectors' judgement'.

## **2.3. INTERNATIONAL PERSPECTIVE ON SCHOOL EVALUATION**

Various countries perceive and approach evaluation and development differently. Within the international context, external inspection programmes are used to evaluate schools. In the United Kingdom (UK) England and Wales use a model of evaluation carried out under the auspices of the Office for the Standards in Education in England (OFSTED) and the Educational Review is used in New Zealand (Griffiths, 1998:2; Fearnside, 2000:3). In Ireland a framework based on WSE derived from school development and quality assurance point of view was undertaken. The system has the disadvantage of 'being a disturbing distraction in the life of the schools' (Lennon, 1998:6). School evaluation systems have a rather long history in many countries and rest on the belief that the enlightened eye and connoisseurship are the sole province of wise and prescient outsiders.

### **2.3.1. Education in England**

Although education in England is compulsory, children do not necessarily have to attend school. Education could be offered through state schools, independent schools or home schooling. Full-time education is said to be compulsory for

children aged between five and sixteen. The government is responsible for the running of the schools. In South Africa children have to take a common examination at the end of the General Education and Training (GET), that is, at the end of grade 9, learners in England take an examination called General Certificate of Secondary Education (GCSE) at the age of sixteen which is an equivalent of grade 10 in South Africa. Learners on completion of GCSE have an option of studying further to obtain A-levels or go to technical colleges.

<http://www.woodlands-junior.kent.sch.uk/customs/questions/education.html>).

### **2.3.1.1. School Evaluation in England**

The Office for the Standards in Education in England (OFSTED) carries out inspections and other duties as required by the secretary of the state. OFSTED ensures that quality inspections that are carried out consistently. Schools are inspected on a regular basis and every inspection is conducted by independent inspectors.

- **Types of inspectors**

There are three types of inspectors on each inspection team, namely, the registered inspectors who are trained and have the key role of putting tenders and inviting members to make teams as well as conducting the whole inspection (Ormston and Shaw,1994:5), team inspectors and lay inspectors (Key, July 2001:4).

- **Areas for evaluation**

The focus of inspections is on four main areas namely:

- The educational standards achieved by pupils,
- Quality of education provided by the school,
- Whether resources available to the school were managed efficiently,

- The spiritual, moral, social and cultural development of pupils at the school (Earley, Fidler and Ouston, 1996:2; Key, July 2001:5).

## **Stages of inspection**

- **Before inspection stage**

Ormston and Shaw (1994:7) contend that the same inspection pattern is followed for every school. OFSTED informs schools a year ahead of inspection by means of a letter and also negotiates the appropriate time during the term for inspections to take place, conditions under which the school will be inspected and what is to be inspected (Earley, 1998:14). After specifications of schools are drawn up by OFSTED, tenders from registered inspectors are invited and contracts are awarded to inspectors, who according to OFSTED will provide the best value for money (Ormston and Shaw, 1994:8).

- **Preparation stage**

According to Wilcox and Gray (1996:37), the second stage of inspection is preparation. All stakeholders to be inspected are then informed of the inspection date so that the necessary arrangements (such as collection of documents to be studied) could be made. This stage is then followed by the actual inspection itself.

- **Inspection stage**

During this stage, inspectors spend most of their time observing lessons and other work of learners (Wilcox and Gray, 1996:37). They also 'talk to the learners, meet with staff and governors, look at work and follow up any leads they wish' (Ormston and Shaw, 1994:9). A report of their main findings is given to the school verbally; the school is then given a chance to ask for clarification. A

written report has to be sent to the school and other stakeholders within five weeks of the end of the inspection (Ormston and Shaw, 1994:9). The same process is applicable in South Africa.

- **Implementation stage**

The school governing body during this stage has to see to the implementation of the action plan derived from the inspection report. Their plan has to be sent to parents, OFSTED and the appropriate authority and copies have to be made available to others who are interested (Earley, 1998:14; Ormston and Shaw, 1994:9-10).

- **After impact and reinspection stage**

This stage is similar to the post-evaluation phase in South Africa. It is during this stage where progress following the inspection is judged or evaluated (Earley, 1998:11).

### **2.3.2. Education in Malaysia**

In Malaysia, education is obtained through government-sponsored schools, private schools, or through home schooling. The education system for primary and secondary schools is highly centralized. The state and local governments have little say in the curriculum or other major aspects of education. Standardised tests are a common feature, contributing to the high numbers of school dropouts. The education system in Malaysia comprises Pre-school, Primary education and Secondary education.

(<http://en.wikipedia.org/wiki/>)

Primary education as it is the case in South Africa is compulsory in Malaysia. English has been used as a medium of teaching in all science subjects since 2003 as mandated by the government. Primary education consists of six years of schooling. Primary schooling begins at the age of 7 and ends at 12. Students are promoted to the next year regardless of their academic performance. Both primary and secondary education in government schools are handled by the Ministry of Education, whereas policies regarding tertiary education are handled by the Ministry of Higher Education, which was founded in 2004 (<http://en.wikipedia.org/wiki/>).

At the end of primary education, students in national schools undergo a standardised test known as the Ujian Pencapaian Sekolah Rendah (UPSR) also known as Primary School Evaluation Test. The subjects tested are Malay comprehension, written Malay, English, Science and Mathematics. Previously, Chinese and Tamil comprehension along with written Chinese and Tamil are optional subjects for Chinese and Tamil vernacular schools. UPSR is important as it allows for re-integration of their students into national schools for secondary education (<http://en.wikipedia.org/wiki/>).

'The division of public education at the primary level into national and national-type school has been criticised for allegedly creating racial polarisation at an early age. In the 1970s, around half of all Chinese parents sent their children to vernacular schools (<http://en.wikipedia.org/wiki/>).

#### **2.3.2.1. School Evaluation in Malaysia**

As it is the case with England and South Africa, school evaluation in Malaysia also relies on inspections or school audits which are normally conducted by the Inspectorate of Schools. Examinations are also used for evaluation purposes although they focus more on student achievement (De Gauwe and Naidoo, 2004: 59).

- **Areas for evaluation**

Five areas for evaluation in Malaysia schools are infrastructure, management, academic matters, results of learner assessment and co-curricular activities (De Gauwe and Naidoo, 2004: 46).

- **School self – evaluation**

Although there are no structured mechanisms in place for school-self evaluation, which in essence is a short-coming, all schools have to review their year activities as a means towards planning for the next year. Schools are afforded autonomy in evaluating their performance over the previous year. Schools conduct self-evaluation. But this is often interpreted to mean school management and is typically a top down process within such reviews are usually done by school management teams. Occasionally staff may be included (De Gauwe and Naidoo, 2004:47).

- **External evaluation (School audits)**

To assure quality schools, that is, quality of learning and teaching, the Inspectorate of Schools conduct audits. These school audits are used mainly for accountability. Four types of inspections listed below, are undertaken (De Gauwe and Naidoo, 2004:61):

- Normal inspection: this type of inspection occurs three times and it focuses on administration and management.
- Full inspections: this type involves a week long inspection by the whole panel of inspectors at a particular school. Focus is on management, curriculum, school climate and leadership.
- Follow-up inspections: these inspections are done to check whether recommendations from other inspections are implemented.
- Special inspections: in cases where there is a specific issue or a complaint from a parent to be addressed, the Minister or Director-General of education.

### **2.3.3. Education in Botswana**

In pursuit of the goals of a dynamic education philosophy as well as to address many of the shortages that are currently being experienced in Botswana, more emphasis on education is being placed on conventional and technical education. Education is aimed at preparing individuals for life and adequate preparation for the world of work. This is one of the central goals of the curriculum in Botswana.

- **The objectives of education in Botswana**

The education system in Botswana is designed such that it provides a firm foundation, at the same time meeting the challenge of fully equipping skilled personnel as a means of addressing shortage of skilled manpower within the country. The Botswana education system is closely aligned to the needs of the country, in particular, the country's current socio-economic needs. Individuals are offered a lifelong opportunity to develop themselves and to make their country internationally competitive. The overall objectives of Botswana's national education are:

- To raise educational standards at all levels.
  - To emphasise science and technology in the education system.
  - To make further education and training more relevant and available to larger numbers of people.
  - To improve the partnership between schools and communities in the development of education.
  - To provide lifelong education to all sections of the population.
  - To assume more effective control of the examination mechanism in order to ensure that the broad objectives of the curriculum are realised.
  - To achieve efficiency in educational development
- (<http://sunsite.icm.edu.pl/untpdc/incubator/africahp/bwa/bw18.htm>)

Their curriculum development and activities cater for a broad range of student's attitudes, aptitudes and abilities and emphasis is placed on practical aspects of subjects, with the aim of equipping students with the basic skills and knowledge required after termination of formal education, in preparation for future careers. (<http://sunsite.icm.edu.pl/untpdc/incubator/africahp/bwa/bw18.htm>)

Primary schools in Botswana are government, government-aided, or privately funded institutions, the government's goal being that all Botswana children should attain the minimum level. The primary school leaving examination certificate is standardised according to internationally accepted criteria, with those attaining it entitled to proceed to junior secondary level and, thereafter, to senior secondary school.

(<http://sunsite.icm.edu.pl/untpdc/incubator/africahp/bwa/bw18.htm>)

Botswana has its own university which was founded in 1964 as the University of Botswana, Bechuanaland and Swaziland and became fully fledged independent university in 1982. Botswana also offers in-service training through a network of educational centres throughout the country, with professional workshops, conferences and seminars regularly held in order to keep teachers informed of developments in the education programmes.

(<http://sunsite.icm.edu.pl/untpdc/incubator/africahp/bwa/bw18.htm>)

There is a scheme known as Tirelo Sechaba in existence in Botswana, through which graduates of senior secondary schools learn about national problems and about life in rural areas. It benefits the youth by exposing them to self-reliance and by developing initiative. On completion of this service, a certificate (or exemption) showing completion of this service is issued. Such a certificate is required before students can enter tertiary institutions.

(<http://sunsite.icm.edu.pl/untpdc/incubator/africahp/bwa/bw18.htm>)

### **2.3.3.1. School evaluation in Botswana**

School evaluation in Botswana is performed by inspectors/ education officers recruited from primary and secondary schools respectively, based on their performance, qualifications and success as heads of schools. Supervisors for primary schools are recruited from primary schools and those for secondary schools are recruited from secondary schools (De Gauwe, 2001, Vol II:38). Supervisors in Botswana are required to have management experience, which is not the case in South Africa, however, when coming to training, in both countries supervisors receive an ad hoc induction (De Gauwe, 2001, Vol II:40). Supervisors are occasionally sent to the United Kingdom for a three month course on inspection (De Gauwe, 2001, Vol II:41).

In the context of the Ministry of Education's function, school inspection has "to enable persons of all age-groups to acquire the appropriate knowledge, skills, attitudes and so as to give them a full successful life and continued personal development and that which will provide educated and skilled manpower for balanced socio-economic development". School evaluation in Botswana is done in line with the Education Act.

([http://www.moe.gov.bw/dse/school inspections.html](http://www.moe.gov.bw/dse/school%20inspections.html) page 1)

As it is the case in South Africa, it is the responsibility of the Botswana government to ensure that there is equal access and opportunity to quality education. A lot of challenges such as negative attitudes, inadequate resources and poor management of available resources have to be overcome to reach the set goal. The department of education in Botswana is governed by legislation within which, inter alia, there is the Education Act which demands that schools should be inspected to monitor education trends and assessment standards and also to determine the effectiveness of the system and inspectors have to make sure that education policies are implemented.

([http://www.moe.gov.bw/dse/school inspections.html](http://www.moe.gov.bw/dse/school%20inspections.html) page 1)

Inspectors have responsibility of assessing if all learners have equal access and opportunity to quality education and to identify 'good practices that promote quality education where ever found in any school and disseminates information about such practices to all schools. Where quality is found to be compromised, constraints are identified and the inspectorate endeavours to have such constraints removed so that all learners can have equal access and opportunity to quality education. The judgment about quality of education in any institution takes account of all factors at play'.

([http://www.moe.gov.bw/dse/school inspections.html](http://www.moe.gov.bw/dse/school%20inspections.html) page 1).

- **The inspection process**

With regard to secondary schools, the Education Act says in part:

- Secondary schools shall be subject to a full-scale inspection once in every two years or as more frequently as may be determined in relation to any particular school by the Permanent Secretary.
- Such a full-scale inspection shall comprehend: (a) the general and detailed organisation and administration of the school by the headmaster or whoever may be acting in his place (b) the organisation and teaching of each subject throughout the school (c) the competence of each teacher in the school and (d) the curriculum of the school.

([http://www.moe.gov.bw/dse/schools/school\\_inspections.html](http://www.moe.gov.bw/dse/schools/school_inspections.html) page 2)

According to De Gauwe (2001, Vol II:54) , supervisors make a distinction between five types of visit: full inspection, which takes about five days, partial inspection which involves two to three days, teacher inspection which is one day a follow up visit of one to two days as well as courtesy visit one day per individual school.

- **Areas for evaluation**

In Botswana, a balanced school inspection assesses the following:

- The work of the students in individual subjects of the curriculum.
- The personal and social education of the students.
- The staffing of the school i.e. its management strength and teacher quality.
- The curriculum appropriateness, balance, breadth, differentiation and organisation.
- Pastoral care and quality of materials, equipment and non-teaching personnel and teaching resources available.
- The actual premises within which school activities are accommodated.
- The school as a plant i.e. its adequacy for purpose and condition of educational buildings and grounds in relation to the demands made on them by curriculum and the needs of pupils.
- Pedagogy (Teaching methods ought to be active rather than passive).
- Professionalism i.e. whether teachers do the jobs for which they were trained and appointed to do.
- The school climate i.e. the quality of relationships in the school between pupil and pupil; pupil and teacher; teacher and teacher; teacher and non-teaching staff; school administrator and everyone else in the school ([http://www.moe.gov.bw/dse/schools/school\\_inspection.html](http://www.moe.gov.bw/dse/schools/school_inspection.html) page 2).

Inspectors use common inspection checklist to avoid bias in judgments of quality of performance.

There are notable similarities regarding areas for evaluation in South Africa and Botswana. Botswana inspectors evaluate:

- Educational standards achieved by pupils/ learners: Focus in this regard is on learner performance in various subjects/ learning areas offered by the school. WSE supervisors in South Africa also evaluate quality of teaching and learner achievement. Reference is also made on learner performance in various learning areas.

- Ethos of the school: An indication is given here pertaining to the overall provision for the spiritual, moral, social and cultural development of the learners. Comments are made about the standards of behavior throughout the school, punctuality, rates of attendance and learner conduct. This area for evaluation is similar to basic functionality evaluated by WSE supervisors.
- Quality of Education: Inspectors do class visits and comment on the quality of teaching, procedures for assessing, recording and reporting on the learners work. They also check whether the school provides learners with broad, relevant curriculum that complies with statutory requirements. This area is evaluated in conjunction with learner achievement by WSE supervisors.
- Management: Inspectors evaluate the procedures in place at a school that enables it to evaluate its own work and plan for improvement. This includes aspects such as the day to day running of the school, the school development plan, relationship between the head teacher and staff particularly in ensuring that a healthy and caring atmosphere for learners is created, that is, an environment where individuals are respected and valued whether staff meetings provide a forum for discussion and development. Staffing, accommodation and learning resources are commented on. Inspection visits also have to do with checking on school buildings, facilities and resources (De Gauwe, 2001: Vol II: 54). This area of evaluation is similar to management and leadership in the South African WSE context.

#### **2.3.4. Education in Ireland**

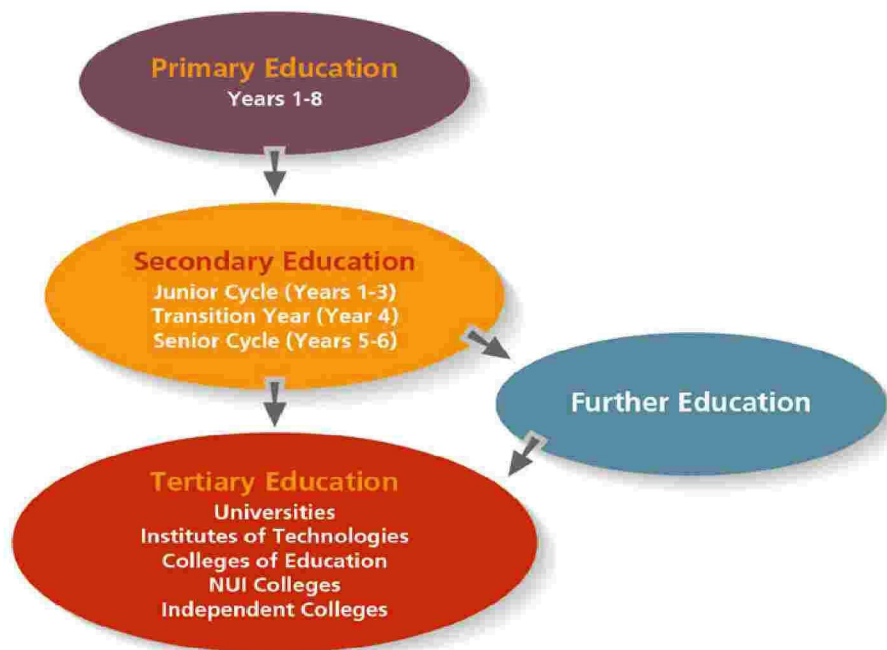
Education in Ireland has a long and honourable tradition and it is for this reason that the international companies are usually on the look out for Ireland graduates for senior and top class positions.

‘Responsibility for education lies within the Science. It administers all aspects of education policy including curricula, syllabi and national examinations. Attendance at full time education is compulsory in Ireland from six to fifteen years of age and is free in the majority of schools, and at undergraduate third-level. Education is considered a fundamental right under our constitution’.

([http://www.educationireland.ie/index.php?option=com\\_content&view=article&id=12...](http://www.educationireland.ie/index.php?option=com_content&view=article&id=12...))

The education system in Ireland as illustrated on figure 2.1, comprises primary, secondary and higher education also known as third level or tertiary education. It is compulsory for children between ages of six and fifteen years to receive education.

**Figure 2.1: The education system in Ireland**



([http://www.educationireland.ie/index.php?option=com\\_content&view=article&id=12...](http://www.educationireland.ie/index.php?option=com_content&view=article&id=12...))

‘The Irish Education System was traditionally divided into three basis levels: Primary (8 years), Secondary (5 or 6 years) and Higher Education which offers a

wide range of opportunities from post-secondary courses, to vocational and technical training, to full degree and the highest post-graduate levels. In recent years the focus has expanded to include pre-school education and adult and further education as the concept of lifelong learning becomes reflected in the education opportunities available within the Irish education system’.

([http://www.educationireland.ie/index.php?option=com\\_content&view=article&id=12...](http://www.educationireland.ie/index.php?option=com_content&view=article&id=12...))

#### **2.3.4.1. School evaluation in Ireland**

WSE in Ireland is also concerned with the work of the school as a whole and aims at the development of schools as units and the development of school systems and accountability (Quals.2003:2). The process of WSE in Ireland as it is the case with England and other countries is carried out by inspectors. The number of inspectors per school depends on the size of the school. The number of inspectors per school ranges from one to four. (INTO:2). Nomination of inspectors is done by the chief inspector and organisation and co-ordination of WSE is the responsibility of the reporting inspector. There are striking similarities in Ireland and South African school evaluation such as aims for evaluating schools and who evaluates schools.

Schools are evaluated every five to seven years. A Professional Code of Practice on Evaluation and Reporting for inspectors, similar the one used in South Africa, governs the inspectors.

- **Code of practice on evaluation and reporting for inspectors**

As outlined in the Irish National Teachers’ Organisation (INTO) document on Whole School Evaluation (page 5), the general principles of the code of practice the Inspectorate is committed to are:

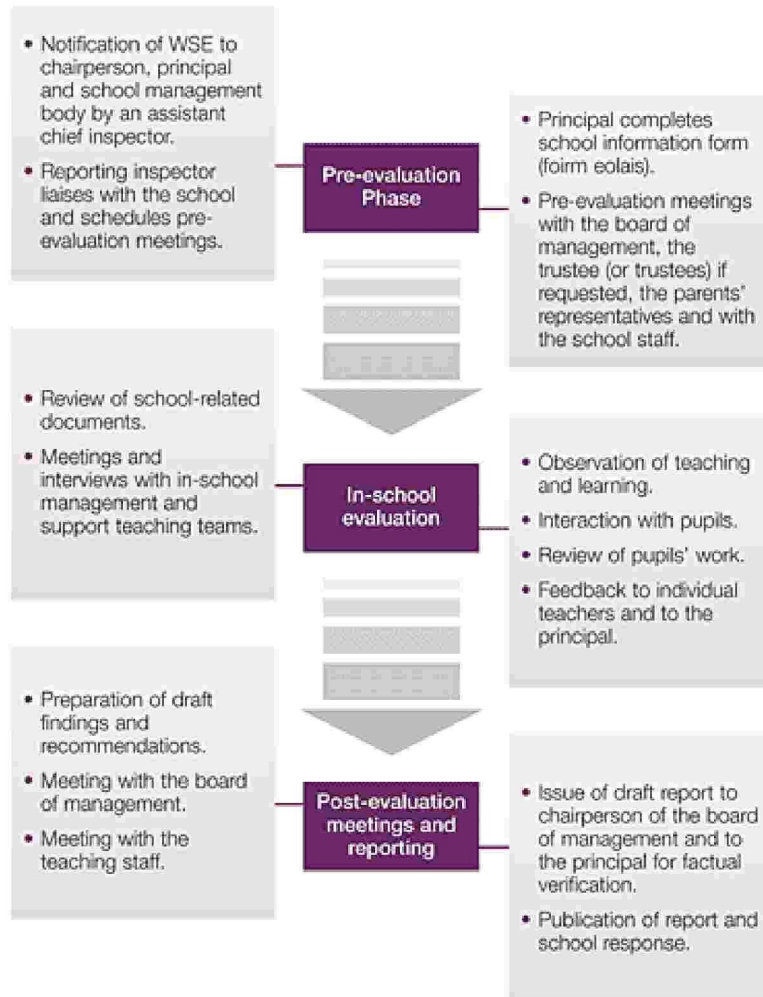
- fostering mutual respect, trust, positive professional relations and partnership between the Inspectorate and the school community;
  - the consistent application of evaluation criteria and objectivity, reliability and reliance on first-hand evidence based on observation;
  - consistency and fairness, taking due account of school context factors and taking cognisance of school self-review;
  - engaging in dialogue with members of school staffs and the education partners and ensuring confidentiality, while having due regard to statutory provisions;
  - courtesy, respect and sensitivity towards both individual teachers and the school and clarity in the manner in which findings are communicated;
  - acknowledging that the pupils are the ultimate beneficiaries of the evaluation process.
- **Areas for evaluation**

The operation of the school is reported on and evaluated by the WSE team under the following headings (Irish Evaluation Network. 2004:6):

- the quality of the school management,
  - the quality of school planning,
  - the quality of learning and teaching,
  - the quality of support for pupils.
- **Whole School Evaluation process**

The WSE process follows three phases namely, namely, pre-evaluation, in-school evaluation and post evaluation respectively (see figure 2.2 in the next page). The judgments made by inspectors are based on first-hand information and in accordance with clear and agreed criteria (Quals. 2003:2). Unlike in South Africa where there is a policy governing WSE, the inspectorate in Ireland draws up a criteria, observation schedules and any other related documentation (Quals. 2003:2-3).

**Figure 2.2: Whole School Evaluation process in Ireland**



([http://www.education.ie/servlet/blobServlet/insp\\_p\\_wse\\_pnp.htm](http://www.education.ie/servlet/blobServlet/insp_p_wse_pnp.htm))

▪ **Pre- evaluation**

This phase involves activities such as notification of schools about WSE. Schools are usually notified at least two months in advance and if a school is notified and WSE subsequently does not take place, schools will be re-notified about rescheduling in accordance with the terms as illustrated on figure 2.2. The school community usually gets formal notification of WSE. An assistant chief inspector writes to the school, informing the chairperson of the board of

management and the principal that a whole-school evaluation will be conducted. Then a copy of the letter is issued to the trustees of the school. Written notification of the schools in which a whole-school evaluation is scheduled between January and June is given in the week following the October mid-term break of the previous year. Regarding schools that are scheduled for evaluation between September and December, a letter of notification is given during the week after the June public holiday. It should be noted that WSE does not take place during the first two weeks of the school year, the week preceding or succeeding the Christmas holidays, or the last two weeks in the school year ([http://www.education.ie/servlet/blobserve/insp\\_p\\_wse\\_pnp.htm](http://www.education.ie/servlet/blobserve/insp_p_wse_pnp.htm)).

The reporting inspector, following notification of a school, contacts the principal teacher at least three weeks before the beginning of the evaluation to outline the format of the evaluation as well as to arrange meetings and evaluation visits and clarify any specific issues. The school principal is requested to complete a School Information Form (Foirm Eolais), which includes questions relating to school context, enrolment, attendance patterns, the number of pupils at different class levels, the allocation of teaching staff, and the provision of accommodation and resources. (INTO: 2)

The INTO document on Whole School Evaluation (INTO: 2) states that, the reporting inspector will request the following background documents from the principal teacher:

- the school timetable and the timetable of all the teachers, including support teachers;
- the names and teaching responsibilities of all members of the teaching staff, including support teachers, and number of pupils assigned to each;
- a list of external tutors teaching aspects of the curriculum during the school day;

- the school plan, including the organisation policies, action plans, and curricular plans;
- the school's procedures for the reporting and management of child protection concerns;
- summary information in relation to the cohort of pupils attending learning support or resource teaching and other supplementary teaching;
- copies of the school's report to parents on the operation of the school;
- the names of members of the board of management and nominating groups;
- copies of the minutes of the three most recent meetings of the board of management;
- the school's policy and practice in relation to the assessment of pupils and any relevant records of pupils' achievement;
- details of the school's attendance strategy;
- copies of the teachers' monthly progress reports.

Meetings with stakeholders also take place during this phase.

- **In-school evaluation**

This phase is similar to the on-site phase in South Africa. The reporting inspector (known as the team leader in South African context) is nominated by a regional chief inspector for each evaluation. For large schools, an evaluation team comprising the reporting inspector and supporting inspector (or inspectors) is nominated to undertake an evaluation. The number of inspectors who work on the evaluation team depends on the size of the school. Schools with up to four mainstream classes are evaluated by one inspector, those with five to twelve classes are evaluated by two inspectors, those with thirteen to eighteen classes are evaluated by three inspectors and those with eighteen or more classes are evaluated by four inspectors. The reporting inspector has overall responsibility

for the WSE, including the allocation of team roles, the choice of evaluation approach, the arrangement of meetings, and the compilation of the final report' ([http://www.education.ie/servlet/blobServlet/insp\\_p\\_wse\\_pnp.htm](http://www.education.ie/servlet/blobServlet/insp_p_wse_pnp.htm)).

The maximum duration of this phase is five days. 'The reporting inspector prepares an overall schedule for the evaluation. Members of the evaluation team visit the school on the days notified to the staff during the pre-evaluation meeting. While the team makes every effort to work within the agreed timetable, unforeseen events may extend this period' ([http://www.education.ie/servlet/blobServlet/insp\\_p\\_wse\\_pnp.htm](http://www.education.ie/servlet/blobServlet/insp_p_wse_pnp.htm)).

During this phase, 'WSE team evaluates and reports on the operation of the school under the following headings or areas of inquiry:

- the quality of the school management
- the quality of school planning
- the quality of learning and teaching
- the quality of support for pupils'

([http://www.education.ie/servlet/blobServlet/insp\\_p\\_wse\\_pnp.htm](http://www.education.ie/servlet/blobServlet/insp_p_wse_pnp.htm)).

The following activities are involved in this phase:

A review of school documents such as school planning documents, curriculum plans, and documents associated with particular curricular programmes. Samples of documents used to communicate with parents, pupils and the school community may also be reviewed (INTO: 3).

During the in-school evaluation phase, meetings may be held with the in-school management team as well as the support teachers for pupils with additional learning needs. Teaching and learning in a range of curriculum areas and subjects are observed throughout the school. This includes the work of temporary staff and visiting teachers who may be based in other schools. It may also include the work of external personnel who are employed by the board of

management to provide additional tuition to pupils during school time. Methodology, classroom management, classroom atmosphere, and learning are observed. Inspectors also examine evidence of long term and short term planning and preparation by the teachers (INTO: 3). Inspectors may examine teachers' long term and short term planning and preparation. They also review samples of pupils' school work or homework in notebooks, copybooks, folders, workbooks, portfolios, and displays of project work. Feedback is provided to individual teachers and to the principal.

- **Post-evaluation**

The post-evaluation phase takes a number of weeks. It is focused on culminating in the issuing of the WSE report to the school principal and the board of management. It is during this period where the evaluation team drafts the whole-school evaluation report basing it on the evidence collected. The reporting inspector has overall responsibility for the drafting of the report. When a draft report is prepared, dates and times for post-evaluation meetings with the school principal are arranged by the reporting inspector. The post-evaluation phase also involves meetings held by the WSE inspectors with the teaching staff and the board of management. An agenda is issued to the chairperson of the board of management before the meeting

(INTO: 5; [http://www.education.ie/servlet/blobServlet/insp\\_p\\_wse\\_pnp.htm](http://www.education.ie/servlet/blobServlet/insp_p_wse_pnp.htm)). The above mentioned meetings are scheduled for the same day. A draft copy of the evaluation report and a factual verification form is usually sent by the inspectorate secretariat to the school principal and to the chairperson of the school's board of management. Using the verification form, the principal and the chairperson will then draw the attention of the Inspectorate to any errors of fact in the draft evaluation report. The factual verification form is then returned to the Inspectorate Secretariat by the principal or by the chairperson of the board of management within 10 school days of the date of issue of the report. The factual verification form will then be referred to the reporting inspector and the

appropriate assistant chief inspector. If any errors of fact have been drawn to the attention of the Inspectorate, the necessary amendments are effected on the draft report as necessary. An evaluation report will then be issued to the chairperson and the principal. The school has 20 school days from the date of issue of the report in which to submit their response ([http://www.education.ie/servlet/blobervlet/insp\\_p\\_wse\\_pnp.htm](http://www.education.ie/servlet/blobervlet/insp_p_wse_pnp.htm)).

In South Africa, the report is sent to schools without any verification form, stakeholders in WSE are given a chance to make comments when an oral report is given at the end of the evaluation process. As it is the case in South Africa, both internal and external evaluation processes are applied in Ireland.

#### **2.4. Education in South Africa**

South Africa comprises nine provinces and education across the whole country is the responsibility of the national Department of Education, while each of the nine provinces has its own education department. The national framework for school policy is provided by the central government, but administrative responsibility lies with the provinces. Power is further devolved to grassroots level via elected school governing bodies, which have a significant say in the running of their schools. According to the Bill of Rights, contained in the Constitution, 1996, everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible.

There are approximately 12.3 million learners, some 386 600 teachers and 26 292 schools, including 1 098 registered independent or private schools in South Africa. Of all schools, roughly 6 000 are high schools and the rest primary. The average learner –educator ratio in public schools is 33 whereas private schools have one educator to 18 learners’ ratio of scholars. Higher education in South Africa is the responsibility of the National Department of Education and private schools and higher education institutions have a fair amount of autonomy.

However, they have to be in line with certain government non-negotiables. ([http://en.wikipedia.org/wiki/Education\\_in\\_South\\_Africa](http://en.wikipedia.org/wiki/Education_in_South_Africa)).

Formal education in South Africa, is categorised according to three levels, namely, General Education and Training (GET), Further Education and Training (FET) and Higher Education (HE) and the South Africa's National Qualifications Framework (NQF) recognises three broad bands of education: General Education and Training (GET), Further Education and Training (FET), and Higher Education and Training)

([http://en.wikipedia.org/wiki/Education\\_in\\_South\\_Africa](http://en.wikipedia.org/wiki/Education_in_South_Africa)).

According to the South African Schools Act of 1996, education is compulsory for all South Africans from age 7 to 15 (grade 1 to 9). School life in South Africa extends over 13 years, that is, it starts from grade R 'reception year' to grade 12 the year of matriculation, which means that learners attend school for thirteen years of education. Grade R, and the final three grades are not compulsory. Many primary schools offer Grade R, which can also be completed at nursery school. The GET includes Adult Basic Education and Training and it begins from grade R to grade 9

([http://en.wikipedia.org/wiki/Education\\_in\\_South\\_Africa](http://en.wikipedia.org/wiki/Education_in_South_Africa)).

Starting from grade 10 to grade 12, education is referred to as FET; it includes career-oriented education offered in technical colleges, community colleges and private colleges. Tertiary Education (HET) includes education for undergraduate and postgraduate degrees, certificates and diplomas, up to the doctoral degree.

To qualify for studies at Universities, students are required to attain a pass with endorsement in matric. A student with an ordinary standard senior certificate is not allowed to enrol at universities but technical colleges for certificates and diplomas. South Africa has 24 state-funded tertiary institutions: 11 universities, five universities of technology, and six comprehensive institutions.

Universities in South Africa are autonomous and therefore do not report to government but to their councils

([http://en.wikipedia.org/wiki/Education\\_in\\_South\\_Africa](http://en.wikipedia.org/wiki/Education_in_South_Africa)).

Majority of the educational institutions in South Africa are controlled by the state which provides the minimum funding and parents therefore have to contribute to basics and extras in the form of school fees. The South African Education system is characterized by diversity: schools and universities vary greatly in terms of quality, financial resources, ethos and size. School fees also vary in terms of class size, facilities and the quality of education offered by the school ([http://en.wikipedia.org/wiki/Education\\_in\\_South\\_Africa](http://en.wikipedia.org/wiki/Education_in_South_Africa)).

#### **2.4.1. South African perspective on school evaluation**

Before 1994 schools were evaluated by means of inspection. The 'panels' comprising ad hoc inspectors who were not specialists in any field were made. The inspection was aimed at individual achievement and was done without control.

##### **2.4.1.1. Whole School Evaluation**

Whole School Evaluation (WSE) process is transparent and interactive; it involves the holistic evaluation of performance of the school against set criteria with a view to improve the quality of education (ELRC, 2003:3). For WSE to be effective, it should be well communicated, acceptable and understandable to all stakeholders within the school and should be flexible enough to take into account the different circumstances within South African schools.

WSE is aimed at contributing towards the development of the school. Therefore people are not remunerated on the strengths of the outcome of evaluation as it is

the case in the United States. Looby (2003:3) contends 'the whole school evaluation process will have no impact or bearing on pay whatsoever, so teachers are more relaxed that their school will be evaluated solely for the good of education, not to determine their pay'. If a school does not perform after repeated assistance by supervisory units, it may be closed down.

#### **2.4.1.2. Principle behind Whole School Evaluation**

The principle behind WSE is to enable educators, supervisors and DSS to identify to what extent the schools is adding value to learner's prior knowledge, understanding and skills. It aims to recognize the contribution made by staff, learners and stakeholders in the smooth running of the school. WSE must be characterized by openness and collaboration and quality WSE must be standardised and consistent. Both qualitative and quantitative data has to be evaluated to be able to make decisions as to how well a school is performing. It should also be noted that staff development and training is critical to school improvement.

All schools are different, particularly when it comes to development. WSE seeks to understand why schools are where they are and to use the particular circumstances of a school as the starting point of the evaluation. Contextual factors have to be considered when the school is evaluated.

#### **2.4.1.3. Aims of Whole School Evaluation**

WSE serves a purpose of moderating externally the results of SSE as a means of evaluating the effectiveness of a school using agreed upon or set criteria. It enables supervisors to provide an account of the schools current performance and show the extent to which the school meets national goals, while able to meet the needs of the community in general (Du Plooy and Westrand, 2004:34). External scrutiny has been argued to initiate and facilitate the necessary changes

in schools. WSE Increases level of accountability in education. Mac Beath (1999:5) is also of an opinion that 'Schools are primarily accountable for what they do for pupils. In order to ascertain what it is they 'do', the primary source of information lies with the accounts of pupils themselves, the quality of their work and the progress of achievements they make over time'. The process has to involve all stakeholders within a school as well as support by District Support Services (DSS). 'This evaluation process is participatory, thus providing schools with the opportunity for improvement. Feedback has to be given to all stakeholders as a means of achieving continuous school improvement. Stakeholders have the right to know how well their school is doing and what role are they expected to play to bring about improvement and development in their school. WSE is introduced to bring about an effective monitoring and evaluation process which is vital to the improvement of quality and standard of performance in schools (Steyn, 2003:6).

At the launch of a campaign called Quality Learning and Teaching, the Minister of Education in South Africa, Naledi Pandor emphasised the importance of stakeholder involvement in ensuring quality education by stating that 'Education changes lives and communities, but communities must also get involved. Let us all get involved' (City Press, 11 January 2009: page 6). She further said 'we have to move away from the belief that education is the sole responsibility of the government and the office of the education minister. We have to awaken South Africans to promote quality learning and teaching' (City Press, 11 January 2009: page 6).

Through WSE aspects of excellence of effective schools (models of good practice) within the system are identified and shared to be able to understand what contribute towards effective schools. As a result, schools become accountable for their performance which in essence means that they have the responsibility for school improvement. Therefore schools need to put in place strategies for monitoring and evaluating their own work.

#### **2.4.1.4. Legislative context**

In the process of transformation of education which involves redressing the inequitable distribution of education services as a means of developing world-class education system new laws were promulgated. As a sequel to South African independence in 1994, there was transformation of education aimed at redressing the inequitable distribution of education services with an intention of developing a world-class education system. To bring about accountability at all levels, as outlined in the National Education Policy Act (NEPA) Act no 27 of 1996, the Minister mandated that standards of education provision, delivery and performance be monitored. The Further Education and Training (FET) Act no 98 of 1998 also came into being to assess and report on the quality of education in the FET Band.

South African Qualification Authority (SAQA) Act no 84 of 1996 states amongst others, that Education and Training Quality Assurance bodies are responsible for monitoring and auditing achievements in terms of national standards and qualifications. This policy elaborates on the legal responsibility of the Minister in respect of the whole-school monitoring and evaluation. It confirms that WSE is an integral part of the new Quality Assurance (QA) approach. This prompted a shift from 'inspection' to 'Whole-School Evaluation'.

The following are laws involving WSE directly and indirectly:

- NEPA (27 of 1996): The Minister mandated to direct that standards of education provision, delivery and performance are monitored. This brings about accountability at all levels.
- Assessment Policy (Dec. 1998) involves systemic evaluation in grades 3, 6 and 9 to assess effectiveness of the education system.
- FET Act (98 of 1998) has to do with assessment and reporting on the quality of education in the FET Band.

- SAQA Act no 58 of 1995: Education and Training Quality Assurance bodies responsible for monitoring and auditing achievements in terms of national standards and qualifications. This policy elaborates on the legal responsibility of the Minister in respect of whole school monitoring and evaluation. It confirms that WSE is an integral part of the QA approach.

#### **2.4.1.5. Responsibilities at various levels**

Quality in education is most often achieved as a result of effective partnerships. All stakeholders in the process, including the Department of Education are required to play their part in creating a constructive environment, in which learning happens. Leadership and support from the Department, especially at the District level, is an essential ingredient of quality improvement.

##### **▪ Schools**

In WSE, schools have a responsibility of co-operating with the WSE team. The principal together with the stakeholders must carry out internal evaluation of the school, the School Self Evaluation (SSE) using the criteria as stipulated on the SSE form in order to prepare for external evaluation. An evaluation coordinator within the school whose responsibility is to liaise with the WSE team has to be identified. WSE teams must be afforded an opportunity to have full access to school records, policies and documentation.

After the school has been evaluated by WSE team, the school has the responsibility of producing, in collaboration with the district support services and the School Governing Body (SGB), an improvement plan to implement recommendations made in the WSE report and to send the improvement plan to the District Director for approval, followed by implementing the improvement plan within the stipulated time frames, keeping all stakeholders informed about the

WSE at the school and to adhere to Integrated Quality Management System prescripts.

- **District Support Services (DSS)**

As outlined in the National Policy for WSE (2001:20), the DSS comprise professional support teams with expertise in all aspects of school life such as management, leadership, governance, curriculum, staff development and financial planning. They have the responsibility to monitor and support schools to raise standards, provide support, advice and guide schools in implementing the recommendations of WSE reports.

It is also the responsibility of the DSS to set up clusters to improve the integration of improved performance initiatives.

- **Supervisory unit of the province**

Day to day operation of WSE is the responsibility of the supervisory unit within the province. The unit is responsible for advocacy and training of stakeholders in WSE, orientation of district officials to WSE processes and to provide support and assistance to stakeholders as an effort to raise standards within schools (DoE, 2001a:13). The Free State Province supervisory unit comprises 22 supervisors managed by a director and a Chief Education Specialist respectively.

Supervisory units are responsible for retrieving from their school evaluation reports that can be used to inform provincial and national reports on the quality of education in South Africa. They also assist support services to help improve on the quality of education in schools, particularly underperforming schools (DoE, 2001a:13).

- **Provincial education department**

The province has to inform schools about their responsibilities in WSE, provide effective and appropriate administration support to ensure effective and efficient evaluation, organise work such that national sampling requirements are met and provide support to assist schools to respond to recommendations in their reports. The province has to ensure that there is appropriate provincial database. This information can be used by the province to benchmark its performance in comparison to other provinces and this database has to be linked to the Ministry's database on quality assurance (DoE, 2001a:12).

Monitoring of support work that is given to schools as well as establishment of a provincial database is the responsibility of the provincial education department

- **National Department of Education**

Sampling of schools for WSE purposes is made by the National Department of Education because WSE is a national initiative and the department has to ensure that the system is applied consistently throughout the whole country.

The department determines the overall policy such as aspects of the school that have to be evaluated, benchmarks against which schools are evaluated and ensures that supervisory units are competent, well trained and accredited (DoE, 2001a:11).

#### **2.4.1.6. Code of conduct of supervisors**

The WSE process is carried out with integrity and respect by supervisors are guided by a code of conduct as outlined in the Whole School Evaluation Policy Document (2001). Supervisors have to:

- act professionally towards everyone in the school,
- communicate openly with the principal and staff,
- evaluate objectively the education provided by the school,
- collect and fairly analyse an appropriate sample of evidence,
- provide clear feedback to the school,
- flexible in response to the different circumstances of schools,
- carry out evaluations with integrity, courtesy and sensitivity,
- be impartial when evaluating a school's performance.

#### **2.4.1.7. Areas for evaluation**

During WSE, the performance of the support system to the school as well as the contribution of educators and learners against set criteria is measured using the following nine areas for evaluation (ELRC, 2003:3):

- **Basic functionality of the school**

This area of evaluation has to do with whether the school functions effectively and efficiently to realize its educational and social goals. WSE supervisors make judgements and report on whether the school functions effectively and efficiently in accordance with its vision and mission. Information in this regard is sought from the school's policies, records of meetings, attendance records (whether the school has procedures in place for managing attendance of learners, attendance of classes by educators, functionality of the school time table etc.), staff job descriptions, responses from parents and learners as well as the principal's reports (DoE, 2001c:9).

- **Leadership, management and communication**

Leadership is essentially about moving forward and having a sense of direction. To be able to lead or manage a school, one needs to understand it. The

researcher concurs with Fullen (2001:137) in that, 'what is needed for sustainable (leadership) performance, then, is leadership at many levels of the organization. Pervasive leadership has greater likelihood of occurring if leaders work hard on mastering the five core competencies: moral purpose, understanding the change process, building relationships, knowledge building and coherence making. Achieving such mastery is less a matter of taking leadership training and more a case of slowly knowing and learning in context with others at all levels of the organization. Ultimately, your leadership in a culture of change will be judged as effective or ineffective not by who you are as a leader but by what leadership you produce in others'. Management, on the other hand is about holding the school, making sure that the school, as a whole is functioning effectively and achieving its vision. Schools need both good leadership and management, however, there is no recipe for what is right. School leaders and managers should therefore understand their schools well enough to make appropriate judgements so as to lead and manage efficiently and effectively.

Within democratic organizations, it is important that people be kept informed on important issues. In the South African context, the term 'transparency' is very popular. People want to know about decisions that are being taken and that affect their lives. Stakeholders within the school need to be informed about the happening in the school. This can be done through meetings, memoranda, circulars, e-mails, telephones, fax, intercom, notice boards and so on.

The purpose of this area is to judge the effectiveness of various levels of leadership and management within a school. Supervisors make judgements on the school's vision and mission, school management teams, and the extent to which policies and procedures assists a school to attain its objectives (DoE, 2001c:9). Procedures to enable the school to evaluate its own work and to plan for improvement are evaluated. Supervisors comment, amongst others, on

whether leadership efficiency and effectiveness, staff meetings, strategies to monitor classroom practice to ensure that sound work is undertaken.

- **Governance and relationships**

Following the general elections of 1994 a new system of education and training was created in South Africa based on the fundamental principles of democracy, unity, non-discrimination, equity and equality (Squelch, 2000:137). This means, among others, that government is committed to the development of a democratic system that provides for participation of all stakeholders with a vested interest in education (Republic of South Africa (RSA) 1996, section 16). The provisions for school governance included in the South African Schools Act (hereafter SASA) were put into effect in May 1997 when the first official School Governing Bodies (SGB's) were elected (Karlsson, McPherson and Pampallis, 2001: 163).

The School Governing Body (SGB) plays a very significant role in a school and should therefore have capacity to provide leadership and guidance for the school and its community. It has to ensure that the school is fulfilling its particular purpose and provide an important role for accountability and transparency. The existence of the SGB is beneficial to help combat situations where the principal of the school will dominate all decision-making by himself. For a school to function well there must be understanding, clarity, mutual respect and a general sense of common purpose with all stakeholders. Governance is cooperation and partnership to bring about positive educational outcomes. Stakeholder relationships are therefore very important to the task of leading and managing schools. Participatory relationships lay a solid foundation for building a school of which the school community, the department of education and the wider community can be proud of.

Focus in this area is to assess the constitution of the School Governing Body (SGB), role played by SGB in formulation and implementation of the school's

policies, how effective does the SGB give strategic direction in line with SASA, National Education Policy Act (NEPA) and other related legislation and whether the SGB has systems in place to monitor and evaluate the quality of education provided by the school (DoE, 2001c: 9).

▪ **Quality of teaching, learning and educator development**

The overall quality of teaching within a school help learners to raise their levels of achievement and attainment (DoE, 2001c:10). As outlined in the National Policy on Whole School Evaluation (2000:1), supervisors should employ other strategies for lesson evaluation. They should discuss with educators how they intend to succeed in the lesson and what will be done as a result of the findings, scrutinize homework and see if it is appropriate and whether it promotes learning.

WSE supervisors make judgements and report on the following:

- The structure of the curriculum
- The balance between local and national curriculum
- The planning process
- How suitable the curriculum is for learners of different ages and different abilities
- The school's assessment policies and practices and their relevance to the curriculum
- The provision of extra-curricular activities (DoE,2001c:9)

▪ **Curriculum provision and resources**

This area is aimed at evaluating how the curriculum matches the needs of learners. Supervisors make judgements on the balance between the national and local curriculum, the structure of the curriculum, planning process, suitability of the curriculum for learners of different abilities and ages and provision of extra-mural activities, school's assessment policies and practices as well as their

relevance to the curriculum (DoE, 2001c:10). A judgement also has to be done pertaining to the range and quality of other activities which enhance the curriculum.

▪ **Learner achievement**

Central to the purpose of the school is learning. Curricula are defined in terms of learning outcomes, and these provide the context within which schools function. In this area, skills, knowledge, attitudes and values that learners have acquired are assessed (DoE, 2001c:10). As pointed out by Gray *et al.* (1999:5) 'it gives particular salience to efforts towards change which focus on student achievement and the classroom and organizational conditions which support it'.

Supervisors make judgments on:

- Learner's achievements by rating in public examinations
- Learners achievements in writing, reading and speaking
- Learner's standards in numeracy and progress made in the light of their known prior achievements (DoE, 2001c:10).

▪ **School safety, security and discipline**

Focus in this area is on the school's disciplinary procedures and ensuring that the school is secure and learners are safe, that is, providing safe and healthy environments for learning and development (DoE, 2001c :11). The school has to ensure that dangerous weapons, drugs and alcoholic beverages are not brought into the school premises. Instances of bullying within the school should be curbed. There should be First Aid ,fire and drill procedures in place so that in cases of floods, fire or when a learner is sick ,learners and educators should know what to do.

Supervisors make judgments on:

- The school procedures for safety, security and discipline

- Safety regulations in laboratories and workshops
- Knowledge of emergency procedures by the learners and staff
- Support care for learners (DoE, 2001c:11).

- **School infrastructure**

In this area, supervisors make judgments and report on the effectiveness of the following:

- Suitably qualified, sufficiency and experience of educators and support staff
- The efficiency with which all school's resources are used
- Methods employed by the school and the school governing body to ensure that they get value for money
- Suitability of the school's premises and amount of accommodation and its state of repair
- Sufficiency and suitability of books and equipment and how the resources are used to ensure learning (DoE, 2001c:11, 19).

- **Parents and the community**

The relationship between the school and the community is very crucial if the school is really to meet the community needs and if the community is to support the school in accomplishing this task (DoE, 2001c:12). Good partnerships with parents, the local community and other schools and institutions have to be established and maintained. Such partnerships contribute to shortening the gap between the school and the community.

Supervisors make judgments on the effectiveness of the following:

- How the school communicates with the parents and how it responds to complaints and suggestions from parents
- The system of reporting progress of learners to parents

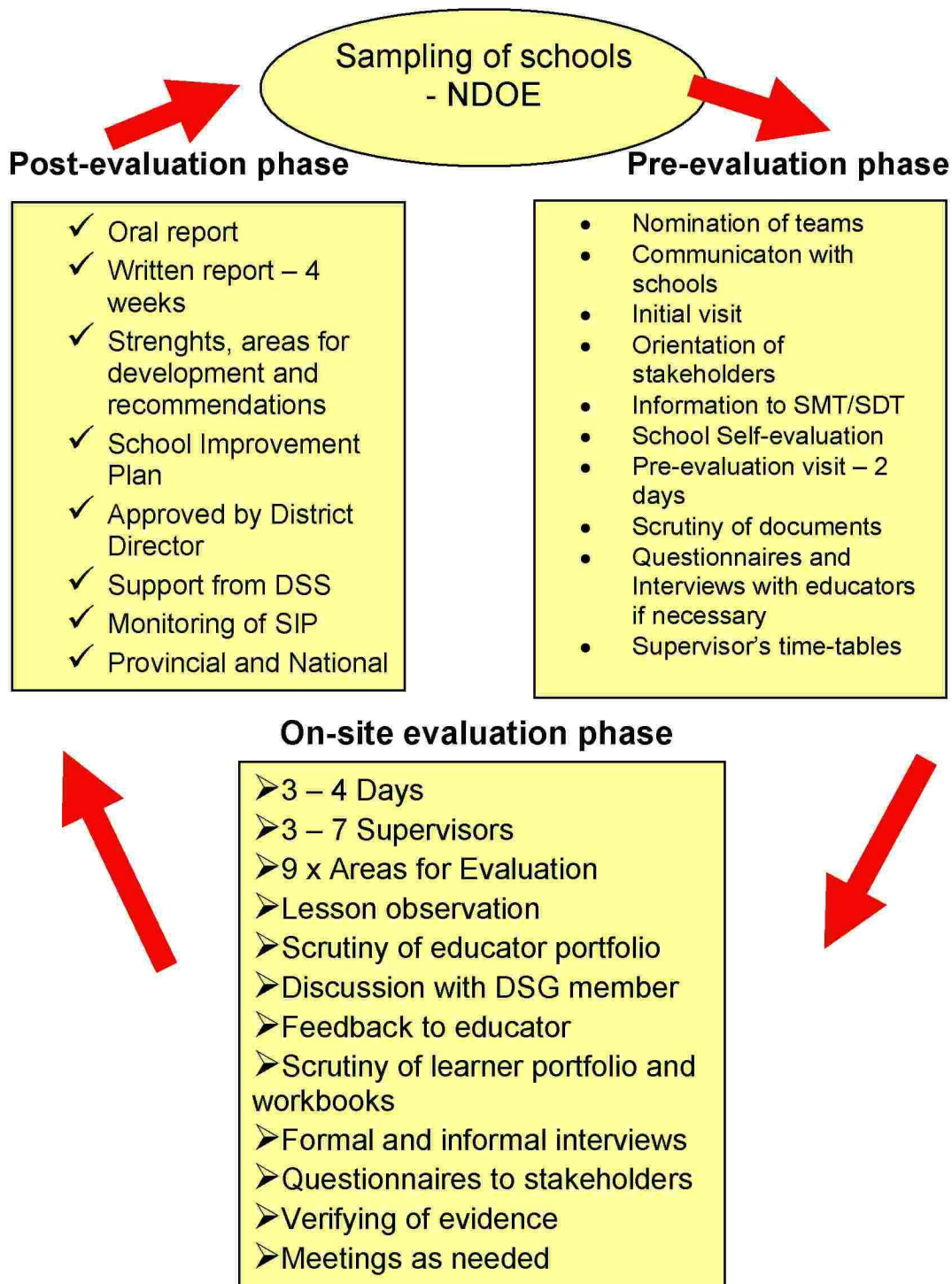
- Guidance given to parents by the school to enable them to understand how their children are doing
- The school's involvement in the local community
- Contributions made by parents to the school (DoE, 2001c:12).

#### **2.4.1.8. The evaluation process**

Within the South African context, WSE helps the National Department of Education to establish a system for evaluating the quality of education on a continuous basis. The context in which education takes place is taken into consideration in evaluation of the school. The process of WSE is similar to the one used by OFSTED and external evaluation is carried out by the supervisors of the Office for Standards in Education (OFSTED, 2001:1).

Sampling of schools is done by the National Department of Education (NDOE) and the information is subsequently communicated to provinces. Selection is made by National Department of Education because WSE is a national initiative and the National Department has to ensure that the system is applied consistently throughout the country. The process of evaluation is outlined on Figure 2.4 in the next page.

**Figure 2.4: The evaluation process**



- **Pre-evaluation phase**

Schools are informed four weeks before the visit. A list of all required documents, records and documents must be provided to a school to ensure that the school will be able to provide the said documents to WSE Teams. The school also has to be informed about a sample of educators that will be evaluated for WSE purposes, educators have to be informed five days before evaluation. 'The agreed upon protocol is used for observing educators in practice must be adhered to'. (ELRC, 2003:29). During this phase, supervisors will, compile lesson observation time-tables in consultation with relevant educators.

The school's own data is its starting point when coming to self-evaluation. The better the self-evaluation the less intensive the evaluation will be. 'School self-evaluation provides an opportunity for the whole school community, including students , parents and all staff to reflect on student outcomes in the light of their goals, targets and key improvement strategies from previous planning cycle. This includes examining teaching and learning strategies, the performance and development culture and other aspects of school operations so they can be strengthened and supported to improve student outcomes'

(<http://www.education.vic.gov.au/management/schoolimprovement/accountability/eval...>). In simple terms, self-evaluation will be an empty exercise without the commitment of all stakeholders, in particular, educators and school leaders

In the National Policy on Whole-School Evaluation (2001) a combination of internal self-evaluation and external evaluation according to the same set of prescribed criteria is advocated and this is now the type of evaluation being done in South African schools. Self-evaluation and external evaluation are the means to quality assurance in schools. External evaluations become effective and meaningful only when schools have well developed internal self-evaluation processes in place. According to Mac Beath (2004:11), the concept of self-

evaluation is actually replete with paradox, as he explains, 'self', with its investment in preservation, its interest in protecting and projecting a favourable image, may seem at first sight a dubious source of evidence. Hence, it is argued, we need a view from outside ourselves, a best friend who will help us see ourselves as others see us, an external perspective to protect us from self-delusion. Nevo (1995:167-168) argues that both external and internal evaluation are important, but that neither can exist by itself. Mac Beath (1999:11) also supports this view: in that, the of the strongest features of self-evaluation is that it allows the school to reflect critically on external criteria, to set these against its own internally derived criteria and to consider the relative merits and appropriateness of both.

Van Petegem (1998:10) further argues: 'Whereas self-evaluation is a means to an end, it soon becomes an end in itself for those concerned, precisely because it is what the inspectors are asking for. In such a high-stake context, the more pressure is exercised from above regarding setting up action for SSE, the greater the risk for undesired effects like fake and paper dragons'. Therefore, it can be seen that over-emphasis on the accountability purpose often increases the tendency that the schools create self-defensive mechanism, which subsequently hinders school self-learning and improvement.

Other activities involved at this phase include scrutiny of documents, completion of questionnaires by stakeholders and interviews with educators whenever necessary.

- **On-site evaluation**

This involves evaluation conducted by supervisors. It is a form of external evaluation. The purpose of external evaluation is two-fold. It is for the school to be accountable for quality improvement and prove its worth and also for development and quality improvement (Hardie, 1995:55).

The duration of on-site evaluation is usually three to four days for schools and three to seven days for supervisors because they have to write a report after evaluation. Activities during this phase include orientation of stakeholders, scrutiny of documents, interviews with stakeholders, verification of documents and meetings with stakeholders whenever deemed necessary.

During on-site evaluation lesson observation is done as an instrument to assess the needs of educators to determine how equipped they are with regard to content knowledge, management of their classrooms and decision making for professional development. Lesson observation is therefore used not only for purposes of WSE but for Developmental Appraisal and Performance Management (Gardiner, 2004: 23).

- **Post evaluation**

At the end of on-site evaluation the WSE team has to give the school a summary of their findings in the form of an oral report to stakeholders. A written report has to be sent to a school within four weeks after on-site evaluation. Copies have to be sent to the District Director and Provincial head of department. Using the recommendations in order of priority from the WSE, the school together with DSS has to develop a School Improvement Plan. The said plan has to be approved by the District Director and be implemented. WSE unit has to monitor if support is given by DSS and also establish a provincial database of schools evaluated.

#### **2.4.2. PERFORMANCE RATING**

School evaluation as outlined in DoE (2001a:14) is based on input indicators which include the main characteristics of each cohort of learners, infrastructure, funding, support and professional staff, process indicators showing how well the school seek to achieve its objectives as well as the output indicators showing school achievement in terms of academic standards, behaviour standards, rates

of punctuality and attendance. A five point sliding scale performance rating with one representing unacceptable, two representing unsatisfactory, three representing acceptable, needs improvement , four representing good and five representing outstanding is used to measure school performance (DoE, 2001a:15).

### **2.4.3. SYSTEMIC EVALUATION AND INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS)**

The South African Ministry of Education , after 1994, has set quality assurance of the education system as its overriding aim, as a result, quality assurance initiatives such as Assessment Policy, gazetted in December 1998 which provides for systemic evaluation, WSE, the Further Education and Training (FET) Act 98 of 1998 which urges the Director General to report on the quality of education provided in the FET band, South African Qualification Authority (SAQA) act no 58 of 1995 that requires Education and Training Quality Assurance (ETQA) bodies to be established to monitor and audit achievements and Developmental Appraisal System (DAS) were put into place (Government Gazette Vol 433, No 2251, July 2001:8).

An agreement reached by the ELRC to integrate the existing programmes by signing the resolution 8 of 2003 (DoE, 2004:11) brought about the Integrated Quality Management System (IQMS) passed at the ELRC on 27 August 2003 (Gardiner, 2004:22). The IQMS consists of Developmental Appraisal System, WSE and Performance Measurement System (ELRC, 2003:1). WSE and DAS were initially implemented separately. In order to enhance the quality of education they are now integrated into one programme, namely, the Integrated Quality Management Systems (IQMS).

Developmental appraisal is defined as ‘an appraisal process which will result in the development in both the skills and career prospects of the individual educator

and lead to improvement at school or institutional level' (DoE, 1999:32-33). The process of appraising educators is as old as education itself although the nature of the process and the criteria used has changed with time (Bell, 1988:2). DAS is needed to assist educators in their development by helping them identify their shortcomings and commit themselves to improvement (Fletcher, 1996:77).

Performance Measurement System (PMS) is a process that communicates and determines how an employee is performing on the job whilst he or she is establishing a plan of improvement. It does not only inform an employee about how well he or she is doing but also influences their future of performance through needed changes in behaviour, attitude, skills or knowledge (Loock, 2003:70). PMS may also be used by the Department of Education to make decisions relating to promotions, merit awards, discharge of staff and layoffs (DoE, 1998a:258).

Underpinning the IQMS are the following fivefold purposes of Quality Management Systems (QMS) as outlined in the ELRC (2003:4):

- To determine competence
- To assess strengths and areas for development
- To provide support and opportunities for development to assure continued growth
- To promote accountability
- To monitor an institution's overall effectiveness

Systemic Evaluation has to do with learner achievement at specific grade level. Information about learner performance is very useful for purposes of curriculum development and evaluation of teaching and learning. Systemic Evaluation is a national mechanism of evaluating schools to check how well they perform and the achievement of the vision and goals of education. Systemic Evaluation does

this by measuring learner performance as well as the context in which learners experience learning and teaching.

The objectives of Systemic Evaluation as stipulated by the Department of Education are to:

- Determine the context in which learning and teaching is taking place
- Obtain information on learner achievement
- Identify factors that affect learner achievement
- Make conclusions about appropriate education interventions (DoE, 2002).

The contextual component of Systemic Evaluation provides insight into the environment in which teaching and learning take place and to establish the performance of the education system with respect to redress, access, equity and equality whereas the learner achievement component seeks to establish trends with respect to acquisition of key knowledge, skills, values and attitudes by learners at various points in the system. 'The Systemic Evaluation studies point the way to actions that need to be taken or sustained and accelerated so that all children in South Africa are able to enjoy their right to a high quality basic education' (DoE, Policy Brief,2006).

Asmal (2001:4) is of the opinion that, whatever the background of learners could be, they can achieve a great deal if they are well taught and motivated. Through Systematic Evaluation, sound and consistent national measures of learner achievement to each transitional stage of the national curriculum are established, in grades 3, 6, 9 and 12. The results already have shown that learners, whatever their background, can achieve a great deal if they are well taught and well motivated. It should be noted that whilst WSE assesses conditions of teaching and learning in particular schools. Systemic Evaluation evaluates the performance of the entire system (DoE, 2001a).

## **2.5. CONCLUSION**

This chapter focused on the review of literature related to evaluation, Whole School Evaluation models nationally and internationally as well as role-players in the process. This was done as a means of finding a base to support this research. From the literature, there are notable similarities in school evaluation processes within various countries outlined in this chapter. However, it is evident that evaluation has a critical part to play in assisting with all aspects of quality in schools, school inspectors or WSE supervisors therefore have to identify in schools good practice and encourage teachers to develop further the desirable practice, this will foster and promote collaborative work within schools as a unit as well as development. It should also be noted that schools can empower themselves to do school-based self-evaluation in order to benefit maximally from WSE.

Because of contextual factors and uniqueness of various countries, the same education system would not work for all. It is however important to note what is works for one country may not be working in other countries. In the next chapter, the researcher will discuss the research design.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. INTRODUCTION**

The literature survey in the previous chapter forms the framework for an empirical study. This chapter presents a detailed description of the research design and methodology that was used to collect data regarding Whole School Evaluation in the sampled evaluated schools within Motheo and Xhariep Education Districts. It also brings clarity on the following aspects of research: population; sample; sampling procedure; research approach and research design is given as well as justification of the methods used to gather data and subsequent analysis employed is provided. Steps of gathering data are also described.

#### **3.2. RESEARCH APPROACH**

In this study, a mixed mode approach was used. Whole School Evaluation is a concerted effort involving a number of stakeholders within each and every school. To be able to cover a reasonable amount of stakeholders for this study, a quantitative investigation was done in selected primary schools within the Motheo and Xhariep Education Districts in the Free State Province. WSE reports of schools sampled as well as the School Improvement Plans were read. Qualitatively, structured interviews were conducted with relevant the parent component of the School Governing Bodies (within sampled schools) since parents in some instances cannot read nor write. In support of this choice of approach, Goddard and Melville (2006:49) state that 'one area where researchers would need to use interviews rather than questionnaires would be in getting information from people who can't read'. Creswell (1994:6) explains that a qualitative study is an inquiry process 'based on a complex, holistic picture, formed with words, reporting detailed views of

informants, and conducted in natural setting'. He further argues that a quantitative study involves an inquiry process generally 'based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine whether the predictive generalisations of theory hold true' (1994:6). Interviewing is the most widely used technique in qualitative research and is more economical in time; it enables the interviewer to understand what people think through their speech at the same time the researcher is able to clarify terms and questions (Marshall and Rossman, 1999:108). Structured interviews were also held with the Director: Quality Assurance and the Chief Education Specialist: Whole School Evaluation due to their work related tight schedules.

The quantitative research methodology was used to gather relevant information on the topic. The quantitative study means any type of research that produces results arrived at by means of statistical procedures. Creswell (1994:6) explains that a quantitative study involves an inquiry process generally 'based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true'. In this study a questionnaire was used. Mouton and Marais (1990: 155-156) contend that the quantitative approach is an approach to research in the social sciences that is more highly formalised as well as more explicitly controlled, with a range that is more exactly defined and which, in terms of the methods used, is relatively close to the physical sciences.

According to Ary, Jacobs and Razavieh (2002:565) the quantitative approach is an enquiry that employs operational definitions to generate numerical data to answer the set questions of the study. The aim in quantitative research is to determine the relationship between one thing (an independent variable) and another (a dependent variable) and the purpose of my study was to investigate the implementation of WSE. Quantitative researchers use a deductive form of reasoning. Neuman (1994: 41) maintains that quantitative research takes universal propositions and

generalisations as a point of departure. Quantitative approach as compared to qualitative approach establishes relationships between measured variables. It presents statistical results represented with numbers and the qualitative approach presents facts in narration with words (Mc Millan and Schumacher, 1993:14-15).

The quantitative research approach was used in order to get objective information from the respondents, through the use of a structured questionnaire. Questionnaires were chosen because the researcher would obtain information from a large sample, that is, educators in sampled schools as well as the provincial Whole School Evaluation supervisors and they enabled the researcher as such.

### **3.3. RESEARCH DESIGN**

The research design is intended to provide a set of issues that need to be addressed in practice so that an area of research interest can be systematically studied. It indicates how the research can be operationalised. According to Mouton (2001:55) a research design is 'a plan or blueprint of how you intend conducting the research'. McMillan and Schumacher (1993:31) maintain that research design is a plan and structure of an investigation used to obtain evidence to answer research questions.

McMillan and Schumacher (1993:31) further argue that the design describes the procedure for conducting the study, including when, from whom and under what conditions the data will be obtained. In other words, the design indicates how the research is set up, what happens to the subjects and what methods of data collection are used, thus giving the researcher a plan of how to proceed. In support of the above statement, Barbie (1995:83) argues that, a research design addressed the planning of scientific inquiry, that is, designing a strategy for finding out something.

In this study, the survey method was used. A survey is essentially a cross-sectional method of research involving the gathering of data from a large number of cases from a limited area at a particular time. It is the collection of information on a wide range of cases, each case being investigated only on the particular aspect under consideration (McMillan and Schumacher (2006:25). A survey was used for this study because the sample involved a large number of people and as Barbie (1998:256); Neuman (1997:265) ably puts it, a survey is a method best applied in collecting original data for describing a population too large to observe directly.

Goddard and Melville (2006:49) also argue that 'a questionnaire is the only practical approach when dealing with many respondents'. For some surveys, it is possible to question or interview the entire population involved. A survey does not emphasize the diverse aspects of a single case but rather the frequency or number of answers to the same question by different people. One criterion for the quality of a survey will be how many questionnaires have been filled out and how large and representative the sample is. De Vos *et al* (2007:194) is of an opinion that surveys are often expensive to conduct 'even if it were theoretically possible to identify, contact and study the entire relevant population, time and cost considerations usually make this a prohibitive undertaking'. This is the case if subjects are geographically distant or if a large sample is used (Walizer and Weiner, 1999:270). The school survey is usually conducted to determine the school needs of a specified community. Some of the large school systems have research departments which are continually conducting research in areas connected with the quality of the education its students are receiving.

The aim of any survey is to solicit information on certain characteristics of the population as a whole (Mwamwenda, 2004:14). Surveys are carried out in the context of investigating 'natural conditions'. The survey technique in this study facilitated the gathering of information by the researcher from stakeholders in WSE of the selected primary schools in Motheo and Xhariep Education Districts as well as

from the Chief Education Specialist : Whole School Evaluation and the Director: Quality Assurance, Department of Education, Free State Province.

### **3.4. PILOT STUDY**

Pilot study according to De Vos *et al* (2007:205) is 'one way in which the prospective researcher can orientate himself to the project he has in mind' and it forms an integral part of the quantitative research process. He further argues that 'pilot study can alert a prospective researcher to possible unforeseen problems which may emerge during the main investigation' (208). The pilot study is therefore a small preliminary investigation similar to the major study, designed to acquaint the researcher with the problems to be corrected in preparation for the major study. It also affords the researcher an opportunity to try out procedures for collecting data. Prior a pilot study, the researcher submitted questionnaires to a statistician and study leader for their perusal and approval.

The researcher did a pilot study in order to develop, adapt or check the feasibility and reliability of instruments thus to ensure that the minimum requirements for scientific research were met. 'The term reliability means that measurements made are consistent, that is, if the same experiment is performed under the same conditions, the same measurements will be obtained. The term validity means that the measurements are correct, i.e. the instrument measures what it is intended to measure, and that it measures correctly' (Goddard and Melville, 2006:41). Validity therefore has to do with the extent to which a measuring device is consistent It is important to note that every measuring instrument should possess reliability and validity. The pilot study was 'executed in the same manner as is planned for the main investigation' (De Vos *et al*, 2007:210). Sampling for purposes of this pilot study was done the same way as for the larger study. Two primary schools evaluated by WSE teams were selected from Motheo Education District. The sample comprised one public primary school and one farm school. The analysis of

the pilot study gave the researcher an indication of the type of data that was likely to emerge from the main study. The two schools used for pilot study did not form part of the major study.

The researcher distributed and collected all the questionnaires in person. During the pilot study, detailed notes on how participants reacted to both the general format of the instrument and the specific questions were taken by the researcher as well as how long participants took to complete the questionnaire. Note was taken as to whether they show confusion or surprise at a particular response, and if so, why? Also that short, abrupt question may unintentionally provoke short, abrupt answers. Every detail of the major study was undertaken in the pilot study, starting from administering of instruments, tabulation of data and placing them in tables to analysing the data and noting trends in findings. The pilot study therefore assisted the researcher to plan for the major study.

### **3.5 POPULATION AND SAMPLE**

#### **3.5.1. Population**

A population refers to a group of potential respondents to which the research is applied (Ary, Jacobs and Razavieh, 2002:565), a group of people to whom the researcher is interested in gaining information to be able to draw conclusions (McMillan and Schumacher, 2006:119). De Vos *et al* (2007:194), adds that 'population is the totality of persons, events, organization units, case records or other sampling units with which the research problem is concerned'.

An empirical-scientific investigation usually commences with a statement of intent in which both the problem to be investigated and the field to be covered should be clearly described and demarcated. As defined by Imenda and Muyangwa (2006:97), a target population is a group of subjects to whom the findings of the study will be generalised. If for instance an investigation is to be conducted into the spending

pattern of households of a particular community, the total collection or group of all households in the community constitutes the population, also called the target population involved in the investigation. Population according to Goddard and Melville (2006:34) and Sekaran (1992:225) is the entire group of people, events or things of interest that the researcher wishes to investigate. The researcher however, due to constraints of resources, time, numbers and available resources decided to sample evaluated primary schools within the Southern Free State and not the entire province. In support of this Imenda and Muyangwa (2006:98) refer to a sample population as a population which is near and accessible to the researcher.

The population in this study involved all the stakeholders in WSE within selected evaluated primary schools in Motheo and Xhariep Education Districts. All educators in six of the sixteen selected schools and one educator per school in the ten other schools, all WSE supervisors, Director: Quality Assurance, Chief Education Specialist: Whole School Evaluation in the Free State Province and at least two parent representatives of the School Governing Bodies of six schools respectively. The Department of Education (2001c:11) contends that one of the purposes of WSE is to measure the extent to which the school encourages parent and community involvement in the education of learners and how it makes use of their contribution. For this reason parents were engaged in this study. There are 74 evaluated schools in Motheo and Xhariep Education Districts between 2003 and 2007 out of which 42 are primary schools.

### **3.5.2. Sample**

A sample according to Mouton (2001:10) is a represents the target population, meaning that, it is a part of a larger group that is selected by the researcher to participate in a research. Sampling is therefore the selection of some units to represent the entire set from which the units were drawn, that is, from a defined

population as representatives of that population (Imenda and Muyangwa, 2006:98; McMillan and Schumacher, 2006:119). If the selection is carried out in accordance with the requirements of sampling theory, the data obtained from the sample should quite accurately pertain to the entire set. Samples must be representative of the population of concern; otherwise no general observations about the population can be made from studying the sample. Two key features of samples determine how representative of the population they are, these being size and bias (Goddard and Melville, 2006:35; Sekaran, 1992:225).

Access to the sample was sought by seeking permission from the authorities of the Department of Education, Free State first and also from authorities of sampled schools. The respondents were assured that information supplied would be treated with very strict confidentiality and that it is going to be used for academic purposes only, however, the results will be made available to them if need be.

### **3.5.3. Size of the sample**

The sample according to Goddard and Melville (2006:35) 'must be large enough to correctly represent a population'. Cohen *et al* (2007:102) contend that 'in ethnographic or qualitative research it is more likely that the sample size will be small'. Out of the population of 42 primary schools evaluated in Motheo and Xhariep Education Districts, a sample of sixteen primary schools, eight from each of the above mentioned Education Districts respectively, were used to gather the information. The sample was comprised of sixteen primary schools. Eight schools per district were selected because a large number of stakeholders in the WSE process per school were involved in the study; some schools have more educators than others. All educators from three of the eight selected schools, at least two parents from the SGB of each one of the three selected schools, and one educator per school in the five other schools per district were involved in the study. In

addition to schools, the accounting officers responsible for Whole School Evaluation in the province, that is, the Director: Quality Assurance and the Chief Education Specialist: Whole School Evaluation as well as all WSE supervisors in the province were also involved in the study.

The sample used was representative of the stakeholders in the WSE process at school level.

#### **3.5.4. Sampling procedure**

McMillan and Schumacher (2001:401) assert that the researcher searches for information-rich key informants 'because they are likely to be knowledgeable and informative about the phenomenon the research is investigating' (1.11.3.2). The sample is studied in an effort to understand the population from which it is drawn.

A list of schools evaluated in Motheo and Xhariep Education Districts was sought from the Quality Assurance Directorate of the Department of Education, Free State. Primary schools in Motheo and Xhariep Education Districts were identified from the list. Numbers were assigned to these schools in both districts respectively. Eight schools per district were randomly selected. Random selection was also done to identify at least two parents from the SGB representatives of six of the sixteen selected evaluated primary school used in this study.

### **3.6. METHODS AND PROCEDURES OF COLLECTING DATA**

McMillan and Schumacher (2006:181) maintain that 'there is no single prescription for which data collection instruments to use; rather the issue here is 'fitness for

purpose'. Patton (1990:12) contends that data collection options and strategies for any particular research inquiry depend on answers to several questions:

- Who is the information for and who will use the findings?
- What kinds of information are needed?
- How is the information to be used?
- When is the information needed?
- What resources are available to conduct the evaluation?

The answers to these questions will determine the kinds of data that will be most useful to a particular research (Patton, 1990:13). It is therefore important for the researcher to choose the data collection strategies that will enable him or her to elicit sufficient information from the participants.

In this study questionnaires, telephone and semi-structured interviews were used to collect data. The researcher concurs with De Vos *et al* (2007:159) in that 'research design is plan, recipe or blueprint for investigation, and as such provides a guideline according to which a selection can be made of which data-collection method(s) will be most appropriate to the researcher's goal and to the selected sample'. Internal validation, which is, having the questionnaire be evaluated by the promoter and also piloting it, was done prior to the major study.

Face-to-face semi-structured interviews which involved one-on-one verbal interaction between the researcher and the respondents were conducted in order to solicit information from the members of School Governing Bodies, the Director: Quality Assurance, department of education, Free State and the Chief Education Specialist: Whole School Evaluation in order to elaborate on the quantitative data and to also give detailed views and opinions about the implementation of WSE at the sampled schools. The interviews were conducted in a relaxed atmosphere, with

spacious and casual settings and as such helped the researcher to get full range of rich information while developing a rapport with the respondents (Gordon, 1999:96). The Quality Assurance Director and the Chief Education Specialist of Whole School Evaluation were interviewed as they are the main accounting officers in the Provincial Quality Assurance Directorate responsible for Whole School Evaluation.

Furthermore, telephone interviews were conducted with ten educators, one per school from the remaining five sampled per district respectively. The researcher made an effort 'to ensure that phone calls are made at a time when respondents were available' (Muijs, 2004:42). Clarity was sought by the researcher at the start of every interview to ascertain whether respondents are suitable, that is, they have the information sought (Cohen *et al*, 2007:382). Telephone interviews were conducted to enable the researcher to gather information rapidly. Like personal interviews, they allow for some personal contact between the interviewer and the respondent as well as affording the interviewer to continue until the target sample is met (Muijs, 2004:41).

An interview guide comprising a list of questions or issues that are to be explored in the course of an interview is prepared in order to make sure that basically the same information is obtained from a number of people by covering the same material (Patton, 1990:283). In agreement, McMillan and Schumacher (1993:426) argue that in an interview guide, topics are selected in advance but the researcher decides the sequence and wording of questions during the interview. Patton (1990:283) furthermore highlights some advantages of an interview guide:

- It makes sure that the interviewer has carefully decided how best to use the limited time available in an interview situation.
- It helps make interviewing across a number of different people more systematic and comprehensive by delimiting in advance the issues to be explored.

- It is especially useful in conducting group interviews: it keeps the interactions focused but allows individual perspectives and experiences emerge.

The researcher had a standard set of questions that were asked of all respondents. This made it easier for the researcher to evaluate and compare respondents fairly and also ensured good use of limited time; it made interviewing the respondents more systematic and comprehensive and assisted in keeping interaction focused. The aim of this approach was to ensure that each interviewee is presented with exactly the same questions in the same order. This ensured that answers could be reliably aggregated and that comparisons could be made with confidence between sample subgroups as well as between different survey periods. An interview schedule with pre-determined closed and open-ended questions was developed by the researcher to guide interviews and enable participants to share their experiences about Whole School Evaluation and the implementation thereof at the sampled schools.

The interviewer used an audio-tape as well as handwritten notes to support the recordings for transcription purposes. Consent which acknowledged anonymity, confidentiality, the right to privacy and fair treatment was obtained from participants where applicable to use a tape recorder. When taking notes, attention was focused on what the respondents said. The qualitative approach enabled the interviewer to record what the parents, ten educators from ten sampled primary schools, the director and Chief Education Specialist: WSE said (with words, gestures and tone), observing certain behaviours regarding the understanding and implementation of WSE. All this was done to ensure reliability of the data. As cited by Eisner (1991:58) a good qualitative study could help one to 'understand a situation that would otherwise be enigmatic or confusing'.

### **3.6.1. Reliability of the research**

Reliability, according to Neuman (1997:138) 'means that the information provided by indicators e.g. a questionnaire does not vary as a result of characteristics of the indicator, instrument or measurement device itself'. Reliability is the consistency of measurement (Muijs, 2004:71; McMillan and Schumacher, 2006:183). Goetz and Le Compte (1984:210) suggest, reliability refers to the extent to which qualitative studies can be replicated. This means that a researcher can obtain the same results as those of prior study, if the same methods are employed no matter how many times it is was applied to random members of the same target group. They further explain: 'Reliability is dependent upon the resolution of both external and internal design problems. External reliability addresses the issue of whether independent researchers would discover the same phenomena or generate the same constructs in the same or similar setting. Internal reliability refers to the degree to which other researchers, given a set of previously generated constructs, would match them with data in the same way as did the original researcher' (Goetz and Le Compte, 1984:210).

### **3.6.2. Validity of the research**

Whereas reliability is concerned with the replicability of scientific things, validity is about the accuracy of such findings (Muijs, 2004:65; McMillan and Schumacher, 2006:179). Goetz and Le Compte (1984:210) assert, validity means the conclusions are able to represent empirical reality effectively. They further explain that 'internal validity refers to the extent to which scientific observations and measurements are authentic representations of some reality; external validity refers to the degree to which such representations can be compared legitimately across groups' (Goetz and Le Compte, 1984:210).

All interviews were conducted with minimal interruptions. Participants were interviewed individually in their respective offices where applicable and parents were interviewed in various venues within the schools organised by principals concerned. Ten educators from ten sampled schools were interviewed telephonically respectively and they were willing to share information pertaining to questions asked. Discussions were initiated by the researcher who then allowed participants talk without restraint. The medium of instruction used for interviews was mainly English in exception for two parents who were interviewed in their mother tongue (Sesotho). The researcher is conversant with Sesotho language. In order to facilitate data analysis and avoid the potential for massive data loss, distortion and reduction of complexity, transcription of data was done. To demonstrate that the enquiry was conducted in a manner such that the subject was accurately identified and described (Spenziale and Carpenter, 2003:37); during interviews, participants were given an opportunity to request questions to be repeated or asked again for clarity. After transcription of data, the draft transcriptions were also given to participants to comment on. The researcher asked clearly whether a tape recorder was acceptable. Only with the permission of the informants was the whole interview session recorded. For those who did feel uncomfortable in the presence of a tape-recorder, the interviewer took notes during the interview.

Validity, reliability and trustworthiness of the research method and techniques In this study was that of the researcher mingling or interacting with the real world (Neuman,1997:328), for example, interacting with parents of sampled schools to get information regarding their experiences on the implementation of Whole School Evaluation at their respective schools.

### **3.6.3. Instrumentation**

The instruments that were used in collecting data are questionnaires. The researcher opted for questionnaires as a strategy for data collection because it was

cost effective to use them. Serakan (1992:200) defines a questionnaire as a pre-formulated written set of questions to which respondents record their answers. The questionnaire is one of the most popular methods used to obtain information from subjects (McMillan and Schumacher, 2006:194). The questionnaire is similar to the paper-and-pencil test. In fact, there are no characteristics that invariably differentiate between a test and a questionnaire. A test usually contains a set of items related to a single variable, such as vocabulary or arithmetic achievement that has correct or incorrect answers and produces a score that indicates the individual's level of performance on that variable. In contrast, the questionnaire usually contains questions aimed at getting specific information on a variety of topics. There are no right or wrong answers to these questions, and no total score is computed by combining the questionnaire responses.

The questionnaire may be regarded as a form of interview on paper. Procedure for the construction of a questionnaire follows a pattern similar to that of the interview schedule. It is a document normally distributed through the post to be filled out by the respondent in his own time. Questionnaires can be used without direct personal contact with respondents, that is, without the help of an interviewer. According to Leedy and Ormrod (2001:185) a questionnaire is a technique where the researcher believes that an impersonal approach will suffice and according to which the researcher puts the question on paper and submits them to respondents, asking them in turn to write their responses on paper. For purposes of this study the researcher personally administered questionnaires at sampled schools as well as at the Whole School Evaluation unit of the Free State Department of Education. This was done by distributing the questionnaires and collecting them after they had been filled out by respondents themselves. If a questionnaire is sent to respondents through the post to complete and respondents mail it back to the researcher, it is then called a mail questionnaire, which is definitely a non-personal method of gathering data.

On designing the questionnaires, as cited by Maree (2007:158-159), it is important that the researcher should take heed of the following salient points because they will enable the researcher an opportunity to select different options which will best suit the particular survey:

- Appearance of the questionnaire
- Question sequence
- Wording of questions
- Response categories

Questionnaires were chosen because the researcher would obtain information from a large sample. Two separate questionnaires were designed for both WSE supervisors and educators at schools.

The researcher used questionnaires with questions that are ordered such that they should not confuse respondents, starting with a few non-threatening questions such as biographical detail that puts respondents at ease (Maree, 2007:160). There were also both closed and open forms of questions. This was done because one form alone could not have sufficed to obtain the desired information. The closed question required the respondents to place a tick, make a mark alongside one of several provided possible answers.

The open form of questions enabled the respondents to reply as they like and do not confine them to a single answer. It also enabled the respondents to state their case freely giving reasons as well. Therefore this combination was deemed suitable for this study (Goddard and Melville, 2006:47-48). A covering letter was attached to each questionnaire and the purpose of this letter was to request the participation of the respondent and to briefly explain the nature of the study (Annexure C). Each questionnaire was numbered in order to track questionnaires returned by

respondents. Instructions were also provided at the beginning of the questionnaire so as to avoid confusion.

An interview protocol was used for the Director: Quality Assurance, Chief Education Specialist: Whole School Evaluation, ten educators from ten sampled schools where questionnaires were not administered and the parent component of the School Governing Bodies (two per school) at six sampled schools to elicit information regarding WSE. In this study the researcher concurs with Maree (2007:259), in that, 'by using a quantitative approach we look for relationships between variables, while by using a qualitative approach we seek in-depth understanding of individuals' experiences'. Neuman (2003:146) contend that qualitative researchers study qualities and seek to understand them in a particular context. Leedy (1993:142) concur and add that 'the qualitative approach is concerned with human beings, interpersonal relationships, personal values, meanings, beliefs and feelings. It attempts to attain rich, real, deep and valid data from a rational point of view'.

### **3.6.3.1. Advantages of the questionnaire**

As cited by Maree (2007:157) the most important advantage of the questionnaire over the interview is one of economy. Because many questionnaires are sent through the mail, the expense and time involved in training interviewers and sending them personally to interview each respondent are diminished. Also, the questionnaire can be sent almost anywhere, a condition that is usually impractical for interviews. The response rate is optimal.

Another advantage claimed for the questionnaire is that each respondent receives the same set of questions phrased in exactly the same way, as they are on standardized tests (Brynard and Hanekom, 2006: 46). Questionnaires are, thus, supposed to yield more comparable data than do interviews since respondents have

more time to formulate accurate responses. The validity of this argument depends, in large part, on whether questions are structured or unstructured. Most questionnaires can be filled out by a group of respondents at one sitting or sent out individually for completion and return and the interviewer can immediately give clarity to respondents if there need be.

When well constructed and intelligently interpreted, the questionnaire can provide an extremely fruitful method of obtaining information. Goddard and Melville (2006:49) cite 'Some advantages of a questionnaire over an interview are that the respondents can answer the questionnaire at times that are suitable to them, and the respondents may not be as inhibited in answering sensitive questions'. Mouton (1996:138) indicates that a questionnaire:

- may elicit objective replies and therefore more valid responses because of its impersonal nature.
- reaches people who are difficult to contact and permits a wide coverage at a minimum expense of time and money.
- permits well considered and more thoughtful answers.
- obviates the influence the interview might have on the respondent.
- allows for uniformity and answers that result are more comparable.
- tends to yield reliable results because the respondents fill it alone without interference.
- is useful when it is impossible to interview individuals personally.

The questionnaire however has some limitations or disadvantages as indicated in the following section.

### **3.6.3.2. Disadvantages of questionnaires**

Maree (2007:157) is of an opinion that questionnaires, like any other data gathering instrument have disadvantages. First, the motivation of the respondent is difficult to check, while an interview permits rapport to be established because the primary researcher has limited control on what happens in the field. Without knowing how motivated respondents are, the validity of their responses is difficult to judge.

A second disadvantage of the questionnaire, and especially those that are mailed, is the assumption that respondents are literate. Although this is probably not too serious a problem in many studies, it is a limitation in some populations. Sampling is a third disadvantage of the questionnaire. Because each questionnaire that is not returned increases the likelihood of biased sampling, every effort should be made to obtain a 100 percent return. The percentage of returns depends on such factors as the length of the questionnaire, the reputation of the sponsoring agency, the complexity of the questions asked, the relative importance of the study as judged by the respondent, the extent to which the respondent believes that his or her responses are important, and the quality and design of the questionnaire itself.

The construction of a questionnaire is time-consuming business and is an art as well as a science. If the information requested is more than routine file data, it is probably wise to seek the consultation of an expert with extensive experience in the development of questionnaires. The questionnaire attempts to obtain information which will describe educational phenomena.

The fact that questionnaires are impersonal can sometimes be turned to an advantage, for example, when answers are given anonymously. But for the most part questionnaire responses should be treated with caution and the questionnaire

method should be used only for relatively simple and factual inquiries, although it may form a necessary part of more complex studies.

Imenda and Muyangwa (2006:23) outline shortcomings in the use of questionnaires as follows:

- There could be problems regarding the effectiveness of communication depending on factors such as the language that is used.
- Motivational levels of respondents could lead to low response rates resulting in a non-representative research sample.
- In cases where the researcher is not present for further clarification and information there is a limited opportunity for exploring alternative frameworks.

#### **3.6.3.3. Justifying the use of the questionnaire for this study**

Questionnaires were self-administered in this study to be able to get a high response rate and to enable the researcher to give assistance and answer questions if need be (Ary, Jacobs and Razavieh, 2002:385). The questionnaire was easy to distribute to sampled primary schools within Motheo and Xhariep Education Districts since schools and the Department of Education Provincial offices were within reach for the researcher.

#### **3.6.3.4. Construction of the questionnaire**

The questionnaire for purposes of this study was divided into three sections, namely:

- Section A, which involves the biographical information of the respondents. This includes the following: highest academic qualifications; highest

professional qualifications; teaching experience (as well as management experience in case of WSE supervisors).

- Section B, involving closed form of questions which require a 'yes' or 'no' as an answer; a dichotomous item was used in this study so as to limit the chances of irrelevant answers.
- Section C, which comprises an open-ended form of questions. Respondents could comment on WSE in general as well as challenges if any and how these challenges could be addressed.

(See Annexure A for a questionnaire used for Whole School Evaluation supervisors employed in the Free State Province and Annexure B for a questionnaire used for educators of sampled schools evaluated by Whole School Evaluation teams respectively)

#### **3.6.3.5. Administration of questionnaires**

The choice of how to administer a questionnaire were made on convenience as well as cost grounds. Questionnaires were distributed amongst the target group. Since the schools to which the questionnaires were sent were within the researcher's reach, questionnaires were be distributed and collected in person so as to try and increase the percentage of returns.

#### **3.6.4. Semi structured interviews**

Interviews according to McMillan and Schumacher (1993:250) are essentially vocal questionnaires, they are flexible and adaptable and can be used with many different

problems and types of persons, such as those who are illiterate or too young to read or write, and responses can be probed, followed up, clarified and elaborated to achieve specific accurate responses. Nonverbal as well as verbal can be noted in face-to-face interviews and the interviewer has an opportunity to motivate the respondent, also, interviews result in a much higher response rate than questionnaires, especially for topics that concern personal qualities or negative feelings (McMillan and Schumacher, 1993:250). Patton (1990:278) states that the purpose of interviewing is to find out what is in someone's mind. He further maintains that the purpose of interviews is not to put things on someone's mind, but to access the perspective of the person being interviewed.

The researcher decided not to use questionnaires but semi-structured interviews to elicit information from the provincial Director: Quality Assurance and the Chief Education Specialist: Whole School Evaluation, Department of Education Free State due to their tight schedules to be able to get responses within scheduled timeframes. Semi-structured interviews were also used to solicit information from the School Governing Body members, in particular, the parent component since some of them are illiterate and can neither read nor write. In support of this Goddard and Melville (2006:49) are of an opinion that 'one area where researchers would need to use interviews rather than questionnaires would be in getting information from people who can't read'. Telephonic interviews were made to get more varied information from educators in ten other sampled schools regarding their understanding of the WSE process and the implementation thereof.

Furthermore; the researcher was in a position to ask both closed and open ended questions in these interviews. Goddard and Melville (2006:49) are of a similar opinion in that 'advantages of an interview over a questionnaire are that the researcher can ask the respondent to clarify unclear answers and can follow up on interesting answers'. Comprehensible questions were formulated by the researcher for semi-structured interviews, they were constructed such that they may be tallied,

coded and analysed as accurately as possible and that information that is pertinent to the study may be obtained. The economy in time, however, makes interviews almost the most widely used technique in qualitative research. Interviews are a means of trying to understand what people think through their speech. At the same time, the researcher has the chance to clarify terms and questions (Marshall and Rossman, 1999:108). Very often, the researcher starts with a 'grand tour' question, which is designed to elicit a broad picture of the informant's world (Fetterman, 1989:51). 'Grand tour' questions should lead the researcher to understand the general framework in which the informants think, the terms they used, the context in which such terms are used, and so on. The 'grand tour' question also gives the researcher a basis to frame further questions.

Much as perfect reliability and validity are impossible to achieve, social researchers should strive to achieve them (Neuman, 2003:178). The researcher has to do some 'probing' in order to continue the conversation (Bernard, 1988:211-17). In addition, throughout the interviewing process, ambiguous terms and concepts can be clarified. This is to make the interviews more reliable. There is always a dilemma of whether or not use tape recorders. The dilemma originates from the fact that recorders add to reliability on the one hand but often reduces validity on the other. Recorder tapes are long-lasting; the verbal signals do not change whether you listen to them immediately after recording or three months later. The researcher may listen to data in the tapes repeatedly without any loss of data. However, the very existence of the recorder during the interview may often prove threatening to the informant because their voices are identifiable on the tapes (Fetterman, 1989:81). Then, the use of tape-recorder may reduce validity of interviews, since the informants may not feel free to speak his/her mind when they are taped. This is particularly the case where the interview is on sensitive issues or where the informants are not used to interviews. Therefore, it can be seen that the use of tape-recorder during interviews is ever controversial.

The researcher has to balance out the pros and cons of using a tape-recorder according to the situations. After the interviews, the recorder-tapes are normally transcribed. However, tape transcription is rather time-consuming and tedious. Some researchers insist that recorder data have to be transcribed; however, most writers tend to take a more flexible stand towards tape transcription. Fetterman (1989:82) advises that the researcher should edit the tapes and transcribe only the most important sections. It is also argued that tape-recorded data are as decent as those recorded on paper. The researcher may do without transcription all together as long as what is quoted in the researcher report is traceable and reproducible on the audio tapes (Cohen *et al*, 2007:365). Therefore, it can be seen that there is a range of views from full transcription to no transcription.

The researcher using an interview schedule personally interviewed stakeholders such as the parent complement (two parents per school) of the School Governing Bodies in six of the sixteen sampled schools (Annexure F). one educator from ten other sampled schools respectively (Annexure G) as well as the Director: Quality Assurance and the Chief Education Specialist: Whole School Evaluation (Annexure E). It is important to note that the researcher did not in anyway suggest answers to questions or influence the responses in any way.

### **3.7. ETHICAL CONSIDERATIONS**

Ethics according to Johnson and Christensen (2000:66) deal with the conduct of research with humans which have the potential of creating a great deal of physical and psychological harm. And as Goddard and Melville (2006:49) rightly observe, 'collecting data from people raises ethical concerns'. Bynard and Hanekom (2006:6) assert 'It is therefore important to avoid hurting people and to treat them with appropriate respect as individual human beings. People have to be informed about what will be done with the results of the study and why their opinions or help is

sought (McMillan and Schumacher, 2006:16). The needs and preferences of participants, who should understand what is required of them; remain interested and cooperative throughout completion; be asked the right questions and have their responses recorded accurately; and receive appropriate support during and after completing the questionnaire were taken into consideration.

As cited by Leedy and Ormrod (2001:101), 'people being studied must be willing participants in it'. It is therefore important that participants be informed that it is voluntary to participate in the study and that their rights will not be violated. Maree (2007:41-42) asserts 'an essential aspect is the issue of confidentiality of the results and findings of the study and the protection of the participant's identities'. Leedy and Ormrod (2001:108) concur in that the researchers written or oral report should under no circumstance be presented such that others become aware of how a particular participant has behaved or responded.

Permission was sought from the Department of Education, Free State Province to carry out research in Motheo and Xhariep Education Districts as well as the Quality Assurance Directorate. The purpose of the study was clearly stated on the letter to respondents. Goddard and Melville (2006:49) assert 'people have a right to privacy, and the researcher must keep collected data confidential. This implies that the subject(s) should not be identifiable to anyone reading the eventual report. Most importantly the researcher must remember that the subjects are individual human beings, and treat them with appropriate respect'. It is also important that the researcher report correctly on the analysis of data and the results of the study (Barbie, 2001:475). In this study, the researcher was conscious of the fact that conducting educational research requires honesty and integrity as well as protection of human rights, hence, for ethical reasons, all informants involved in this study remain anonymous and this was clearly stated on the instructions to respondents on the questionnaires completed and the respondents interviewed were also assured confidentiality. The information obtained was treated with utmost respect and

confidentiality, schools and names of participants remain anonymous, hence the use of parent A, B, C, D, E & F as well as educator 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10 when describing some participants.

### **3. 8. DATA ANALYSIS**

Analysis as cited by De Vos *et al* (2007:218) refers to 'the categorizing, ordering manipulating and summarizing of data to obtain answers to research questions'. Patton (1990:371) contends that the culminating activities of qualitative inquiry are analysis, interpretation and presentation, meaning that the researcher should not only end with collected data but the said data has to be analysed. The researcher collected data using questionnaires and semi-structured and telephonic interviews where necessary. The said data was organised, checked for accuracy, categorised and then analysed in accordance with the purpose of the study.

The interpretation of the data analysed therefore lead to answers to the research questions since data collected by diaries, interviews questionnaires or any other means mean very little unless it has been analysed. From the findings that arose, the basis for generalisations and recommendations were made. According to Creswell (1994:152) several components might comprise the discussion on the plan for analysing data. Data analysis requires the researcher to be comfortable with developing categories and making comparisons and contrasts. It also requires the researcher to be open to possibilities and see contrary or alternative explanations for the findings. It involves strategy, reflection and interpretation. Silverman (2000: 146) suggested that data analysis and data collection take place concurrently. This implies that the researcher does not wait until all the data has been obtained before interpreting it.

The styles of data analysis actually vary: One may analyse by thinking and intuition, by systematic management of qualitative data, or by quantitative analysis

of the qualitative data. In a qualitative research, the human brain is the most powerful instrument for data processing. Therefore, the role of thinking and intuition cannot be under-estimated (Marshall and Rossman, 1995:19-20). However, due to the limitations of memory, subjective and emotional elements and other human distractions, it is impossible to make full use of the human researcher as the research instrument.

As Fetterman (1989:88) suggests, though thinking is considered as the first and foremost approach to process information, the researcher may still employ other techniques to process the data in the end. Lichtman (2006:160) states that data analysis is about 'process and interpretation. Whether you analyze your data through statistics or choose some other method, there is a process you follow and interpretations to be made from that process'. Bernard (1988:418) has a similar view and argues that, common sense and your personal experience in the field are powerful tools for data analysis also that there is just as much danger in relying slavishly on personal intuition and common sense as there is in placing ultimate faith in computers. It can be seen that data analysis in qualitative research cannot depend solely on intuition. On the other hand, flow charts, matrices and computers help the researcher systematise his or her thinking. These help consolidate the data and facilitate communicating the research results to a wider readership. However, they are just accessory tools and never substitutes for intuitions and insights.

The process of thinking or intuition in qualitative research is described as theorising. Theorising, according to Goetz and LeCompte (1984:167-74), can be divided into three stages. The first stage is perception, where the researcher accepts data but also gradually focuses on some analytic units for further research. The second stage comprises comparing, contrasting, aggregating and ordering. In this stage the researcher's mind organises and classifies the data so that some categories emerge. The third stage is speculation, in which the researcher tries to conceptualise what is perceived and arrives at some initial hypotheses. The

process repeats, so that the hypotheses thus generated are further refined, modified, rejected or confirmed.

Descriptive Statistics were used to describe the basic features of the data in this study as they provide simple summaries about the sample and the measures. To prepare the data for analysis, the researcher assigned a numeric value to each response category and variable. Then the data was entered into a computer program for further analysis.

The data analysis consists of describing trends, comparing groups and relating variables, and is conducted at two levels:

- Descriptive statistics that indicate general tendencies in the data.
- Inferential statistics that analyse the data from the sample to draw conclusions about the unknown population' (Maree, 2007:256).

Descriptive statistics according to Maree (2007:19-20) is 'about summaries of data in three ways:

- Through location or centrality (means, mode median).
- Through dispersion (the range, the variance and the standard deviation the spread of data around the average).
- Through measures of shapes (skewness and kurtosis)'.

Descriptive statistics are considered appropriate for this study because they are aimed at presenting collected data in a coherent and functional way. Descriptive statistics has three common measures of central tendency, namely, mode, median and the mean (Mac Burney, 1994:413). Data is listed or grouped in order to access the frequency in which they occur, that is, determining how often they occur and form a distribution (Maree, 2007:19). These frequencies can then be presented graphically to provide information on the various relationships between subgroups and sub-factors

Inferential statistics provides the means which enables one to draw inferences about the population on the basis of what is known about the sample. Inferential statistics is used to make inferences from data to more general conditions; whilst descriptive statistics is used simply to describe what's going on in the data. In a nutshell, inferential statistics are used to test the hypothesis. Through it inferences from the sample about a population from which it was drawn are made. Mac Millan (1992:192) assert that inferential statistics are needed to provide a better understanding of the precise nature of description, relationships and differences on the bases of the data collected in the study. Keeping the above in mind, the researcher clustered data relating to each of the research questions. Qualitative data was organised into standardised form for data processing and analysis, that is, broken down, selected, conceptualised and put back together again in new ways (De Vos, 2002:346). This conceptualisation of data is described by Neuman (2003:176) as 'taking apart an observation, a sentence, a paragraph, and giving each discrete incident, idea or event a name, something that stands for or represent a phenomenon'.

A comparison of data in terms of similarities and differences was made to simplify the data analysis procedure. Frequency tables and graphs were generated. Tables and graphs were used for this study as they are the most expressive form for written presentation of data. In support of this, Brown and Dowling (1998:109) state that graphs makes the comparison of data easy and tables provide access to information in both absolute and percentage form and allows easy comparison between the cells. Statistical calculations were computed with the aid of the Statistical Package for the Social Sciences (SPSS) for windows 6.0.

### **3.9. LIMITATIONS**

Taking into consideration that no research is without limitations, this study is therefore no exception. The necessary steps were taken to promote a high response rate; the researcher personally contacted respondents and asked them to participate in the study. They were also assured of confidentiality. The survey was made short and easy to complete. Much as a response rate of at least 90% was desired, the actual response rate was 78% in the case of WSE supervisors and 81.9% in the case of school-based stakeholders. The size of the sample was another limitation.

With semi-structured interviews, the researcher used three different protocols (Annexures: E, F and G respectively), one was used for interviews with parents and another one was used for interviews with both the Director: Quality Assurance and the Chief Education Specialist: Whole School Evaluation respectively, the third one was used for telephonic interviews with educators from ten sampled schools where questionnaires were not administered. In as much as these interviews allowed questioning to be guided as desired and made clearer much more easily, there was minimal freedom for flexibility, due to the fixed question order. Each participant was asked the same questions therefore being uniform (Wimmer and Dominick, 1997:139 and 156; Cohen et al, 2007:355). This has advantages in that the information is easily quantifiable and allows the responses to be compared. Due to the lack of flexibility in this approach, it means that was 'little room for unanticipated discoveries' (Breakwell, Hammond and Fife-Schaw, 1995:231).

The fact that this technique relies on the respondent being willing to give accurate and complete answers (Breakwell, Hammond and Fife-Schaw, 1995:238), some respondents may be reluctant to give the required information and not be too willing to take part in the study. On the contrary, they may also provide very

elaborate answers in an attempt to figure out the purpose of the study (Wimmer and Dominick, 1997:139 and 162). Validity and reliability of the interview data may be influenced by these (Breakwell, Hammond and Fife-Schaw, 1995:238-239). Many research studies using the interview method also use another methodology as well to allow for more accurate results and greater understanding, the same approach was applied in this study. Interviewing is a difficult method to employ properly, relying on the interviewer themselves to enable an objective interview to be undertaken.

Though confidentiality was stressed before questionnaires were administered and interviews were carried out, the respondents (WSE supervisors, Director: Quality assurance, Chief Education Specialist: WSE, educators and parents) might still worry about their identities being revealed particularly when the researcher is known to some of them.

### **3.10. CONCLUSION**

This chapter presented a description of the research design, justification for the choice of data gathering methods, ethical issues and the research methodology that was followed in this study, that is, to collect information regarding WSE in the sampled evaluated schools within Motheo and Xhariep Education Districts. It has covered the following sections: population, sample, sampling procedure, research approach, research design, methods and procedures of collecting data and data analysis. Validity and reliability were also discussed. Chapter 4 will deal with the data presentation, analysis and discussion of research results.

## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1. INTRODUCTION**

The previous chapter dealt with the research design, justification for the choice of data gathering methods, ethical issues, research methods, pilot study and data collection procedures. This chapter presents and describes the data generated through reading WSE reports of sampled schools, survey and semi-structured interviews conducted with sampled stakeholders in Whole School Evaluation, that is, the Director Quality Assurance, CES WSE, the results of the study which was carried out in selected primary schools in Xhariep and Motheo Education and six parents one from each school respectively. It analyses the sections dealt with in the questionnaires as well as interviews conducted.

Statistical calculations in this chapter were computed with the aid of the Statistical Package for the Social Sciences (SPSS) for windows 6.0. Information was analysed by a qualified statistician. All data found useful for this study was recorded. By studying this data the researcher determined the views that were found to be dominant and compared responses from various participants. This statistical package was used to generate descriptive statistics.

#### **4.2. RETURN RATE**

The sample for this study consisted of 23 WSE supervisors of whom 18 (78%) responded. Out of 105 questionnaires distributed to educators (six principals included) in six primary schools, three in Motheo Education District and three in Xhariep Education District, 86 (81,9%) were returned. After the questionnaires were administered, data was examined to check the raw data for errors and accuracy. The statistical analysis for this study was based on responses from 18

(78%) subjects from the WSE supervisory unit as well as 86 (81, 9%) subjects from the six primary schools sampled. Twelve parent representatives on the School Governing Bodies from six of the sampled schools (two from each school), ten educators from ten other sampled schools where questionnaires were not administered, the provincial Director responsible for Quality Assurance and the Chief Education Specialist: Whole School Evaluation were interviewed.

### **4.3. ANALYSIS OF DATA**

Data presentation is done under the following headings:

- Descriptive analysis
- Results from WSE supervisors questionnaires
- Results from educator questionnaires
- Interviews with Director Quality Assurance and CES: WSE
- Interviews with parents (SGB)

#### **4.3.1. Descriptive analysis**

Descriptive statistics are a way of organising set data that its main characteristics are grasped without effort and to present data in a coherent manner, they transform a set of numbers into indexes that summarise the characteristics of a sample (MacMillan, 1992:90). Such statistics therefore communicate characteristics of the data as a whole and estimate the characteristics of a population.

Descriptive statistical procedures that can be used in research include frequency distributions, graphs and charts, measures of central tendency and indicators of variability (Black, 1993:86). Statistical procedures used in this study include frequency distribution and graphs.

The statistical descriptions are given from responses to items on the questionnaires.

This study sought to find answers to the following research questions:

- Are stakeholders informed about WSE? Are they aware of their roles in the process as well as their involvement in the formulation and implementation of the School Improvement Plan?
- Is there any follow up or monitoring by the WSE teams after external evaluation?
- Has there been any improvement at these schools after intervention by WSE?
- How credible are members of WSE teams in relation to the experience, qualifications, professionalism and expertise?

It is evident that schools communicate with parents as indicated by responses from parents interviewed. As for parents communicating with schools on their own initiative is questionable since some parents did not make an effort to follow up on post-evaluation activities at the schools.

#### **4.3.2. Results from questionnaires completed by Whole School Evaluation supervisors**

The questionnaire for purposes of this study (as indicated in 3.5.6) was divided into three sections, namely:

- The biographical information of the respondents which included highest academic qualifications; highest professional qualifications; teaching experience (as well as management experience in case of WSE supervisors).
- Closed form of questions which required yes or no as an answer.

- Open-ended form of questions where respondents could comment on WSE in general as well as on challenges encountered if any and how these challenges could be addressed.

#### **4.3.2.1. Biographical details of respondents**

##### **4.3.2.1.1. Types of qualifications held by Whole School Evaluation supervisors**

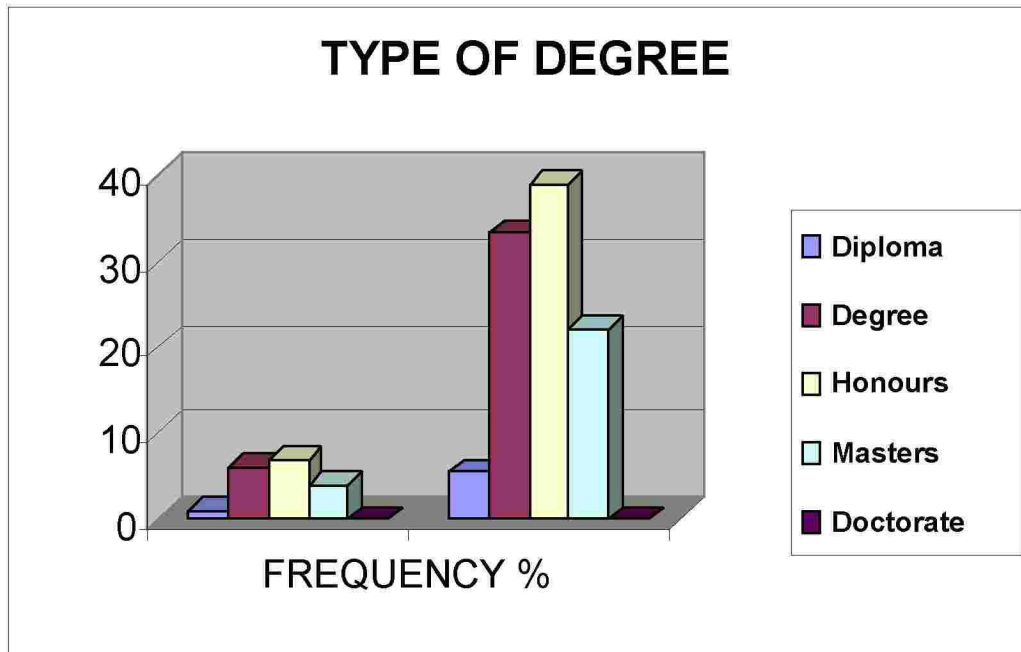
The information regarding types of qualifications held by Whole School Evaluation supervisors who participated in this study is outlined below.

**Table 4.1 Types of qualifications held by Whole School Evaluation supervisors**

<b>Q1 TYPE OF DEGREE</b>	<b>FREQUENCY</b>	<b>%</b>
Diploma	1	5.6
Degree	6	33.3
Honours	7	38.9
Masters	4	22.2
Doctorate	0	0.0

The table above provides information on the educational level of the respondents, that is, types of qualifications held by Whole School Evaluation supervisors. The frequency distribution of types of degrees held by WSE supervisors indicates that 61 % of supervisors hold senior degrees and 39 % has qualifications below an honours degree. It is evident from the results above that none of the supervisors has a doctoral degree.

**Figure 4.1: Types of qualifications held by Whole School Evaluation supervisors**



#### 4.3.2.1.2. Teaching experience

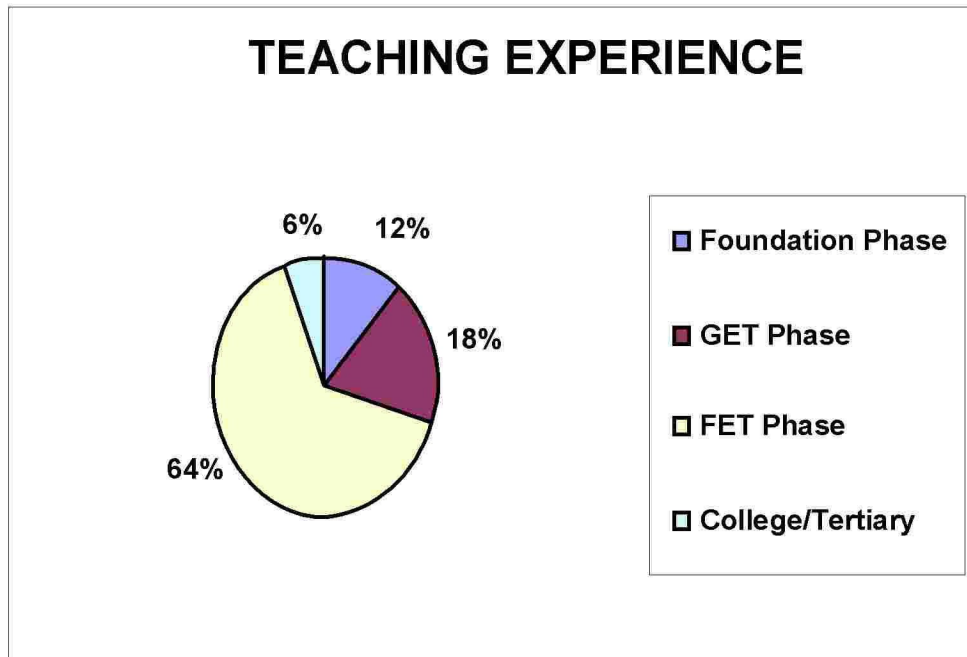
The information regarding teaching experience held by Whole School Supervisors who participated in this study in relation to the Foundation Phase, General Education and Training Phase (GET), Further Education and Training Phase (FET) and College or Tertiary is outlined on table 4.2 below and figure 4.2 in the next page.

**Table 4.2: Teaching experience of Whole School Evaluation supervisors**

Q2 TEACHING EXPERIENCE	FREQUENCY	%
Foundation Phase	2	11.1
GET Phase	3	16.7
FET Phase	11	61.1
College/Tertiary	1	5.6

Table 4.2 provides information on teaching experience of WSE supervisors (who participated in this study) at various phases (Foundation, GET, FET phases as well as college or tertiary level)

**Figure 4.2: Teaching experience of Whole School Evaluation supervisors**



It is very evident as reflected on figure 4.2 above that 2 (11, 1%) of supervisors have teaching experience at the foundation phase level, 3 (16, 7%) have teaching experience at GET phase, a substantial number of them, that is, 11 (61, 1%) have experience of teaching at the FET phase and 1 (5, 6%) has college/ tertiary teaching experience. It is evident from these results that most of the WSE supervisors have no primary school teaching experience.

#### **4.3.2.1.3. Subject specialisation**

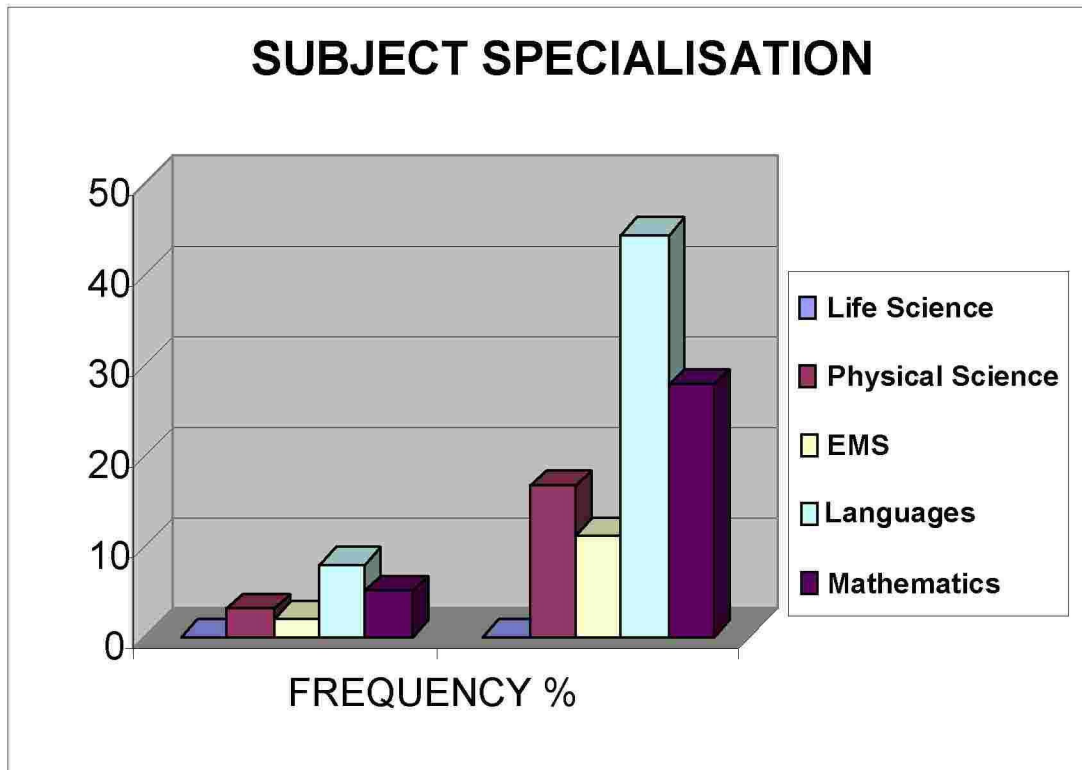
Information with regard to subject specialization of Whole School Supervisors who took part in this study is summarized on table 4.3 on page 105 and figure 4.3 on page 106.

**Table 4.3 Subject specialization of Whole School Evaluation supervisors**

<b>Q3 SUBJECT SPECIALIZATION</b>	<b>FREQUENCY</b>	<b>%</b>
Life Science	0	0.0
Physical Science	3	16.7
Economic and Management Sciences	2	11.1
Languages	8	44.4
Mathematics	5	27.8

As reflected on figure 4.3 and table 4.3, majority of the supervisors 8 (44, 4%) specialized in languages, as compared to 2 (11.1%) in Economic and Management Sciences, 3 (16, 7%) in Physical Sciences, 5 (27, 8%) in Mathematics. From the information gathered, no WSE supervisor seems to have specialized in the Life Sciences.

**Figure 4.3: Subject specialization of Whole School Evaluation supervisors**



**4.3.2.1.4. Managerial experience**

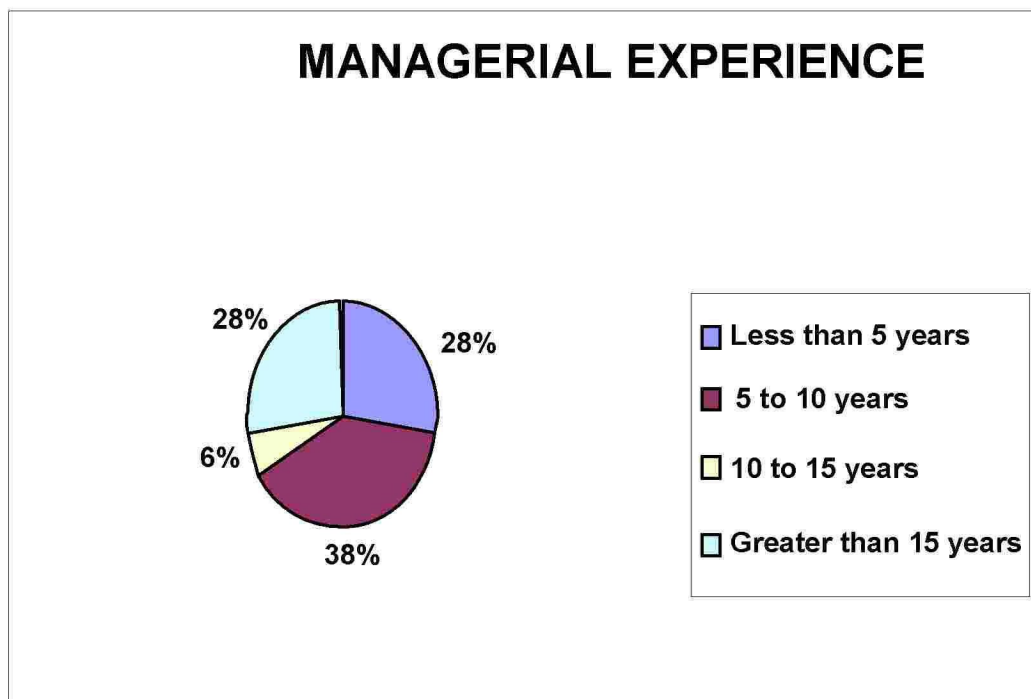
Managerial experience of Whole School Supervisors who took part in this study is summarized on table 4.4 below and figure 4.4 on page 108.

**Table 4.4: Managerial experience of Whole School Evaluation supervisors**

Q4 MANAGERIAL EXPERIENCE	FREQUENCY	%
Less than 5 yrs	5	27.8
5 to 10 yrs	7	38.9
10 to 15 yrs	1	5.6
Greater than 15	5	27.8

The frequency distribution of managerial experience of supervisors as reflected on table 4.4 and figure 4.4 indicates that 7 (38,9%) of the supervisors have managerial experience of five to ten years and 1 (5,6%) has ten to fifteen years 5 (27,8%) has more than fifteen years managerial experience and only 5 (27,8%) have less than five years managerial experience. The researcher is of an opinion that the results presented on table 4.4 are acceptable in the sense that amongst areas for evaluation, supervisors have to comment on management and governance of the school and it would be improper for a person who does not have knowledge and experience of management in education to evaluate that area.

**Figure 4.4: Managerial experience of Whole School Evaluation supervisors**



#### 4.3.2.1.5. AGE

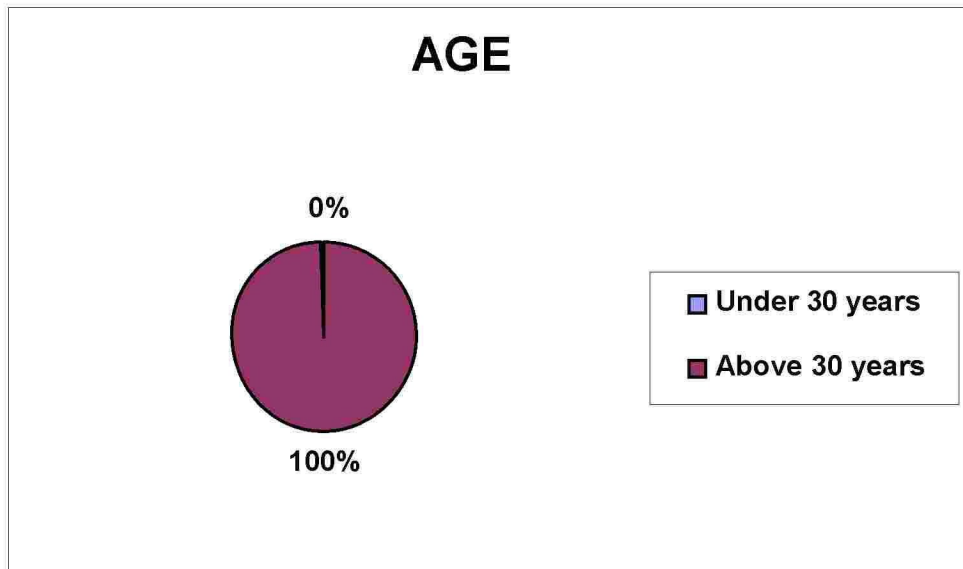
Information with regard to the age of Whole School Supervisors who took part in this study is summarized on table 4.5 below and figure 4.5 on page 110. Supervisors were required to indicate if they were under or above 30 years old.

**Table 4.5: Response according to age by Whole School Evaluation supervisors**

<b>Q5 AGE</b>	<b>FREQUENCY</b>	<b>%</b>
Under 30yrs	0	0.0
Above 30 yrs	18	100.0

Biographical information as indicated on table 4.5 above revealed that all supervisors who participated in this study are above 30 years of age and none is below thirty years of age. This indicates that Whole School Evaluation supervisors employed in the Free State Province are matured in terms of age since all of them are thirty years and above

**Figure 4.5: Response according to age by Whole School Evaluation supervisors**



**4.3.2.1.6. Gender**

Information with regard to the gender of Whole School Supervisors who took part in this study is summarized on table 4.6 below and figure 4.6 on page 111.

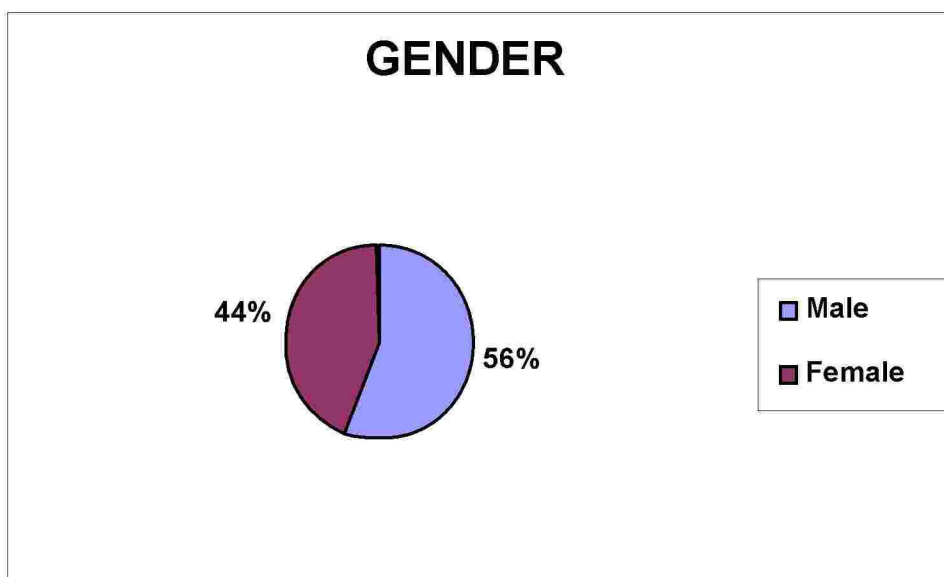
**Table 4.6: Response according to gender by Whole School Evaluation supervisors**

Q6 GENDER	FREQUENCY	%
Male	10	55.6
Female	8	44.4

The table above provides information on the number of male and female WSE supervisors who participated in this study. As reflected on table 4.6 above and figure 4.6 on page 111, 8 (44.4%) of WSE supervisors who participated in this study are females whereas 10 (55.6%) of participants are males. The frequency

distribution of males and females indicates that there were more male participants in this study than the female participants depicting a scenario within the Whole School Evaluation supervisory unit in the Free State Province where males are in the majority.

**Figure 4.6: Response according to gender by Whole School Evaluation supervisors**



#### **4.3.2.1.7. Whole School Evaluation training**

Information with regard to whether all supervisors who took part in this study have received formal training on Whole School Evaluation as well as accreditation as WSE supervisors is summarized on table 4.7 and figure 4.7 respectively on the next page.

**Table 4.7: Response by Whole School Evaluation supervisors on formal training**

Q7 WSE TRAINING	FREQUENCY	%
Yes	6	33.3
No	12	66.7

From the results on Table 4.7 above and Figure 4.7, 12 (66, 7%) of the respondents indicated that they did not receive formal training and accreditation as Whole School Evaluation supervisors and only 6 (33.3%) indicated that they received formal training and are accredited as Whole School Evaluation supervisors. It is evident that most of WSE supervisors in the Free State Province have not as yet received formal training and accreditation as per requirement of the WSE policy.

**Figure 4.7: Response by Whole School Evaluation supervisors on formal training**



#### 4.3.2.1.8. Appropriate instruction

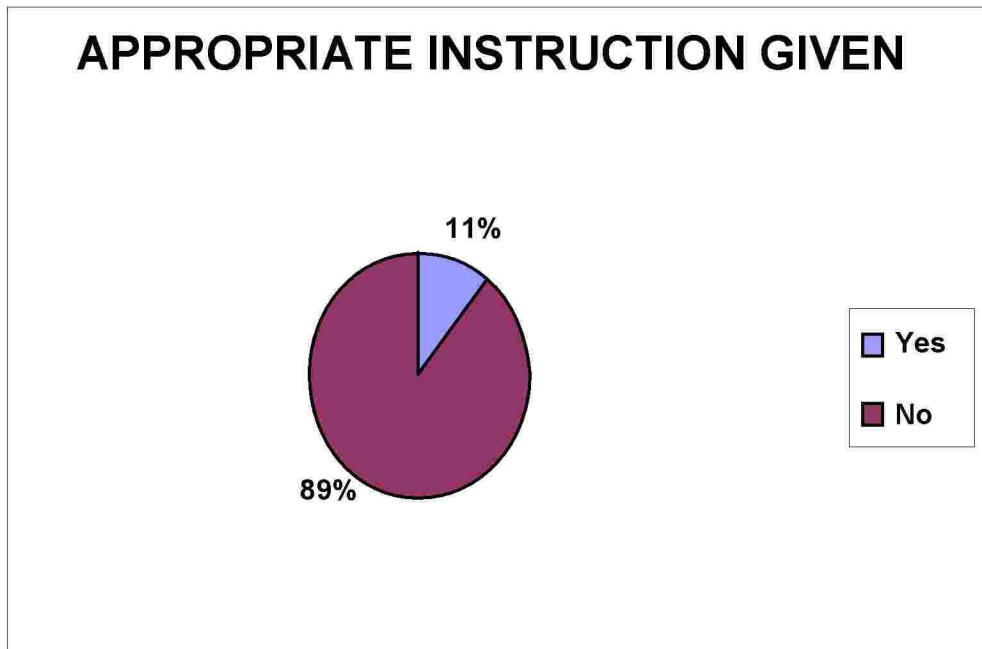
The table 4.8 below and figure 4.8 on page 114 gives information from Whole School Evaluation supervisors as to whether the instruments they use to evaluate schools enable them to capture their findings appropriately, that is, whether the instruments gives them appropriate instruction as to the exact information that they have to gather.

**Table 4.8: Response by Whole School Evaluation supervisors regarding appropriate instruction on Whole School Evaluation instruments**

Q8 APROPRIATE INSTRUCTION	FREQUENCY	%
Yes	2	11.1
No	16	88.9

Item 8 required information from Whole School Evaluation supervisors as to whether the instruments they use to evaluate schools enable them to capture their findings appropriately. As reflected on table 4.8 and figure 4.8 on page 114, 16 (88, 9%) of WSE supervisors indicated that the instruments used do not enable them to capture their findings appropriately when 2 (11, 1%) indicated that the instruments used enable them to capture information appropriately. Taking these results into consideration, the researcher is of an opinion that there is a problem with instruments used by WSE teams to gather information about schools as it was revealed by majority of WSE supervisors who took part in the study.

**Figure 4.8: Response by Whole School Evaluation supervisors regarding appropriate instruction on Whole School Evaluation instruments**



#### **4.3.2.1.9. Sufficient time for report writing**

Report preparation, data analysis and sorting of information, is not an easy task as it is time consuming and it requires considerable mental effort to decide what a person wants to tell the readers. WSE supervisors who took part in this study had to indicate whether they have sufficient time to write reports of schools they have evaluated writing in-between evaluations. Information regarding their responses to this question is outlined on table 4.9 in the next page.

**Table 4.9: Response on whether Whole School Evaluation supervisors have sufficient time for report writing**

<b>Q9 SUFFICIENT REPORT TIME</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	0	0.0
No	18	100.0

Table 4.9 above reveals that all supervisors 18 (100%) are of the opinion that there is not sufficient time given for report writing in between evaluations. Report writing is very crucial in WSE since information on reports gives direction to stakeholders within a school regarding the formulation of their School Improvement Plan (SIP) and therefore reports have to be written appropriately to be able to convey the required message to stakeholders effectively and efficiently. The researcher, taking into consideration information revealed in this study regarding time for report writing is of an opinion that lack of sufficient time to write reports in-between evaluations may bring about errors and omission of some information in reports written by WSE supervisors.

#### **4.3.2.1.10. Proof reading of reports**

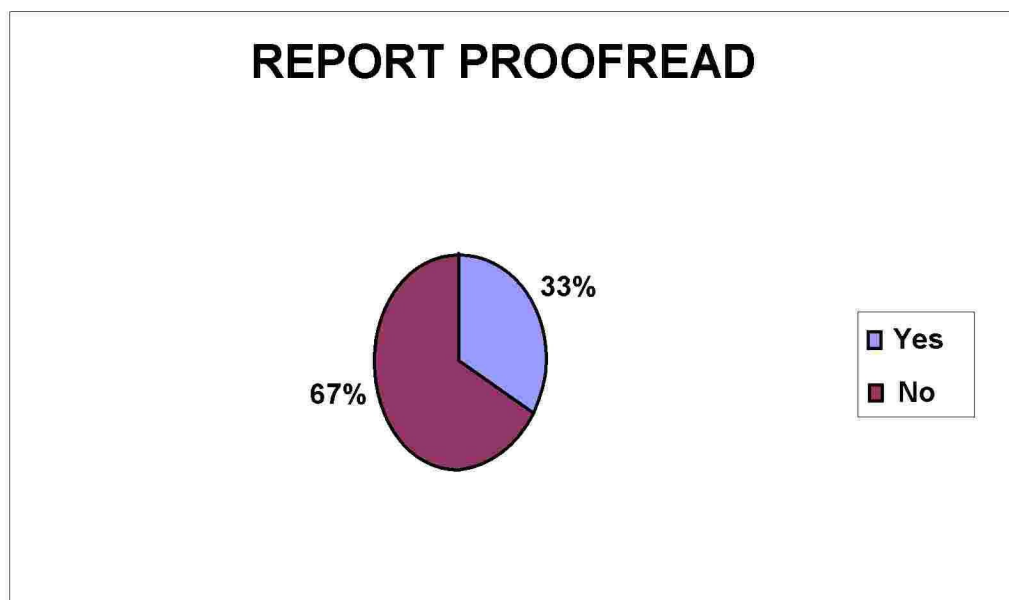
Proofreading is a technique used to making one's text free of the logical deficiencies, punctuation and grammatical mistakes. Proof reading has to be done to avoid committing mistakes. Committing mistakes puts a question on one's credibility, expertise and efficiency. It is therefore very important for WSE supervisors to proofread their reports before they could be sent out to schools evaluated and other stakeholders in WSE. Table 4.10 in the next page, outlines the responses of WSE supervisors who took part in this study with regard to proofreading of reports.

**Table 4.10: Response by Whole School Evaluation supervisors on proof reading of reports**

Q10 REPORT PROOFREAD	FREQUENCY	%
Yes	6	33.3
No	12	66.7

From the results on table 4.10 above and figure 4.9 below, 12 (66, 7%), that is, the majority of WSE supervisors who participated in the study indicated that there are no systems in place for proofreading of reports before they are sent to schools whereas 6 (33.3%) indicate that there are systems in place within the supervisory unit for proofreading of reports before they are sent to schools. The researcher, taking into consideration this information is of the opinion that the possibility of errors in WSE reports sent to school cannot be ruled out.

**Figure 4.9: Response by Whole School Evaluation supervisors on proof reading of reports**



#### **4.3.2.1.11. Monitoring of schools evaluated by Whole School Evaluation supervisors and checking of School Improvement Plans**

As part of Post Evaluation activities (2.4.1.8), each evaluated school together with DSS using the recommendations outlined in their report (in order of priority from the WSE), has to develop a School Improvement Plan. The said plan has to be approved by the District Director and be implemented. WSE unit has to monitor if support is given by DSS and also establish a provincial database of schools evaluated. Information regarding responses given by WSE supervisors with regard to the monitoring of schools after evaluation and checking in SIP's is provided on table 4.11 below and figure 4.10 on page 118.

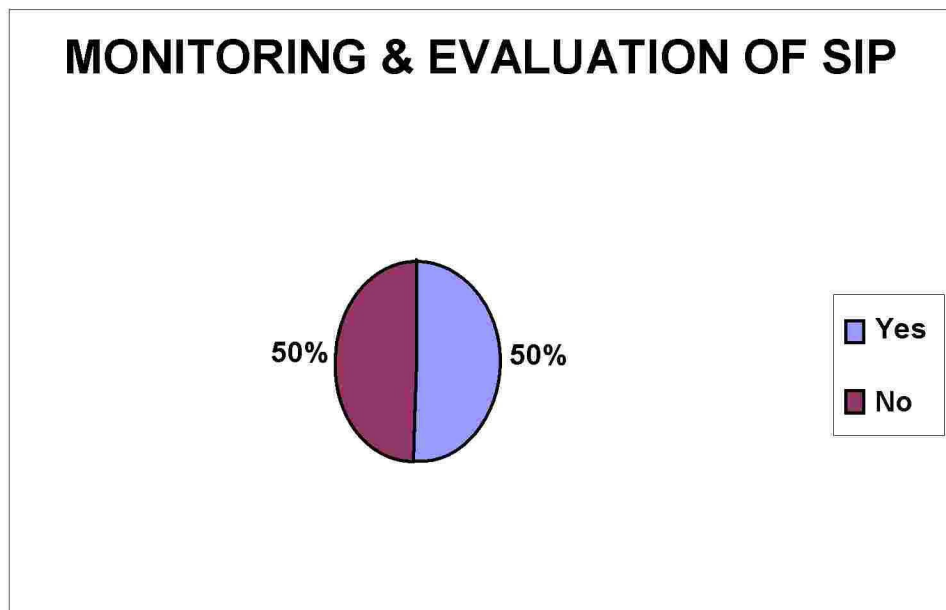
**Table 4.11: Response by Whole School Evaluation supervisors on whether schools are monitored after evaluation checking on School Improvement Plan's**

<b>Q11 MONITORING &amp; EVALUATION</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	9	50.0
No	9	50.0

In response to item 11 on whether there is monitoring of schools evaluated checking on their School Improvement Plans after WSE, 9 (50%) of the supervisors indicated that there is monitoring of schools and SIP after WSE while the other half indicated that there is no monitoring of SIP as reflected on table 4.11 and figure 4.10. Taking responses of WSE supervisors to this item, the researcher is rather perturbed by the fact that there seems to be uncertainty amongst WSE supervisors themselves as to whether schools were visited after WSE or not, however, from the information gathered during interviews with both the Director: Quality Assurance and the Chief Education Specialist: Whole School Evaluation, it is evident that every school is monitored after WSE by the

WSE supervisory unit and a form entitled Monitoring Post Evaluation Activities (Annexure G) is completed by a WSE supervisor for each school visited. Every school has to be monitored after WSE.

**Figure 4.10: Response by Whole School Evaluation supervisors on whether schools are monitored after evaluation checking on School Improvement Plan's**



#### **4.3.2.1.12. Feedback from schools**

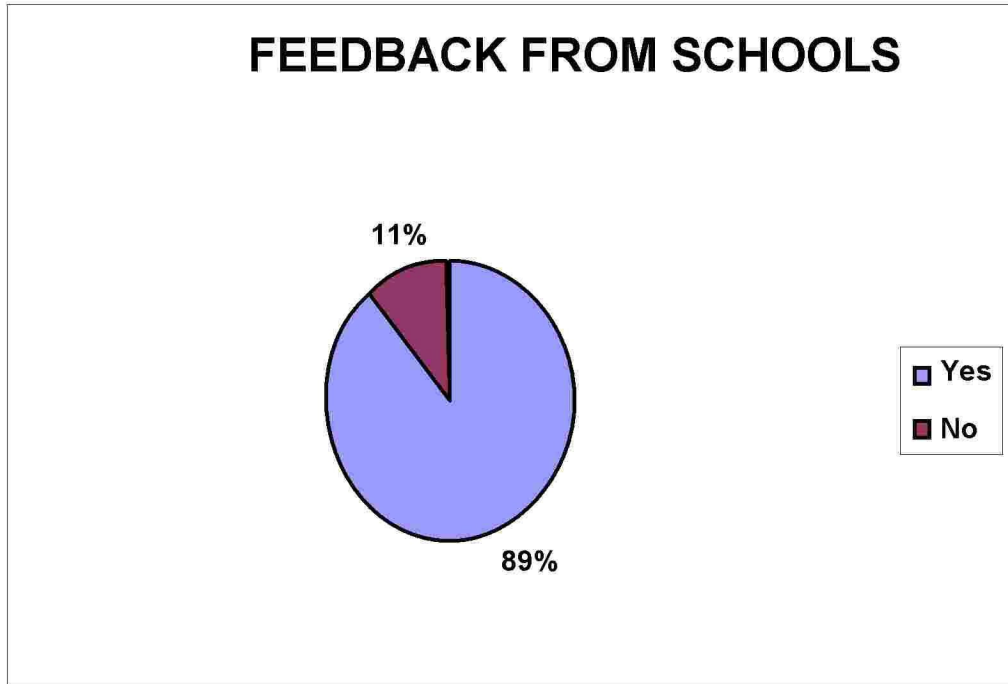
People's progress at work and in life depends on what other people think of them. What a person thinks of himself is irrelevant data. Seeking feedback from others is a positive and constructive step towards development and improvement. The information regarding responses of WSE supervisors who took part in this study on whether they receive feedback from schools evaluated is outlined on table 4.12 in the next page and figure 4.11 on page 120.

**Table 4.12: Response by Whole School Evaluation supervisors on whether the Whole School Evaluation unit receives feedback from schools evaluated**

<b>Q12 FEEDBACK FROM SCHOOLS</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	16	88.9
No	2	11.1

Item 12 asked if the supervisory unit receives any form of feedback from schools evaluated. Majority of the WSE supervisors involved in this study, that is, 16 (88, 9%) of them indicated that they do receive feedback from schools evaluated when only 2 (11, 1%) indicated that they do not receive feedback from schools evaluated as reflected on table 4.12 and figure 4.11. The researcher, taking this information into consideration is of an opinion that perhaps such information is not sufficiently communicated to all supervisors within the Whole School Evaluation unit.

**Figure 4.11: Response by Whole School Evaluation supervisors on whether the Whole School Evaluation unit receives feedback from schools evaluated**



**4.3.2.1.13. Feedback from District Support Services**

The information regarding responses of WSE supervisors who took part in this study on whether they receive feedback from the District Support Services with regard to developments on the schools evaluated is outlined on table 4.13 below.

**Table 4.13: Response by Whole School Evaluation supervisors on whether the Whole School Evaluation supervisory unit receives feedback from the District Support Services regarding developments on schools evaluated.**

Q13 FEEDBACK FROM DSS	FREQUENCY	%
Yes	0	0.0
No	18	100.0

From table 4.13, all 18 (100%) supervisors involved in this study indicated that they do not receive any feedback from the DSS regarding development on schools evaluated. It is therefore evident that the DSS needs to be conscientised regarding the role they are required to play as stakeholders in WSE.

#### **4.3.2.1.14. Staff development for the Whole School Evaluation team**

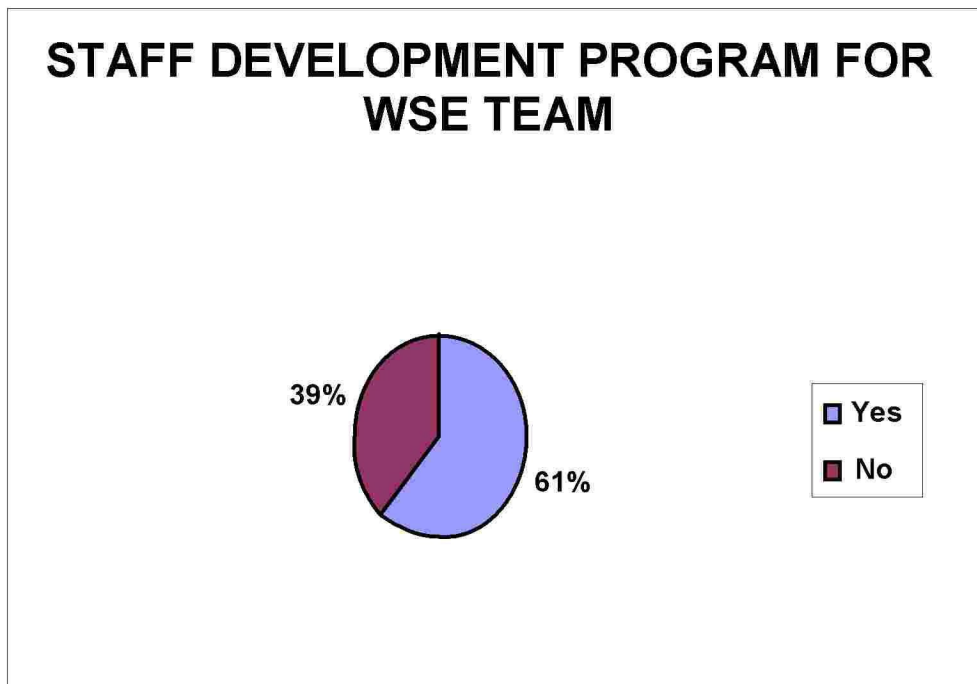
A response by Whole School Evaluation supervisors on the existence of staff development program within the Whole School Evaluation unit, which amongst others, enhances on their report writing skills is outlined on table 4.14 below and figure 4.12 on page 122.

**Table 4.14: Response by Whole School Evaluation supervisors on the existence of staff development program within the Whole School Evaluation unit**

<b>Q14 STAFF DEV FOR WSS TEAM</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	11	61.1
No	7	38.9

Item number 14 required information on whether or not there is a staff development programme that can enhance the supervisor's skills in place within the WSE unit, for example, report writing. As reflected on figure 4.12 and table 4.14 above; 11 (61, 1%) of the supervisors confirmed that there is a staff development program in place within the WSE unit while 7 (38, 9%) indicated that there was no staff development programme in place within the WSE unit. Once again uncertainty about the happenings within the WSE supervisory unit exists amongst some WSE supervisors.

**Figure 4.12: Response by Whole School Evaluation supervisors on the existence of staff development program within the Whole School Evaluation unit**



**4.3.2.1.15. Has Whole School Evaluation system been evaluated since its inception in the Free State Province?**

Whole School Evaluation supervisors were required to indicate whether the Free State Provincial WSE system has been evaluated since its inception. Their response to this question is indicated on table 4.15 in the next page.

**Table 4.15: Response by Whole School Evaluation supervisors on whether the Free State Provincial Whole School Evaluation system has been evaluated since its inception**

<b>Q15 WSE SYSTEM EVALUATED</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	0	0.0
No	18	100.0

In response to the question on whether the Free State Provincial WSE system has been evaluated since its inception, all respondents 18 (100%) as reflected on table 4.15 above, indicated that WSE system in the Free State Province has never been evaluated since its inception. Taking into consideration the information given, it is therefore evident that there is a dire need for the system to be evaluated to be able to determine its strengths and areas for development so as to enhance on the quality of education in schools within the province. It should however be noted that 'change, no matter how small, may not come easily' (Arcaro, 1995:164). This calls upon a concerted effort by all stakeholders concerned to be able to achieve the desired results.

#### **4.3.2.1.16. Involvement of WSE supervisors in the training of principals**

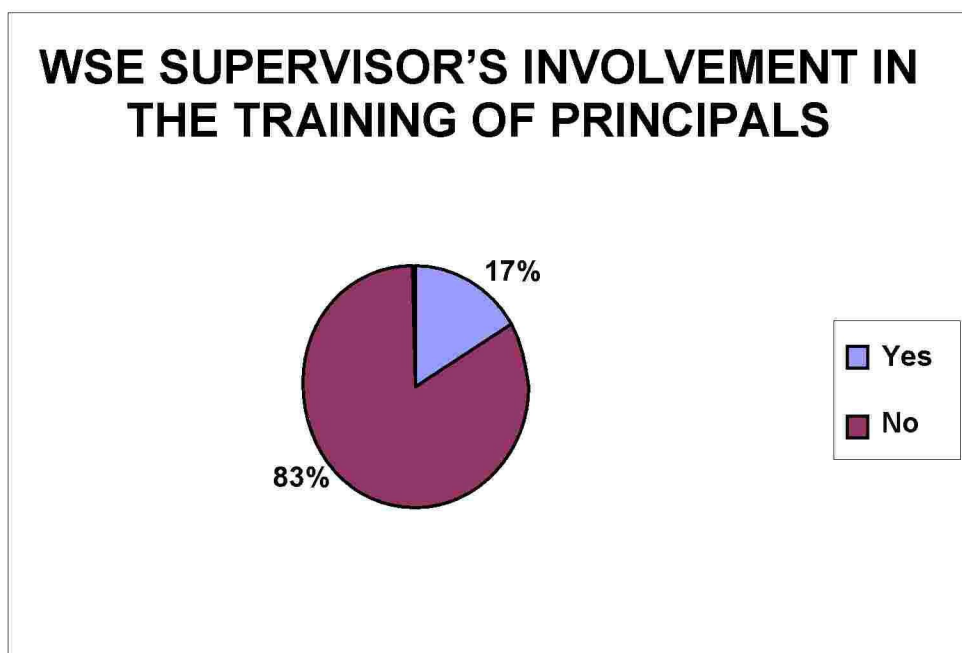
The WSE supervisory unit within the province is responsible for advocacy and training of stakeholders in WSE (principals inclusive), orientation of district officials to WSE processes and to provide support and assistance to stakeholders as an effort to raise standards within schools (DoE, 2001a:13) (see 2.4.1.5). The response of WSE supervisors involved in this study regarding their involvement in the training of principals for WSE purposes is outlined on table 4.16 and figure 4.13 on page 124 respectively.

**Table 4.16: Whole School Evaluation supervisor’s response on their involvement in the training of principals**

<b>Q16 INVOLVED IN TRAINING PRINCIPALS</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	3	16.7
No	15	83.3

When asked if they are involved in the training of principals for Whole School Evaluation, the WSE supervisors response was as reflected on table 4.16 and figure 4.13 respectively, which revealed that 3 (16%) of the respondents are involved and 15 (83.3%) indicated that they are not involved, that is, majority of the supervisors are not involved in the training of principals for WSE. A question therefore arises, are all the supervisors conversant with what is entailed in the training of principals in WSE?

**Figure 4.13: Whole School Evaluation supervisor’s response on their involvement in the training of principals**



#### 4.3.2.2. Open ended questions

Item 17 asked whether instruments used for WSE purposes can be improved or not and respondents had to motivate their answers accordingly. The following are comments made by WSE supervisors on instruments used in WSE:

- *No, instruments can be improved to be relevant and suitable for the context they are being used for.*
- *Yes.*
- *Yes, because they do not allow information about the schools to be captured as is.*
- *Yes, such that we capture relevant info.*
- *To an extent no, there are areas of evaluation that enable teams to capture information well.*
- *Yes, they do not clearly reach aspects on literacy and numeracy more as priorities of the Member of the Executive Council (MEC) in charge of Education in the Free State Province.*
- *Not sure*
- *Yes, same criteria are used nationally & indicators guide findings.*
- *Yes, not all information about schools is captured.*
- *Yes.*
- *Yes.*
- *No, material does not suit circumstances in some schools.*
- *Yes*
- *No, basic questions on the criteria addresses areas that are evaluated.*
- *Yes, there are 9 areas that allow schools to be evaluated in totality.*
- *Yes because the document is not perfect but makes provision for the nine areas for evaluation.*
- *Yes, it becomes difficult to use particularly when reporting about extraordinary happenings at the schools.*

- *Yes, although instruments assist us, some questions are not clear to the would-be user.*
- *Yes, guidelines need improvement*

It is evident from the comments above that 5 (27.8%) of WSE supervisors involved in the study agreed that instruments need to be improved on, 1 (5.6%) was unsure and 4 (22.2%) thought that WSE instruments required no improvement.

Item 18 was on how collation of reports in preparation for writing an executive summary is done within the WSE supervisory unit. All the respondents indicated that it is done by all WSE team members at the end of each year based on reports of schools evaluated that year and that specific items of the report are allocated to groups to compile reports, thereafter consolidation of the reports is done.

In response to item 19, which read: Briefly outline challenges (if any) which you think might impact on your report writing as a team member. WSE supervisors responded in writing as follows:

- *There is not enough staff, because of serious shortage of staff; schools are not evaluated in all learning areas they offer (15; 83%).*
- *Time in-between evaluations is not enough (15; 83 %).*
- *There are too many schools to be evaluated by a few supervisors with minimal time in between to write reports and this impact seriously on the quality of some reports that are written after one school one has to proceed with the demands of the next school (8; 53%).*
- *We lack facilities such as e-mail and internet for supervisors while working out in the schools, cell phones (5; 27%).*
- *There are too many programmes running within the directorate of which Systemic Evaluation is one. We therefore have to do school evaluations,*

*write reports and do projects as well within minimal time, this poses problems for us (6; 33,3%).*

From the responses above, it is evident that there is dire need for provision of necessary resources, human and physical, reducing the number of schools that teams evaluate on an annual basis (so as to provide WSE supervisors with sufficient time for report writing before they visit the next school), provisioning of the Systemic Evaluation section of the provincial Quality Assurance directorate with its own staff so as to ensure delivery of its programmes and projects without interfering with the Whole School Evaluation unit staff within the directorate.

Item 20 was based on general remarks and comments by participants. The following are general comments and remarks made by WSE supervisors in writing:

- *Although monitoring of schools after WSE is done, it takes place long after schools are evaluated due to shortage of human resources.*
- *Schools are not effective in self-evaluation; there is usually a disparity between the WSE score and the school's overall ratings.*
- *Some schools only do appropriate school self evaluation after evaluation.*
- *Supervisors spend most of their time on the road and away from their families which is not healthy for our children and families.*
- *We need time to monitor as well as support schools that have been evaluated to sustain momentum. Once off monitoring completion of the customer care questionnaire is not sufficient.*
- *Newly appointed supervisors also need to be accredited as well.*
- *More manpower and fewer schools to evaluate please.*

From the above comments and remarks, it is evident that there is a need for increasing manpower within the provincial WSE unit, proper sufficient training of principals as well as other stakeholders in WSE, proper training and accreditation

of newly appointed supervisors (in line with the WSE policy), fewer schools to be allocated to teams so as to ensure that there is sufficient time for quality report writing by teams as well as afford WSE supervisors an opportunity to monitor and support schools evaluated particularly regarding their school improvement plans. It was also revealed by some WSE supervisors that some schools do appropriate School Self Evaluation after evaluation, whereas the policy requires that schools should do their self evaluation prior to external evaluation by the WSE teams. If School Self Evaluation is done after external evaluation, what purpose does this kind of evaluation serve in terms of preparation for WSE?

#### **4.3.3. Results from questionnaires completed by educators in sampled schools**

Out of 105 questionnaires distributed to educators (principals included) in the six sampled schools in Motheo and Xhariep Education Districts, 86 (81, 9 %) were returned.

##### **4.3.3.1. Biographical details**

###### **4.3.3.1.1. Response with regard to qualifications.**

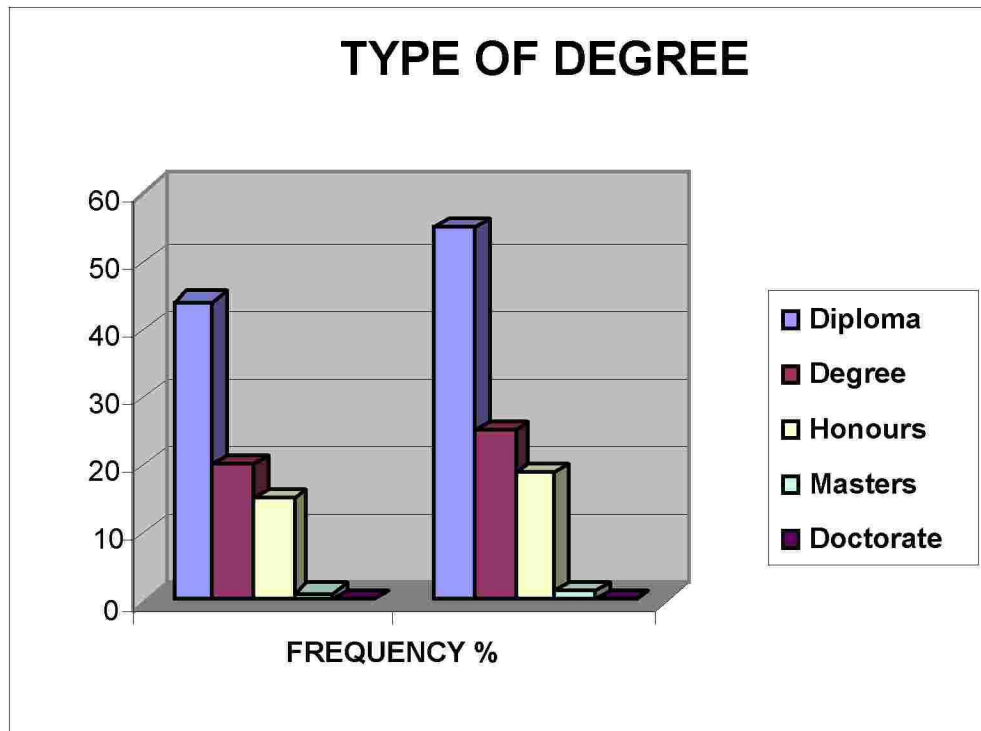
The information regarding types of qualifications held by the educators who participated in this study is outlined on table 4.17 in the next page and figure 4.14 on page 129.

**Table 4.17: Response by educators with regard to qualifications**

<b>Q1 TYPE OF DEGREE</b>	<b>FREQUENCY</b>	<b>%</b>
Diploma	44	55.0
Degree	20	25.0
Honours	15	18.8
Masters	1	1.3
Doctorate	0	0

The results shown in table 4.17 and figure 4.14 revealed that 44 (55%) of the educators hold a diploma, 20 (25%) hold a bachelors degrees, 15 (18, 8%) hold honours degrees 1 (1.3%) hold a maters degree and no educator used in the sample for purposes of this study has a doctoral degree. From the results above it is evident that all respondents used in the sample have academic qualifications.

**Figure 4.14: Response by educators with regard to qualifications**



#### **4.3.3.1.2. Response with regard to teaching experience**

The information regarding teaching experience held by educators from sampled evaluated schools, who participated in this study in relation to the Foundation Phase, General Education and Training Phase (GET), Further Education and Training Phase (FET) and College or Tertiary is outlined on table 4.18 and figure 4.15 respectively.

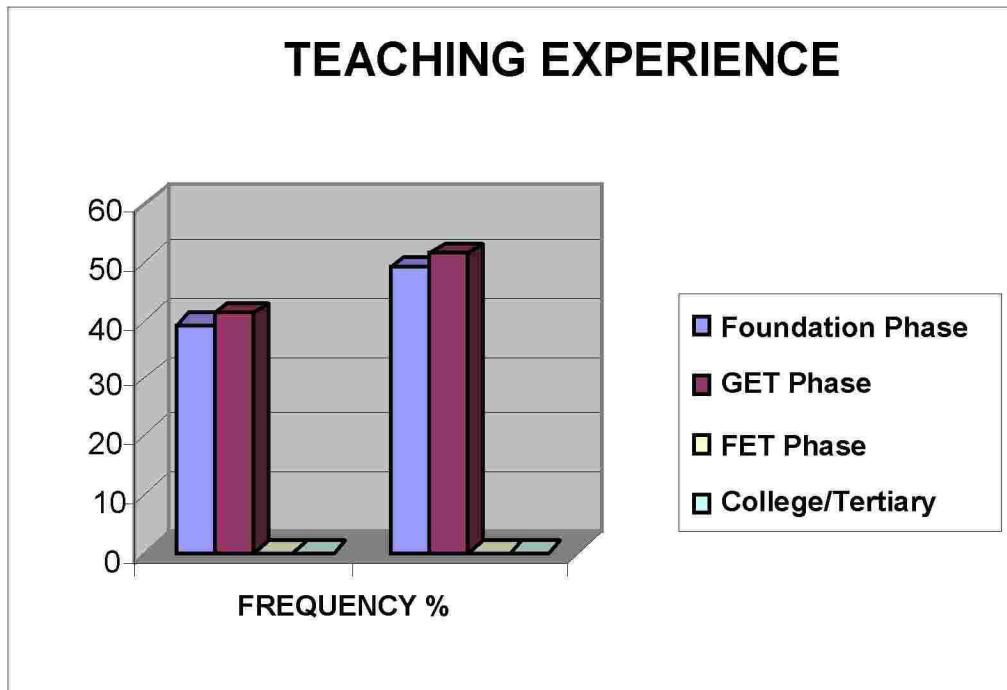
**Table 4.18: Response of educators with regard to teaching experience in various phases**

<b>Q2 TEACHING EXPERIENCE</b>	<b>FREQUENCY</b>	<b>%</b>
Foundation Phase	39	48.8
GET Phase	41	51.3
FET Phase	0	0.0
College / Tertiary	0	0.0

Item 2 was on teaching experience of respondents in various phases as stipulated on table 4.18 above and figure 4.15 on the next page, 38 (48, 8%) of the respondents have teaching experience in the foundation phase, 41 (51, 3) indicated that they have teaching experience in the General Education and Training phase and none of the respondents have teaching experience at General Education and Training phase and none of the respondent had college or tertiary teaching experience.

Taking into consideration that primary schools comprise the Foundation and General Education and Training phases, the researcher is of an opinion that educators used in the sample for purposes of this study are suitably qualified to teach at primary schools.

**Figure 4.15: Response of educators with regard to teaching experience in various phases**



#### **4.3.3.1.3. Subject specialisation.**

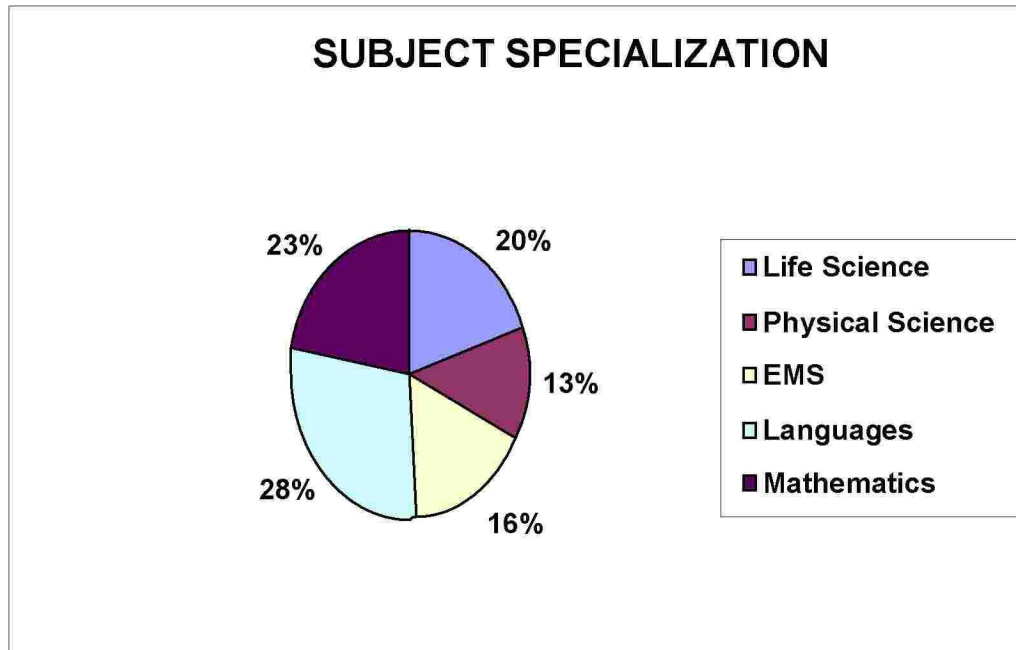
Information with regard to subject specialisation of educators from sampled schools, who took part in this study is summarised on table 4.19 on page 133 and figure 4.16 on page 134.

**Table 4.19: Response of educators on subject specialization**

Q3 SUBJECT SPECIALIZATION	FREQUENCY	%
Life Science	16	20.0
Physical Science	10	12.5
Economic and Management Sciences	13	16.3
Languages	23	28.8
Mathematics	18	22.5

The frequency table 4.19 above and figure 4.16 on the next page reveal that 16 (20%) of the respondents specialise in Life Sciences, 10 (12, 5%) specialise in Physical Science, 13 (16.3%) specialise in Economic and Management Sciences (EMS), 23 (28, 6%) specialise in Languages and 18 (22, 5%) specialise in Mathematics. From these results, it is evident that there are more Languages and Mathematics educators at these schools as opposed to educators for other learning areas at the schools sampled for purposes of this study.

**Figure 4.16: Response of educators on subject specialization**



#### 4.3.3.1.4. Managerial experience

Managerial experience of educators from sampled schools, who took part in this study is summarized on table 4.20 below and figure 4.17 on page 135.

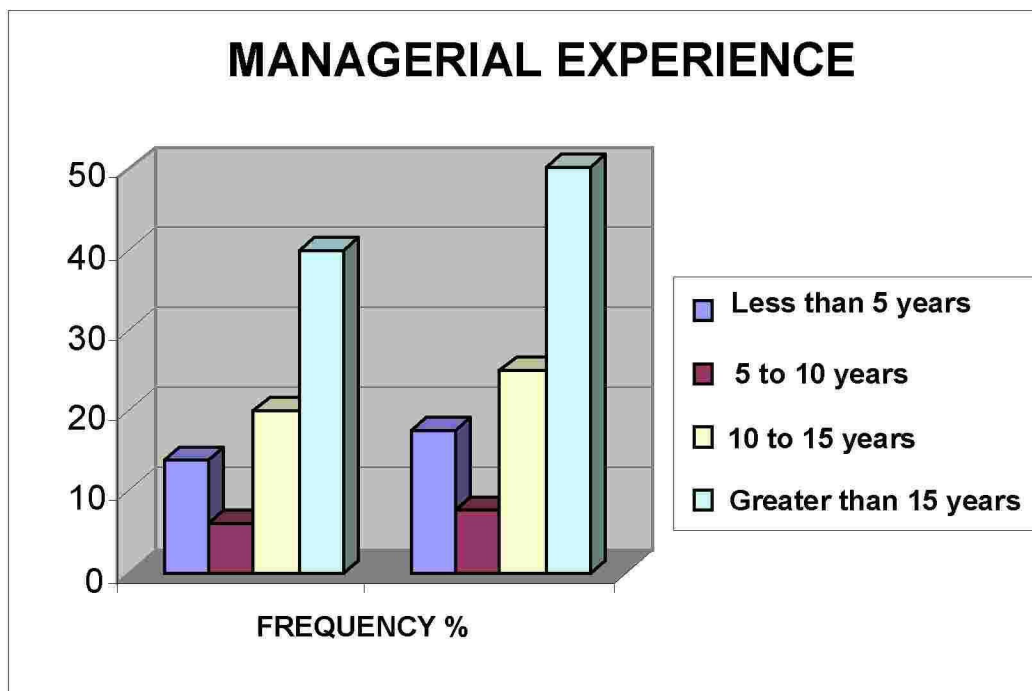
**Table 4.20: Response of educators on managerial experience**

Q4 MANAGERIAL EXPERIENCE	FREQUENCY	%
Less than 5 yrs	14	17.5
5 to 10 yrs	6	7.5
10 to 15 yrs	20	25.0
Greater than 15	40	50.0

It is important to note that there were 20 missing cases for this item which

comprises 25% of the sample. Results as reflected on figure 4.20 and figure 4.17 indicates that 14 (17, 5%) of the respondents have less than 5 years managerial experience, 6 (7, 5%) indicated that they have 5 to 10 years managerial experience, 20 (25%) indicated that they have 10 to 15 years managerial experience and 40 (50%) indicated that they have more than 15 years managerial experience. Majority of the respondents, that is, 20 + 40 (60%) have indicated that they have more than 10 years managerial experience and 14 + 6 (25%) indicated that they had less than ten years managerial experience. The missing 20 (25%) cases may probably be those educators that have no managerial experience. It is evident from these responses that most educators of schools used in this sample are experienced educational managers.

**Figure 4.17: Response of educators on managerial experience**



#### 4.3.3.1.5. Age

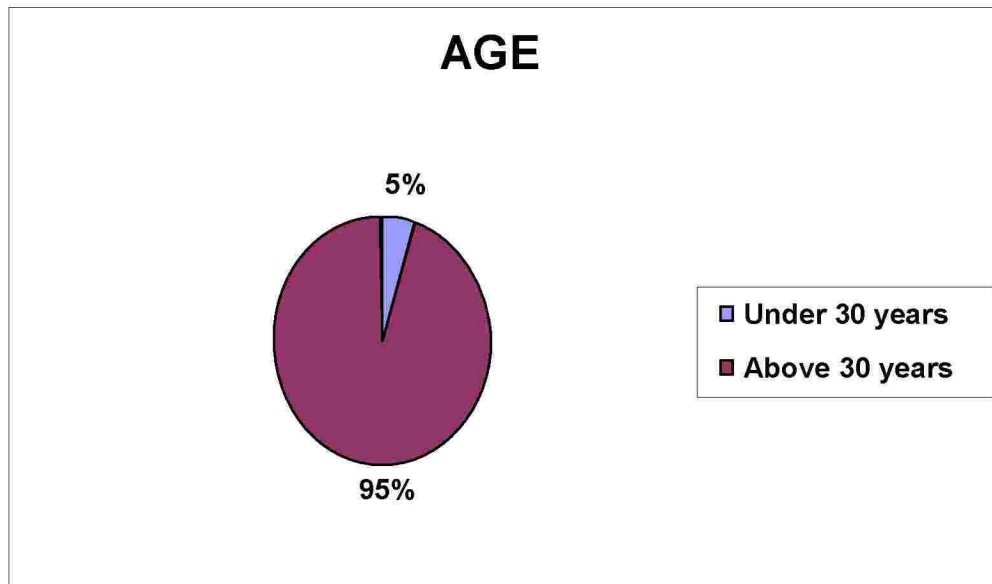
Information with regard to the age of educators from sampled schools, who took part in this study is summarized on table 4.21 below and figure 4.18 on page 137. Educators were required to indicate if they were under or above 30 years old.

**Table 4.21: Response of educators with regard to age**

<b>Q5 AGE</b>	<b>FREQUENCY</b>	<b>%</b>
Under 30 years	4	5.0
Above 30 years	76	95.0

The biographical information as reflected on table 4.21 above and figure 4.18, indicated that most educators who responded to the questionnaire, that is, 76 (96%) were above 30 years of age and 4 (5%) were below 30 years. One can therefore conclude that educators at the sampled schools in this study are matured in terms of age.

**Figure 4.18: Response of educators with regard to age**



#### **4.3.3.1.6. Gender**

Information with regard to the gender of educators from sampled evaluated schools, who took part in this study is summarized on table 4.22 below and figure 4.19 on page 138.

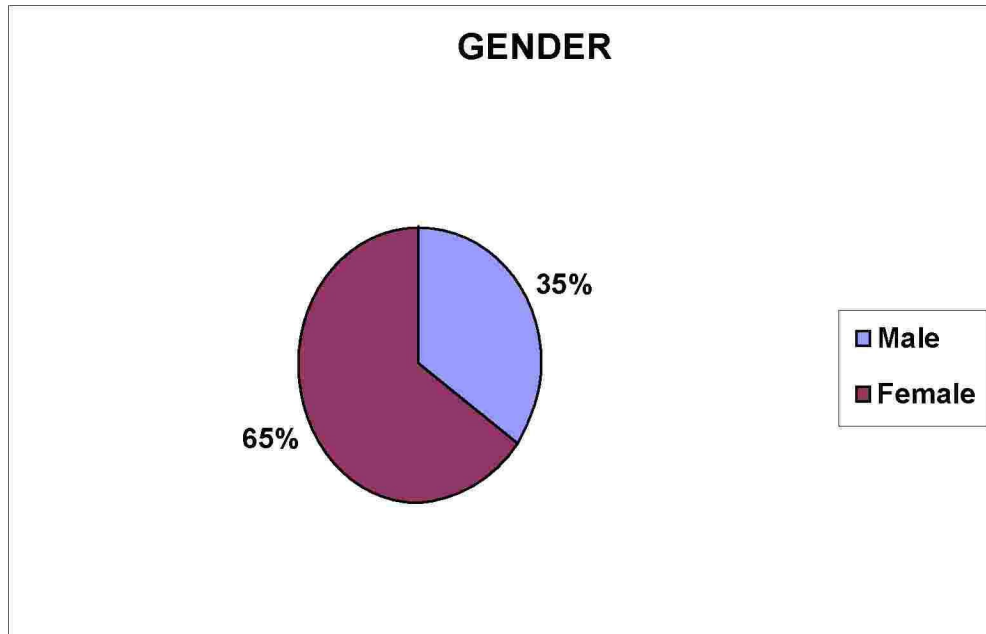
**Table 4.22: Response of educators with regard to gender**

<b>Q6 GENDER</b>	<b>FREQUENCY</b>	<b>%</b>
Male	28	35.0
Female	52	65.0

Table 4.22 above and figure 4.19, show that out of 86 educators who participated in this study, 52 (65%) are females and 28 (35%) are males. The researcher may therefore conclude that there are more female educators than male

educators in sampled primary schools, which is mostly the case in primary schools within the Free State province.

**Figure 4.19: Response of educators with regard to gender**



#### 4.3.3.1.7. Whole School Evaluation knowledge

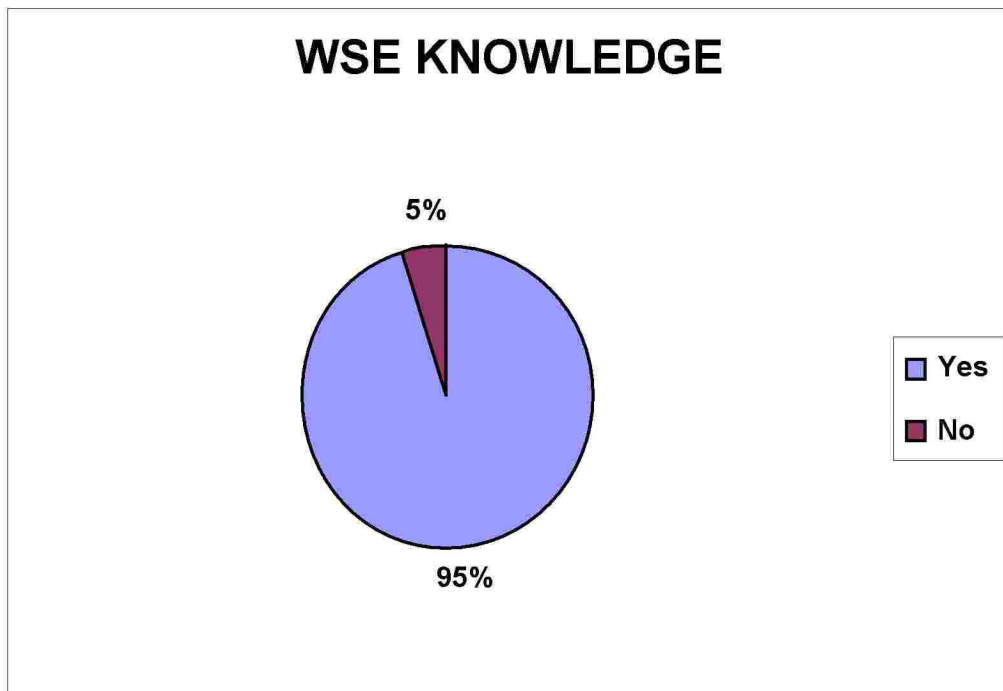
Information with regard to whether educators from sampled schools, who took part in this study, had knowledge with regard to Whole School Evaluation is reflected on table 4.23 below and figure 4.20 on page 139.

**Table 4.23: Response of educators on whether they knew about Whole School Evaluation**

Q7 WSE KNOWLEDGE	FREQUENCY	%
Yes	76	95.0
No	4	5.0

Item 7 asked respondents whether they knew about WSE and informed that their schools were going to be evaluated two months or more before evaluation. The results as reflected on table 4.23 and figure 4.20 below reveal that 76 (96%) were informed and 4 (5%). It is evident from the information above that educators knew that their schools were going to be evaluated well ahead of time. The question is, were these educators aware of the role they have to play in the WSE process?

**Figure 4.20 Response of educators on whether they knew about Whole School Evaluation**



#### **4.3.3.1.8. Involvement in School Self Evaluation**

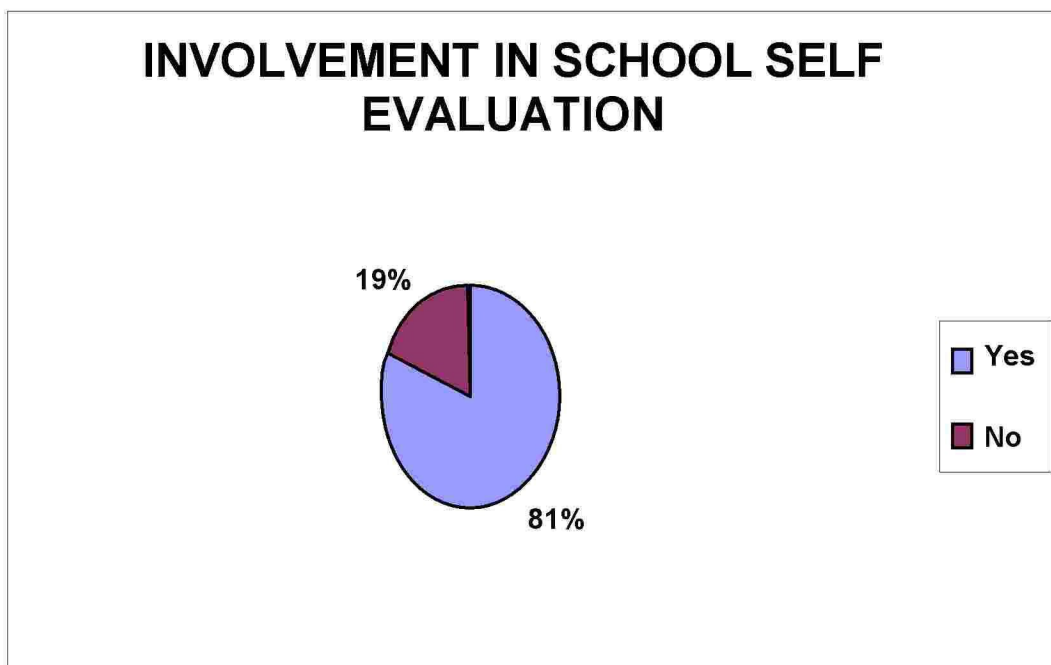
When asked whether they were involved in School Self Evaluation, educators from sampled evaluated schools who took part in this study responded as summarized on table 4.24 and figure 4.21 on page 140.

**Table 4.24: Response of educators on their involvement in School Self Evaluation (SSE)**

Q8 INVOLVEMENT IN SCHOOL SELF EVALUATION	FREQUENCY	%
Yes	65	81.3
No	15	18.8

Item 8 was about educator involvement in School Self Evaluation before the school can be evaluated by the WSE team. Table 4.24 and figure 4.21 reveals that 65 (81, 3%) of the educators indicated that they were involved in School Self Evaluation (SSE) prior WSE when 15 (18, 8%) indicated that they were not involved. It is a requirement of the policy that the relevant stakeholders in WSE be involved throughout the process.

**Figure 4.21: Response of educators on their involvement in School Self Evaluation (SSE)**



#### 4.3.3.1.9. School stakeholder involvement

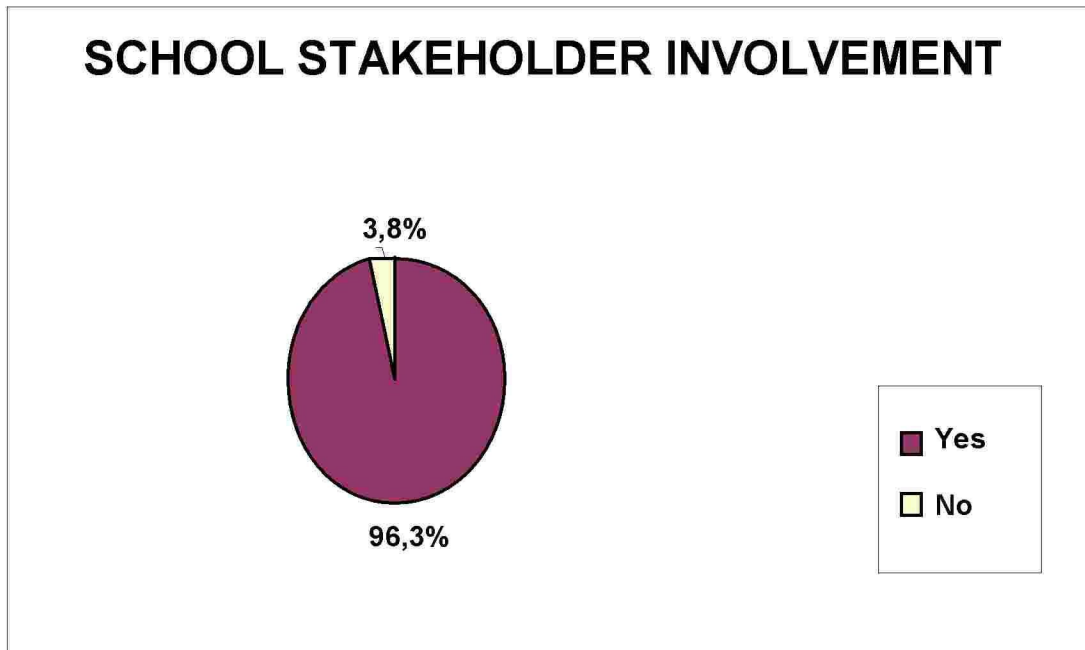
Information by educators from sampled evaluated schools, who took part in this study with regard to whether stakeholders at school level school were involved in the Whole School Evaluation process is reflected on table 4.25 below and figure 4.22 on page 142.

**Table 4.25: Response of educators on stakeholder involvement at school level in the Whole School Evaluation process**

<b>Q9 SCHOOL STAKEHOLDERS INVOLVEMENT</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	77	96.3
No	3	3.8

In response to item 9 which required information on whether stakeholders at school level were taken aboard on the Whole School Evaluation process by the WSE team of supervisors who evaluated the school, information reflected on table 4.25 and figure 4.22 reveal that 77 (96, 3%) of the respondents agree that they were taken aboard on the WSE process when 3 (3, 8%) of the respondents indicated that they were not taken aboard. It is therefore evident from the results as reflected above, that the WSE teams did take all relevant stakeholders through the process before their schools were evaluated.

**Figure 4.22: Response of educators on stakeholder involvement at school level in the Whole School Evaluation process**



**4.3.3.1.10. Clarity of the Whole School Evaluation process**

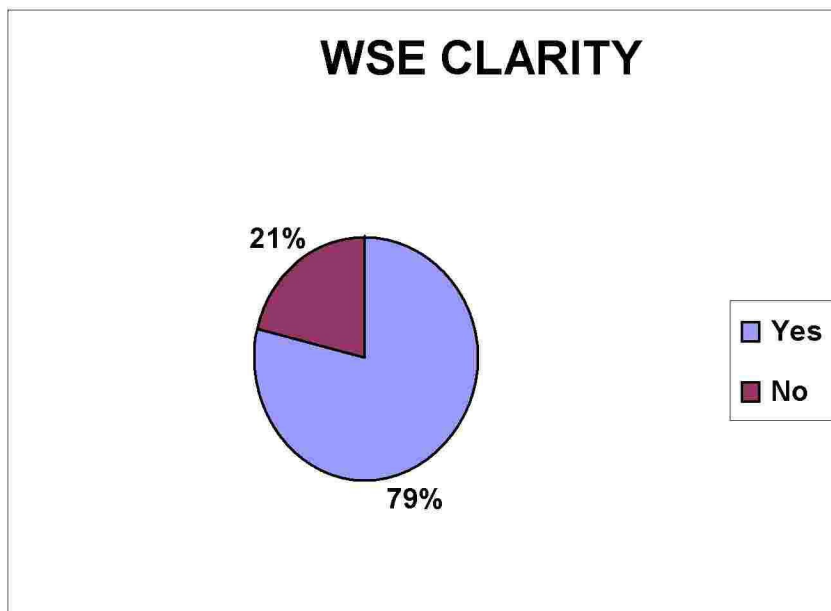
Information by educators from sampled evaluated schools, who took part in this study with regard to whether they had clarity on the Whole School Evaluation process is reflected on table 4.26 below and figure 4.23 on page 142.

**Table 4.26: Response of educators on the clarity of the Whole School Evaluation process**

Q10 WSE CLARITY	FREQUENCY	%
Yes	63	78.8
No	17	21.3

Item 10 required information on whether WSE process was clear to the educators of schools evaluated who were involved in this study. Majority of the educators, as illustrated on table 4.26 and figure 4.23 below, that is, 63 ( 78,8%) indicated that the WSE process was clear to them and 17 (21,3%) indicated that the process was not clear to them.

**Figure 4.23: Response of educators on the clarity of the Whole School Evaluation process**



#### **4.3.11. Clarity of summary of findings**

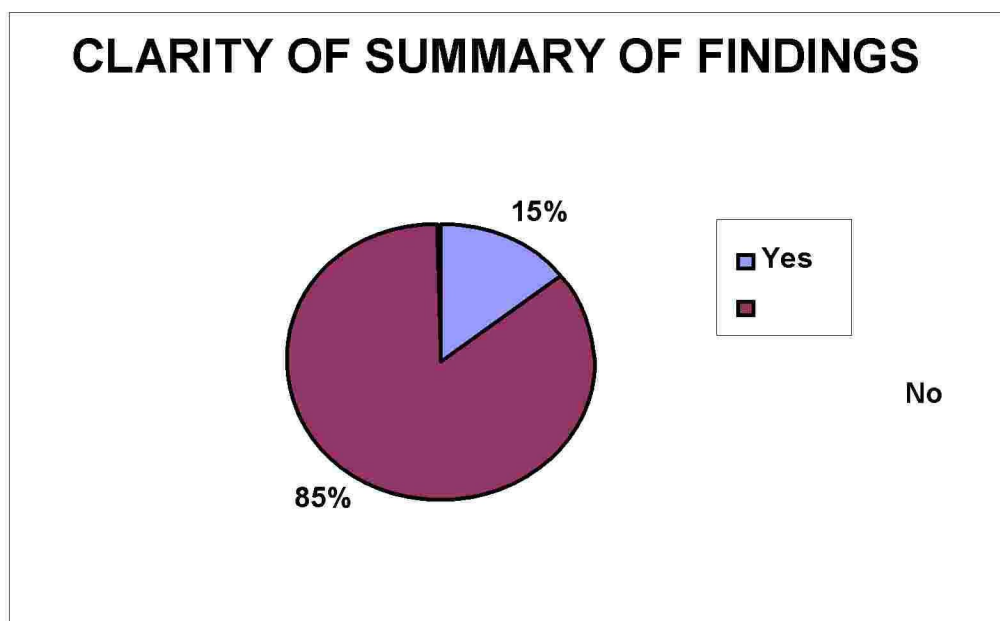
Information by educators from sampled evaluated schools, who took part in this study with regard to whether they had clarity on the summary of findings as stated by the Whole School Evaluation team is reflected on table 4.27 and figure 4.24 on page 144.

**Table 4.27: Response of educators on the clarity of findings**

<b>Q11 CLARITY OF SUMMARY OF FINDINGS</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	12	15.0
No	68	85.0

Responses given by 68 (85%) of the participants (including principals) as reflected on table 4.27 above and figure 4.24 below revealed that the participants do not have a thorough understanding of what the summary of findings that WSE supervisors give in the form of an oral report at the end of WSE before they leave the school is all about whereas 12 (15%) indicated that they understood an oral report very well. It is rather awkward to note that an oral report was not clear to the majority of educators involved in this study. This lack of understanding in a way is bound to pose problems regarding the understanding of a detailed written report that will be sent to schools out of which schools have to formulate School Improvement Plans.

**Figure 4.24: Response of educators on the clarity of findings**



#### 4.3.3.1.12. Written report for school

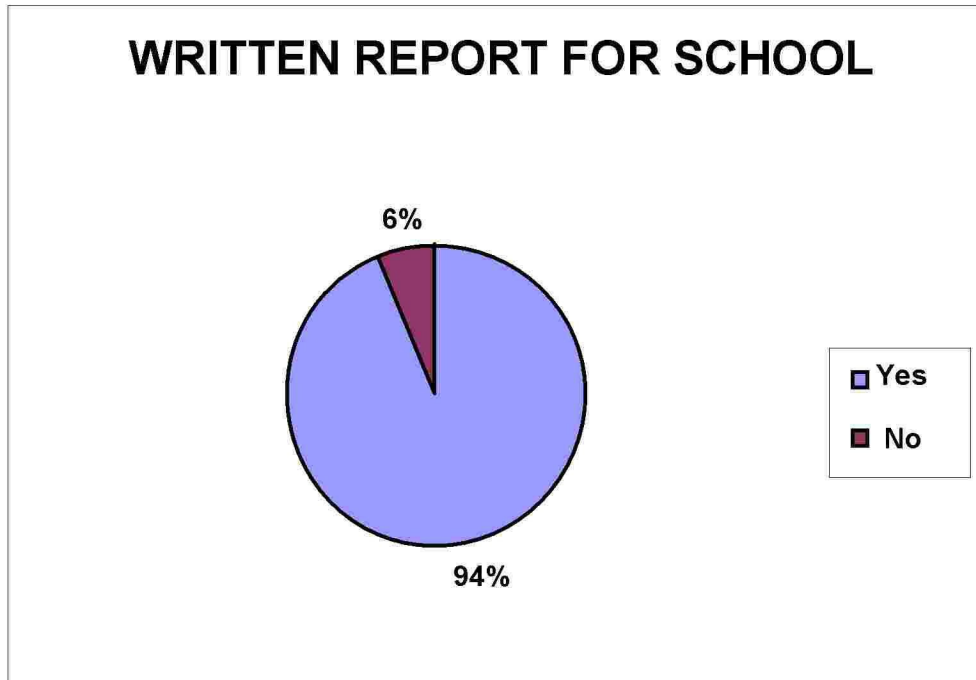
Information by educators from sampled schools, who took part in this study on whether their schools received written reports from the Whole School Evaluation unit within four weeks after their schools were evaluated is summarized on table 4.28 below and figure 4.25 on page 146.

**Table 4.28: Response of educators on receipt of the written reports for their schools**

<b>Q12 WRITTEN REPORT FOR SCHOOL</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	75	93.8
No	5	6.3

Item 12 required educators to indicate whether their schools received written reports four weeks after evaluation. As reflected on table 4.28 and figure 4.25; 75 (93, 8%) indicated that their schools received reports within four weeks after evaluation and 5 (6, 3%) indicated that their schools did not receive reports within four weeks after evaluation. The researcher's opinion is that the results presented by figure 5.10 are acceptable in the sense that the WSE policy clearly states that schools must receive written reports within four weeks after evaluation and the majority of respondents indicated that they received their reports within the timeframe as set out in the policy.

**Figure 4.25: Response of educators on receipt of written reports for their schools**



**4.3.3.1.13. The written report relates to oral report**

The response of educators on whether their school's Whole School Evaluation written report relates to an oral report given by Whole School Evaluation supervisors is reflected on table 4.29 on page 145 and figure 4.26 on page 147.

**Table 4.29: Response of educators on whether the school’s Whole School Evaluation written report relates to an oral report given by Whole School Evaluation supervisors**

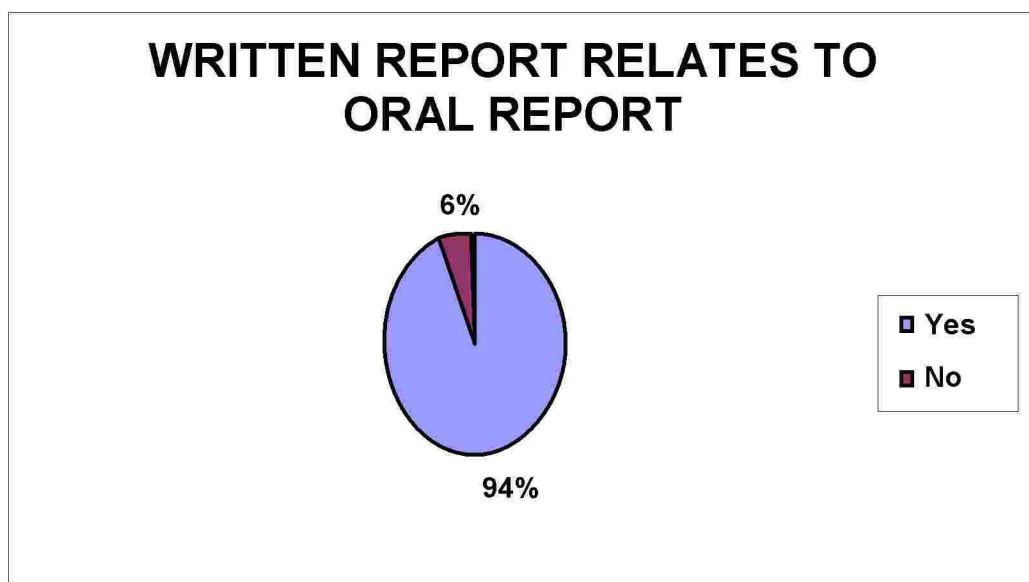
<b>Q13 REPORT RELATES TO ORAL REPORT</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	75	93.8
No	5	6.3

In response to item 13 which required information as to whether the written WSE reports sent schools evaluated related to oral reports made by the WSE team at the end of evaluation, it is evident from table 4.29 above and figure 4.26 in the next page, that, 75 (93,8%) of the participants agreed and 5 (6,3%), participants disagreed. Based on the responses of the participants, the researcher is of an opinion that the results presented on table 4.29 and figure 4.26 are acceptable and that there was a correlation between an oral report given by WSE teams at the end of evaluation and the written report sent to the school.

It is amazing to note that, although 75 (93%) of the respondents indicated that there was correlation between an oral report and the written report, 68 (85%) also indicated that the summary of findings presented in the form of an oral report was not clear to them (4.3.1.1).

Taking this information into consideration, how then was it possible for them to make a comparison of both reports?

**Figure 4.26: Response of educators on whether the school’s Whole School Evaluation written report relates to an oral report given by Whole School Evaluation supervisors**



**4.3.3.1.14. Clarity of recommendations on the report**

Information by educators from sampled evaluated schools, who took part in this study with regard to whether the recommendations the Whole School Evaluation team on their reports were clear to them is reflected on table 4.30 below and figure 4.27 on page 149.

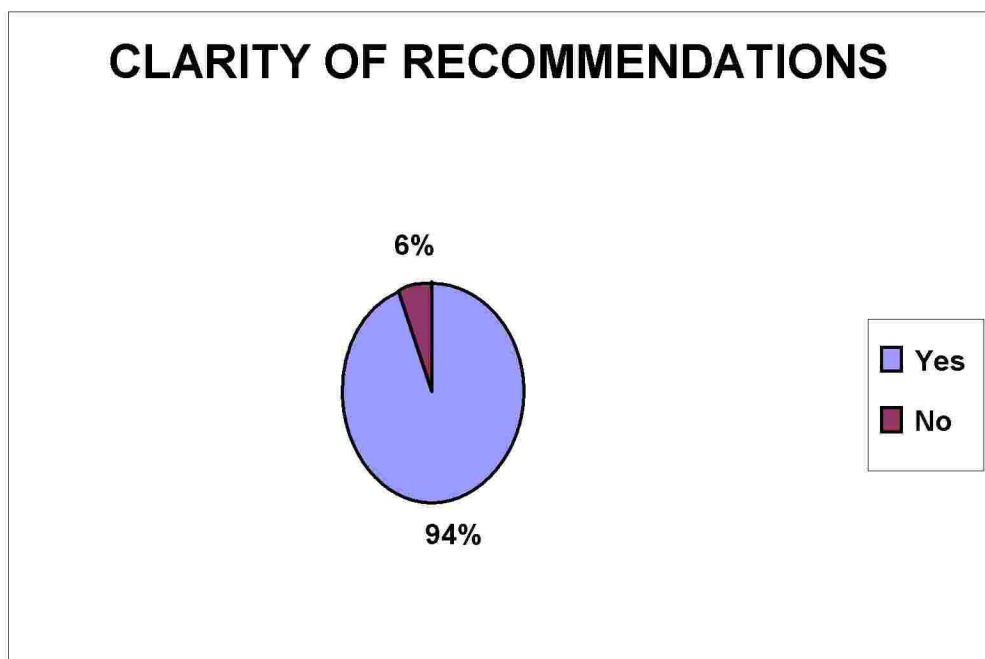
**Table 4.30: Response of educators regarding the clarity of recommendations on the Whole School Evaluation report**

Q14 CLARITY OF RECOMMENDATIONS	FREQUENCY	%
Yes	75	93.8
No	5	6.3

It is evident from table 4.30 and figure 4.27 below, that an overwhelming majority, 75 (93, 8%) of respondents agreed that recommendations on the report were very clear and assisted the school to formulate the SIP, while 5 (6, 3%) did not agree.

The recommendations on the WSE report have to be clearly stated and arranged in order of priority such that they enable stakeholders at schools to formulate their School Improvement Plans.

**Figure 4.27: Response of educators regarding the clarity of recommendations on the Whole School Evaluation report**



#### **4.3.3.1.15. District Support Services (DSS) involvement in the Development of School Improvement Plan (SIP)**

Information by educators from sampled evaluated schools, who took part in this study, as to whether the District Support Services was involved in the

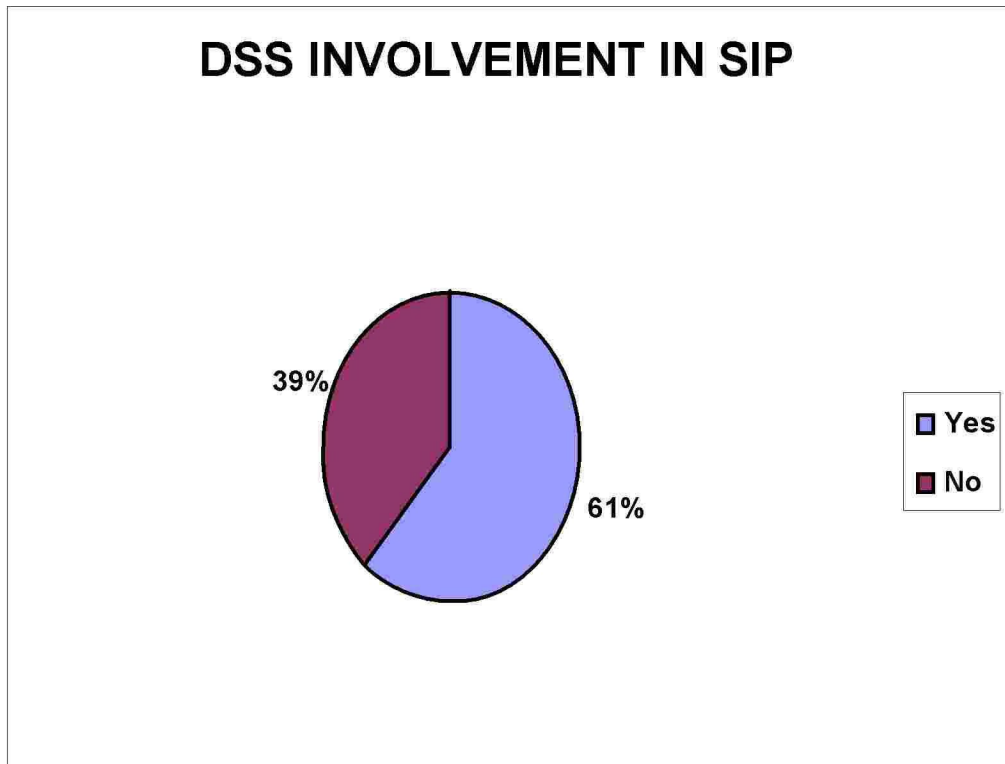
development of their School Improvement Plan is reflected on table 4.31 and figure 4.28 on page 151.

**Table 4.31: Response of educators on the involvement of the District Support Services in the development of School Improvement Plan (SIP)**

<b>Q15 DSS INVOLVEMENT IN SIP</b>	<b>FREQUENCY</b>	<b>%</b>
Yes	49	61.3
No	31	38.8

In response to item 15 which required information on the District Support Services (DSS) involvement in formulating the School Improvement Plan (SIP), information on table 4.31 and figure 4.28 suggest that 49 (61,3%) of the respondents agreed that DSS was involved when 31 (38,8%) indicated that the DSS was not involved in the formulation of SIP at their schools. It is evident from these results that more DSS involvement in giving support and assisting schools in the development of their improvement plans after WSE is necessary. The National Policy for WSE (2001:20) clearly states that the DSS is responsible to monitor and support schools to raise standards and also provide support, advice and guidance to schools regarding the implementation of recommendations of WSE reports (2.4.1.5.).

**Figure 4.28: Response of educators on the involvement of the District Support Services in the development of School Improvement Plan (SIP)**



**4.3.3.1.16. Visit by the Whole School Evaluation unit after evaluation**

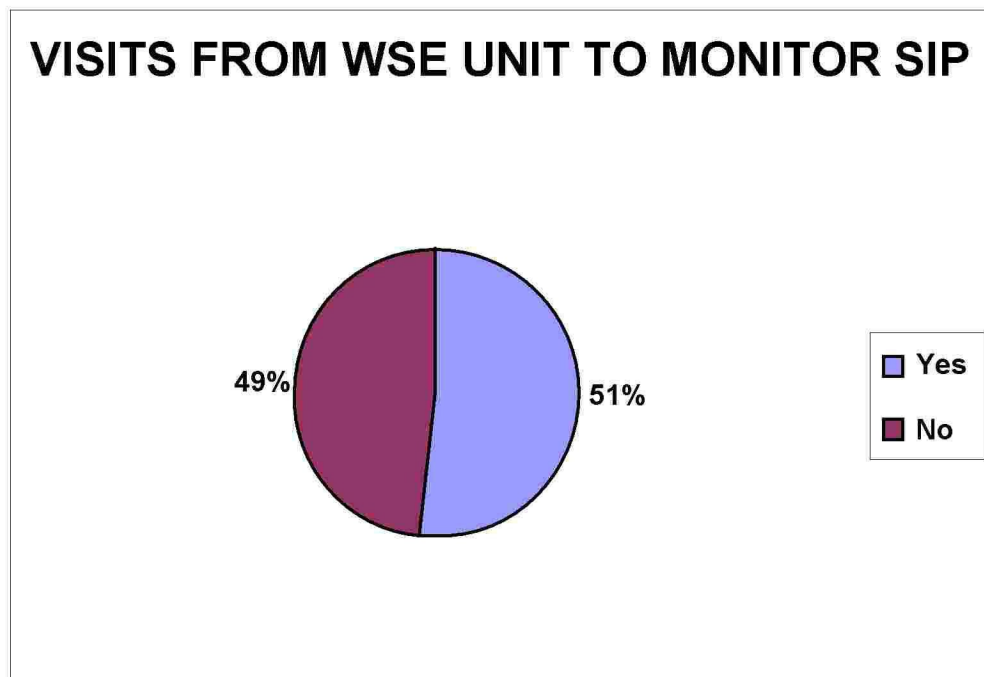
Information by educators from sampled evaluated schools, who took part in this study, as to whether there has been any visit from the Whole School Evaluation unit after evaluation to monitor the WSE activities within the schools is reflected on table 4.32 and figure 4.29 in the next page.

**Table 4.32: Response of educators on a visit by the Whole School Evaluation unit after evaluation**

Q16 VISIT FROM WSE UNIT TO MONITOR SIP	FREQUENCY	%
Yes	41	51.3
No	39	48.8

Item 16 required educators to indicate whether there has been any visit from the WSE unit after evaluation to monitor the WSE activities within the schools. As reflected on table 4.32 and figure 4.29; 41 (51, 3%) respondents indicated that there was a visit and monitoring of WSE activities within their schools by the WSE unit when 39 (48, 8%) of the respondents indicated that there was no such a visit and monitoring at their school after evaluation.

**Figure 4.29: Response of educators on a visit by the Whole School Evaluation unit after evaluation**



#### 4.3.4. Open ended questions

Item 17 requested information on the challenges faced by educators regarding School Self Evaluation (SSE). The picture that is depicted by the responses made by educators involved in this study on challenges they faced regarding the SSE revealed that, at that stage, most educators were not involved in the SSE process by their schools. It is therefore apparent that principals tend to engage mainly the school management team in the process rather than other educators, hence ignorance on the part of most educators about this process.

In response to, item 18, which read: Did you experience any challenges in interpreting your School Self Evaluation (SSE) compared to the WSE report?

Most educators indicated that that had challenges because they were confused as some had indicated that they were not involved in the SSE and that there is no point in doing SSE, if there are no follow-up discussions and no follow-up actions. Some also indicated that, without follow-up, the evaluation process is a complete waste of time. The following are some of the responses from educators regarding this question quoted from what they wrote in response to item 18 on the questionnaires:

- *Yes, I was just confused.*
- *Yes, no reasons or explanation given for implementing this SSE.*
- *Yes, even though I worked according to WSE findings.*
- *I experienced challenges because I was confused not knowing what exactly was expected from everyone.*
- *I have complete lack of understanding of this process.*
- *People at my school are not taking recommendations serious enough*
- *I was not involved in SSE.*
- *There is no point in doing SSE, if there are no follow-up discussions and no follow-up actions. Without follow-up, it is a complete waste of time to engage in this evaluation process.*

- *Most of us were not involved at that time. Management was basically doing SSE.*
- *SSE is a burden more than a benefit, I would say. I have to spend a lot of time on doing the complicated questionnaires. But these are not much relevant to my own teaching. It appears to me that SSE findings mainly benefit the school management team, rather than the educators, to make school plans and policies. Even if problems are revealed from the questionnaires, I will not be involved. It is just the business of the key implementers. I don't know clearly how the revealed problems are followed.*

In the light of the above responses, it is evident that the educator's sense of ownership on SSE is weak. On the contrary, they even developed negative feelings towards SSE, particularly when they could not see the benefits of SSE on their own teaching and their own professional development. It can be concluded that neither proper managerial guidance nor supportive administrative intervention had been provided to create opportunities for them to learn together from the School Self Evaluation. The process is done just for the sake of doing it and because the WSE teams will expect schools they evaluate to have gone through the process.

The researcher is of an opinion that all stakeholders should be made aware of their roles and responsibilities with regard to WSE accordingly so as to enable them to function appropriately in the process. This will in turn eliminate uncertainties as to what role to play in the process by the relevant role players as it was the case with most educators used in this sample. It is recommended that the SSE questionnaire should also accommodate inputs from learners.

Item 19 read, in what ways was the District Support Services (DSS) involved in the development of your School Improvement Plan? Majority of the respondents indicated that the DSS was not involved in the development of SIP at their

schools. The following are some of the written responses made by educators on the questionnaires they completed:

- *DSS was not involved.*
- *An official from the District office came to do monitoring of physical facilities, in particular, learners toilets.*
- *I know very little about that.*
- *If the DSS was involved at our schools, we could have playgrounds by now.*
- *Nothing of such happened.*
- *There was no DSS involvement.*
- *I have never heard of their visit to our school ever since our school was evaluated.*

The picture depicted in response to this question revealed that the DSS was not involved in the development of SIP's at the evaluated schools as per the requirement of the WSE policy. The DSS has the responsibility of giving such support (2.4.1.5.).

With regard to item 20 which read: How long after evaluation was your school monitored by the WSE unit? There was a mixture of response, most of the respondents indicated that they are not aware of any visit by the WSE unit since evaluations were done at their schools, whereas a few educators indicated that such visits were made one week to two years after WSE. The following are some of the responses they wrote:

- *I have never seen such people ever again.*
- *Not aware of any monitoring.*
- *I am not sure whether they came or not.*
- *Until now, there was no such monitoring.*
- *Five months.*

- *Six months.*
- *I don't remember of any such visit. The WSE findings did reveal lots of problems. However, it is meaningless to identify the problems, if the school did not follow up appropriately and get the necessary support and guidance from the WSE section and district officials. Then, what is the point of knowing this without proper actions?*
- *But with no follow-ups, I forgot the findings. Then, how come would there be improvement?*

The picture that is depicted by these results clearly shows that majority of educators of schools used in this sample are not aware of any follow up visit to their schools by the WSE unit after evaluation, not to mention that such a visit is necessary. Some in turn gave a guess as to follow up visits by WSE teams, it is unlikely that the WSE teams can stay away from evaluated schools and only make a follow up visit for monitoring purposes five or six months later. The researcher is of an opinion that schools have to be given the necessary support and guidance not only for purposes of improvement but for quality enhancement as well.

Item 21 was based on general remarks and comments by participants. The following are some general comments and remarks that were written on questionnaires completed by educators of schools evaluated by WSE teams used for purposes of this study:

- *As principals, we do not get enough time to train staff and other stakeholders at our respective schools about WSE due to time constraints, particularly the time we get trained and the actual visit by the WSE teams, we therefore, tend to give a little bit of explanation here and there.*
- *Some of us come back from training not very clear about the whole process hence it becomes difficult to pass on appropriate message to educators at schools.*

- *As educators we were not adequately prepared for evaluation as a result are nervous about being evaluated by team members from department of education.*
- *WSE supervisors do not evaluate all learning areas and all educators at the school. Evaluation of learning areas selectively does not necessarily give a true picture of the actual performance of the school particularly regarding the area for evaluation: quality of teaching and learning because different learning areas are taught differently.*
- *As educators we were actually not trained, what happened is that we were informed by our principal that WSE team will be coming to conduct evaluation at our school. We were also made aware of what was expected of us.*
- *After they discovered problems or mistakes they did not come back and assist or come up with the solution to the problems they have discovered. So I don't understand their real aim.*
- *Educators must be continuously supported especially with adapting to new teaching and learning strategies as well as their professional development that is why I wish that the WSE team can visit our school often.*
- *The process brought positive results.*
- *It is a good process but needs follow up for development, not for an inspection*
- *Some of their recommendations are difficult to achieve. WSE did not help us on those things.*
- *I wish WSE was a continuous process so that I could be well developed.*
- *Not all learning areas were evaluated and some of us did not benefit anything*
- *We learnt a lot during WSE.*

From the general comments made by participants, it is evident that although workshops on WSE were held for principals, to discuss the process, participants generally found that time was inadequate to enable them to learn as much as they had to regarding the WSE process and that more follow-up sessions and discussions were necessary. These findings in a way also suggest that

principals are not adequately prepared and regarding the role they have to play in Whole School Evaluation and were expected to assume major responsibilities without being suitably equipped or trained to handle them. A need to sample all learning areas offered at a school for purposes of evaluating the quality of learning and teaching was also highlighted.

#### **4.4. A COMPARISON OF FINDINGS BETWEEN EDUCATORS AND WSE SUPERVISORS IN RELATION TO DEMOGRAPHIC DATA**

Although this was not part of the research objectives of this study, a comparison of educator and WSE supervisor's responses regarding six variables was made as follows:

##### **4.4.1. Variable 1: Qualifications**

A comparison of educational qualifications of Whole School Evaluation supervisors and educators used in this study is summarised below on table 4.5.1.

**Table 4.5.1: A comparison of educational qualifications of Whole School Evaluation supervisors and educators used in this study**

<b>VARIABLE</b>	<b>SUPERVISORS</b>		<b>EDUCATORS</b>	
	<b>FREQ</b>	<b>%</b>	<b>FREQ</b>	<b>%</b>
Diploma	1	5.6	44	55.0
Degree	6	33.3	20	25.0
Honours	7	38.9	15	18.8
Masters	4	22.2	1	1.3
Doctorate	0	0.0	0	0.0

From table 4.5.1, none of the WSE supervisors nor the educators hold a doctoral degree, 13 (61.1%) of WSE supervisors hold post graduate qualifications as compared to 16 (20.1%) of educators sampled in this study, 6 (33.3%) of WSE supervisors hold a bachelors degree compared to 20 (25%) educators who also hold a bachelors degree and 1 (5.6%) hold a diploma whereas 44 (55%) educators also hold diplomas. It is therefore evident from these results that WSE supervisors are better or more qualified as compared to educators of schools sampled in this study.

#### 4.4.2. Variable 2: Teaching experience

A comparison of teaching experience of Whole School Evaluation supervisors and educators used in this study is summarised below on table 4.5.2.

**Table 4.5.2: A comparison of teaching experience of Whole School Evaluation supervisors and educators of schools used in this study**

VARIABLE	SUPERVISORS		EDUCATORS	
	FREQ	%	FREQ	%
Q2 TEACHING EXPERIENCE				
Foundation Phase	2	11.1	39	48.8
GET Phase	3	16.7	41	51.3
FET Phase	11	61.1	0	0.0
College / Tertiary	1	5.6	0	0.0

Table 4.5.2 above shows that none of the educators at schools used for this study has Further Education and Training (FET) or college teaching experience whereas 12 (66, 7%) of WSE supervisors have FET and college experience. 41 (51.3%) educators indicated that they are experienced to teach at General

Education and Training (GET) compared to 3 (16.7%) of WSE supervisors with similar teaching experience. 39 (48.8%) of educators have Foundation phase teaching experience as compared to 2 (11,1%) of WSE supervisors who also have teaching experience at that phase. Taking into consideration that both the Foundation and GET phases are offered at Primary schools, it is evident that 80 (100%) of educators at schools used for this study have mainly primary school teaching experience as compared to 5 (27.8%) of WSE who have similar experience. The researcher is rather concerned that there are many primary schools in the Free State province as compared to secondary schools and it seems very few WSE supervisors are experienced in that regard. Perhaps consideration should be made by the Quality Assurance directorate to increase on the number of supervisors responsible for the foundation phase.

#### **4.4.3. Variable 3: Subject specialisation**

A comparison of subject specialization of Whole School Evaluation supervisors and educators used in this study is summarised below on table 4.5.3.

**Table 4.5.3: A comparison of subject specialization of WSE supervisors and educators of schools used in this study**

<b>VARIABLE</b>	<b>SUPERVISORS</b>		<b>EDUCATORS</b>	
	<b>FREQ</b>	<b>%</b>	<b>FREQ</b>	<b>%</b>
<b>Q3 SUBJECT SPECIALISATION</b>				
Life Science	0	0.0	16	20.0
Physical Science	3	16.7	10	12.5
Economic and Management Sciences	2	11.1	13	16.3
Languages	8	44.4	23	28.8
Mathematics	5	27.8	18	22.5

The picture that is depicted by the results on table 4.5.3 shows that there are no WSE supervisors who specialised in the life sciences as compared to 16 (20%) of the educators at schools used in the study who have specialized in the life sciences. 3 (16,7%) WSE supervisors specialised in physical sciences when 10 (12, 5%) of the educators at these schools also specialised in physical sciences, 2 (11.1%) WSE supervisors specialised in EMS when 13 (16, 3%), majority of WSE supervisors, that is, 8 (44, 4%) specialized in languages as compared to 23 (28, 8%) educators who specialized in languages, 5 (27, 8%) WSE supervisors specialized in mathematics and 18 (22, 5 %) educators also specialized in mathematics. The researcher, considering results as reflected on table 4.5.3 is of an opinion that there is a fair distribution of learning area specialization amongst educators in schools used for this study as compared to supervisors in the WSE unit. The WSE unit should therefore consider balancing this distribution of learning area (subject) speciality by employing supervisors who have specialized in learning areas such as life sciences, mathematics, EMS and physical sciences.

#### **4.4.4. Variable 4: Managerial experience**

A comparison of the management experience of Whole School Evaluation supervisors and educators used in this study ranging from below 5 years to greater than 15 years is summarised on table 4.5.4.

**Table 4.5.4: A comparison of managerial experience of WSE supervisors and educators of schools used in this study**

VARIABLE	SUPERVISORS		EDUCATORS	
	FREQ	%	FREQ	%
Q4 MANAGERIAL EXPERIENCE				
Less than 5 years	5	27.8	14	17.5
5 to 10 years	7	38.9	6	7.5
10 to 15 years	1	5.6	20	25.0
Greater than 15	5	27.8	40	50.0

From information on the table 4.5.4 above, 14 (17, 5%) of the educators in this study have less than five years managerial experience compared to 5 (27, 8%) WSE supervisors, 6 (7, 5%) have five to ten years managerial experience compared to 7 (38, 9%) WSE supervisors 20 (25%) of educators have ten to fifteen years managerial experience compared to 1 (5, 6%) of the WSE supervisors who has ten to fifteen years managerial experience. 40 (50%) of educators at the schools used in this study have more than fifteen years managerial experience as compared to 5 (27, 8%) of WSE supervisors who have the same managerial experience. It is interesting to note that quite a sizeable number of respondents have more than ten year's managerial experience.

#### **4.4.5. Variable 5: Age**

A comparison of the responses according to age of Whole School Evaluation supervisors and educators used in this study ranging from below 30 year and above 30 years is summarised on table 4.5.5 On page 163.

**Table 4.5.5: A comparison of responses according to age**

VARIABLE	SUPERVISORS		EDUCATORS	
	FREQ	%	FREQ	%
Q5 AGE				
Under 30 years	0	0.0	4	5.0
Above 30 Years	18	100.0	76	95.0

The results on table 4.5.5 above show that 18 (100%) of the WSE supervisors are above 30 years of age and 76 (95%) of educators who participated in this study are also above 30 years of age. Only 4 (5%) of the educators are below 30 years of age. The researcher, taking into account these results is of an opinion that all respondents used in this study are matured in terms of age.

#### **4.4.6. Variable 6: Gender**

A comparison of the gender of Whole School Evaluation supervisors and educators used in this study is summarised on table 4.5.6 below.

**Table 4.5.6: A comparison of responses according to gender**

VARIABLE	SUPERVISORS		EDUCATORS	
	FREQ	%	FREQ	%
Q6 GENDER				
Male	10	55.6	28	35.0
Female	8	44.4	52	65.0

From the table 4.5.6 above, there are more female educators, that is, 52 (65%) compared to 28 (35%) male educators at schools that were sampled for purposes of this study. The picture is however different compared in the WSE

unit where 8 (44%) females and 10 (55, 6%) males participated in this study. This is usually common in most primary schools where one finds female educators in majority.

#### **4.5. INTERVIEW WITH CHIEF EDUCATION SPECIALIST: WHOLE SCHOOL EVALUATION AND THE DIRECTOR: QUALITY ASSURANCE**

The researcher sought permission from the Director: Quality Assurance and prior to interviews with both the director and the Chief Education Specialist: WSE (CES: WSE). Although the director and CES: WSE were asked the same questions, their interviews were held separately on different dates.

In response to the question 1, that is, are you trained and accredited in Whole School Evaluation? It was evident from their responses that the CES: WSE was trained and accredited in WSE whereas the director, even though conversant with WSE, was not trained and accredited in WSE.

Question 2 required information on their professional and academic qualifications. The CES: WSE hold an honours degree in education and the Director Quality Assurance holds Master of Business Administration degree & a Further Diploma in Educational Management. Taking this information into consideration, the researcher is of an opinion that both the Director: Quality Assurance and the CES: WSE are suitably qualified for their positions.

When asked about their experience in management, it was evident that the CES: WSE has 20 years of such experience and the director has 22 years management experience in education. From the information gathered with regard to management experience and qualifications, the researcher is of an opinion that both the director and CES: WSE are suitably experienced for the work they are doing.

Question 4 required information regarding the number of WSE supervisors responsible for school audits within the province. In response to this question, both the CES: WSE and the director revealed that there were 23 supervisors who are permanently appointed and responsible for doing school audits in the whole province.

In response to question 5 on the number of schools in the province, the director and indicated that:

*'There are 1800 schools out of which 1599 are public schools'.*

This information was confirmed by the CES: WSE when interviewed. When working out a ratio of the number of schools in the province versus the number of WSE supervisors in the province, the ratio is 78, 23: 1. Taking this information into consideration, the researcher is of an opinion that expecting WSE supervisors to perform their duties as per the requirements of the WSE policy, inter alia, evaluation of every school within a five year cycle is practically impossible given the prevailing circumstances and the ratio of one supervisor per 78,23 schools in the Free State Province.

Question 6 required information on the number of schools evaluated annually by the WSE teams. Both the director and CES: WSE's response was:

*'46 schools are evaluated annually'.*

The policy prescribes that each school should be evaluated on a five year cycle. Taking into consideration the number of schools in the province and the number of WSE supervisors, it is practically impossible to adhere to the policy in this regard.

Question 7 was about the number of schools evaluated since WSE was implemented to date. In response to this question, both the director and CES: WSE indicated that 322 schools have been evaluated since 2003 to date. This response clearly indicates that to date, not even half the schools in the province have been evaluated and how impractical it would be for the 23 WSE supervisors to perform their task in relation to the expectations of each school being evaluated in a five year cycle.

In response the question 8 which was on how WSE written reports were disseminated to schools after schools were evaluated, both the Director: Quality Assurance and the CES: WSE indicated that reports are disseminated to schools by team leaders. Team leaders drive to the said schools and deliver these reports personally.

When asked whether there were systems in place within the WSE unit for quality assurance of reports before they are sent to schools, the Director: Quality Assurance indicated that:

*'One of the 23 supervisors is also managing the process of proof reading of reports assisted by supervisors whose specialty is English'.*

The statement was confirmed by the CES: WSE when interviewed. It however came to the attention of the researcher that this task is assigned to supervisors who still have to evaluate schools. In other words, proof reading is done in-between evaluations. There are no specific persons who take charge of this process on a full time basis.

Question 10 required information regarding support given to WSE supervisors in terms of report-writing in-between evaluations. Both the Director: Quality Assurance and the CES: WSE in their separate interviews indicated that there is

no support given to WSE teams in-between evaluations. The director further went on to say:

*'Support is given once a year in the form of a workshop where supervisors share experiences and challenge'.*

There was also an indication that the director reports on Whole School Evaluation at every senior management meeting.

Question 11, How do you ensure that schools get support from DSS? In response to this question the respondents indicated that WSE reports are disseminated to senior managers (particularly District Directors) on a monthly basis and annual reports are compiled. The researcher is of an opinion that even though reports are disseminated to District Directors, the WSE unit should make a follow up to ensure that stakeholders at district level carry out their responsibilities regarding WSE accordingly.

Question 12 required information regarding staff development within the WSE unit. Both respondents revealed that:

*'The directorate has a skills development budget and supervisors are developed'.*

Question 13 Are all supervisors trained and accredited as per the requirement in the policy? Both the respondents (the Director: Quality Assurance and the CES: WSE) revealed that not all supervisors are trained and accredited in WSE. The director further indicated that:

*'All newly appointed supervisors are mentored by the old ones'.*

The researcher, taking into consideration this information, is of an opinion that although it is good to mentor and coach the new incumbents, it is also important

that all WSE supervisors be trained and accredited accordingly as per the requirements of the WSE policy.

Question 14 Are there any future plans for your directorate? The respondents revealed that policy on WSE is being reviewed nationally at present. The director also raised a concern that:

*'WSE Supervisors spend too much time in schools and reports they write end up not being relevant by the time stakeholders received them. Perhaps allocating fewer schools to teams might work.'*

The researcher is in full support of the director's idea of reducing the number of schools that WSE supervisors evaluate so as not to compromise quality.

#### **4.6. INTERVIEWS WITH PARENTS (SGB)**

The researcher sought permission from the principals of schools used in this study to interview at least one parent per school. Interviews were held individually with selected parents at the dates and times agreed upon with the researcher. The respondents were assured confidentiality.

Question 1 required information on their awareness regarding WSE.

The following are the responses given by the respondents:

- Parent A: *'tjhee nkeke kare ke tseba hantle hore hono ho bolela eng'*  
Meaning, I cannot claim to know the exact meaning of WSE
- Parent B: *'I am not sure what that means'*

- Parent C: *'ho hang ha ke tsebe letho ka moelelo wa seo .Na ekaba e bolela eng?'* Meaning, I do not know anything about the meaning of WSE. What does that mean?'
- Parent D: *'No, I don't know anything about Whole School Evaluation '*
- Parent E: *'I am not very certain, but I can say I have little understanding about the whole process, I think it is some sort of inspection'*
- Parent F: *'I read about it on the newspapers'*

From the responses above, it is very evident that most of these parents were not aware of what WSE is all about.

Question 2 read, Are you aware that your school was evaluated by the WSE team?

The following are the responses given by the respondents:

- Parent A: *'Re fumane mangolo ho tswa sekolong le ha feela ho ne ho sa hlaka hantle hore baeti bana ba tluile ka dife'*. Meaning, we received letters from school although the information as to why the WSE team is visiting our school was not very clear to us.
- Parent B: *'Yes. the principal sent us letters , I was scared at first because I did not fully understand what these people were coming for'*
- Parent C: *'Re ile re fumana mangolo ho tswa ho modula setulo wa komiti ya rona ya batswadi hore mosuwe hlooho a rata ho re bona. re phallela teng. ebe ke moo re ileng ra tsebiswa teng ka baeti ba neng ba tlile ho etela sejkolo sa rona ho tswa lefapheng la thuto Bloemfontein'*. Meaning, we got letters from the chairperson of the School Governing Body informing us that

the principal would like to meet us. We were then informed about the visit to our school by the visitors (WSE team) from the Department of Education, Bloemfontein.

- Parent D: *'Re fumane mangolo ho tswa sekolong le ha feela ho ne ho sa hlaka hantle hore baeti bana ba tluile ka dife'*. Meaning, we received letters from school although the information as to why the WSE team is visiting our school was not very clear to us. '
- Parent E: *'I got a letter from the school informing me that there will be people visiting our school from Head Office of the Department of Education but I don't know why they were coming'*
- Parent F: *'Yes, the principal informed us that our school is going to have visitors from the Department of Education, Head office and requested us to come help clean the school and to cook for the visitors'*.

From the above responses, it is very evident that the respondents were aware of the WSE team visit, however, as for why the visit, they seemed to be unsure of the purpose.

Question 3: Were you given feedback after the school was evaluated (both oral and written reports)

The following are the responses given by the respondents:

- Parent B: *'We were called to school where our visitors told us about their findings'*
- Parent C: *' Re ile ra bitsetswa kopanong morao hoba baeti ba tsamaye ho tla re tsebisa hore ho etsahetse eng'*. Meaning: we were invited to a meeting at

the school after the departure of the visitors to be informed about the findings.

- Parent A: *'Ke fumane lengolo hotswa sekolong leo ho lona reneng re tsibiswa ka ditaba tsa baeti ba lephapha la thuto hore ba nahana eng ka sekolo sa rona.'* Meaning: I received a letter from the school wherein there was notified about what visitors from the department of education thought about our school.
- Parent F: *'I received a circular that was sent to us by the school with information about the Whole School team from Head Office who visited our school'*
- Parent E: *'After the people from the Head Office of the Department of Education had left, our school arranged a parents meeting where we were informed about the report from the Departmental officials who visited our school '*
- Parent D: *'We got letters from the school to inform us about what happened when the visitors from the Department of Education were at our school'*

From the above responses, it is evident that all parents interviewed were given feedback after the school was evaluated although it was not feedback given directly by the Whole School Evaluation team.

Question 4 required information as to the participant's awareness of recommendations on the WSE report that needed their intervention. The respondents indicated that:

- Parent A: *'Tjhee mme, ha re a bolellwa letho le jwalo mabapi le tlhokeho ya rona dipolaneng tsa sekolo ka mora hoba baeti ba tsamaye '*, Meaning: no

lady, we were told nothing of such regarding our involvement in the school plans.

- Parent B: *'I am not sure; a few people attended the meeting where the report was discussed'*.
- Parent E: *'The school informed us regarding what we are supposed to do. For example, developing a clear policy on how our school hall can be used by the community.'*
- Parent C: *'Wa tseba ha ke hopole hantle mme'*, Meaning: I cannot remember well lady.
- Parent D: *'All I can remember is that we were only told what is it that is going to happen at the school from then onwards'*
- Parent F: *'I am not aware of such recommendations'*

Taking into consideration the above information, the researcher is of an opinion that even though the parents were notified about WSE, their role in the process was not clearly spelt out, hence they could not identify with any recommendations on their school's WSE reports. The researcher is of an opinion that knowledge of the rights, roles and duties of parents could help prevent and eliminate misunderstanding and tension regarding the happenings at a school, and is also of the belief that, for a school to be able to achieve the desired results, 'quality should be the normal way in which people interact' (Arcaro, 1995:163). Effective and efficient communication channels should exist between the school and the parents.

Question 5 required information as to whether the respondents were involved in the development of SIP. The respondents indicated that:

- Parent A: *'Wa tseba ke eng mme, ha re a tsebiswa ka tlhokeho ya rona mabapi le Seo. Le ha hole jwalo ke ikemiseditse ho tshehetsa sekolo sa rona ka moo nka kgonang ka teng molemong wa bana ba rona.'* Meaning: You know what lady; we were not informed about our involvement with regard to the SIP. However, I am prepared to support our school as much as I possibly can for the benefit of our children.
- Parent B: *'I was not involved; all I can remember is that we were just given feedback about the plan of action henceforth, developed by the principal and staff. The School Governing Body was not really involved in the development of that plan; however it seemed a workable plan.'*
- Parent D: *'No, not as far as I can remember.'*
- Parent C: *'Na nka botsa potso? SIP e bolela eng?'* Meaning: May I ask a question? What is the meaning of SIP?
- Parent E: *'We were informed about the suggestions proposed by the team that inspected our school which may involve us, the School Governing Body so that we can help the teachers in the development of an improvement plan.'*
- Parent F: *'I do not know anything about SIP.'*

The responses of parents to question 5 raise concern particularly regarding the respondents lack of awareness of the role they have to play in WSE; however, the respondents seem to be supportive of their school's initiatives. It is therefore upon the school authorities to take advantage of the parent willingness to support their schools to engage them fully in the governance of the school where their services are required.

Question 6 required information as to whether there were any noticeable results after WSE at the schools sampled. The following are the responses from parents used in this study for the said question:

- Parent B: *'Yes, there has been a noticeable change with regard to the commitment of educators towards their work and this could be seen in the homework they give our children as well. The work has improved.'*
- Parent D: *'Our children are now engaged in sport, something that was not happening before the visitors from the department of education came to our school'.*
- Parent A: *'Sekolo se qadile hore tsebisa ka moo bana ba rona ba sebetsang ka teng kotara engwe le engwe ebile mathata ao re nang le ona ka bana a fokotsehile haholo'*, Meaning: Our school keeps us informed about our children's progress every quarter and problems we had regarding our children are not as severe as they were before.
- Parent E: *'There exists a positive climate at our school since the WSE visit'*.
- Parent C: *'Sekolo sa rona se dula se hlwekile e sale baeti ba lefapha la thuto ba re etela ho fihlela ha jwale'*. Meaning: our school is always clean ever since a visit by the Department of Education officials.
- Parent F: *'To be honest, things have been improving at our school since the visit by the department officials. Teachers are trying their best to teach our children. Our children also get a lot of homework'*.

It is encouraging to note that all respondents have ably expressed the positive impact WSE has had at their respective schools. It is therefore evident from the responses that, even though the respondents lack clarity on what their roles and

responsibilities in the process are, WSE has brought about a difference at their schools.

Question 7 required general comments and future suggestions. In response to this question the participants indicated that:

- Parent A: *'Re kopa hlakisetso e hlwahlwa ya hore baeti bana ke bo mang le hore ba ne ba tlile mabapi le eng, e seng feela hore re tlo thusa ka hlophisetso ya leeto la bona ka ho hlwekisa sekolo le ho ba phehela feela '*,  
Meaning: We need clarity on who the visitors we had are and about the whole WSE process so as to be able to prepare adequately for their visit and not only to clean the school and cook for them.
- Parent C: *'Ho a bonahala hore e hlile baeti ene ese ba matitjhere fela etswe ene ele ba rona batswadi hape, feela ha re a tloha re tsebile hantle hore lebaka la leeto la bona ke eng le hore ho lebelletswe eng ho rona batswadi'*.  
Meaning: it is evident that the WSE teams were not visitors for educators only, but they were also our visitors as parents, however, we were not well informed as to why are the visitors coming to our school and what is expected of us as parents with regard to their visit.
- Parent B: *'We need regular visits like these because they bring about positive changes in our school. There was order in our school during that period of visit and our school was very clean then'*.
- Parent D: *'I think we need regular visits by such visitors so that they can advice and motivate the principal and the educators to work better'*.
- Parent E: *'Everything seems ok at the school when such visits are done. We need more visits like these.'*

- Parent F: *'Our school needs to be visited again by the Whole School team so that they can monitor progress done with regard to the improvement plan we developed so that we know if we are doing well'. This parent further explained that: 'There is no point in our school being evaluated by such teams if there are no discussions between ourselves and the teachers after such visits. Personally speaking, I found I have learnt much from these visitors from the department of education. However, the discussions that we held with teachers at our school were in some instances totally meaningless because without any guidance from the district office and clear goals and directions we were lost. We found that at times, discussions were just to fulfil the bureaucratic requirement. Unless there are appropriate follow up visits by these departmental officials, I don't think their recommendations would be of value to us as a school'.*

All the respondents interviewed seemed positive about the WSE process even though more light on the WSE process and their involvement in the process still has to be shed. It also became evident that there was no appropriate follow up to deal with the problems revealed from the WSE recommendations as explained by some parents.

#### **4.7. INTERVIEWS WITH EDUCATORS**

Telephonic interviews were held with ten educators from sampled primary schools where questionnaires were not administered. Prior arrangements for this were made with relevant principals of schools. Participants used were willing to take part in the study. Their biographical details were taken telephonically and are summarised on table 4.7.1. in the next page.

**Table 4.7.1: Biographical details of educators interviewed**

<b>Educator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Gender</b>	Male	Female	Male	Male	Female	Female	Female	Male	Male	Female
<b>Teaching experience (more than or less than 5 years)</b>	Less than 5 years	More than 5 years	More than 5 years	Less than 5 years	More than 5 years	More than 5 years	Less than 5 years	More than 5 years	Less than 5 years	More than 5 years
<b>Highest qualification</b>	Diploma	Degree	Diploma	Diploma	Diploma	Diploma	Diploma	Diploma	Degree	Hons Degree
<b>Age (above or below 30)</b>	Above 30	Below 30	Above 30	Below 30	Above 30	Above 30	Below 30	Above 30	Below 30	Above 30
<b>Managerial experience</b>	None	None	3 years	None	5 years	None	None	None	2 years	None
<b>Subject specialisation</b>	Languages	Mathematics	Science	Languages	Social Sciences	Languages	Life Orientation	Languages	Languages	Languages

From table 4.7.1, five males and five females were interviewed. Three of the participants have less than five years teaching experience whereas seven have more than five years experience in teaching. Majority of the educators interviewed have teaching experience. Regarding managerial experience, it is evident from the table that seven of the participants have no managerial experience while three others do have it. Three of the participants are below thirty years of age when seven are above thirty years of age. Majority participants interviewed are matured in terms of age.

Regarding qualifications, six of participants hold diplomas in teaching, two have junior degrees and one has an honour degree. Participants interviewed are therefore adequately qualified as educators and for the level where they are presently teaching. When asked about their subject specialisation, six of the participants indicated that they have specialised in languages, one participant specialised in mathematics, one specialised in history and social sciences and one specialised in economic and management sciences.

Below are responses from ten educators from other ten schools respectively which were sampled for purposes of this study. The responses were based on questions as outlined in the interview protocol (see Annexure G). Participants responded as follows:

- **Your school was visited by the provincial team of Whole School Evaluation supervisors. Are you aware of such a visit and do you know what the visit was all about?**

The above question required information from respondents regarding their awareness of the WSE process. The following are their responses to the question:

Educator 1: *'Of cause yes I know about WSE. Our principal informed us about it. He actually went for a course in WSE before the WSE supervisors came to our school. They came to inspect the school'.*

Educator 2: *'Mam I cannot confidently say that I knew exactly what the visit was all about. But I knew that our school was going to be evaluated'.*

Educator 3: *'To be honest, I still am not very clear about this WSE. How I wish we could be trained'.*

Educator 4: *'Hey lady, I have even forgotten about that WSE. I am not so sure that I can explain well to you what the process is about. What I remember is that those people came to check our work'.*

Educator 5: *'It is inspection conducted by people from DoE. They stay at schools for at least a week'.*

Educator 6: *'Mmm WSE is about checking the happenings at school, how the school is run, finances, cleanliness and so on'.*

Educator 7: *'Well, eh WSE is about evaluating everybody at the school, learners, clerks, educators and the School management team also going to do class visits'.*

Educator 8: *'According to my understanding, WSE has to do with finding out whether proper teaching and learning is happening at the schools'.*

Educator 9: *'I really am not sure, but I think it has to do with spot-checking of schools to see if they are doing their work'.*

Educator 10: *'Oh well, it is that thing where WSE supervisors come to visit our schools to check if we are doing our work and also to see if the finances are used properly'.*

As already stated in 2.4.1.5, stakeholders in the WSE process need to have a clear understanding of the process to be able to implement it accordingly and effectively. From the responses above, it is evident that some educators are still not very clear about what WSE is all about. They show a lucid understanding of the process. Some still refer to WSE as inspection. Even though the respondents seem to be aware of WSE, majority are still unable to give a clear explanation of the process.

- **Were you at any stage engaged in the preparation for the visit by means of taking part in the School Self Evaluation (SSE)? Share your experiences.**

When asked about SSE and their involvement in the process, the participants responded as follows:

Educator 1: *'I personally do not know exactly what SSE is all about. I was never involved with SSE'.*

Educator 2: *'I must say I was involved in the process because I was given forms to assist the principal to complete. Some questions on the form were not easy to understand not to mention to answer'.*

Educator 3: *'The principal informed us at a meeting before the supervisors came to our school that there was a form that has to be completed. He indicated that he was also not very clear about how to complete it and will require our assistance in that regard. I was not directly involved in the process other than ensuring that my files are in order'.*

Educator 4: *'Our principal informed us about the visit by WSE team and also distributed a sample of the SSE form for our perusal. I can't say that I was involved in the process. Rather, I would say that I had an idea of what was required in the SSE process from the document circulated by the principal'.*

Educator 5: *'SSE was not actually done before the visit. I only became aware of this process at the end of evaluation because we were required to make inputs to information that was needed by the WSE teams after evaluation. It is only then that I knew that such a process exists'.*

Educator 6: *'Oh yes, I know what SSE is. It is a small evaluation that has to be done by ourselves before the WSE supervisors come to evaluate our school. Our principal gave us forms to fill before the supervisors came to our schools'.*

Educator 7: *'The WSE supervisors talked about this process but did not train us to do the process. I really do not know how and what to do regarding the process'.*

Educator 8: *'SSE is about collaborative work. I enjoy the sharing with the various stakeholders very much. We exchange views with respect to specific problems aroused in the school. Such sharing is most helpful to me! From these I know what the school needs more precisely. Then I know what the school has to do in order to suit for the changing needs of the learners, the parents and the educators.*

Educator 9: *'School self evaluation, in my opinion, serves a purpose to generate data from questionnaires and reveal problems. The next stage is to interpret the data and deal with the problems revealed'.*

Educator 10: *'A lot of the questions from the SSE questionnaires are about learners, school buildings, finance, parents, educators, the principal and even the school workers. All of these had to provide feedback to the principal to be able to complete the SSE form. With that information, I can understand more about my learners, their need sand how the school has to be run'*

It is evident that majority of the educators interviewed were not involved in SSE as it was the case with educators from other sampled schools who completed questionnaires, and that evaluated schools have problems with SSE since the implementers themselves are not clear about their role in the process themselves. To be able to ensure effective and efficient implementation of the WSE process, supervisors need to device means of assisting schools on how to conduct SSE. It is through the process of SSE that the strengths and weaknesses of the school could be identified, providing evidence for school improvement and development

- **Were you and other stakeholders at your school taken aboard the Whole School Evaluation process and how was that done?**

When asked whether they and other stakeholders were taken aboard the WSE process, educators interviewed responded as follows:

Educator 1: *'Since our school is always communicating with different structures, I think the message regarding WSE was well communicated to them in a meeting with the principal. Because there are always changes in our education system, I think the SGB also has to be updated with these changes, provision for training needs to be made'*.

Educator 2: *'Yes, our principal sent out notices to all educators and parents, notifying them about the WSE visit'*.

Educator 3: *'Before the actual evaluation of our school, some WSE supervisors visited our school to hold meetings with stakeholders'.*

Educator 4: *'I have been puzzled since day 1 regarding this WSE process. I therefore can't say I was adequately prepared for the process'.*

Educator 5: *'Truly, I must say yes, we were informed and prepared for the WSE process at our school. Manuals were distributed to us on time. This was done approximately three weeks before the WSE visit'.*

Educator 6: *'I was amongst the educators assigned to assist other educators and the WSE team, providing them with whatever information that was needed from the principal's office. I basically can say I was well prepared for the process'.*

Educator 7: *'I can say, yes, we were informed in a meeting together with the SGB members that our school was going to be evaluated'.*

Educator 8: *'WSE supervisor visited our school to guide us on how the WSE is conducted. This was basically advocacy'.*

Educator 9: *'I knew about the WSE team's visit to our school. As for my role in the process, I was uncertain'.*

Educator 10: *'Very much so. Handouts and letters were distributed to parents and educators so that everyone should know what steps are going to be followed before and during the process of WSE'.*

It is evident from the above information that participants knew about WSE visit at their schools. As for clarity on the whole process, it is evident that they did not know their roles and responsibilities. It is important that all stakeholders in the

WSE process be taken aboard the process to ensure efficient and effective implementation of the process.

- **How long after evaluation did your school receive both an oral and a written report respectively? Were you able to relate it to your School Self Evaluation? Explain.**

When asked whether their schools received both an oral and written report and whether they were able to relate it to the SSE, educators interviewed responded as follows:

Educator 1: *'We received our written report two weeks after the supervisors had left. I am not very clear about SSE'.*

Educator 2: *'Supervisor gave us an oral report before they left and we received the written report a month after evaluation at our school. As for SSE I am not clear what is happening'*

Educator 3: *'After the WSE report, the school was able to have an event calendar. Day to day monitoring of finances and all the other committees which were non-existent operated'.*

Educator 4: *'We were given an oral report before the WSE supervisors left our school. I cannot relate the report to SSE as I was not involved in the process'.*

Educator 5: *'On the very last day of the WSE visit, we were given an oral report. The written one was sent within a month after evaluation. As for SSE I can't say much as I am still learning about it'.*

Educator 6: *'Comparing SSE and reports is a bit awkward for me because I still need clarity with regard to SSE, from what I have heard, it is a positive process'.*

Educator 7: *'If I may indicate, it is important for one to evaluate himself first and then seek assistance if necessary so that you are guided accordingly. Lastly, the department can then evaluate you, and you will therefore be able to make comparisons and do the next SSE better'.*

Educator 8: *'Information given to us orally and in the written report was similar except that the written report was more detailed. Regarding SSE, I can't say much as I am still learning the process'.*

Educator 9: *'We were requested to ensure that our files were up to date whilst the SMT was doing SSE with the principal. I therefore do not know much about the process'.*

Educator 10: *'The schools are still struggling to evaluate themselves, perhaps training on how to interpret guidelines and criteria would be worthwhile. Because of little exposure to SSE at my school I am in a position to compare the reports and the SSE'.*

Since some educators were not involved in the SSE according to responses, it was practically impossible for them to be able to relate SSE to their reports.

- **In what ways was the District Support Services involved in the development of your School Improvement Plan?**

When asked in what ways was the District Support Services involved in the development of your School Improvement Plan? The participants responded as follows:

Educator 1: *'I am not aware of their involvement'.*

Educator 2: *'No'*

Educator 3: *'I am not certain if they were involved'*.

Educator 4: *'A big no, they were not involved in any way'*.

Educator 5: *'Not sure really'*.

Educator 6: *'A gentleman in charge of our school from the department, our School Management and Governance Developer visits our school regularly to assist us with problems. He made sure that we were not taken by surprise when the WSE team came to evaluate our school'*.

Educator 7: *'I do not know'*.

Educator 8: *'You know, I don't even know what the role of the DSS is in the WSE process, so I cannot say whether they are giving us support or not'*.

Educator 9: *'We were informed timorously that our school was to be evaluated and our inspector was very much involved and visible when our school was evaluated'*.

It is clearly stated in the National Policy for WSE (2001:20) that the DSS is responsible to monitor and support schools to raise standards and also provide support, advice and guidance to schools regarding the implementation of recommendations of WSE reports (2.4.1.5.). From the above information, it is clear that most of the participants interviewed are not aware of the DSS in the WSE process to give support to schools. This therefore sanctions training on the part of the stakeholders to ensure effective implementation of the WSE process.

- **Was your school monitored after evaluation? If yes, how long after evaluation was this done and how was it done?**

Educator 1: *'I have never seen the people from WSE since their visit to evaluate our school'.*

Educator 2: *'Yes, our school was monitored three months after evaluation. The WSE member came to the principal's office to complete a form and also look at our SIP'.*

As Educator 3 put it: *'The WSE supervisor visited our school two months after we were evaluated. He brought with him a questionnaire that the principal had to complete and as a Head of Department, the principal requested me to assist him. The questionnaire was indeed well designed. I learnt more about our school. I believe that all of these would be helpful'.*

Educator 4: *'No, there was no follow-up. But with no follow-ups, we easily tend to forget the findings and recommendations of WSE. Then, how come would there be improvement?'*

Educator 5: *'Oh, I don't know anything about the WSE team coming to monitor our school after evaluation'.*

Educator 6: *'Definitely a big no'.*

Educator 7: *'I am not aware of any monitoring by the WSE team after evaluation'.*

Educator 8: *'To be honest, I am not quite sure whether there has been a visit by WSE to monitor or not'.*

Educator 9: *'No, there was no visit to monitor'*.

Educator 10: *'Hey, I really don't know if ever such monitoring did take place'*.

It is evident from the above information that some educators were ignorant of the WSE activities, in particular, post-evaluation activities, hence they could not tell if monitoring was done or not.

- **General comments on the WSE process at your school**

The following are the general comments made by educators who were interviewed regarding the WSE process at their various schools.

Educator 1: *'The school is functioning well since WSE visit. Learners attend school. Educators are preparing for classes'*.

Educator 2: *'It was a worthwhile process. Because there is a difference at our school, enrolment has since started to grow fast, meaning that parents are really impressed about how our school performs'*.

Educator 3: *'I can say since the WSE people came to our school, there is quite a good improvement. Leadership at the school has also improved very much'*.

Educator 4: *'I can say WSE is a good process since it is a yardstick for working towards attaining quality in education, it helps us to measure the standard of teaching in our schools'*.

Educator 5: *'Oh yes, WSE is beneficial as it is in my opinion, the only structure in the department of education that can assess the working conditions of any school'*.

Educator 6: *'The relationship between the SGB and staff at our school has improved since WSE. Parents even volunteer to assist wherever necessary to maintain the physical facilities of our school which did not happen before.'*

Educator 7: *'The WSE process was an eye-opener and the whole personnel was made aware of development. The staff attitude is now very positive.'*

Educator 8: *'Great changes have been brought about by WSE at our school. Our learners are now disciplined and participate in sports for example. Educators are also showing commitment to their work.'*

Educator 9: *'There is a lot of improvement at our school since WSE visit. Our school has put in place systems to ensure that learners are safe and sign boards where we indicate emergency procedures are put up accordingly. There is also a relationship established with the health department, police services and social workers all done in the interest of the welfare of our learners.'*

Educator 10: *'There is a positive atmosphere at our school. Learners are positive, classrooms are organized and there is improved participation in extra-mural activities.'*

It is important to note that since most of the questions were about school policy and the implementation thereof, the interviews might have posed embarrassment to the school authority or at least those involved in SSE and WSE. Therefore, the interviewed educators may have been reserved in expressing their views and given politically correct responses.

#### **4.8. CONCLUSION**

This chapter presented a clear picture of the results of the study as indicated in the questionnaires and semi-structured interviews, that is, the research results

and findings on the implementation of Whole school Evaluation within the sampled evaluated primary schools in Motheo and Xhariep Education Districts as well as other relevant stakeholders in WSE. The study was conducted using a mixed mode approach, semi-structured interviews and a survey was undertaken by the researcher to collect data. The responses given by participants revealed amongst others, that there is a need for stakeholders in the Whole School Evaluation process to be well informed about WSE as well as the role they have to play in the process.

The next chapter will focus on the summary of findings, discussions of the research study as reflected in responses from the Director: Quality Assurance, Chief Education Specialist: WSE, WSE supervisors, educators and parents (school governing bodies) of sampled primary schools regarding the implementation of Whole School Evaluation in the southern Free State. Conclusions based on findings of the study will be drawn and recommendations about the entire study and further research will be presented in this chapter.

## **CHAPTER 5**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. INTRODUCTION**

The previous chapter presented the research results gathered from stakeholders in sampled primary schools, WSE supervisors, the Director: Quality Assurance and the Chief Education Specialist: WSE on the implementation of Whole School Evaluation. This chapter presents a summary of findings, discussions of the research study as reflected in responses from Whole School Supervisors who participated in this study, the Director: Quality Assurance and the Chief Education Specialist: WSE, educators and the school governing bodies of sampled primary schools regarding the implementation of Whole School Evaluation in the southern Free State. An attempt is made to tie together various issues raised in the study with special reference to the objectives of this study. Conclusions based on findings of the study are drawn and recommendations about the entire study, that is, the implementation of Whole School Evaluation and for further research are presented in this chapter.

#### **5.2. SUMMARY**

Chapter 1 dealt with the research premise. It outlined the activities to be engaged in investigating the implementation on Whole School Evaluation in the primary schools within the Southern Free State that is, Motheo and Xhariep Education Districts. An overview and introduction of the study was outlined, the research problem was established as well as the scope and delineation of the study, information with regard to the aims of the study, research methods and design, rationale for the study and definition of terms was provided.

Chapter two focused on the literature study. The literature study was done on Whole School Evaluation in various countries to determine the implementation of thereof. Similarities and differences as compared to the South African context were identified as a means of identifying what works which could be useful when adapted to the South African context. This provided a crucial background to school evaluation and Whole School Evaluation locally and internationally.

Chapter 3 outlined the research methodology that was used to collect data in this study and also focused on the research design which brought clarity on the following aspects of research: population; sample; sampling procedure; research approach; research design; methods and procedures of collecting data and data analysis. For purposes of this study both the qualitative and quantitative methods were found appropriate to explore information on the implementation of WSE in the primary schools within the Motheo and Xhariep Education Districts in the Free State province. Six primary schools were identified (1.11.3.3) three from each Education district respectively.

Chapter 4 presented and described the data generated through the survey and semi-structured interviews conducted with sampled stakeholders in Whole School Evaluation, that is, the Director: Quality Assurance, CES: WSE, WSE supervisors, educators and twelve parent representatives of the School Governing Bodies of sampled schools, two from each school respectively. It analysed the sections dealt with in the questionnaires as well as interviews conducted.

### **5.3. CONCLUSIONS**

- **Purpose of the study**

This ethnographic study was aimed at identifying, investigating and analysing the implementation of WSE in selected primary schools in the southern Free State

with an intention of gathering knowledge that could assist WSE teams to write reports in an appropriate manner through which all schools could benefit. Furthermore, revisiting training of principals by WSE teams to enable the principals to understand and benefit from WSE training in preparation for internal and external evaluation of their schools.

The purpose of the study was achieved because a variety of factors that impact negatively on the implementation of WSE in schools were identified and sufficient knowledge that could assist WSE teams to train principals adequately in preparation for evaluation at their various schools was gathered.

- **Research aims**

This research was also aimed at finding out the extent of involvement of stakeholders in the development of the School Improvement Plan (SIP) and Identifying the problems, if any, that WSE causes for stakeholders and educators initiative specifically relating to teaching and learning in the classroom and also recommend solutions for such inadequacies. It was evident from the results that stakeholder involvement in the development of SIP is very minimal and non-existent in some cases.

- **Research objectives**

The researcher's intention was to investigate the participant's understanding of the WSE process and the interpretation of reports by schools so that if deemed necessary, the researcher could suggest ways of improving on report jargon, specificity and also to unearth the problems which lead to some schools exhibiting no noticeable change even after the introduction of WSE though recommendations for improvement are spelt out in their reports.

From the results of the study, it is evident that the instruments used by WSE supervisors to gather information about schools during evaluations have shortcomings; as a result, this impact negatively in some cases as the information captured on the report may not be explicit. This may make it difficult for some stakeholders to interpret the recommendations on the report out of which they have to formulate their SIP's.

- **Methodology**

In this study, a mixed mode approach was used. A pilot study was also carried out prior to the main study. The purpose of this pilot study was to check whether there were any items where respondents may have difficulty in understanding exactly what the compiler of the questionnaire is seeking to determine and also to gain feedback on how valid the questionnaire items are. Quantitative investigation was done in selected primary schools within the Motheo and Xhariep Education Districts in the Free State Province. Qualitatively, interviews were conducted with relevant stakeholders in the schools sampled. Simple random sampling of schools evaluated was done so as to give each school an equal chance of being selected. Data was gathered by means of questionnaires and interviews with stakeholders in WSE of the selected schools as well as the WSE supervisors, Chief Education Specialist: Whole School Evaluation and the Director: Quality Assurance Directorate, Department of Education, Free State Province.

- **Statement of the problem**

The researcher was of an opinion that schools seem to be unable to comprehend the WSE process, in particular, the process of external evaluation for developmental purposes, and that information provided to principals during WSE training prior to external evaluation of their schools was not very explicit to them because in most cases they are trained as a mixture of farm and public school

principals who have different backgrounds, their schools circumstances, qualifications, experience and understanding is not of the same level. Training offered by WSE teams is more inclined towards public schools and former model C schools. This impact negatively on some principals who in turn leave the training sessions more confused than they were at the beginning of training. As a result principals will be unable to prepare adequately for both internal external evaluations.

Also, the format and jargon of the WSE reports is to an extent a barrier to schools as well as the WSE teams (this was evident in responses as reflected on 4.3.2.1.8) as it does not make it possible for teams to capture their findings in a way that would reflect the situation as is. As a result finalisation of reports is a tedious work for WSE teams. Information on reports is sometimes not very explicit because schools receive reports in which most cases are not very easy to comprehend. Schools together with the DSS struggle to formulate a School Improvement Plan (SIP) as some recommendations are too general and not clear. The criteria and guidelines for Whole School Evaluation pose restrictions as to what supervisors can capture on a report. This in itself translates into a significant shortcoming.

#### **5.4. DISCUSSION OF FINDINGS**

The following research questions as outlined on 1.8 in chapter one, provided guidance to the researcher for this investigation:

##### **5.4.1. Discussion of findings in relation to research questions**

- Are stakeholders informed about WSE and do they know their role in the process as well as their involvement in the formulation and implementation of the School Improvement Plan?

- Is there any follow up or monitoring by the WSE teams after external evaluation?
- Has there been any improvement at these schools after WSE?
- How credible are members of WSE teams in relation to the experience, qualifications, professionalism and expertise?

**5.4.1.1. Are stakeholders informed about WSE and do they know their role in the process as well as their involvement in the formulation and implementation of the School Improvement Plan?**

The responses given by parents of schools used in this study revealed that there is lack clear understanding of what WSE is all about. This was evident in the manner in which they responded to some questions (4.6). This could perhaps be due to the nature of communication between the schools and the parents.

Even though parents indicated that they were uncertain about what WSE is all about, it came out clearly from the parents that WSE makes a difference in a school (4.6).

Educators used in the study also indicated, amongst others, that (4.3.2):

- as principals, we do not get enough time to train staff and other stakeholders at our respective schools about WSE due to time constraints and therefore we tend to give a little bit of explanation here and there ,
- some of us come back from training not very clear about the whole process hence it becomes difficult to pass on appropriate message to educators at schools,
- as educators we were not adequately prepared for evaluation as a result are nervous about being evaluated by team members from department of education ,

- SSE is a burden more than a benefit, I would say. I have to spend a lot of time on doing the complicated questionnaires. But these are not much relevant to my own teaching. It appears to me that SSE findings mainly benefit the school management team, rather than the teachers, to make school plans and policies. Even if problems are revealed from the questionnaires, I will not be involved. It is just the business of the key implementers. I don't know clearly how the revealed problems are followed.

From the above information, it is therefore evident that some educators, principals inclusive, are not very conversant with the Whole School Evaluation process and also indicate that they were not adequately prepared not to mention in crucial phases of the process such as School Self Evaluation (SSE), hence it is perceived as a burden. It should be noted that SSE not just enhances school improvement, but also fosters teachers' development. SSE is thus the evaluative mechanism through which schools can help themselves review the quality of education, improve continuously, and develop themselves into effective schools.

**In the investigation the following challenges were identified:**

- **training of stakeholders**

It was evident in this study that there is a tendency of doing the School Self Evaluation single-handedly amongst principals and School Management Teams since timing of principal training and the actual evaluation at their schools is usually not sufficient to allow principals to take stakeholders accordingly through the whole process also taking into consideration other programmes going on at the school. The cascading of WSE information to schools during pre-evaluation visit by WSE teams and by the principal after training is usually in the form of advocacy. Perhaps this explains why there is lack of clarity of the WSE process on the part of stake holders as it is evident in 4.3.3.1.10 and 4.6.

Clarity on what WSE is all about and the roles that have to be played by various stakeholders in the process will ensure efficient and effective stakeholder involvement. The researcher is of an opinion that the lack of a sharing culture amongst stakeholders within schools inhibits their learning from the WSE, as well as, in particular, professional development of educators.

- **Shortage of Resources within the provincial Whole School Evaluation Unit**

The Provincial WSE unit is faced with a problem of resources. There are presently twenty three (23) WSE supervisors employed to service one thousand eight hundred (1800) schools within the Free State Province. These supervisors are required to evaluate all schools over a five year cycle as prescribed by the WSE policy. This in effect poses a serious problem for the WSE supervisory unit and the Quality Assurance directorate itself. The researcher concurs with De Gauwe (2001:14) in that, 'lack of resources has multiple implications. The number of supervisors has not kept pace with the number of schools and teachers; as a result, the school: supervisor and teacher: supervisor ratios are high. This work load becomes difficult to manage if it is coupled by lack of financial and material resources'. It came out clearly from WSE supervisors who participated in this study that they lack resources such as e-mail facilities, internet and cell phones that are much needed especially when they do field work and would like to communicate with the office on urgent and crucial issues regarding their work (4.3.2.2). WSE supervisors usually make use of their personal cell phones if there need be to communicate urgently with the office, in some cases assistance is also sought from the schools they are visiting to allow them to use the telephone which in the end impacts negatively on the school's budget as they did not cater for such in their budget planning.

The department should provide the teams with the necessary basic requirements to enable them to perform their duty with ease.

Taking into consideration the shortage of manpower in the WSE supervisory unit, WSE supervisors spend days on end away from their families travelling very long distances to reach schools that have to be evaluated to meet the target of evaluating a certain number of schools per annum. This situation in itself may impact negatively not only on their families, but to their safety, health and the quality of work that they have to produce. The department should provide career development incentives as a way of motivating WSE supervisors for the sacrifices and good work they do despite all odds.

#### **5.4.1.2. Is there any follow up or monitoring by the WSE teams after external evaluation?**

To cite a few general remarks made by educators regarding the WSE process (4.3.4), they indicated that:

- after they discovered problems or mistakes they did not come back and assist or come up with the solution to the problems they have discovered. So I don't understand their real aim,
- teachers must be continuously supported,
- it is a good process but needs follow up for development, not for an inspection.

It is therefore evident from the above remarks that there is a dire need for schools to get support after WSE from relevant stakeholders to ensure that post evaluation activities are carried out accordingly. The policy on Whole School Evaluation outlines clearly the roles and responsibilities of various stakeholders in the Whole School Evaluation process.

There is usually one follow up visit to evaluated schools by the WSE unit to complete a monitoring tool developed by the provincial WSE unit (Annexure: G)

and no other visits afterwards to give support where needed. It is evident from the findings that there is lack of close supportive contact between schools and the supervisory unit through school visits seminars etc. The WSE unit usually pays one post evaluation visit through a WSE supervisor assigned to complete a monitoring tool, this visit is not sufficient with regard to giving a school support. Perhaps the WSE unit could work out a strategy such as sending out newsletters etc to schools and other stakeholders regarding WSE to keep them updated with the happenings and developments in WSE in addition to an annual report that stakeholders receive.

#### **5.4.1.3. Has there been any improvement at these schools after WSE?**

As cited on the general comments by educators and parents (4.3.4 and 4.6), there has been a notable improvement particularly in relation to basic functionality at the schools evaluated. Even though parents indicated that they were uncertain about what WSE is all about, it came out clearly from the parents that WSE makes a difference in a school. To quote some parents verbatim regarding improvement at their schools:

- *'Yes, there has been a noticeable change with regard to the commitment of educators towards their work and this was evident in the homework they give our children as well',*
- *our children are now engaged in sports, something that was non-existent before,*
- *'sekolo se qadile hore tsebisa ka moo bana ba rona ba sebetsang ka teng kotara engwe le engwe ebile mathata ao re nang le ona ka bana a fokotsehile'.* Meaning, our school keeps us informed about our children's progress every quarter and problems we had regarding our children are no more,
- *There exists a positive climate at our school since the WSE visit,*

- *'sekolo sa rona se dula se hlwekile e sale baeti ba lefapha ba re etela ho fihlela ha jwale'*. Meaning, our school is always clean ever since a visit by the departmental officials.

The positive impact of WSE is evident in the above responses even though the respondents lack clarity on what their roles and responsibilities in the process are.

#### **5.4.1.4. How credible are members of WSE teams in relation to the experience, qualifications, professionalism and expertise?**

Whole School Evaluation supervisors are guided by a code of conduct as outlined by the Whole School Evaluation Policy Document (2001) (as stipulated on 2.4.1.6) of which they adhere to. With regard to qualifications and experience, it is important to note that the most qualified educators are not necessarily the best educators; there are very knowledgeable and experienced old educators who entered the field long ago when entrance qualifications were low. Table 4.1 revealed that all WSE supervisors are suitably qualified, however, it was noted that there were no suitably qualified WSE supervisors in the Life Sciences (4.3.2.1.3), and WSE supervisors with the Foundation Phase teaching experience were only two (4.3.2.1.2).

The researcher supports De Gauwe (2001:14) in that, WSE supervisors are recruited among subject specialist, not all of them have extensive experience in school management and most are at the same post level as principals, as a result, some principals do not consider supervisors as their superiors and may be hesitant to take their advice. In some cases some principals earn more than some of the WSE supervisors who are theoretically supposed to be their superiors. A similar situation is prevalent in the Free State Province.

#### **5.4.1.4.1. Staffing and multi-tasking of Whole School Evaluation supervisors**

Majority of WSE supervisors raised a concern about engaging in Systemic Evaluation projects at the expense of their own work whereas they are understaffed. It is therefore important to note that staffing problems within the WSE supervisory unit may prohibit effective and efficient functioning of supervisors due to WSE supervisors being multitasked, for example, having to engage in Systemic Evaluation projects as well.

### **5.5. LIMITATIONS OF THIS STUDY**

The Free State Province comprises five Education Districts and focus of this study was mainly on the primary schools evaluated in only two of the five Education Districts in the Free State Province. Although this study seems to provide insight into the implementation of Whole School Evaluation in primary schools in the southern Free State, it is still questionable whether the results of the study can be generalised, or applicable, to other schools because of the small size of the sample in relation to the number of evaluated primary schools within the Free State Province. Therefore, it is advisable to conduct a large-scale survey in all five Education Districts of the Free State Province, which involves a large number of schools of various organisational cultures and various ways to implement Whole School Evaluation.

### **5.6. RECOMMENDATIONS**

In the light of findings of this study it is recommended that:

- More staff be employed in the supervisory unit (as well as to avoid a situation where supervisors might be tempted to speculate the happenings at schools due to constraints of time and pressure to evaluate a large number of schools within a certain timeframe). The Systemic Evaluation

section should also have its own staff to carry out their activities instead of using the WSE supervisors. This will enable WSE supervisors to be more focused on their work which is to evaluate schools, also, to avert the problem of lack of close supportive contact between schools and the supervisory unit through school visits seminars etc. one post evaluation visit to complete a survey form is not enough. Perhaps an increase in the number of WSE supervisors within the province would make this feasible as the present supervisors are overloaded with work.

- Instead of letting supervisors write reports of schools they have evaluated whilst engaging in pre-evaluation activities for the next school to be evaluated, they should be given at least a week in between evaluations to devote to administrative work, report writing and school monitoring and support. This could curb situations where reports may be hurriedly compiled or in some cases be delayed and end up reaching schools long after the period as stipulated on the WSE policy.
- A budget should be set up by the Department of Education to do a full scale review of the implementation of WSE. The system has been in place in this province since 2002. This will enable the Department of Education to improve on the areas for development as they may be stated on the research report.
- The Department of Education should allocate sufficient budget to this directorate towards professional and career development of the WSE supervisors as this directorate impacts directly on improving the functioning of schools.
- The manner in which training on the WSE process is offered to stakeholders be revisited. Training plays a significant role for all role players (WSE supervisors inclusive) in the in Whole School Evaluation

process. The directorate should ensure that newly appointed supervisors are trained and accredited accordingly as per the requirement of the National Policy of WSE (DoE 2001:16). Training offered by the WSE unit on WSE process should not only be confined to principals but to other stakeholders at the school who need to be taken aboard the process so as to awaken their awareness and understanding their role in the process.

It should be noted that lack of knowledge may prohibit participants to function successfully. Stakeholders in WSE should work towards a common goal. According to Arcaro (1995:15), 'the vision provides people with the direction to follow. Once the direction is known, the next step is to remove obstacles and barriers that prevent people from achieving excellence in their performance.'

WSE training, particularly for principals, should be customised to suit the needs of the clients; their contextual factors should also be taken into consideration. In support of this, Thulas Nxesi (General Secretary of South African Democratic Teachers Union) argues that 'a teacher in the rural South Africa can't be seen in the same light as a teacher in an urban area' (City Press, 11 January 2009: 6). Therefore there is a need to revisit the training of principals in preparation of evaluation and report writing by WSE teams, thus enabling schools to make sense of the WSE process as well as suggested recommendations for the schools development and improvement.

The District Support Services need to be fully trained on WSE so as to be in a position to have clearer understanding of their role in the Whole School Evaluation process; to put them in good stead to assist schools as they are well positioned to do so. Ignorance on their part may hinder school development as they will be unable to note any progress taking place within their schools as a result. They will fail to acknowledge improvement and to also guide and support schools accordingly with the development and implementation of their SIP's if there need be. The School Improvement Plan is aimed at indicating strategies to

be used by the school for purposes of development. It is evident in the general comments made by educators used in this sample (4.3.4) that there is a dire need for support from District Support Services.

The provincial WSE unit usually extends an invitation to School Management and Governance Developers (SMDG) or Circuit Managers to attend the training of principals of their respective schools whenever it is conducted. From experience as a former WSE supervisor and a member of the training team, the researcher cites a tendency where due to a lot of responsibilities and commitments of their work, some SMDG's are unable to stay for the duration of the course. It is however suggested that, much as a heterogeneous mixture of participants attending a course is advantageous, it would be proper to train stakeholders within the DSS separately from the principals and not only rely on advocacy for District officials.

As cited by Du Plooy and Westraad (2004:29) 'teacher development needs a team of mentors (who have genuine expertise in school management, subject knowledge and pedagogical knowledge) to work intensively with a small group of committed schools over an extended period of time' this in effect means that stakeholders should not only attend one workshop or advocacy as it is the case presently, but a series of workshops facilitated by competent WSE trainers. As Hargreaves (1995:270) reveals, there is an overwhelming focus of teacher development on the cognitive, managerial and pedagogical dimensions, as an individual. This is because, the traditional perspective of professional development is simply to match individual teachers with opportunities for growth and proficiency, either self-defined or externally determined. But, he claims: 'Focusing solely on technical competence renders professional development a narrow, utilitarian exercise' that does not question the purposes and parameters of what teachers do (Hargreaves,1995:270).

In essence, when stakeholders are not trained and are not aware of the role they should play in the process then recommendations stated by the WSE teams on reports they send to schools evaluated will always remain words in the wind which will frustrate schools and WSE supervisors. If all stakeholders could thoroughly understand the aim of WSE and the roles that they as stakeholders have to play in the process we would see progress and improvement in the quality of education in our schools. WSE unit should also assist schools as much as possible with strategies schools can employ to improve communication with parents because quite often lack of knowledge of what is expected of them poses a serious challenge for educators at the school. More advocacies on Whole School Evaluation, particularly to clarify roles that stakeholders within a school should play are still necessary.

There is a tendency of doing School Self Evaluation single-handedly amongst principals and School Management Teams since timing of principal training and the actual evaluation at their schools is usually not sufficient to allow principals to take stakeholders accordingly through the whole process, also taking into consideration other programmes going on at the school. Self Evaluation that is made, as a result, is a kind of reflective measure, but the data and observations so derived are not strategically used to provide feedback to informing pedagogical consideration or improving on learning and teaching as most of the stakeholders are not involved as such.

Some educators pointed out that the principal had not guided them to work on the revealed problems together. Moreover, they indicated that they were not widely involved in the follow-up discussions. It can be seen that the lack of follow-up discussions further limited the chance of educators in sharing their views on solving problems revealed from the SSE data. The cascading of WSE information to schools during pre-evaluation visit by WSE teams and by the principal after training is usually in the form of advocacy, hence lack of clarity on the part of stake holders as it is evident on 4.3.2 and 4.3.3.

It is recommended that, perhaps the principal and a School Management Team member should attend training conducted by WSE Unit so as to be in a position to remind one another and give support at their various schools. This may minimize the problem as stated indicated by some principals who took part in this study (pages 154-155) that they leave training being not very clear themselves and are expected to cascade training to other stakeholders in WSE at their schools. This created a problem as it is not easy for a manager to own up to his or her subordinates and say he or she did not understand what was entailed in the training or course he or she attended. Hence they mostly resort to doing the SSE single-handedly. The schools could also consider, through collaborative effort of the key players, formulating appropriate measures to further substantiate and refine self-evaluation amidst their undertakings as a tool helping schools to make informed decision in support of school's development, to exercise quality assurance and to develop accountability.

Regarding training of WSE supervisors, there is a dire need for the other WSE supervisors who were not trained and accredited to be taken aboard. All WSE supervisors also need to be well informed regarding the details in training of principals so that they are in a position to give appropriate support where necessary as they monitor evaluated schools after WSE.

- Coordination should exist between the WSE unit, district offices, teacher training institutions, curriculum development section of the provincial department of education and the examination section. Schools need support of stakeholders before and after evaluation. It has come out clearly in this study that there is a need for support to schools particularly by the DSS after schools have been evaluated to assist and guide in the development and implementation of the SIP. Presently follow up visits made by WSE supervisors to schools evaluated tends to serve very little or no purpose at all due to this lack of co-ordination. Schools need support.

- As a means of improving communication and updating stakeholders with the developments within the WSE unit, manuals, newsletters etc on WSE activities could be sent to schools and other stakeholders in addition to an annual report. At school level, strategies that will enable two way communication between parents and the school need to be devised.

## **5.7. CONTRIBUTION TO EXPANSION OF KNOWLEDGE**

Since this study has highlighted the barriers to the implementation of Whole School Evaluation in the Free State Province. It is recommended that further research should focus on:

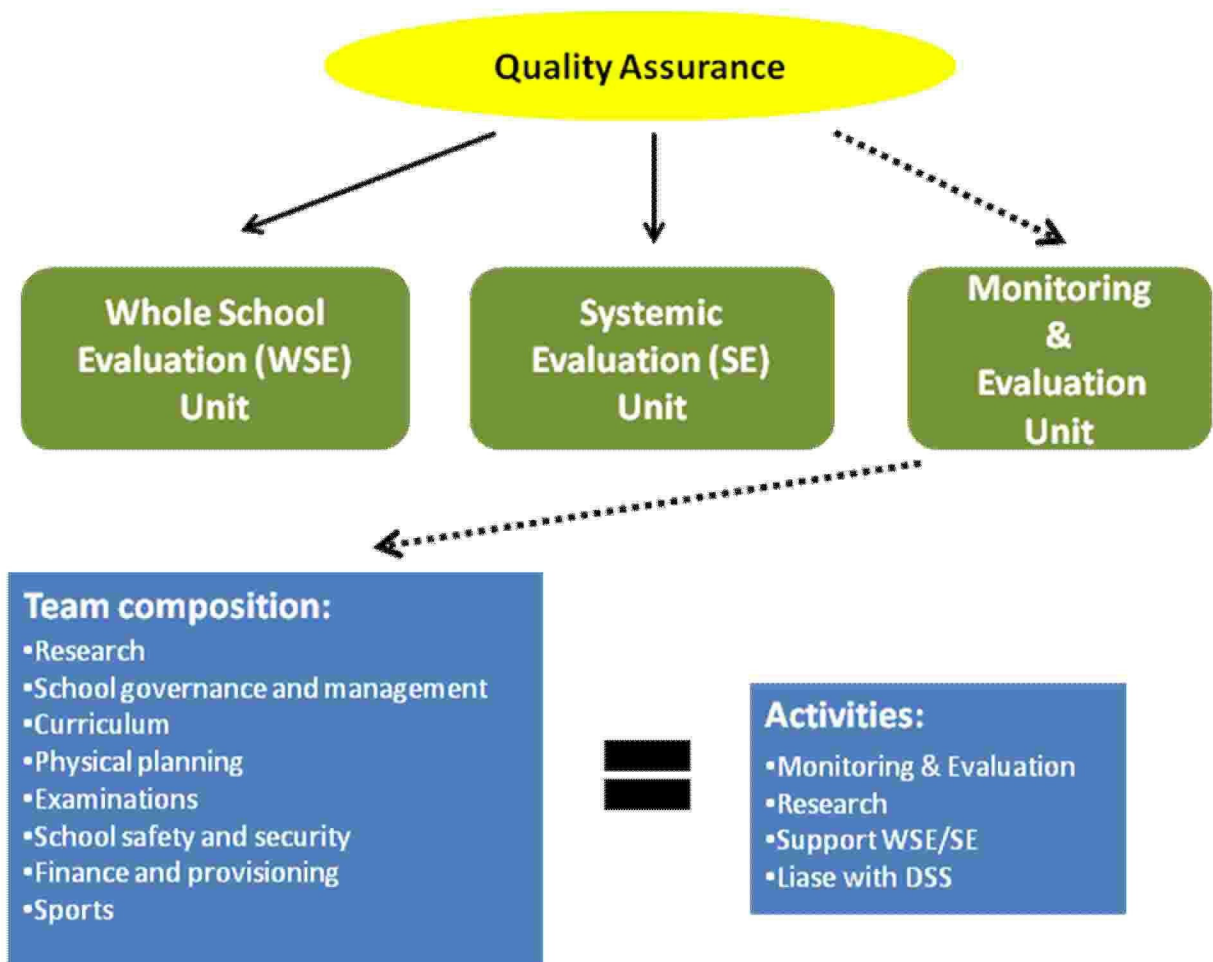
- the implementation of Whole School Evaluation in all schools, that is, both secondary and primary schools,
- the impact of Whole School Evaluation on the quality of teaching and learning in schools since the main business of schools is teaching and learning ,
- the impact of Whole School Evaluation on governance of schools,
- the understanding of District Support Services involvement in Whole School Evaluation,
- ways and means to improve on the quality of training offered to stakeholders in Whole School Evaluation.

Furthermore, it is proposed that a Monitoring and Evaluation unit be established under the Quality Assurance Directorate of the Department of Education to monitor, evaluate, research, oversee and support the activities of Whole School Evaluation and Systemic Evaluation respectively. The Monitoring and Evaluation Unit team should be made up of a representation of membership with expertise in at least one the following respectively as illustrated on figure 5.1 in the next page:

- Research
- School governance and management

- Curriculum
- Physical planning
- Examinations
- School safety and security
- Finance and provisioning
- Sports

**Figure 5.1. Proposed structure for the Quality Assurance Directorate**



- Research

WSE is about audits at school level which is basically research. The incumbent(s) of this position will have to oversee ongoing research not only within the WSE unit but in other directorates that work hand in hand with the WSE unit so as to ensure that the national goal of quality in education is assured within the province.

- School governance and management

One of the areas for evaluation in WSE has to do with governance and management. Leadership and management are very crucial in bringing about improvement and stability in any school. A lot of improvement happens where there is effective governance of the school by the SGB. The incumbent in addition to experience as a school manager will have to see to ensuring training and development opportunities for management, leadership and governance at school level. WSE supervisor when visiting schools, they evaluate effectiveness of the SGB as well as the relationship between the SGB and other stakeholders. They take into consideration that the principal of the school is not the only member of the school who has to give direction. In support of this, Du Plooy and Westrand (2004:14) state that 'if we take the view that leadership is the power to influence others, we immediately have to recognize that the principal is not the only member of the school community who has this power'.

It is evident in some WSE reports that some principals need to be assisted to be able to perform their tasks effectively and efficiently. Du Plooy and Westrand (2004: 57) contend that 'Principals have been trained as educators, and find it difficult to cope with new responsibility of management being placed upon them'. The incumbent of this position has to be a person who is knowledgeable and has experience as a School Management and Governance Development. This incumbent will serve as a link between Education Districts and the WSE unit.

- Curriculum

WSE supervisor are expected to evaluate the curriculum provisioning and resources at schools. The resources include building, books, equipment and time. This position is suitable for people who are experienced learning facilitators / Subject Advisors who should be in a position to be a link between the Curriculum Directorate, schools and the WSE unit to ensure the implementation of recommendations of the WSE unit at schools regarding the curriculum.

- Physical planning

It is evident from the WSE reports of some evaluated schools that schools still do not have the necessary resources to be able to operate efficiently. Some schools have dilapidated buildings, no playgrounds, virtually no teaching and learning neither resources nor library books. The incumbent(s) of this position will have to be a link between the WSE unit, schools and the relevant Physical resources and Provisioning Directorates to ensure that the recommendation of WSE are met. Also education, learning and teaching are influenced by the physical environment in which they work.

- Examination

WSE Supervisors have to make judgements, amongst others, on the balance between the national and local curriculum, the structure of the curriculum, planning process, suitability of the curriculum for learners of different abilities and ages and provision of extra-mural activities, school's assessment policies and practices as well as their relevance to the curriculum (DoE, 2001:10). The incumbent of this position will have to be conversant with assessment policies and practices and also have sufficient experience regarding administration of examinations so as to be able to assist schools regarding recommendations of WSE teams relating to examinations. The incumbent will therefore be a link

between the examination section, the school and the WSE unit working hand in hand with those responsible for research.

- Finance and provisioning

According to the Whole School Evaluation Policy (2000:19), supervisors evaluate what resources are introduced at what stage of a lesson, how the resources are used to increase the learner's knowledge, understanding and skills, how educators organise the classroom and what extent this aids learning. The incumbents of this position will link between the WSE unit, schools as well as the finance and provisioning directorates. Experience and background knowledge of finance and provisioning should be a prerequisite for incumbents of this position.

- School safety security

It is responsibility of schools to ensure that learners are safe all the time. Schools should always strive to create a safe environment where teaching and learning takes place. For effective education to happen, the teaching and learning environment should be conducive. The incumbent(s) of this position has to work closely with the directorate responsible for school safety within the provincial department of education to ensure that schools have safety strategies in place and most of all to see to the implementation of WSE team regarding safety measures at schools.

- Sports and other extra-mural activities

Learners have to be engaged in extra-mural activities because these activities offer opportunities for them to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lesson learned in the classroom, offering learners the opportunity

to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.

The incumbent of this position has to work jointly and closely with person assigned curriculum responsibilities in this proposed unit section to ensure that the recommendation of the WSE regarding this aspect team are implemented and schools receive full support from the department of education.

The team of this unit has to be trained in Whole School Evaluation, the same way it is done with the WSE supervisors so as to be able to support and in particular assist schools with Post-Evaluation activities in collaboration with the WSE unit and various structures of the DSS where necessary.

#### **5.8. REMARKS**

The researcher is of an opinion that, sorting out the barriers to the implementation of the Whole School Evaluation process may lead to drastic and positive improvement in schools and this would ultimately have a positive effect on the quality of education offered at our schools. This in turn will lead to quality life and prosperity within the communities in South Africa. The researcher concurs with Arcaro (1995:2) in that: 'The quality of education will improve when administrators , teachers, staff and school board members develop new attitudes that focus on leadership, teamwork, cooperation, accountability and recognition'. If all stakeholders could thoroughly understand the aim of Whole School Evaluation and the roles that they as stakeholders have to play in the process, there would be progress and improvement in the quality of education in schools not only in the Free State Province but South Africa as a whole. It is hoped that this research will promote further interest among other researchers in Whole School Evaluation.

## **5.9. CONCLUSION**

Chapter 5 presented a summary of findings, discussions of the research study as reflected in responses from the Director: Quality Assurance, Chief Education Specialist: WSE, Whole School Supervisors who participated in this study, educators and school governing bodies of sampled primary schools regarding the implementation of Whole School Evaluation in the southern Free State. An attempt was made to tie together various issues raised in the study with special reference to the objectives of this study. Conclusions based on findings of the study were drawn and recommendations about the entire study, that is, the implementation of Whole School Evaluation in the Southern Free State and for further research were presented in this chapter.

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## **ANNEXURE A**

**Questionnaire for Whole School Evaluation  
supervisors employed in the Free State Province.**

## QUESTIONNAIRE

This questionnaire is for Whole School Evaluation supervisors employed in the Free State Province.

### INSTRUCTIONS

1. Read through each question and statement carefully
2. Please make a cross (x) in the appropriate box representing appropriate responses to the following items
3. At the end of the questionnaire, space has been provided for general suggestions or comments. Please make use thereof.
4. Your responses will remain strictly **CONFIDENTIAL**. Your identity will remain **ANONYMOUS**, please **DO NOT** write your name.

### SECTION A

#### BIOGRAPHIC DETAILS OF RESPONDENTS

1. What is your highest qualification?

Diploma	Degree (eg..BA, BCom etc.)	Honours Degree	Masters degree	Doctorate

2. Teaching experience (Indicate the number of years where applicable)

Foundation phase	GET phase	FET phase	College/ Tertiary

3. Area of specialisation

Life Sciences	Physical Sciences	Economic and Management Sciences	Languages	Other (specify)

4. Your experience as a manager in education (HOD, Deputy Principal, SMD etc)

Less than 5 years	5 to 10 years	10 to 15 years	More than 15 years

5. Age

Below 30	Above 30

6. Gender

Male	Female

7. Are you a trained and accredited WSE supervisor?

Yes	No

**SECTION B**

8. On the average, how many schools does each team evaluate within a quarter?-----

		YES	NO
9	The instruments that you use during evaluation of schools enables you to capture your findings appropriately		
10	There is sufficient time in between evaluation of schools to enable you to write reports?		
11	There are systems in place within the directorate for co-ordination and proof reading of Whole School Evaluation (WSE) reports		
12	Monitoring and support is given to schools evaluated by the WSE unit.		
13	The WSE unit gets feedback from schools evaluated		
14	The WSE unit gets feedback from the District Support Services (DSS) on development on schools evaluated.		
15	There are staff development programmes in place within the WSE unit that enhances on the supervisor's skills on for example, report writing.		
16	WSE system been evaluated since its inception in the Free State Province.		
17	I am involved in the training of principals for WSE?		

**SECTION C**

**GENERAL REMARKS**

18. In your opinion, do you think the instruments used for WSE purposes can be improved? Support your answer

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19. How is collation of reports in preparation of writing an executive summary done within the WSE unit?

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20. Briefly outline challenges (if any) which you think might impact on your report writing as a team member

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21. Any other remarks / comments

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**THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION**

## **ANNEXURE B**

**Questionnaire for educators of sampled schools  
evaluated by the Whole School Evaluation teams.**

## QUESTIONNAIRE

This questionnaire is for educators of schools evaluated by the Whole School Evaluation teams.

### INSTRUCTIONS

1. Read through questions and statements carefully
2. Please make a cross (x) in the appropriate box representing appropriate responses to the following items
3. At the end of the questionnaire, space has been provided for general suggestions or comments. Please make use thereof.
4. Your responses will remain strictly **CONFIDENTIAL**. Your identity will remain **ANONYMOUS**, please **DO NOT** write your name or the name of your school.

### SECTION A

#### BIOGRAPHIC DETAILS OF RESPONDENTS

1. What is your highest qualification?

Diploma	Degree (eg..BA, BCom etc.)	Honours Degree	Masters degree	Doctorate

2. Teaching experience (Indicate the number of years where applicable)

Foundation phase	GET phase	FET phase	College/ Tertiary

3. Area of specialisation

Life Orientation	Physical and Life Sciences	Economic and Management Sciences	Technology	Other (specify)

4. Your experience as a manager in education **if applicable** (HOD, Deputy Principal, SMD etc)

Less than 5 years	5 to 10 years	10 to 15 years	More than 15 years

5. Age

Below 30	Above 30

6. Gender

Male	Female

**SECTION B**

		YES	NO
7	I knew about Whole School Evaluation (WSE) , and that my school was going to be evaluated two months or more before evaluation		
8	I was involved in my school self evaluation process		
9	All stakeholders at my school were taken aboard on the WSE process by the WSE team that evaluated the school		
10	WSE process is very clear to me		
11	The summary of findings given by the WSE team was very clear		
12	My school received a written report within four weeks after evaluation		
13	The report related to the oral presentation made by the WSE team at the end of evaluation		
14	Recommendations on the report were very clear and assisted the school to formulate the School Improvement Plan(SIP)		
15	The District Support Services (DSS) was involved in formulating the SIP		
16	There has been a visit from the WSE unit after evaluation to monitor and support WSE activities within the school after evaluation		

**SECTION C**

**GENERAL REMARKS**

17. Did you experience any challenges regarding your school self evaluation? Explain.

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18. Did you experience challenges in interpreting did your School Self Evaluation (SSE) compared to the WSE report?

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19. In what ways was the District Support Services involved in the development of your School Improvement Plan (SIP) ?

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20. How long after evaluation was your school monitored by the WSE unit?

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21. General comments on the WSE process at your school

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-  
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**THANK YOU VERY MUCH, YOUR COOPERATION IS GREATLY APPRECIATED**

## **ANNEXURE C**

**Letter attached to questionnaires for educators  
and Whole School Evaluation supervisors**

7 Eric Rosendorff Drive  
Fichartpark  
Bloemfontein  
9301

Dear Respondent

The attached questionnaire is for academic purposes, namely, Doctor Philosophiae: Educationis (Ph D: Education) degree at the Central University of Technology: Free State. It is based on a project entitled:

**AN ETHNOGRAPHIC STUDY OF THE IMPLEMENTATION OF WHOLE SCHOOL EVALUATION AT SELECTED PRIMARY SCHOOLS IN THE SOUTHERN FREE STATE**

This questionnaire is a mere instrument to obtain information from stakeholders involved in Whole School Evaluation (WSE). The results of my findings and recommendations will be forwarded to the Department of Education, Free State Province for use if deemed necessary. A positive response with regard to the aforementioned will be appreciated.

Yours faithfully

W.N. Setlalentoa (Mrs)

## **ANNEXURE D**

**Letter to Principals of schools sampled**

7 Eric Rosendorff Drive  
Fichartpark  
Bloemfontein  
9301

The Principal  
..... Primary School  
Motheo /Xhariep Education District  
Free State Department of Education  
Bloemfontein  
9300

Dear Sir / Madam

### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL**

I am currently registered for a Doctor Philosophiae: Educationis (Ph D) degree at the Central University of Technology; Free State. It is based on a project entitled:

### **AN ETHNOGRAPHIC STUDY OF THE IMPLEMENTATION OF WHOLE SCHOOL EVALUATION AT SELECTED PRIMARY SCHOOLS IN THE SOUTHERN FREE STATE**

The study aims at investigating the implementation of Whole School Evaluation (WSE) at selected primary schools the Southern Free State (ie Motheo and Xhariep Education Districts). I will need to administer a questionnaire amongst educators at your school as well as interview at least one parent who is a member of your School Governing Body (SGB) as a means to obtain information from stakeholders involved in Whole School Evaluation.

The results of my findings and recommendations will be forwarded to the Department of Education, Free State Province for use if deemed necessary. A positive response with regard to the aforementioned will be appreciated.

Thanking you in anticipation

Yours faithfully

W.N. Setlaltoa (Mrs)

## **ANNEXURE E**

### **QUESTIONS USED FOR INTERVIEWS WITH THE DIRECTOR: QUALITY ASSURANCE AND THE CHIEF EDUCATION SPECIALIST: WHOLE SCHOOL EVALUATION**

**QUESTIONS FOR INTERVIEWS WITH CHIEF EDUCATION SPECIALIST:  
WHOLE SCHOOL EVALUATION AND THE DIRECTOR: QUALITY  
ASSURANCE**

1. Are you trained and accredited in whole school evaluation?
2. What are your professional and academic qualifications?
3. For how many years have you been a manager in education?
4. How many Whole School Evaluation supervisors are currently employed and responsible for doing school audits (evaluation of schools) within the Free State province?
5. How many schools are there in the Free State province?
6. How many schools are evaluated annually by the WSE teams?
7. How many schools within the Free State Province have been evaluated since WSE was implemented to date?
8. How are WSE written reports disseminated to schools after schools were evaluated?
9. Are there were systems in place within the WSE unit for quality assurance of reports before they are sent to schools?
10. What kind of support (if any) is given to WSE supervisors in between evaluations in terms of report writing in-between evaluations?

11. How do you ensure that schools get support from DSS after they have been evaluated by the WSE teams?

12. Are there any staff development programmes within the WSE unit?

13. Are all supervisors trained and accredited as per the requirement in the policy?

14. Are there any future plans for your directorate?

The researcher sought permission from the Director: Quality Assurance and prior to interviews with both the director and the Chief Education Specialist: WSE (CES: WSE). The researcher indicated that, although the director and CES: WSE were asked the same questions, their interviews would be held separately on different dates.

## **ANNEXURE F**

### **INTERVIEW SCHEDULE USED FOR INTERVIEWS WITH SCHOOL GOVERNING BODY MEMBERS (PARENTS)**

## **QUESTIONS FOR INTERVIEWS WITH PARENTS / SCHOOL GOVERNING BODY MEMBERS**

1. Do you know anything about Whole School Evaluation and are you aware of such a process?
2. Are you aware that your school was evaluated by the WSE team?
3. Were you given feedback after the school was evaluated? (both oral feedback and a written report)
4. Were there any recommendations on the WSE report that needed your intervention? If yes, how were they dealt with?
5. Did you take part in the development of the School Improvement Plan? Explain how.
6. Are there any noticeable results after WSE at the schools sampled. The following are the responses for the said question:
7. General comments/ any suggestions for the future?

The researcher sought permission from the principals of schools used in this study to interview at least one parent per school. Interviews were held individually with selected parents at the dates and times agreed upon with the researcher. The respondents were assured confidentiality.

## **ANNEXURE G**

### **INTERVIEWS WITH EDUCATORS**

## QUESTIONS FOR INTERVIEWS WITH EDUCATORS

1. Your school was visited by the provincial team of Whole School Evaluation supervisors. Are you aware of such a visit and do you know what the visit was all about?
2. Were you at any stage engaged in the preparation for the visit by means of taking part in the School Self Evaluation (SSE)? Share your experiences.
3. Were you and other stakeholders at your school taken aboard the Whole School Evaluation process and how was that done?
4. How long after evaluation did your school receive both an oral and a written report respectively? Were you able to relate it to your School Self Evaluation? Explain.
5. In what ways was the District Support Services involved in the development of your School Improvement Plan?
6. Was your school monitored after evaluation? If yes, how long after evaluation was this done and how was it done?
7. General comments on the WSE process at your school

The researcher sought permission from principals to conduct telephonic interviews with ten educators (one per school) from sampled primary schools where questionnaires were not administrated after. Participants used were willing to take part in the study. Biographical information was taken telephonically.

**ANNEXURE H**  
**MONITORING TOOL**

# FREE STATE PROVINCE



Enquiries : KF MOLEMA  
Reference no. : CES: WSE Supervisory Unit

Tel. : 051 4048679  
Fax. : 051 4477318

## DIRECTORATE: QUALITY ASSURANCE

### SUB -DIRECTORATE: WHOLE-SCHOOL EVALUATION

#### MONITORING: POST EVALUATION ACTIVITIES

This monitoring instrument is to be used when monitoring the post-evaluation activities of the Whole-School evaluation process.

The purpose of monitoring is to determine the rate of implementation and success of improvement strategies by schools after external evaluation and with support from the District Support Services.

Monitors will be nominated by the Directorate: Quality Assurance to visit schools after they received the WSE reports, given that a reasonable period of time has passed to develop their school improvement plans.

#### 1. GENERAL INFORMATION:

SCHOOL NAME	
TYPE OF SCHOOL (PRIMARY OR SECONDARY)	
EMIS NR.	
NAME OF PRINCIPAL	
NAME OF SGB CHAIRPERSON	
DISTRICT	
SCHOOL'S POSTAL ADDRESS	
SCHOOL'S PHYSICAL ADDRESS	
SCHOOL'S TELEPHONE NUMBER	
SCHOOL'S FAX NUMBER	
DATE OF EXTERNAL EVALUATION	
DATE ON WHICH REPORT WAS RECEIVED	
DATE OF THIS MONITORING	

#### 2. THE MONITORING INSTRUMENT:

Department of Education ∇ Departement van Onderwys ∇ Lefapha la Thuto

Private Bag X20565, Bloemfontein, 9300 • Republic of South Africa • Riphabolike ya Afrika Borwa



5. [Redacted] YES NO

Evidence and/or comments:

See attached copy of the SIP.

6. [Redacted] YES NO

District Support Services (DSS)

School Management Team (SMT)

Staff

School Governing Body (SGB)

Parents

Learners (where applicable)

Others (specify)

YES	NO
n/a	

Evidence and/or comments:

Minutes of meetings are available.

7. [Redacted] YES

A new one was developed only this term after the advice by WSE unit visit in February.

8. [Redacted] YES

Evidence and or comments:

9. [Redacted] NO

Evidences and/or comments:

NO QUESTION

-4-

10. [REDACTED]  YES  NO

Evidence and/or comments:

\_\_\_\_\_  
\_\_\_\_\_

11. [REDACTED]

Evidence and/or comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. [REDACTED]  YES  NO

\_\_\_\_\_  
\_\_\_\_\_

13. [REDACTED]

Evidence and/or comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. [REDACTED]  YES  NO

Evidence and/or comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NO  QUESTION

15. [REDACTED]

-5-

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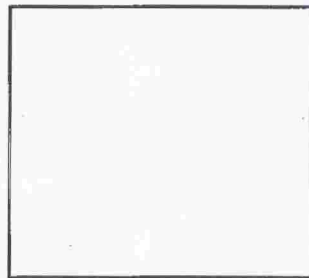
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**3. SIGNATURES:**

**3.1 PRINCIPAL** :.....  
**PRINT NAME** :.....  
**DATE** :.....



Please attach a copy of the SIP and the summary to the parents  
(if possible)

**3.2 MONITORING SUPERVISOR** :.....  
**PRINT NAME** :.....  
**DATE:** :.....

**ANNEXURE I**

**APPROVAL LETTER FROM THE DEPARTMENT  
OF EDUCATION**

# FREE STATE PROVINCE



Enquiries : Gaborone MMA  
Reference no. : 18/4/1/25-2007

Tel : 051 404 8658  
Fax : 051 447 7318

2007-07-05

**Ms. W.N. Setlaletoa**  
7 Eric Rosendorff Drive  
FICHARDTPARK  
9301

Dear Ms Setlaletoa

## REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **Barriers to the implementation of Whole School Evaluation at selected schools in Motheo District (Free State Province)**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:-
  - 4.1 Educators and officials participate voluntarily in the project.
  - 4.2 The names of all schools and educators involved remain confidential.
  - 4.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
  - 4.4 This letter is shown to all participating persons.
  - 4.5 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
  - 4.6 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

**The Head: Education, for attention:  
DIRECTOR : QUALITY ASSURANCE  
Room 401, Syfrets Building  
Private Bag X20565, BLOEMFONTEIN, 9301**

We wish you every success with your research.

Yours sincerely

  
FR SELLLO  
DIRECTOR : QUALITY ASSURANCE

Department of Education ∇ Departement van Onderwys ∇ Lefapha la Thuto

Private Bag X20565, Bloemfontein, 9300 • Republic of South Africa • Riphabolike ya Afrika Borwa