From the available data it would appear that very few items received a response rate of more than 60% from students. These were items 1, 15, 16 and 19, and even there the response rate was not uniform for the groups under comparison.

Comparative tables with accompanying bar diagrams may be found in Appendix F. These make the following direct comparisons:

- JCE men with Goudstad men (Diagram F3)
- JCE women (1st-year) with Goudstad women (1st-year - Diagram F1)
- JCE women (3rd-year) with Goudstad women (3rd-year - Diagram F2)
- JCE women (1st-year) with JCE women (3rd-year - Diagram F6)
- Goudstad women (1st-year) with Goudstad women (3rd-year - Diagram F7)
- JCE men with JCE women (Diagram F4)
- Goudstad men with Goudstad women (Diagram F5)

Perusal of the relevant tables and diagrams (pages 264 to 273) reveals that there are comparatively few overt differences from the trend already noticed in the comparison for students at JCE and Goudstad.

It may be stated with some certainty that in the case of the sample polled, the following were the reasons for taking teaching most often mentioned by students:

- B1 - Like working with people, especially children
- B15 - Women can always return to teaching after their children are grown up (women only)
- B8 - Teaching will enable me to serve my country and my community (Afrikaans students, mainly)
- B19 - Teaching is a calling from God (Afrikaans students, mainly)
- B4 - Like the stimulation of the classroom situation (English students, mainly)
- B13 - Teaching enables me to give expression to my talents and abilities (English students, mainly)
All of the other items are mentioned at a level of less than 40%.

Responses of students to each item were compared to test whether or not there are significant differences between students in all groups in respect of whether or not they responded to a specific item at all. χ² tests were carried out for all groups to determine whether or not there were significant differences in terms of level of response of various groups and sub-groups.

In the Appendix the relevant tables may be found setting out the comparisons undertaken, and listing the items where comparisons yielded significant differences. Consideration will be given here only to those items where significant differences were found to exist.

8.2.2 Comparisons between JCE and Goudstad Students: Entire Group - Men and Women

Applications to the data of the χ² test indicated that there were significant differences between the items in respect of responses to items 4, 6, 11, 12, 13, 14, 15, 16, 17 and 18.

**TABLE 45: ITEM 4 -- LIKE THE STIMULATION OF THE CLASSROOM SITUATION**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N SELECTING ITEM</th>
<th>N NOT SELECTING ITEM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>209</td>
<td>265</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>59</td>
<td>247</td>
<td>316</td>
</tr>
<tr>
<td></td>
<td>268</td>
<td>512</td>
<td>790</td>
</tr>
</tbody>
</table>

Expected frequencies in the first column for the two institutions are 160.8 and 107.2 respectively. The data are significant at the .001 level. It may with some confidence be asserted that significantly more of the JCE students like the stimulation of the classroom.
situation than is the case with the students at Goudstad. Even so, only 44% of the JCE sample responded to this item. In the case of such individuals as did respond to the item, however, it may be valid to say that if the classroom situation were to be found to be unstimulating, or were to become so, such a situation might constitute a reason for giving up teaching.

Such a statement must be acknowledged to be highly tentative, however.

TABLE 46: ITEM 6 - MY PARENTS SAY THAT TEACHING IS A GOOD CAREER

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N SELECTING ITEM</th>
<th>N NOT SELECTING ITEM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>41</td>
<td>433</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>64</td>
<td>252</td>
<td>316</td>
</tr>
<tr>
<td></td>
<td>105</td>
<td>685</td>
<td>790</td>
</tr>
</tbody>
</table>

The data are significant at the .001 level. The Goudstad students may be more subject to parental influences than are the JCE students. It should be borne in mind, however, that only 20% of the Goudstad sample responded to the item in any case.

Differences between items 11 and 12 - 'Following in the footsteps of other members of the family' and 'Inspired by the example of a teacher' are significant at the .01 level. The very small percentages of students from both groups responding to these items, however, render any generalisations meaningless.
TABLE 47: ITEM 13 - TEACHING ENABLES ME TO GIVE EXPRESSION TO MY ABILITIES AND TALENTS

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N SELECTING ITEM</th>
<th>N NOT SELECTING ITEM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>222</td>
<td>252</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>112</td>
<td>204</td>
<td>316</td>
</tr>
</tbody>
</table>

Application of the $X^2$ test to the data indicates a difference between the JCE and Goudstad groups which is significant at the .01 level. The low percentage of students responding to the item overall must be taken into account, however, when any generalisations are made.

TABLE 48: ITEM 15 - WOMEN CAN ALWAYS RETURN TO TEACHING AFTER THEIR CHILDREN ARE GROWN UP

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N SELECTING ITEM</th>
<th>N NOT SELECTING ITEM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>283</td>
<td>191</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>147</td>
<td>169</td>
<td>316</td>
</tr>
</tbody>
</table>

Differences between the groups are significant at the .001 level. This might imply that the JCE women are more materialistic and less idealistic than their Goudstad counterparts. Certainly 60% of the JCE women responded to this item, while only 45% of the Goudstad women did so.

TABLE 49: ITEM 16 - TEACHING ENABLES ME TO IMPROVE MY SOCIAL POSITION

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N SELECTING ITEM</th>
<th>N NOT SELECTING ITEM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>21</td>
<td>453</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>31</td>
<td>285</td>
<td>316</td>
</tr>
</tbody>
</table>

While only a small percentage of students in each
group responded to this item, differences between the
groups are significant at the .001 level. The Goudstad students are more likely to see teaching as improving their position than are JCE students.

Item 17 - One has to obtain a professional qualification of some sort

Comparatively small percentages of students responded to this item (16% at Goudstad, 9% at JCE). The value of $X^2$ is 14.082, d.f. 1, which gives a probability reading of .001, which is highly significant. Once again, firm generalisations cannot be made, but it would seem that the Goudstad students are more likely to consider the attainment of a professional qualification 'of some sort' to be more important than is the case with the JCE sample.

TABLE 50: ITEM 18 - TEACHING WILL ENABLE ME TO SERVE MY COUNTRY AND MY COMMUNITY

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N SELECTING ITEM</th>
<th>N NOT SELECTING ITEM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>144</td>
<td>330</td>
<td>474</td>
</tr>
<tr>
<td>GOUDSTAD</td>
<td>215</td>
<td>101</td>
<td>316</td>
</tr>
<tr>
<td></td>
<td>359</td>
<td>431</td>
<td>790</td>
</tr>
</tbody>
</table>

Application of the $X^2$ test for significance reveals that the data are significant at the .001 level. It may with some certainty be stated, therefore, that the 'service' motive is of far greater significance for the Goudstad sample than is the case for the JCE student. 66% of the Goudstad sample responded to this item, which enables the generalisation to be made with some certainty that in the case of the students polled, Afrikaans students are more likely to enter teaching with the view of serving the community than is the case with their English-speaking counterparts.
TABLE 51: ITEM 19 - TEACHING IS A CALLING FROM GOD

<table>
<thead>
<tr>
<th>GROUP</th>
<th>N SELECTING ITEM</th>
<th>N NOT SELECTING ITEM</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JCE</td>
<td>61</td>
<td>413</td>
<td>474</td>
</tr>
<tr>
<td>Goudstad</td>
<td>217</td>
<td>99</td>
<td>316</td>
</tr>
<tr>
<td>Total</td>
<td>278</td>
<td>512</td>
<td>790</td>
</tr>
</tbody>
</table>

The above data differ significantly in respect of the two groups at the .001 level. The expected frequency for the Goudstad students responding to the item is 111.2, which indicates to what extent the result is a highly significant one. It may with certainty be asserted that in the case of the Goudstad students, 68% of whom responded to the item, that religious considerations are involved in becoming a teacher. This may lend some support to the view that the Afrikaans student is more idealistically orientated towards teaching than is his English-speaking counterpart.

8.2.3 Initial Conclusions

From the above analysis, it is clear that the responses where significant differences between the two groups were encountered can be divided into two main categories - the first, a 'personal' category; the second, an 'idealistic' category. By these two terms is meant:

(i) that students tend to advance reasons which stress self-interest
(ii) that students advance reasons which stress service to others, with a subordination of the self.

From the above data, it is clear that there is a tendency for the JCE students to stress self-interest - enjoyment of the classroom situation; desire for the stimulation of the teaching situation; and the fact that women can return to teaching after their
children have grown up. On the other hand, it would seem that there is a trend for the Goudstad students to stress the service motive - service to country and community are strongly stressed; there is an emphasis on the religious element; there is a tendency for students to become teachers because their parents say they should.

It is interesting to note, however, that in the case of both groups there is a desire to work with people, especially with children, and that in the case of both groups the highest percentage of responses was advanced in this category. Whether these factors serve as a partial explanation of the fact that there is a higher dropout rate at JCE than at Goudstad cannot with any definite certainty be asserted in the absence of other necessary information. It may well be, however, that if one's motives are idealistic, rather than self-interested, one would tend to persevere even if one's personal expectations were to be disappointed.

8.2.4 Comparisons between JCE and Goudstad women - all groups

Although certain items responded to by male and female students at both Colleges seem to indicate that there are significant differences between the students at each institution, it is of interest to attempt to establish to what extent differences between, first of all the women, and then the men, may be noticeable. Application of the $X^2$ test for significance to the available data indicates that differences between females in both groups are significant in respect of items 4, 11, 12, 17, 18 and 19. The relevant tables may be found in the Appendix (see pp. 264 ff.) It may be noted that the differences recorded between the females of both groups are the
2.5 Comparisons between JCE and Goudstad men - all groups

Comparisons between the men of both institutions have been rendered very difficult by the smallness of the numbers involved and at best, only tentative generalisations can be made. Numbers of responses have been too small to enable any comment to be passed with respect to the following items: 3, 4, 5, 8, 9, 10, 11, 14, 15 and 16.

In respect of the other items, however, no significant differences were found, with the exception of items 18 and 19 - those items which refer specifically to service to country and community, and to teaching as a calling from God. Apart from this, however, the males at each institution are not significantly different from one another in terms of the responses made to the items.

2.6 Comparisons between students at JCE - males and females

The responses of male students in all groups were compared with those of female students, and the $\chi^2$ test for significance was applied to the relevant data. Significantly different responses were found in respect of items 3 and 4 only, excluding responses to item 15, which was intended for females only in any case. The wording of item 3 may largely be responsible for the nature of the responses - 'Salary is good, especially for women'. The item was not a satisfactory one, in the sense that it cannot be known to which part of the item the students were responding. The differences are significant at the .001 level, but it should be borne in mind that only 27% of the females responded to the item in any case. Responses to item 4 are significantly different at
only the 0.02 level, which is not a highly significant level.

In terms of the instrument used, therefore, it would seem that the differences between males and females at JCE are not really significant. A much more sophisticated measuring device needs to be devised—one which might be able more adequately to probe the differences which may exist between males and females.

### 8.2.7 Comparisons between students at Goudstad - males and females

The responses of male students at Goudstad were compared with those of the females, and the $\chi^2$ test for significance was applied to the data. With the exception of item 15, to which only the women responded, significant differences in the nature of the responses were found only in respect of items 14 and 16. Responses to item 14 were significantly different at the 0.01 level, where more of the females said that friends had persuaded them to come to College. Only 15% of them responded to this item, however, which renders impossible any generalisation in this area.

The data in respect of item 16 are significant at the 0.02 level. There may be a case for arguing that there is a slight tendency for the males to feel that teaching improves their social position, but as only 8% responded in any case, this is a little doubtful. It may with some certainty be asserted that there are comparatively few differences between the males and the females, as measured by this section of the questionnaire. This phenomenon has already been observed in the case of male and female students at JCE.

### 8.2.8 Comparisons between students at JCE - first and third-year females

The responses of first and third-year female students
at JCE were compared, and the $\chi^2$ test for significance was applied to the data. The only item to which there was any significantly different level of response was Item 4 - 'Like the stimulation of the classroom situation'. Here the difference was significant at the .001 level. 39% of the first-year women responded to the item, while 61% of the third-year women responded to it. The generalisation may therefore with some safety be made that third-year women in this particular sample were more likely to stress the stimulating demands made by the classroom situation than were the first-years. This may be because the first-year students polled in most cases had no actual experience of the classroom situation. It is not possible to adduce further possible explanations for the phenomenon in the light of the scant data available.

Comparisons between the responses of first and third-year males were not possible owing to the smallness of the sample involved.

8.2.9 Comparisons between students at Goudstad - first and third-year females

The responses of the first and third-year female students at Goudstad were compared. Significant differences were found when responses to items 2, 11, 14, 15 and 20 were compared. The relevant contingency tables will be found in the Appendix (Tables F14 to F18), and a diagrammatic representation will be found in diagram F7.

19% of the first-year women responded to Item 2 - 'Like the short hours and long holidays' - while 60% of the third-year sample responded to the item. This is a rather unexpected outcome. It was expected that the nature of the responses would, if anything, have been reversed, in the sense that final-year students
would realise that there are not really short hours in teaching, and that the holidays are not as restful as most teachers might wish. First-year students might still be expected to cherish some illusions. The nature of the response is not easily explained - one might hypothesise that there is a greater degree of idealism amongst first-year students than there is amongst the third-years, but such speculation is at best a doubtful explanation.

In the case of Item 11 - 'Following in the footsteps of other members of the family' - three times as many first-years as third-years responded to the item. It should be pointed out, however, that the percentages of students responding are so low as to render impossible any meaningful generalisations.

70% of the third-year students responded to Item 15 - 'Women can always return to teaching after their children are grown up' - while only 50% of the first-year students responded to this item. Differences here were significant at the .01 level. The outcome is an expected one, in the sense that final-year students who have had experience of the school situation, and who have had more time to think about the implications of a specific career choice, might be expected to have an eye on the future. It is doubtful, however, to what extent considerations of the sort would constitute a reason for selecting teaching initially - it is most probably one of the 'reasons' which commends itself as a function of hindsight rather than an actual motivating cause.

Seven times more first-year students responded to Item 14 - 'Friends persuaded me to come to College with them' - than did third-years. This is an expected outcome - reasons such as this rarely survive a three or four year period of training. Most third-year
students in their final year can be expected to be there for more cogent reasons than that their friends persuaded them.

To Item 20 - 'Teaching is an occupation which I find attractive for personal reasons' - 68% of third-year students responded, while only 43% of the first-year students responded in this way. The difference in response here is significant at the .001 level. It might be expected that final-year students would have thought more deeply about why they are in teaching and would thus be more likely than first-year students in general to have reached some personal conclusions about why they find teaching attractive. Most of the other items in this section are what might be styled 'external' items in the sense that they constitute reasons outside of, and to some extent independent of, the student himself. First-year students may take some time to arrive at such insights. Comparisons between the responses of the first and third-year men at Goudstad were not possible owing to the smallness of the numbers involved.

8.3 General Conclusion

In the light of the data considered in the preceding pages, it is possible to attempt some answers to the questions posed in the introduction.

The first of these questions related to the possibility that there might be significant differences between men and women in terms of their reasons for taking teaching. In the case of the JCE sample, it must be stated that in terms of the measuring instrument used, differences were not really significant. Slightly significant differences which were observed in respect of items 3 and 4 have already been considered, and it cannot be said that the differences observed in respect of these items form a basis for claiming that the men are significantly different from the women in terms of their responses in this section.
students in their final year can be expected to be there for more cogent reasons than that their friends persuaded them.

To Item 20 - 'Teaching is an occupation which I find attractive for personal reasons' - 68% of third-year students responded, while only 43% of the first-year students responded in this way. The difference in response here is significant at the .001 level. It might be expected that final-year students would have thought more deeply about why they are in teaching and would thus be more likely than first-year students in general to have reached some personal conclusions about why they find teaching attractive. Most of the other items in this section are what might be styled 'external' items in the sense that they constitute reasons outside of, and to some extent independent of, the student himself. First-year students may take some time to arrive at such insights. Comparisons between the responses of the first and third-year men at Goudstad were not possible owing to the smallness of the numbers involved.

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The first of these questions related to the possibility that there might be significant differences between men and women in terms of their reasons for taking teaching. In the case of the JCE sample, it must be stated that in terms of the measuring instrument used, differences were not really significant. Slightly significant differences which were observed in respect of items 3 and 4 have already been considered, and it cannot be said that the differences observed in respect of these items form a basis for claiming that the men are significantly different from the women in terms of their responses in this section.
In the case of the Goudstad sample the same situation can be said to obtain. Apart from slightly significant differences in terms of responses to items 14 and 16 - responses which have already been considered - it cannot be said that there are really significant differences between the males and the females at Goudstad.

On all items other than Item 15 - which was applicable to women only - it may therefore with some certainty be stated that there are no notably significant differences between males and females in either institution.

This would seem to suggest that a far more sophisticated measuring device than the one used should be constructed - data obtained here do not begin to offer any satisfactory explanation as to why there should be overt differences between males and females in terms of rate of resignation from teaching, and so on.

The second question raised considered the possibility that there might be significant differences between English and Afrikaans-speaking students in terms of their responses to the items in this section. It was found that there were significant differences between the groups in terms of their responses to specific items.

The JCE sample tended to select those items which reflected self-interest, while the Goudstad sample stressed dominantly the service motive, in that many of these students see teaching either as a calling from God, or as an avenue of service to state and community. These differences in attitude may serve to explain the fact that a higher proportion of English-speaking trainees drop out of courses of training than is the case with the Afrikaans-speaking sample; and that the rate of resignation amongst practising teachers is higher amongst the English group than it is among the Afrikaans group. If the motives of the English group tend to be self-interested, then it is reasonable to suppose that if expectations are not satisfied by teaching there will be a
move to another area - outside of teaching - where these
motives will be satisfied. On the other hand, if the Afri-
kaans student does see teaching as some sort of calling, and
feels that he is serving the community by being in teaching,
he might well be better equipped to cope with disappointment
of whatever personal expectations he might have than would
be the case with his English-speaking counterpart.
The third question asked whether there were differences be-
tween first and third-year students in terms of their rea-
sons for taking teaching. It was not possible to assess
differences between the first and third-year groups of men,
because of the small numbers involved. In the case of stu-
dents at both Colleges, significant differences were found
in respect of certain items. It should be pointed out,
however, that in the case of most of these items the total
numbers of students responding were, in any case, so low
as to render impossible any meaningful generalisations. In
the Goudstad sample, however, significant differences in
response to Item 20 may render possible the tentative
statement that students who have personal, rather than ex-
traneous, reasons for taking teaching are more likely to
survive to the third year. Apart from that, however, it must
be stated that the present polling instrument has not satis-
factorily identified any major differences between first and
third-year students in terms of their reasons for taking
Teaching.
It must be stated, therefore, that while the present re-
search has satisfactorily provided some tentative data which
render possible some overt discrimination between the
Afrikaans and English groups in terms of their reasons for
taking teaching, it has not done so in respect of males and
females, or of first and third-year students, to any
satisfactory degree.

8.4 Overall ranking of Items in Section B

If there are significant differences between groups or sub-
groups, it might reasonably be expected that students would rank differently those items which are of importance to them in addition, possibly, to selecting totally different items.

Data considered in the previous section have concentrated totally on which items were selected, rather than on the order in which they were selected. Students were asked, in addition to selecting as many items as they felt applied to them, to rank these in order of importance. Weighted totals for each item have been obtained and a ranking of items in order of importance for each group has been obtained. An item ranked first by a student was awarded 20; an item ranked twentieth was awarded 1. There were no items which were not ranked at all. The comparative rankings for each group are given in Table 52 below.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>JCE RANKING</th>
<th>Goudstad RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
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<td>3</td>
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<tr>
<td>5</td>
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<td>11</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Application to the above data of Spearman's Rank Correlation formula indicates that $\rho = .788$, a high level of correlation.
This would seem to indicate that differences between the JCE and Goudstad samples are, in fact, not so significant as was suggested at the end of the previous section.

If the basic theory underlying the null hypothesis is taken as a starting point, the following postulations may be made:

- $H_0 = x(\text{JCE})$ and $y(\text{Goudstad})$ are independent
- $H_1 = x$ and $y$ are positively correlated

Sample size 20

$$\alpha = 0,05$$

At the 0,02 level, the critical region of $\rho > 0,534$

As has been shown, $\rho = 0,703$

Thus $H_0$ may be rejected; $H_1$ may be retained.

In effect, therefore, we have the situation that the English and Afrikaans-speaking groups differ from one another principally with regard to their view of teaching, either as a calling from God, or as an avenue of service to the state and the community. Those factors aside, it may with some certainty be stated that the groups are remarkably similar in other respects. Clearly much more research is needed in this area, and there is a need for a much more sophisticated measuring device which could enable underlying common factors, as well as main differences, to be satisfactorily delineated.

Comparative rankings of items for other sub-groups were also attempted, and the overall data gained were similar to those already outlined. For the sake of brevity, therefore, it has not been felt necessary to include them.

### 8.5 Overall Conclusions

The data analysed in this chapter seem to have indicated that the present polling instrument has been unable to detect significant differences, if there are any, between male and female students in either College, or between first and
third-year students. In addition, what differences have been noted are not easily capable of satisfactory explanation. While there are indications that there are significant differences between the Goudstad and JCE samples in terms of their reasons for taking teaching, there is nevertheless an overall coefficient of correlation of 0.788, a figure well in excess of the cut-off point of 0.534. This would seem to indicate, therefore, that the differences between the JCE and Goudstad groups may not be as great as is sometimes thought. Apart from radical differences between the two groups in terms of their responses to items relating to teaching as a calling from God and to service to country and community, the two groups attach remarkably similar significance to other items in this section. Much more research in this area, with a far more sophisticated measuring device, seems to be indicated.
CHAPTER NINE

9.1 Introduction

Section C of the questionnaire was designed to assist in the measurement of the attitudes of student teachers towards teaching as an occupation. This section incorporated ten statements which have been described elsewhere, and which may be referred to in Appendices A & B. Seven positive statements were incorporated, together with three negative ones. Students were required to respond to these statements in terms of a five-point Likert-type scale, ranging from 1 (agree strongly) to 5 (disagree strongly). Some of the statements to which the students were required to respond paint a deliberately rosy picture of teaching, while others perhaps are rather too intensely negative. It might be postulated that those students who adopt a realistic attitude to the statements, i.e. responding somewhere in the moderate middle range, rather than at the extremes, are more likely not to be disappointed by the actual teaching situation. Whether or not this postulated outcome will materialise remains to be seen.

9.2 Analysis of Results

The data obtained in this section are extensive, and have been treated in a number of different ways. Direct comparison of responses has been carried out for the following groups:

- All students at JCE with all students at Goudstad
- All first-year students at JCE with all first-year students at Goudstad
- All third-year students at JCE with all third-year students at Goudstad
- First and third-year students at JCE
- First and third-year students at Goudstad

Owing to the smallness of the groups, it was not possible profitably to compare males with females in each institution.