

Barriers to the Implementation of Whole School Evaluation at Selected Primary Schools in the Southern Free State

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ABSTRACT This study explores the implementation of Whole School Evaluation (WSE) at selected primary schools in two Education Districts in the Free State Province. Both quantitative and qualitative approaches were used in this study. Simple random sampling of schools evaluated was done so as to give each school an equal chance of being selected. Data were gathered from 125 educators and twenty three WSE supervisors using questionnaires. Interviews were also conducted with the Chief Education Specialist: Whole School Evaluation, the parent complement of School Governing Bodies of sampled schools and the Director: Quality Assurance Directorate, Department of Education, Free State Province. Data from interviews were analysed by developing categories and making comparisons and contrasts. The study found that the Provincial WSE unit is faced with the problem of shortage of resources and that the manner in which training on the WSE process is offered to stakeholders is inadequate. The stakeholders are not trained and are not aware of the role they should play in the process. Detailed conclusions and recommendations drawn from this study are included in the article.