66. The term 'matriculation exemption' is here taken to mean "satisfaction of the requirements for University entrance," as opposed to the obtaining of a school leaving certificate which does not permit University entrance.


The following table may serve to elucidate the findings referred to:

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>% Men</th>
<th>% Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>0.9</td>
<td>1.5</td>
</tr>
<tr>
<td>C</td>
<td>0.7</td>
<td>15.2</td>
</tr>
<tr>
<td>D</td>
<td>± 56.0</td>
<td>60.0</td>
</tr>
<tr>
<td>E</td>
<td>36.6</td>
<td>± 23.0</td>
</tr>
</tbody>
</table>

Values for symbols awarded were as follows:

A: 80+ %; B: 70-79%; C: 60-69%; D: 50-59%; E: 40-49%

The symbols have reference to the aggregate percentage attained by the students in the school-leaving examination written by them.


71. Haasbroek, J.B.

The Interest of Standard 10 Pupils in Teaching as a Profession in the Republic of South Africa & in South West Africa. Department of
72. Haasbroek, J.B.  
73. Haasbroek, J.B.  
74. Haasbroek, J.B.  
75. Haasbroek, J.B.  
76. Haasbroek, J.B.  
77. Venter, A.J.  


Op. cit., p. 18  
Op. cit., p. 103  
Op. cit., p. 115  
Op. cit., p. 90  
Op. cit., pp. 70, 93

78. Venter, A.J.  
79. Spies, P.G. van Z.  


Op. cit., p. 59

80. Marais, F.A.J.  

In Pedagogiese-Psikologiese Evaluering van die Sukses-


84. Perhaps stress must be laid on the word prospective. The extent to which generalisations about teachers in embryo hold good for the profession at large has yet to be demonstrated.


86. In this connection see, for example

CHAPTER FOUR

4.1 Introduction

In this chapter, some attention will be given to the questions which arise from the literature reviewed in the previous chapter. In addition, the chapter will describe the research tool used - a questionnaire - and will indicate the bases upon which it has been constructed. The characteristics of the sample used will be described, and the manner of prosecution of the study will be elaborated.

4.2 Questions arising from the Literature

The literature reviewed in the previous chapter related, in the main, to the United Kingdom and to the United States of America. That literature which related to South Africa differs in at least one important respect from that reported elsewhere - the research carried out in this country concentrates principally on prospective teachers, rather than on already qualified, practising teachers, as is the case with the literature reported from other countries. The drawing of comparisons is thus rendered even more difficult than would normally have been the case, in that one cannot be sure

(a) to what extent those who indicate that they may take up teaching actually do so, and

(b) to what extent valid comparisons may be drawn between those who are in training and those who are already practising teachers.

It is obvious that practising teachers must at some stage have been students and it is therefore not unreasonable to argue that one might expect to find, among a body of students, at least some of the characteristics of teachers who are already practising. The extent to which these characteristics might be present would need to be determined.

If this argument is accepted, it then becomes reasonable to ask questions about the extent to which student teachers in
South Africa exhibit characteristics similar to those exhibited by practising teachers elsewhere in the world.

Points which arise from the literature, among others are these:

- The majority of teachers are drawn from the lower-middle and upper-working classes
- The academic performance of teachers while in training is generally below the standard achieved by trainees for other professions
- Teachers tend to be an isolated group, socially and professionally
- The teaching profession tends to be dominantly female.

In addition to the points mentioned above, a number of facts about the system of teacher training in South Africa arouse certain interesting lines of thought, most of them related to the possibility of differences which might exist between different groups of trainee teachers. As has already been pointed out, there are those who believe that there are great differences between the English and Afrikaans speaking groups of teachers in the Transvaal. The present research aims, amongst other things, to determine

(a) to what extent teachers in the Transvaal exhibit some of the characteristics of their overseas counterparts
(b) to what extent there are discernible differences between English and Afrikaans trainee teachers.

4.3 Specific areas investigated in this Study

The following specific areas are investigated in this study:

- The social class origins of student teachers, as measured by the occupational categories of their fathers
- The degree of social mobility in the families from which teachers are drawn, such mobility measured in terms of occupational mobility over three generations
- The degree of involvement of student teachers in extracurricular activities
- Differences between English and Afrikaans speaking students in respect of
(i) Demographic factors
(ii) Academic factors
(iii) Attitudes to, and expectations of, teaching
(iv) Proportional representation in the teaching profession.

4.4 The nature and scope of the research

The principal intent of this research is to compare English and Afrikaans speaking students in respect of the factors outlined in 4.3. above. In order to limit the scope of the study, it was decided to concentrate only on students in the Transvaal, at two of the four Colleges of Education in this province. In order to obtain nearly comparable samples it was decided to compare students from the Johannesburg College of Education, the only English-medium College in the province, and Die Goudstadse Onderwyskollege, an Afrikaans-medium College of Education in the same city.

To a carefully selected sample of students a questionnaire was administered at both Colleges and it is on the basis of responses to the items contained in the questionnaire that the information in this report has been systematised.

4.5 Description of the Institutions at which research was conducted, and of the Samples employed

4.5.1 Description of Institutions

This research was carried out at the Johannesburg College of Education and at Die Goudstadse Onderwyskollege, both of which are Colleges of Education in Johannesburg. The English-medium College is the only one in the Province and therefore had perforce to be the source of the English-medium sample. It was decided to use the Goudstadse Onderwyskollege rather than either of the Colleges at Potchefstroom and Pretoria for the following reasons:

4.5.1.1 The students at the Goudstad College are more similar to the English speaking students in
respect of their life experience and residential areas than are the students at the other two Colleges.

4.5.1.2 Total student population in the Goudstad College was sufficiently close to that of the Johannesburg College of Education to enable realistically comparable samples to be obtained.

In respect of total enrolment on the tenth College day of the first term of 1974, the two institutions compared as follows:

TABLE 1: TOTAL ENROLMENT

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>N MEN</th>
<th>N WOMEN</th>
<th>TOTAL N</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>137</td>
<td>1,256</td>
<td>1,353</td>
</tr>
<tr>
<td>GOUDSTAD</td>
<td>256</td>
<td>686</td>
<td>942</td>
</tr>
</tbody>
</table>

The two institutions compared as follows with regard to first-year enrolments:

TABLE 2: FIRST-YEAR ENROLMENT

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>N MEN</th>
<th>N WOMEN</th>
<th>TOTAL N</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>63</td>
<td>399</td>
<td>462</td>
</tr>
<tr>
<td>GOUDSTAD</td>
<td>94</td>
<td>211</td>
<td>305</td>
</tr>
</tbody>
</table>

With regard to third-year enrolments, the following was the position:

TABLE 3: THIRD-YEAR ENROLMENT

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>N MEN</th>
<th>N WOMEN</th>
<th>TOTAL N</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>26</td>
<td>399</td>
<td>385</td>
</tr>
<tr>
<td>GOUDSTAD</td>
<td>51</td>
<td>193</td>
<td>244</td>
</tr>
</tbody>
</table>
Even a superficial perusal of Tables 1, 2 and 3 reveals that a higher proportion of men are to be found in the Afrikaans College at all levels than is the case at the Johannesburg College of Education. This phenomenon will be further examined at a later stage in this report (see Chapter 5, p.13).

4.5.2 Description of the Sample used

Students in their first and third years of study were used for this research. The reasons for this are the following:

4.5.2.1 There may be differences between the attitudes to teaching of first and third-year students; if this is the case, it might be possible to make some meaningful statement about the kinds of attitudes a student needs to have on entering a College (or to acquire as he passes through it) if he is not to be lost to the profession.

4.5.2.2 There should be differences in the level of academic performance of first and third-year students.

4.5.2.3 There should be evidence of maturer attitudes on the part of leaving students when compared with those in their first year, in respect of certain misconceptions about teaching.

4.5.2.4 Any overt differences between the first and third-year groups in respect of the items investigated in this study should be significant if some of the tendencies reported in other literature are to be discerned in the Transvaal.

4.5.3 First-year Students
Despite the fact that selection procedures are applied to candidates for admission to Colleges of Education, the comparatively high dropout rate in all Colleges reveals that there is a fair proportion of students who fail to qualify. While it is to be expected that some students will drop out of the course purely on the basis of inferior academic ability, it is also apparent that more drop out than fit merely into the category of academic incompetence. Other reasons must therefore be sought. It seems reasonable to suppose, for a start, that these reasons might embrace the following categories, amongst others:

4.5.3.1 Unrealistic attitudes to teaching as a career
4.5.3.2 A lack of desire to be a teacher
4.5.3.3 The intention to use the time at the training institution as a stopgap until other more congenial possibilities present themselves
4.5.3.4 Training as a teacher at the instance of parents or friends.

It was therefore hoped to identify a broad spectrum of the characteristics of first-year students.

None of the students tested had any previous experience of teaching in a classroom - although some had been Sunday School teachers - and the study was planned in such a way that it took place before the Teaching Practice period began.

4.5.4 Third-year Students

Third-year leaving students were selected because it was felt that their attitude to teaching and their expectations of it would more or less have been rationalised. It is to be expected, therefore,
that certain unrealistic expectations of teaching which might be characteristic of first-year students ought not to be characteristic of third-year students. In the same way, it is to be expected that the leaving students, who constitute a much smaller number than the first-year students, should demonstrate superior academic qualities, all other factors being equal.

At this point, mention must be made of the fact that not all leaving students at the institutions in question are necessarily in their third year of study. Some students are, in fact, completing the fourth year of study, which leads to the award of a diploma different from that awarded to three-year trainees. The question might well be asked why fourth-year students were not chosen as representative of the leaving group.

The answer to that question is twofold. First, the majority of teachers at present in Junior and Senior Primary schools have undergone only three years of training. If any generalisations are to be made from the student sample to the general population, it is clear that such generalisations will be simplified if extrapolation can be made to a group with similar training. Second, the fourth-year group includes a comparatively high percentage of students who are qualifying in secondary school work. As there are no first-year students who are qualifying in secondary work owing to the provisions of the 1967 Education Act, comparisons in this area would also not be possible.

It is for these reasons that third-year students, rather than fourth-year students, were selected.
4.6 PROBLEMS ENCOUNTERED IN SAMPLING

Initially it was intended to administer the questionnaire to the entire population of first and third-year students in both the Colleges. There were a number of objections to this procedure, however. As has already been explained, students have the option of electing to do a course which will last three years, or they may choose one which will last four years. It is conceivable that the motivations of a student who commits himself to the maximum period of study may be completely different from those of a student who elects the shorter period. There was therefore a problem in the selection of the first-year population, as those students who had already indicated their preference for a four-year course had to be eliminated. This reduced considerably the numbers of first-year students who could be polled. The problem did not arise in the third-year group, however, as they were leaving students in any case.

The following table sets out the composition of the sample:

**TABLE 4: ANALYSIS OF FIRST-YEAR SAMPLE**

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>FIRST-YEAR STUDENTS INDICATING 3 OR 4-YEAR COURSE</th>
<th>ACTUAL NUMBER POLLED</th>
<th>% POLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>III 320 IV 79 N 399</td>
<td>306/320</td>
<td>95.6</td>
</tr>
<tr>
<td>Goudstad</td>
<td>201 104 305</td>
<td>193/201</td>
<td>96.0</td>
</tr>
</tbody>
</table>

**TABLE 5: ANALYSIS OF THIRD-YEAR SAMPLE**

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>THIRD-YEAR STUDENTS INDICATING 3 OR 4-YEAR COURSE</th>
<th>ACTUAL NUMBER</th>
<th>% POLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>III 193 IV 192 N 385</td>
<td>135/193</td>
<td>69.8</td>
</tr>
<tr>
<td>Goudstad</td>
<td>135 109 244</td>
<td>123/135</td>
<td>83.6</td>
</tr>
</tbody>
</table>
It will be noticed that the percentage polled in the third-year at the English-medium College is comparatively low. The reason for this is that the missing students had been taken on an excursion. As the individuals missing were grouped together on the basis of the initial letter of their surname, it is felt that the missing percentage was sufficiently random not to distort the findings gained from the rest of the group.

The following table indicates the numbers of students involved in each College, and indicates the area of specialisation of each group.

**TABLE 6: SPECIALISATION OF STUDENTS TESTED**

<table>
<thead>
<tr>
<th>Goudstadse Onderwyskolege</th>
<th>Johannesburg College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 1 N = 111</td>
<td>SP 1 N = 154</td>
</tr>
<tr>
<td>JP 1 N = 82</td>
<td>JP 1 N = 152</td>
</tr>
<tr>
<td>SP 3 N = 69</td>
<td>SP 3 N = 64</td>
</tr>
<tr>
<td>JP 3 N = 56</td>
<td>JP 3 N = 56</td>
</tr>
<tr>
<td>HED 1 N = 33</td>
<td>HED 1 N = 33</td>
</tr>
<tr>
<td>HED 3 N = 15</td>
<td>HED 3 N = 15</td>
</tr>
</tbody>
</table>

Groups are designated as follows:

- **SP 1**: First-year students specialising in Senior Primary work
- **JP 1**: Junior Primary specialists in the first year
- **SP 3**: Third-year students specialising in Senior Primary work
- **JP 3**: Third-year students specialising in Junior Primary work
- **HED 1**: Students specialising in certain subjects for secondary work in either the first or the third years of study. An idiosyncratic group peculiar to the English-medium College, whose inclusion will be explained at a later stage.
4.7 The Source of Data

The information utilised in this study was gained by means of questionnaires. It is proposed in this section to do two things: first, to describe the method by which the questionnaire was constructed and, second, to comment on the purpose of each item included. The English and Afrikaans versions of the questionnaire may be found in Appendix A. To conclude the section, details will be given about the manner in which the questionnaire was administered.

The first section of the questionnaire is its original form required certain factual information about the respondents in respect of the following items:
age; sex; religious affiliation; number of siblings; birth position in family; occupation of father; occupation of mother; occupation of grandfather; description of school-leaving examination written; class of pass obtained; list of symbols obtained; type of school attended; list of other qualifications if any; details of previous employment or training; description of area of usual residence; details of course of study being followed; details of hobbies; details of clubs and societies belonged to; details of sports played.

The second section of the questionnaire in its original form contained a list of 35 separate statements about teaching—all of these were possible reasons for the selection of teaching as a career. The statements included were derived from categories used, amongst others, by Haasbroek, Freeman, Veness, Strong and Pieterse and Cronjé. In addition, certain statements were based upon discussion with student teachers, practising teachers and lecturers at the Johannesburg College of Education.

The third section of the questionnaire was compiled in the same manner as was the second section. Statements in this
section had some emotional connotations, however, which were deliberately included.

The draft questionnaire was then administered to 50 students at each of the Colleges being studied. These students constituted a random sample, and the completed questionnaires were then subjected to careful scrutiny.

The following changes were made to the first section as the result of the pilot study:

- number of brothers and sisters in the family was included;
- occupational level AND educational level of parents and paternal grandfather had to be given, provision was made for the indication of occupational change by the father;
- paternal grandfather was designated as the individual whose occupation was required; a list of subjects taken for the Matriculation examination, as well as the symbols gained, was to be included; the format of open-ended questions relating to sport was somewhat modified.

The second section was modified as follows:

- Those items which had elicited no response at all were excluded from the final version, as well as any items which had received a response of lower than 10% of the total number polled (i.e. fewer than 5 students in each College). This left a total number of 19 items in the second section. This section was subsequently expanded to 20. In addition, instructions for the rating of items were included so that some sort of ranking procedure could be followed for purposes of comparison. In addition, provision was made for an open-ended response or responses, so that respondents would be able to list reasons other than those given on the questionnaire, should they wish to do so.

The initial version of the third section had required students simply to agree or to disagree with the statements...
presented in that section. In the revised version of the questionnaire provision was made for the students to rank items on a five-point, Likert-type scale. Those statements whose wording had made comprehension difficult were reworded for easier understanding by the respondents.

A brief description of, and justification for, each item incorporated in the questionnaire follows at this point. The legend used for each item corresponds to the legend used in the relevant section of the questionnaire.

4.7.1 Section A

A1 It is necessary to know the ages of students for the following reasons:

- comparisons between males and females need to be made in order to establish to what extent there are differences between them
- the changing of the statutory age for school attendance in the mid-1950's could be expected to show up in differences between first and third-year students.

A2 This information enables comparisons to be made between students on the basis of sex.

A3 This item leads to information which makes possible generalisations about differences between the various groups studied with regard to their religious affiliation.

A4 This information enables comparisons to be made on the basis of language, and provides an avenue of information about the language composition of the institutions in question.

A5 These items enable statements to be made about the nature and composition of the families from which student teachers are drawn.

A6 These items provide useful information. The

to occupational category of the parents and grand-

A13 father is used as an index of social class -
problems of this classification will be dealt
with later - with a view to determining to
what extent teaching constitutes an avenue of
social mobility for teachers.

A1 A These items are designed to provide infor-

mation about the academic performance of the
students being studied. There are problems
associated with the equalisation of qualifi-
cations, however. These will be gone into when
the results are discussed.

A2 A These items are intended to provide general
information about the student teacher, and to
give indications as to the nature and extent
of his private interests and involvements,
among other things. Certain of the items will,
it is hoped, indicate to what extent aspirant
teachers are satisfied with their choice of a
career, and to what extent they envisage lea-
ving teaching while still training for it.

4.7.2 Section B

B1 This item is intended to establish to what
extent the generalisations made by Kuder and
other compilers of aptitude tests are appli-
cable to student teachers as a body, and also
to show to what extent it is an important
feature to students.

B2 This item is intended to show to what extent
general misconceptions about the nature of
teaching prevail amongst students, and to see
whether there are differences between first
and third-year students as far as their re-
sponses to this item are concerned.

B3 This item is intended to investigate to what
extent materialistic considerations are apparent amongst those who become teachers.

B4 This item intends to establish to what extent generalisations can be made about the student's view of the overall classroom environment and what he hopes to be able to get out of it.

B5 This item investigates the popular belief that many people become teachers because they cannot get a professional training in any other way. There may be some relationship between responses to this statement and to information given about the circumstances of the family in Section A.

B6 This item should enable generalisations to be made about the extent to which teaching is a worth-while career in the view of parents of student teachers.

B7 This item is designed to investigate another popular prejudice - the belief that those who become teachers are unable to take to the rough-and-tumble of the 'world out there.'

B8 It is expected that this item will in some way be related to the whole problem of drop-out.

B9 These three items are expected to provide information about the extent to which occupational traditions can be seen in the families of student teachers.

B10 This item may indicate to what extent practising teachers influence the career choice of those who become teachers.

B11 This item should enable some general state-
ment to be made about the extent to which students are pursuing personal goals in taking teaching as a career.

B14 This item intends to establish to what extent there is aimlessness among students. Responses to this item should be linked in some way with the problem of dropout.

B15 This item should enable some generalisations to be made about the general attractiveness to women of the teaching profession because of its suitability to their family needs.

B16 This item may enable some generalisation about the extent to which student teachers see the profession as a means of social mobility.

B17 This item is intended to gain responses relating to teaching as a means whereby one can become qualified in some sort of academic way.

B18 This item will enable an assessment of the 'service motive' in teachers.

B19 This item will enable some generalisation about groups who see teaching as a form of divine calling.

B20 This item, and the open-ended section at the end, enables students to air responses and reasons not catered for in the rest of this section.

4.7.3 SECTION C

All the items in this section are designed to elicit responses which will show to what extent students have positive or negative views of the
career upon which they have embarked. The incorporation of both positive and negative statements, together with a five-point Likert-type scale, is designed to prevent contrived responses. There are three 'negative' statements and seven 'positive' ones.

4.8 Administration of Questionnaire

The questionnaire was administered to a total of 790 students, 474 at the Johannesburg College of Education and 316 at the Goudstads Onderwyskollege. All the questionnaires were administered by the present researcher, so that there was no variation in administration techniques.

4.8.1 The questionnaire administered to the students at the Goudstads Onderwyskollege was administered in Afrikaans, so that there was no problem of language medium. The questionnaire was administered to all the students at a single sitting. Students were requested to refrain from consulting each other with regard to the filling in of items on the questionnaire, and the instructions for each section were carefully explained to avoid misunderstanding. The questionnaire was completed by the students at the beginning of the day, and abundant time was allowed for its completion. The results are therefore unlikely to be affected either by fatigue on the part of the students or by the fact that some may have been obliged to hurry. All students completed filling in the questionnaire well within the allotted time.

4.8.2 Johannesburg College of Education

The questionnaire administered at the Johannesburg College of Education was administered on a single
day, using four groups of students at a sitting. Students were requested not to discuss the questionnaire with friends who had not yet completed it. Ample time was allowed, and because the day in question was a comparatively easy one for the students involved, it is unlikely that their responses were affected by fatigue either. Comprehensive instructions and explanation of what was required were given. Students were not permitted to discuss their responses while the questionnaire was being completed.