Geography is much more common in the English schools than in the Afrikaans ones. 7 of the 9 sub-groups at JCE studied Geography while only one of the Afrikaans groups studied the subject at school-leaving level.

Typing was taken by three groups, all of them female. Accounting, Home Economics and Woodwork are also studied by the students in the sample. It is of interest to note that all the females in the Goudstad groups had studied Home Economics. Woodwork was studied only by males at Goudstad in any significant numbers.

If each group were to be compared with its counterpart at the other College, the following situation would emerge:

**JP 1**  
Four subjects common to both groups - English, Afrikaans, Biology and History. The JCE women take Mathematics and Geography as their other two subjects, while the Goudstad women take Accounting and Home Economics. It is difficult to establish to what extent the alternate subjects offered in each group are similar in terms of the academic demands they make.

**SP 1F**  
Four subjects common to both groups - English, Afrikaans, Biology and History. The JCE women take Mathematics and Geography as their other two subjects, while the Goudstad women take Home Economics and Typing.

**SP 1M**  
Four subjects common to both groups - English, Afrikaans, History and Geography. The JCE men include Mathematics and Science as their other subjects, while the Goudstad men take Biology and Woodwork.

**JP 3**  
Four subjects common to both groups - English, Afrikaans, Biology and Home Economics. The JCE women include History and Geography as their
other subjects, while the Goudstad women do Typing and Accounting.

SP 3F Four subjects common to both groups in English, Afrikaans, Biology and History. The JCE women include Mathematics and Geography as their other two subjects, while the Goudstad women include a third language and Home Economics.

SP 3M The subject combinations for men are identical

HED3M in both institutions.

6.2.1 General Conclusions

On the basis of the data examined in this Chapter, the following general conclusions may be reached:

6.2.1.1 A greater percentage of students at JCE writes a University Entrance Examination than is the case at Goudstad

6.2.1.2 The majority of students in each institution gains a second-class pass or lower

6.2.1.3 There is no significant difference in the level of attainment of students at each institution if performance on the final examination is taken as a criterion

6.2.1.4 Differences in performance between males and females are highly significant, with females superior in all cases

6.2.1.5 Differences in performance between first and third-year students are not significant

6.2.1.6 Most students at both institutions study a common core of subjects, with a tendency for the Goudstad group to offer more 'practical' subjects than is the case with students at JCE.
NOTES TO CHAPTER SIX

1. See MacMillan, R.G. and Grieve, C.S. in this connection. The work of Weaver is also relevant.

2. Work currently being conducted at the Johannesburg College of Education may help to throw light on this problem.

3. Statistics released by the T.E.D., for example, seem to suggest that this general contention is based on reasonable grounds.

4. That these provisions have been rendered necessary to some extent by a shortage of places is obvious, particularly in the case of faculties of Medicine. This general principle does not apply, of course, in the case of those Universities which do not have such faculties.
CHAPTER SEVEN

Introduction

This chapter will be concerned with items which relate in the main to the present interests of the student body sampled. Superficially it would appear that the Afrikaans student group is more involved in student affairs than is the English group. Some of the data examined in this chapter may render possible meaningful comment on this involvement.

In addition, some attention will be paid to differences between the groups with regard to their intentions as far as teaching is concerned. If, as has been argued, there is a greater sense of vocation amongst Afrikaans students than amongst English students, one might expect to find that fewer Afrikaans than English students proportionately are proposing to leave teaching; one might also expect to find that more English than Afrikaans students proportionately have come to teaching from other career avenues.

Some attention will also be paid to the residential areas from which students are drawn, as well as to their use of hostel facilities. This may enable light to be thrown on the degree of involvement in student affairs of the students from both groups.

The degree to which students from either group have attended private schools prior to training as teachers may enable some generalisations to be made about them in comparison with other groups of professional trainees.

7.2 The nature and type of school attended by Trainee Teachers

Attendance at private schools has long been accepted as an indicator of economic strength on the part of parents who are able to send their children to such schools. Normally — apart from pupils who hold bursaries of one sort or another — those pupils whose parents can afford to send them to private schools are drawn from the more affluent sector of society, which in this country tends to be the professional and
managerial group. From data already discussed in Chapter Five, it is to be expected that comparatively few of the students in the sample will have made use of private schools, as it has already been established that there is a tendency for the students in the sample to have been drawn from sectors other than the professional and managerial.

In addition, however, one of the strong cultural differences between the English and Afrikaans groups in South Africa is to be found in the attitude of the latter group to private schools. For reasons which are certainly historical, and which may be cultural as well, the Afrikaans group does not believe in, nor support, the concept of private schools. In the case of this group, therefore, the use or otherwise of private schools could not be construed as an index of economic strength.

Students were requested to indicate the type of school attended by them, with the instruction that they should indicate both if both types had been attended. Table 34 indicates the responses obtained from both groups. (None of the students had attended both schools for a period of at least 3 years each - the cut-off point.)

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>N ATTENDING THE TYPE OF SCHOOL SHOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STATE SCHOOL</td>
</tr>
<tr>
<td>JCE</td>
<td>350</td>
</tr>
<tr>
<td>Goudstad</td>
<td>312</td>
</tr>
<tr>
<td>TOTAL</td>
<td>662</td>
</tr>
</tbody>
</table>

$\chi^2 = 87.394 \quad \text{d.f.} = 1 \quad p < .001$

From Table 34 it is clear that a negligible number of students at Goudstad attended private schools - and the four students who did so were none of them Afrikaans-speaking. Of the English sample slightly more than one-quarter attended private schools. In the main these were Convent schools. The responses in the case of the Afrikaans sample were anticipated. The Christian-National world view of the Afrikaner,
based on traditional Calvinism, stresses the theoretical balance of the home, the state, the church and the school. A school outside of the ambit of the state is therefore unthinkable. In addition, the Afrikaner is a people’s man - only of recent years has there been any overt distinction between various strata of Afrikaners, although even now such distinctions are not documented. The concept of private schools is believed by the Afrikaner to be an English one, and some writers have gone so far as to say that the concept is alien to the Afrikaner.

The expanded table in the Appendix sets out differences between men and women, and in the case of the JCE sample it was clear that more women than men proportionately had attended private schools. This again was an anticipated result, insofar as it reflects differences between men and women with regard to socio-economic status - differences which were commented upon in a previous chapter.

A total of 83.7% of the entire sample did not attend private schools at any stage of their school career. The influence of the private schools upon recruits to teaching would seem, therefore, to be virtually negligible.

Some effort was also made to establish to what extent trainee teachers are the products of boarding schools. Students were asked to indicate whether or not they had boarded at any stage of their school career although the only data used were those in the case of students who had boarded for three years or longer at the secondary school level.

The responses obtained from both groups of students are tabulated in Table 35.

**TABLE 35: ATTENDANCE AT DAY AND BOARDING SCHOOLS**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>GROUP/N FALLING INTO CATEGORIES SHOWN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DAY-PUPIL %</td>
<td>BOARDER %</td>
</tr>
<tr>
<td>JCE</td>
<td>396 83.3</td>
<td>79 16.7</td>
</tr>
<tr>
<td>Goudstad</td>
<td>275 86.7</td>
<td>42 13.3</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.639 \quad \text{d.f.} = 1 \quad p \quad \text{N.S.} \]
Differences between the English and Afrikaans groups are not significant. Despite this fact, however, there are some interesting factors concealed in the findings. There are three Colleges for Afrikaans trainees in the Transvaal, while there is only one for English trainees. This means that the urban Colleges for Afrikaners are more likely to cater only for the urban Afrikaner than is the case at the English College, which draws its entrants from all over the province.

One would therefore expect to find that there are more resident students at the English College than at its Afrikaans counterpart. Table 36 records the relevant data in this connection. An expanded Table may be found in the Statistical Appendix at the end.

TABLE 36: COMPARATIVE SUMMARY OF RESIDENCE OF STUDENTS IN ALL COLLEGES

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PLACE OF RESIDENCE</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HOME</td>
<td>HOSTEL</td>
</tr>
<tr>
<td>JCE</td>
<td>268</td>
<td>178</td>
</tr>
<tr>
<td>Goudstad</td>
<td>92</td>
<td>214</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 83.331 \] d.f. = 2 p \leq .001

Differences between the JCE and Goudstad samples are significant at the .001 level. This is a rather unexpected outcome in the light of the data presented in Table 35, and in the light of more extensive data given in the Statistical Appendix. Why so many Afrikaans students should be in residence by comparison with the English sample is not clear. Some explanation for this phenomenon may be found in the fact that, while it is generally true that more residents at JCE come from the country than is the case with students at Goudstad, it is also true that more of the JCE students seem to live in Johannesburg itself than is the case with the Afrikaans students, many of whom live in the surrounding
towns.

Students were asked to indicate the place where they reside when College is not in session, and the following classification was used:

- Category 1 - City
- Category 2 - Urban (35 000+)
- Category 3 - Urban (35 000-)
- Category 4 - Peri-urban
- Category 5 - Country Districts

'Peri-urban' refers to the areas which fall under the Peri-urban Affairs Board, and which tend to fringe the larger centres; 'Country Districts' refers to agricultural communities.

An abridged version of the Table contained in the Statistical Appendix reveals the following situation:

**TABLE 37: GROUPING OF STUDENTS BY RESIDENTIAL AREAS**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>NUMBER OF CATEGORY AND N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>JCE</td>
<td>208</td>
</tr>
<tr>
<td>Goudstad</td>
<td>106</td>
</tr>
</tbody>
</table>

$\chi^2 = 35,95$  
d.f. = 4  
p < .001

Differences between the two groups are significant at the .001 level, which indicates that at least the types of areas from which the students are drawn tend to be significantly different. The majority of the Afrikaans students tend to be drawn from categories 2 and 3, while most of the JCE sample come from category 1.

It is, however, generally true to say that significantly more Afrikaans than English students make use of residence facilities. One of the popular prejudices which exists in connection with student involvement in College affairs - whether sporting, cultural or political - is that the Afrikaans students tend to be more involved.
It may be reasonable to assert that if there are more Afrikaans students proportionately in residence than is the case among the JCE sample, it is to be expected that they would be more involved in College activities. Students were asked to indicate whether or not they were involved in student political or cultural organisations. The extended data will be found in the Statistical Appendix in Tables E5 and E6, pp. 256-57. Abridged data are given in Table 38. Students were grouped on the basis of participation or non-participation, irrespective of the type of activity in which they were engaged.

**TABLE 38: INVOLVEMENT IN STUDENT ACTIVITIES**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PARTICIPATION N</th>
<th>NON-PARTICIPATION N</th>
<th>TOTAL N</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>95</td>
<td>379</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>196</td>
<td>120</td>
<td>316</td>
</tr>
<tr>
<td></td>
<td>291</td>
<td>499</td>
<td>790</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 143.1 \quad \text{d.f.} = 1 \quad p < .001 \]

Differences between the groups are significant at the .001 level.

It is generally true to say, therefore, that there is a far greater degree of participation amongst Afrikaans students than is the case with their JCE counterparts. Whether this is the result of cultural differences, or whether it is a result of the areas in which students live, is not clear. It may be that residence life encourages more participation in student affairs. It may be that living in small towns or in the country encourages greater participation. No firm generalisation can be made, however.

7.3 Other areas of Student Involvement

In an earlier chapter reference was made to Waller's contention that teachers are an isolated group. Students in the sample were requested to list the sports played
by them at club level, as well as to indicate any hobb­
ies or pastimes which they might have. The first area,
that of club sport, might serve to indicate to what ex­
tent they are isolated; while the second, that of general
interests, might serve to indicate to what extent their
interests range beyond the mere teaching situation.
Extensive data are tabulated in the Appendix at the end.
It is sufficient to state at this point, however, that
there are no significant differences between the Eng­
lish and Afrikaans groups in this area - some 60% over­
all of both groups listed sports and pastimes of one
sort or another. There are some sports which tend to be
played by members of one group exclusively, but the
numbers are so small here that tests for significance
cannot be carried out.
Students were also asked to list whether they had been
trained for any other occupation before taking teaching.
This might serve to indicate to what extent teachers
have a broader background than that of the classroom.
Many have asserted that the teacher never gets beyond
the four walls of the classroom, in that he spends his
life in educational institutions, first as a pupil, then
as a student, and finally as a teacher.
Most of the students listed in Table 39 below have no
qualifications of any high order in music, speech and
drama and allied fields. Very few of the students
actually are competent to do anything other than teach.
It is not possible to determine whether differences are
significant, as the groups involved are too small. This
may lend some support to the general assertion that
teachers do, on the whole, tend to come out of schools
only to go back into them.
Table 39 summarises the relevant data.
TABLE 39: COMPARATIVE SUMMARY OF TRAINING IN OTHER AREAS FOR ALL STUDENTS

<table>
<thead>
<tr>
<th>INSTITUTION GROUP</th>
<th>AREA AND NUMBER OF PERSONS TRAINED IN THAT AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MUSIC</td>
</tr>
<tr>
<td>JCE</td>
<td>JP 1</td>
</tr>
<tr>
<td></td>
<td>SP 1M</td>
</tr>
<tr>
<td></td>
<td>SP 1F</td>
</tr>
<tr>
<td></td>
<td>JP 3</td>
</tr>
<tr>
<td></td>
<td>SP 3</td>
</tr>
<tr>
<td></td>
<td>HED 1F</td>
</tr>
<tr>
<td></td>
<td>HED 1M</td>
</tr>
<tr>
<td></td>
<td>HED 3F</td>
</tr>
<tr>
<td></td>
<td>HED 3M</td>
</tr>
<tr>
<td></td>
<td>Goudstad</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

It is conceivable that students at the Colleges may for a short time have been employed before entering teaching. The assumption is that they have not been employed for a sufficient length of time to enable them to qualify themselves in the area in question, or that they were employed in the type of occupation which does not require training of an advanced kind.

An abridged Table representing the data obtained is given here - a more detailed Table may be found at the end.

TABLE 40: COMPARATIVE SUMMARY OF PREVIOUS TRAINING/EMPLOYMENT OF STUDENTS

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PREVIOUSLY EMPLOYED N</th>
<th>UNEMPLOYED N</th>
<th>TOTAL N</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>109</td>
<td>365</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>38</td>
<td>278</td>
<td>316</td>
</tr>
</tbody>
</table>

χ² = 14,156  d.f. = 1  p < .001
Differences between the JCE and Goudstad groups are significant at the .001 level. This indicates that significantly more of the English sample than the Afrikaans group were employed prior to taking teaching. The significance of this is not clear - it may mean that the Afrikaans student is more certain about the career he should follow. It could simply mean that the English student is not sure about what he wants to do, and tries other occupations before he makes his final decision.

7.1 The Problem of Dropout

A great problem in Colleges of Education in the Transvaal is the wastage of students, particularly men, during the period of training. As has already been pointed out, it is to be expected that those of lower academic ability will in any case fall by the wayside, but persons in this category do not account for the total number of those who do drop out. Three factors might be involved here, outside of the realm of attitudes and academic achievement. These are:

- Students may not want to be teachers at all
- The parents of students may not want them to become teachers
- Students may see teaching as an avenue to another career

Students were asked to indicate if teaching was the career they would most have liked to follow and to state, if not, what the career of their choice would have been. An abridged table of data reveals the following:

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>TEACHING PREFERRED</th>
<th>TEACHING NOT PREFERRED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>JCE</td>
<td>420</td>
<td>54</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>276</td>
<td>40</td>
<td>316</td>
</tr>
<tr>
<td></td>
<td>696</td>
<td>94</td>
<td>790</td>
</tr>
</tbody>
</table>

\( \chi^2 = 0.438 \text{ d.f. } = 1 \text{ p N.S.} \)
Differences between the groups are not significant. Differences between first and third-year students are not significant either - a surprising outcome, in the sense that one would have expected significantly fewer final-year students to be dissatisfied with their choice of career than might be the case with first-years. Some 11% of the JCE sample, and 12% of the Goudstad sample, are dissatisfied with teaching as a choice of career. These figures do not account for the high dropout rate on their own, however, and from the expanded Table in the Appendix it is clear that not all students drop out even though they may be dissatisfied.

Parental influences may be important. Students were asked to indicate whether their parents were satisfied with their choice of career. The responses are tabulated in abridged form in Table 42.

TABLE 42: CAREER PREFERENCES OF PARENTS OF STUDENTS

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>SATISFIED</th>
<th>NOT SATISFIED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>464</td>
<td>10</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>311</td>
<td>5</td>
<td>316</td>
</tr>
<tr>
<td></td>
<td>775</td>
<td>15</td>
<td>790</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .52 \quad \text{d.f.} = 1 \quad p \ N.S. \]

Differences between the groups are not significant, and the percentage of students involved is so small that it is unlikely that parental influences have much effect on whether or not the students drop out of College life. A third factor which may be relevant is the motivation of the students themselves. To what extent do they see teaching as a possible step to another career? Students were asked to indicate whether or not they proposed to remain in teaching, if only for the foreseeable future, and their responses were tabulated.

The data are given in Table 43 on the following page.
Differences between the JCE and Goudstad groups are not significant. From the extended table in the Appendix it will be observed that more final-year than first-year students propose to leave teaching after qualifying. The reasons for this are not clear, although the preferred career is stated.

It is reasonable to assert, therefore that, while there are students who would rather have done something other than teach; that while there are students whose parents would rather that they followed another career; while there are those who propose to leave teaching after qualifying; the three factors which have been considered here as possible contributory factors to the dropout rate are of minimal importance. Other factors will need to be considered at a later stage.

7.5 General Conclusions

On the basis of the data considered in this chapter, the following general conclusions may with some justification be reached:

7.5.1 The majority of student teachers have been pupils at State, rather than at private schools. Where private schools are attended, the significant majority of students using them is English-speaking.

7.5.2 There are no significant differences with regard to attendance at boarding schools - both groups use them, neither to any great extent.

Table 4.3: Students proposing to leave teaching after qualifying

<table>
<thead>
<tr>
<th>Institution</th>
<th>LEAVING</th>
<th>NOT LEAVING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>30</td>
<td>444</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>15</td>
<td>301</td>
<td>316</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.087 \quad \text{d.f.} = 1 \quad p \quad \text{N.S.} \]
7.5.3 Differences between JCE and Goudstad students are highly significant with regard to residence in provincial hostels. A significantly greater proportion of the Afrikaans students reside in College hostels.

7.5.4 Distribution of the residential areas of English and Afrikaans students is significantly different in that most of the English students are city dwellers, while the Afrikaans students tend to be drawn from large and small towns.

7.5.5 Significantly more Afrikaans than English students are involved in student political and cultural activities.

7.5.6 There are no significant differences between English and Afrikaans students with regard to the qualifications they hold before training as teachers.

7.5.7 Significantly more English students, proportionately, than Afrikaans, have followed other occupations for a time before tackling teaching as a career.

7.5.8 The majority of students, both English and Afrikaans, claim that teaching is their most preferred career.

7.5.9 In the majority of cases, for both groups, there is no overt parental opposition to the choice of career.

7.5.10 Most students in both groups intend to remain in teaching for the foreseeable future.
CHAPTER EIGHT

8.1 Introduction

Comparatively little has been learned from the preceding chapters about the reasons for the students polled taking teaching. Information about such reasons might be of value for a number of reasons. As has been stated elsewhere, the rate of dropout amongst student teachers is high - particularly amongst English-speaking students, as Holmes and others have pointed out. It may well be that students drop out, not so much as a result of lack of ability than as a result of attitudes which could well be disappointed in the actual classroom situation.

In addition, it is fairly clear that the rate of resignation from the ranks of the teaching profession is higher amongst men than it is amongst women, and that it is higher amongst English-speaking teachers than it is amongst Afrikaans-speaking teachers - even after allowance has been made for the greater numbers of women than men, and of Afrikaans-speaking than English-speaking teachers generally.

It would be of value to have information, therefore, in the following areas:

8.1.1 Are there significant differences between men and women in terms of their reasons for taking teaching?

8.1.2 Are there significant differences between Afrikaans and English-speaking students in terms of their reasons for taking teaching?

8.1.3 Are there significant differences between first and third-year students in terms of their reasons for taking teaching?

If significant differences could be found in the areas mentioned above, it might be possible to construct a screening device which would with some accuracy help to pinpoint those students - assuming intellectual and other factors to be satisfactory - who are unlikely to last a course of in-
struction. This would be beneficial both to the student and to the taxpayer from the point of view both of wasted time and effort on the part of the student and, of course, on the part of the taxpayer insofar as the capital outlay might be smaller.

In addition, if there are significant differences between men and women and between English and Afrikaans-speaking students, it might be possible to identify the factors which account for the differences. This would also contribute towards more adequate selection.

In this chapter an attempt is made to establish to what extent significant differences exist in the areas outlined above.

8.2 Analysis of Data

In this section of the questionnaire students were required to respond to as many of 20 different statements about teaching as they thought were applicable in their own case. They were then required to rank in order of importance those items to which they had responded.

The actual items have been discussed at some length in Chapter Four, and may be found in the questionnaires included in Appendices A and B.

The data obtained have been analysed in the following ways:

- Students at each Institution have been compared in respect of number and nature of responses to each item overall
- Responses to each specific item have been analysed in detail
- Each group and sub-group has, where possible, been compared in terms of its overall ranking of the specific items, and correlation coefficients have been arrived at where possible.

8.2.1 Number of Responses to each Item overall

The numbers of students in each Institution responding to specific items have been recorded in Table 44, and the data have been diagrammatically represented in Diagram 2.
The data tabulated in Table 44 have, for purposes of easy reference, been represented diagrammatically in Diagram 2.