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DEPARTMENT OF HIGHER EDUCATION

**THE RECRUITMENT OF SECONDARY  
SCHOOL PUPILS FOR THE TEACHING  
PROFESSION IN THE REPUBLIC OF  
SOUTH AFRICA AND IN SOUTH  
WEST AFRICA**

by

A. J. VENTER

ARCH SERIES No. 29

NATIONAL BUREAU OF EDUCATIONAL AND  
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PRETORIA

1968

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THE REPUBLIC OF SOUTH AFRICA AND IN  
SOUTH WEST AFRICA

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A.J. VENTER

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## FOREWORD

1. The National Advisory Education Council, which commenced its activities on 2nd January, 1963, was established by the National Advisory Education Council Act, 1962 (Act No. 86 of 1962), signed by the State President on 25th June, 1962. The main functions of the Council are defined in sections 7 and 8 of the Act, but what is of special importance is that the Council must endeavour "to determine in consultation with the Department of Education, Arts and Science, the provincial education departments, education bodies and organizations and persons who are concerned with education matters, the broad fundamental principles of sound education for the country as a whole" (section 7(2) of the Act).

2. In order to carry out this directive, the Council resolved at its first meeting on 29th-30th March, 1963, to recommend, to the Minister of Education, Arts and Science, under section 5(1) of Act No. 86 of 1962 that an ad hoc committee with four sub-committees be appointed to consider the subject of "THE TEACHER". The following themes were assigned to the four sub-committees:

- (a) RECRUITMENT, SELECTION AND WASTAGE OF TEACHERS;
- (b) TRAINING AND CERTIFICATION OF TEACHERS;
- (c) CONDITIONS OF SERVICE OF TEACHERS: and
- (d) STATUS AND PRESTIGE OF TEACHERS.

The Minister accepted the recommendation and the sub-committees commenced their activities during 1963. (For the constitution of the ad hoc committee and sub-committees, see p. vii). In selecting these themes concerning teachers, the Council aimed at obtaining a nation-wide picture of "the teacher" in regard to these aspects.

3. At the request of the Council, the research work of the Sub-committee: The recruitment, selection and wastage of teachers, and the Sub-committee: Conditions of service of teachers was undertaken by the National Bureau of Educational and Social Research, in co-operation with the Council.

4. Since information in regard to the recruiting, selection and conditions of service of teachers had to be obtained from principals of schools, vice-principals and assistants, rectors/deans and lecturers of teachers' training institutions, inspectors of education and the four provincial education departments, the Department of Education, Arts and Science and the Education Department of South West Africa, questionnaires were drawn up to cover those aspects on which the various persons, institutions and authorities had to furnish information.

Eleven questionnaires were prepared to obtain the required information for the two Sub-committees of the Council. In regard to the wastage of teachers two questionnaires (NB. 482 and 483) were sent to all schools in the country for completion by permanently appointed teachers (NB. 482), as well as by principals (NB. 483), concerning teachers who had resigned from service during the period 1st October, 1963 to 30th September, 1964, or who had transferred to another education department or to private or subsidised schools. Questionnaire NB. 484 was sent to the education departments and the governing bodies of private and subsidised schools to obtain details regarding all teachers who left the service during the above-mentioned period. During the fourth school term of 1963 a questionnaire was sent to a random sample of Std. 10 pupils to determine their attitude towards teaching as a profession. The questionnaires on recruitment, selection and conditions of service of teachers were sent to the persons, institutions and authorities concerned during February, 1964. (See p. viii for a brief description of the questionnaires.)

5. The research for the two sub-committees of the Council was undertaken by a research team of the Bureau, headed by Mr. J.B. Haasbroek, and consisting of Mr. J.H.C. Oosthuizen, Mr. A.J. Venter, Mr. P.G. van Z. Spies and Mrs. S.M.E. Boshoff. The reports and the research workers responsible for them are as follows:

The interest of Std. 10 pupils in teaching as a profession in the Republic of South Africa and in South West Africa: Mr. J.B. Haasbroek.

The recruitment of secondary school pupils for the teaching profession in the Republic of South Africa and in South West Africa: Mr. A.J. Venter.

The selection of prospective student teachers in the Republic of South Africa and in South West Africa: Mr. P.G. van Z. Spies.

The wastage of teachers in the Republic of South Africa and in South West Africa: Mrs. S.M.E. Boshoff.

Conditions of service of teachers in the Republic of South Africa and in South West Africa: Mr. J.H.C. Oosthuizen.

6. This report, entitled "The recruitment of secondary school pupils for the teaching profession in the Republic of South Africa and in South West Africa", consists, first, of a comparative study of the recruiting of pupils as candidates for training as teachers in the Republic of South Africa and in South West Africa, according to the policies of the provincial education departments of the Cape Province, Natal, the Orange Free State and the Transvaal, the Department of Education, Arts and Science and the Education Department of South West Africa, with reference to the recruiting of student teachers abroad. In the second place a comparative study is made of the extent of financial aid granted to prospective student teachers, and also a study of data concerning student teachers at training institutions (the latter aspect excluding South West Africa which has no training institution of its own). A comparative study is then made of the attitude towards the teaching profession of, and the evaluation of the qualifications of teachers by, principals, vice-principals and assistants at the schools of six education departments, and at non-departmental schools (private and provincially subsidised schools), as well as the principals, vice-principals, and lecturers at teachers' training institutions under the control of the four provincial education departments and the Department of Education, Arts and Science.
7. I wish to express my gratitude to the Executive Committee of the National Advisory Education Council, as well as to the sub-committees mentioned above, for their share in this survey.
8. A word of thanks is also due to the heads of the six education departments for their permission to conduct this survey in their schools and teachers' training colleges. For their co-operation, without which this survey could not have been carried out, sincere thanks are conveyed to the principals and teachers of the schools of the six education departments and of the private and subsidised schools, as well as to the lecturers of teachers' training institutions, the inspectors of education and other persons who have given assistance in one way or another in connection with the survey.
9. It is hoped that this report will be a source of information on the basis of which the National Advisory Education Council will introduce a new deal for teachers in regard to the recruiting of student teachers. For the teacher who is interested in his profession, this report will provide valuable information.

P. M. ROBBERTSE  
DIRECTOR

NATIONAL BUREAU OF EDUCATIONAL AND SOCIAL RESEARCH

AUGUST, 1965.

CONSTITUTION OF THE AD HOC COMMITTEE: "THE TEACHER"

AD HOC COMMITTEE: "THE TEACHER"

- Chairman : Prof. P.S. du Toit (ex officio member of the four sub-committees)
- Members : Chairmen of the four sub-committees: Mr. A.G.S. Meiring, Prof. R.E. Lighton, Mr. S. Theron, Mr. A.J. Koen (succeeded on his resignation by Prof. J.J. Mulder).
- Liaison members : Executive Committee of the National Advisory Education Council: Prof. G.J. Jordaan, Prof. H.J.J. Bingle, Miss E.C. Stejn, Mr. S.G. Osler.

Sub-committee: Recruitment, Selection and Wastage of Teachers

- Chairman : Mr. A.G.S. Meiring
- Members : Prof. J.J. Mulder, Dr. P.M. Robbertse, Prof. R. McMillan, Mr. L.C. Bruwer, Dr. A.L. Kotzee (Prof. J.J. Mulder appointed chairman of the Sub-committee: Status and Prestige of Teachers, and was succeeded on this Sub-committee by Dr. A.L. Kotzee).

Liaison member for the Executive Committee of the National Advisory Education Council: Miss E.C. Stejn.

Sub-committee: Training and Certification of Teachers

- Chairman : Prof. R.E. Lighton
- Members : Mr. A.W. Muller (succeeded on his resignation by Mr. J.T. Slater), Prof. S.J. Preller, Mr. C.P. van der Merwe, Dr. W.K.H. du Plessis, Mr. J.V. Smit, Dr. E.L.G. Schnell.

Liaison member for the Executive Committee of the National Advisory Education Council: Prof. G.J. Jordaan.

Sub-committee: Conditions of Service of Teachers

- Chairman : Mr. S. Theron
- Members : Mr. H.C. Botha, Dr. G.J. Potgieter, Miss L.M. Spies, Mr. J.H. Stander, Dr. J.E. Davies, Adv. N.C. Gracie.

Liaison member for the Executive Committee of the National Advisory Education Council: Prof. H.J.J. Bingle.

Sub-committee: Status and Prestige of Teachers

- Chairman : Mr. A.J. Koen (succeeded on his resignation by Prof. J.J. Mulder).
- Members : Mr. H. Lundie, Prof. J.J. Fourie, Mr. J.D. Möhr, Mr. D.F. Abernethy, Mr. L.L. Wahl

Liaison member for the Executive Committee of the National Advisory Education Council: Mr. S.G. Osler.

Additional member: Adv. N.C. Gracie.

## QUESTIONNAIRES

1. QUESTIONNAIRE NB. 482: Questionnaire to permanently appointed teachers, vice-principals and principals who were still in service, but who resigned during the period 1st October, 1963 to 30th September, 1964, to assume a post with another education department or at a private school or any other institution, in order to determine the extent and causes of resignations from teaching.
2. QUESTIONNAIRE NB. 483: Questionnaire to principals of schools for completion in respect of the teachers to whom questionnaire NB. 482 applied.
3. QUESTIONNAIRE NB. 484: Questionnaire to education departments and the governing bodies of private and subsidised schools, to determine the extent of resignations of teachers during the period 1st October, 1963 to 30th September, 1964.
4. QUESTIONNAIRE NB. 485: Questionnaire to the six education departments to obtain information about the recruitment, selection and conditions of service of teachers.
5. QUESTIONNAIRE NB. 486: Questionnaire to heads of teachers' training colleges, departments for the training of teachers at technical colleges and the deans of the faculties of education at universities, to obtain information about the recruitment, selection and wastage of prospective teachers during training.
6. QUESTIONNAIRE NB. 487: Questionnaire to principals of schools to obtain information about the recruitment and conditions of service of teachers
7. QUESTIONNAIRE NB. 488: Questionnaire to vice-principals and assistants, to obtain information about the recruitment and conditions of service of teachers.
8. QUESTIONNAIRE NB. 489: Questionnaire to vice-principals and lecturers at teachers' training colleges, departments for the training of teachers at technical colleges and the faculties of education at universities, on the recruitment and conditions of service of teachers.
9. QUESTIONNAIRE NB. 490: Questionnaire to chairmen of committees and persons who, by virtue of their position, select candidates for training as teachers (principals of high schools, inspectors of education and persons attached to institutions which train teachers).
10. QUESTIONNAIRE NB. 491: Questionnaire to Std. 10 pupils, to determine their attitude towards and interest in teaching as a profession.
11. QUESTIONNAIRE NB. 492: Questionnaire to employers in the private sector and to government departments, to obtain details of recruiting methods.

## CHAPTER 1

### INTRODUCTION

#### 1.1 BACKGROUND

At its first meeting on 29th March, 1963, the National Advisory Education Council resolved to recommend to the Minister of Education, Arts and Science that an ad hoc committee with four sub-committees be set up to study the subject of THE TEACHER. The idea was to make a study of all the factors that could have an influence on teachers' happiness and contentment in the profession, as well as factors that could contribute to or detract from the power of the profession to attract and hold teachers. A careful study had therefore to be made of such matters as recruiting procedures, selection, measure of happiness and contentment in the profession, status, the teachers' attitude to teaching, as well as his views on conditions of service and associated conditions in the profession. After the Minister had approved the recommendation, the four sub-committees set to work in their respective fields.

At the request of the National Advisory Education Council, the National Bureau of Educational and Social Research undertook the research of two sub-committees, namely the "Sub-committee: Recruitment, Selection and Wastage of Teachers" and the "Sub-committee: Conditions of Service of Teachers". Although the questionnaires were ready to be sent out by the fourth school term of 1963, they were not sent out before February, 1964 (first school term) since the education departments felt that the questionnaires should not be sent to schools during the fourth school term of 1963 because the programme of work is so heavy at schools during this term.

This report concentrates in the first instance on the recruitment of teachers in the Republic of South Africa and in South West Africa, compared with the recruitment of teachers in other countries. In the second place attention is given to financial aid granted to prospective student teachers and information on student teachers at training institutions. Thirdly, the attitude of teaching and lecturing staff towards the teaching profession is determined, and an evaluation of the qualifications of teachers by the same two groups is studied. This report is intended for the SUB-COMMITTEE: RECRUITMENT, SELECTION AND WASTAGE OF TEACHERS, and consists of the following chapters:

- Chapter 1. Introduction
2. The recruitment of high school pupils in the Republic of South Africa and in South West Africa as candidates for the teaching profession.
  3. The recruitment of pupils as candidates for the teaching profession in other countries.
  4. Financial assistance to student teachers.
  5. Information about student teachers.
  6. The attitude of teaching and lecturing staff towards the teaching profession.
  7. Evaluation of the qualifications of teachers by teaching and lecturing staff.

#### 1.2 PURPOSE AND METHOD OF THE SURVEY

##### 1.2.1 Purpose of the survey

The purpose of this survey is to determine to what extent there is a connection between the recruitment directives of the various education authorities and the recruiting measures at the secondary schools under the control of the various authorities, and how these compare with recruiting in other countries. In this regard the extent of financial assistance granted by the various education authorities to prospective student teachers by means of loans, bursaries and other grants is also determined, and data relating to enrolment for and the discontinuation of

training at training institutions are also analysed. Lastly, it is the purpose of the survey to determine the attitude of teaching and lecturing staff towards the teaching profession, and the value attached to the qualifications of teaching staff.

For the purposes of this report parts were taken from the questionnaires to education departments, principals, vice-principals and assistants at schools, and principals, vice-principals and lecturers at training institutions, to shed light on the following aspects:

- (a) The recruitment of student teachers. Questionnaire NB. 485 to education departments: Sections 2 and 3.  
Questionnaire NB. 487 to principals of schools: Section 3.
- (b) Financial assistance to student teachers. Questionnaire NB. 485 to education departments: Section 4.
- (c) Data relating to student teachers at training institutions. Questionnaire NB. 486 to principals of training institutions: Section 1, 2 and 3.
- (d) The attitude of teaching and lecturing staff towards teaching as a profession, and the value attached to the qualifications of teachers.  
Questionnaire NB. 486 to principals of training institutions: Section 4.  
Questionnaire NB. 487 to principals of schools: Section 4.  
Questionnaire NB. 488 to vice-principals and assistants at schools: Section 3.  
Questionnaire NB. 489 to vice-principals and lecturers at training institutions: Section 3.

#### 1.2.2. Method

The questionnaire method was used to obtain the required information. After a thorough study of the literature and consultation with the members of the Executive Committee of the National Advisory Education Council, who acted as liaison members of the "Sub-committee: Conditions of Service of Teachers" and the "Sub-committee: The Recruitment, Selection and Wastage of Teachers", eleven questionnaires were drawn up to obtain the information required for the research of these two sub-committees.

In regard to the recruitment of secondary school pupils to the teaching profession, questionnaires were sent to principals, vice-principals and assistants of schools, and to lecturers, to obtain their views on this matter. The questionnaires were sent out during February, 1964, and received up to the end of June, 1964.

### 1.3 THE SURVEY GROUP

In order to obtain a synoptic picture of the recruitment of secondary school pupils to the teaching profession, questionnaires had to be sent to principals as well as vice-principals and assistants of schools, and also to the lecturers at teachers' training institutions. In the case of both the principals and the vice-principals and assistants of schools, the questionnaires were sent to a random sample, while questionnaires were sent to all the lecturers at institutions which train teachers.

#### 1.3.1 Sample of principals of schools

##### (a) Universe of schools

In regard to the four provincial education departments of the Cape Province, Natal, the Orange Free State and the Transvaal, as well as the Education Department of South West Africa and the non-departmental schools (private and provincially aided schools), a distinction has been drawn between: high schools (including agricultural high schools) with classes from Std. 6 to Std. 10; combined high and primary schools (including junior high schools, secondary schools and Class II schools) with a combination of classes from Grade I/Sub-standard A, with at least a Std. 7 class in the secondary department; primary schools from Grade I/Sub-standard A to Std. 5/6; junior schools from Grade I/Sub-standard A to Stds. 1/2/3; and schools for children with handicaps and deviations (physical, mental and behaviour).

In the case of the Department of Education, Arts and Science, departmental vocational schools (technical high, housecraft high and commercial high schools) and schools for handicapped pupils (schools for, inter alia, the blind and the deaf), reform schools and schools of industries and technical colleges are differentiated. In addition, there are Government subsidised technical colleges.

(b) The size of the sample of school principals

It was decided to include 1,000 of the 2917 principals of schools in the survey. A calculation was made of the proportions of schools of the various departments and also non-departmental schools to be included in the sample to make it representative of the schools of each education department and of the non-departmental schools. The sample included 34.2 per cent, or approximately one-third, of the school principals. Although reminders were sent out, only 814 of the school principals in the sample returned the questionnaires, i.e. 27.9 per cent of the principals. It was consequently necessary to determine whether the 27.9 per cent of the school principals were representative of the universe.

(c) Reliability of the sample

In order to ascertain whether the principals who returned questionnaires were representative of the universe, the universe of schools of the four provincial education departments was first classified into urban and rural schools, according to size of school, and also on the basis of high and primary schools, and in accordance with these classifications the distribution of the schools was indicated on a percentage basis. Secondly, the universe of schools was classified according to language medium, size of school and whether they were high or primary schools, and the distribution of the schools was then expressed in percentages. The schools in the sample were sub-divided in the same way as the universe.

The universe and sample of the schools of the Education Department of South West Africa were classified into high and primary schools, and also according to size of school, the distribution being shown in percentages. The schools of the Department of Education, Arts and Science were divided according to type of school and according to whether they were rural or urban, and the distribution of the universe and the sample were indicated in percentages. It should be mentioned here that all the principals of schools of the Department of Education, Arts and Science included in the sample returned the completed questionnaires. Since information which could be obtained in regard to provincial schools was not available for the non-departmental schools, the universe and sample of these schools were classified according to province and whether they were high or primary schools, and the percentage distribution of the schools was shown.

(i) Distribution of the universe and the sample

The universe and the sample were divided into the following groups according to control:

- (a) Education Departments of: Cape Province,  
Natal,  
Orange Free State,  
Transvaal, and  
South West Africa

The schools of these five education departments were classified further as follows:

1. Type of school: High or primary school
2. Medium of instruction: Afrikaans, English, parallel or dual-medium (excluding South West Africa)
3. Locality: Rural or urban (excluding South West Africa)
4. Size of school: The schools were divided into four groups according to the number of pupils.



(b) Department of Education, Arts and Science

The schools of this department were classified further as follows:

1. Type of school: Technical high, commercial high, housecraft high, commercial and technical high schools, technical colleges, schools of industries, reform schools and special schools (schools for handicapped and deviate children).
2. Locality: Urban or rural.

(c) Non-departmental schools (private and provincially subsidised schools) which have been classified further as follows:

1. Type of school: high or primary school
2. Province: Cape Province, Natal, Orange Free State, Transvaal or South West Africa.

(ii) Distribution of the universe and the sample

The distribution of the universe and the sample of schools according to the above classifications is as follows for the respective education authorities:

(a) Cape Province

- (i) Distribution of the universe and sample of schools according to urban and rural schools, size of school and high and primary schools.

Urban and rural distribution and size of schools	High Schools				Primary Schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	%
<u>Urban Schools</u>								
600 +	35	57.4	10	52.6	45	26.9	16	26.2
400 - 599	19	31.1	6	31.6	51	30.5	19	31.1
300 - 399	2	3.3	1	5.3	40	23.9	15	24.6
300 -	5	8.2	2	10.5	31	18.6	11	18.0
Sub-total	61	100.0	19	100.0	167	100.0	61	100.0
<u>Rural Schools</u>								
600 +	48	23.5	12	22.6	20	3.2	6	3.3
400 - 599	103	50.5	27	50.9	38	5.9	10	5.6
300 - 399	51	25.0	13	24.5	65	10.1	19	10.6
300 -	2	1.0	1	1.9	518	80.8	144	80.4
Sub-total	204	100.0	53	100.0	641	100.0	179	100.0
<u>Grand Total</u>								
600 +	83	31.3	22	30.5	65	8.0	22	9.2
400 - 599	122	46.0	33	45.8	89	11.0	29	12.1
300 - 399	53	20.0	14	19.4	105	13.0	34	14.2
300 -	7	2.6	3	4.2	549	67.9	155	64.6
Total	265	100.0	72	100.0	808	100.0	240	100.0

- (ii) Distribution of the universe and sample of schools according to medium of instruction, size of school, and high and primary schools.

Medium of instruction and size of school	High schools				Primary schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	%
<u>A. M. schools</u>								
600 +	19	18.8	5	17.8	15	3.4	5	4.0
400 - 599	53	52.5	16	57.1	17	3.8	5	4.0
300 - 399	29	28.7	7	25.0	33	7.4	11	8.7
300 -	-	-	-	-	380	85.4	105	83.3
Sub-total	101	100.0	28	100.0	445	100.0	126	100.0
<u>E. M. schools</u>								
600 +	24	58.5	8	57.1	16	16.7	5	17.2
400 - 599	16	39.0	5	35.7	22	22.9	7	24.1
300 - 399	1	2.4	1	7.1	23	23.9	7	24.1
300 -	-	-	-	-	35	36.4	10	34.5
Sub-total	41	100.0	14	100.0	96	100.0	29	100.0
<u>P. and D. -medium schools</u>								
600 +	40	32.5	9	30.0	34	12.7	12	14.1
400 - 599	53	43.1	12	40.0	50	18.7	17	20.0
300 - 399	23	18.7	6	20.0	49	18.3	16	18.8
300 -	7	5.7	3	10.0	134	50.2	40	47.0
Sub-total	123	100.0	30	100.0	267	100.0	85	100.0
<u>Grand Total</u>								
600 +	83	31.3	22	30.5	65	8.0	22	9.2
400 - 599	122	46.0	33	45.8	89	11.0	29	12.1
300 - 399	53	20.0	14	19.4	105	13.0	34	14.2
300 -	7	2.6	3	4.2	549	67.9	155	64.6
Total	265	100.0	72	100.0	808	100.0	240	100.0

(b) Natal

- (i) Distribution of the universe and sample of schools according to urban and rural schools, size of school, and high and primary schools.

Urban and rural distribution and size of school	High Schools				Primary Schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	%
<u>Urban</u>								
751 +	5	17.8	1	12.5	-	-	-	-
501 - 750	13	46.4	4	50.0	21	27.6	7	28.0
300 - 500	7	25.0	2	25.0	31	40.8	10	40.0
300 -	3	10.7	1	12.5	24	31.6	8	32.0
Sub-total	28	100.0	8	100.0	76	100.0	25	100.0
<u>Rural</u>								
751 +	-	-	-	-	-	-	-	-
501 - 750	4	28.6	1	25.0	4	4.3	1	4.0
300 - 500	6	42.8	2	50.0	8	8.5	2	8.0
300 -	4	28.6	1	25.0	82	87.2	22	88.0
Sub-total	14	100.0	4	100.0	94	100.0	25	100.0
<u>Grand Total</u>								
751 +	5	11.9	1	8.3	-	-	-	-
501 - 750	17	40.5	5	41.7	25	14.7	8	16.0
300 - 500	13	30.9	4	33.3	39	22.9	12	24.0
300 -	7	16.7	2	16.7	106	62.3	30	60.0
Total	42	100.0	12	100.0	170	100.0	50	100.0

- (ii) Distribution of the universe and sample of schools according to medium of instruction, size of school and high and primary schools.

Medium of instruction and size of school	High Schools				Primary Schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	%
<u>A. M. Schools</u>								
751 +	2	33.3	1	33.3	-	-	-	-
501 - 750	3	50.0	2	66.7	3	16.6	1	16.7
300 - 500	1	16.7	-	-	2	11.1	1	16.7
300 -	-	-	-	-	13	72.2	4	66.7
Sub-total	6	100.0	3	100.0	18	100.0	6	100.0
<u>E. M. Schools</u>								
751 +	3	12.0	-	-	-	-	-	-
501 - 750	11	44.0	3	50.0	9	11.0	2	11.1
300 - 500	8	32.0	2	33.3	24	29.3	6	33.3
300 -	3	12.0	1	16.7	49	59.7	10	55.5
Sub-total	25	100.0	6	100.0	82	100.0	18	100.0
<u>P. and D. -medium schools</u>								
751 +	-	-	-	-	-	-	-	-
501 - 750	3	27.3	-	-	13	18.6	5	19.2
300 - 500	4	36.4	2	66.7	13	18.6	5	19.2
300 -	4	36.4	1	33.3	44	62.8	16	61.5
Sub-total	11	100.0	3	100.0	70	100.0	26	100.0
<u>Grand Total</u>								
751 +	5	11.9	1	8.3	-	-	-	-
501 - 750	17	40.5	5	41.7	25	14.7	8	16.0
300 - 500	13	30.9	4	33.3	39	22.9	12	24.0
300 -	7	16.7	2	16.7	106	62.3	30	60.0
Total	42	100.0	12	100.0	170	100.0	50	100.0

(c) Orange Free State

(i) Distribution of the universe and sample of schools according to urban and rural schools, size of school and high and primary schools.

Urban and rural distribution and size of schools	High Schools				Primary Schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	%
<u>Urban</u>								
600 +	2	16.7	1	20.0	5	33.3	1	33.3
400 - 599	3	25.0	1	20.0	-	-	-	-
300 - 399	5	41.7	2	40.0	5	33.3	1	33.3
300 -	2	16.7	1	20.0	5	33.3	1	33.3
Sub-total	12	100.0	5	100.0	15	100.0	3	100.0
<u>Rural</u>								
600 +	3	3.9	1	5.3	12	6.2	2	11.1
400 - 599	9	11.8	2	10.5	2	1.0	1	5.5
300 - 399	12	15.8	3	15.8	15	7.8	1	5.5
300 -	52	68.4	13	68.4	163	84.9	14	77.8
Sub-total	76	100.0	19	100.0	192	100.0	18	100.0
<u>Grand Total</u>								
600 +	5	5.7	2	8.3	17	8.2	3	14.3
400 - 599	12	13.6	3	12.5	2	1.0	1	4.8
300 - 399	17	19.3	5	20.8	20	9.7	2	9.5
300 -	54	61.4	14	58.3	168	81.1	15	71.4
Total	88	100.0	24	100.0	207	100.0	21	100.0

(ii) Distribution of the universe and sample of schools according to medium of instruction, size of school and high and primary schools.

Medium of instruction and size of school	High Schools				Primary Schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	
<u>A. M. Schools</u>								
600 +	2	33.3	1	33.3	5	71.4	2	66.7
400 - 599	2	33.3	1	33.3	-	-	-	-
300 - 399	1	16.7	-	-	-	-	-	-
300 -	1	16.7	1	33.3	2	28.6	1	33.3
Sub-total	6	100.0	3	100.0	7	100.0	3	100.0
<u>E. M. Schools</u>								
600 +	-	-	-	-	-	-	-	-
400 - 599	1	33.3	1	33.3	-	-	-	-
300 - 399	2	66.7	2	66.7	2	66.7	1	50.0
300 -	-	-	-	-	1	33.3	1	50.0
Sub-total	3	100.0	3	100.0	3	100.0	2	100.0
<u>P. and D. -medium schools</u>								
600 +	3	3.8	1	5.5	12	6.1	1	6.2
400 - 599	9	11.4	1	5.5	2	1.0	1	6.2
300 - 399	14	17.7	3	16.7	18	9.1	1	6.2
300 -	53	67.1	13	72.2	165	83.7	13	81.3
Sub-total	79	100.0	18	100.0	197	100.0	16	100.0
<u>Grand Total</u>								
600 +	5	5.7	2	8.3	17	8.2	3	14.3
400 - 599	12	13.6	3	12.5	2	1.0	1	4.8
300 - 399	17	19.3	5	20.8	20	9.7	2	9.5
300 -	54	61.4	14	58.3	168	81.1	15	71.4
Total	88	100.0	24	100.0	207	100.0	21	100.0

(d) Transvaal

(i) Distribution of the universe and sample of schools according to urban and rural schools, size of school and high and primary schools.

Urban and rural distribution and size of school	High Schools				Primary Schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	%
<u>Urban schools</u>								
600 +	66	69.5	21	70.0	68	22.4	23	22.1
400 - 599	19	20.0	6	20.0	109	35.8	37	35.6
300 - 399	10	10.5	3	10.0	52	17.1	18	17.3
300 -	-	-	-	-	75	24.7	26	25.0
Sub-total	95	100.0	30	100.0	304	100.0	104	100.0
<u>Rural schools</u>								
600 +	25	34.7	8	34.8	21	5.4	6	5.7
400 - 599	22	30.5	7	30.4	42	10.7	11	10.4
300 - 399	15	20.8	5	21.7	26	6.7	7	6.6
300 -	10	13.9	3	13.0	301	77.2	82	77.3
Sub-total	72	100.0	23	100.0	390	100.0	106	100.0
<u>Grand Total</u>								
600 +	91	54.5	29	54.7	89	12.8	29	13.8
400 - 599	41	24.5	13	24.5	151	21.7	48	22.8
300 - 399	25	15.0	8	15.1	78	11.2	25	11.9
300 -	10	6.0	3	5.7	376	54.2	108	51.4
Total	167	100.0	53	100.0	694	100.0	210	100.0

(ii) Distribution of the universe and sample of schools according to medium of instruction, size of school and high and primary schools.



Medium of instruction and size of school	High School				Primary Schools			
	Universe		Sample		Universe		Sample	
	No.	%	No.	%	No.	%	No.	%
<u>A. M. Schools</u>								
600 +	42	68.8	13	68.4	53	26.5	15	23.4
400 - 599	14	22.9	4	21.1	73	36.5	24	37.5
300 - 399	4	6.5	2	10.5	35	17.5	12	18.7
300 -	1	1.6	-	-	39	19.5	13	20.3
Sub-total	61	100.0	19	100.0	200	100.0	64	100.0
<u>E. M. Schools</u>								
600 +	26	56.5	8	57.1	23	18.1	8	19.0
400 - 599	12	26.1	4	28.6	45	35.4	15	35.7
300 - 399	7	15.2	2	14.3	25	19.7	8	19.0
300 -	1	2.1	-	-	34	26.8	11	26.2
Sub-total	46	100.0	14	100.0	127	100.0	42	100.0
<u>P. and D. -medium schools</u>								
600 +	23	38.3	8	40.0	13	3.5	6	5.8
400 - 599	15	25.0	5	25.0	33	9.0	9	8.6
300 - 399	14	23.3	4	20.0	18	4.9	5	4.8
300 -	8	13.3	3	15.0	303	82.6	84	80.6
Sub-total	60	100.0	20	100.0	367	100.0	104	100.0
<u>Grand Total</u>								
600 +	91	54.5	29	54.7	89	12.8	29	13.8
400 - 599	41	24.5	13	24.5	151	21.7	48	22.8
300 - 399	25	15.0	8	15.1	78	11.2	25	11.9
300 -	10	6.0	3	5.7	376	54.2	108	51.4
Total	167	100.0	53	100.0	694	100.0	210	100.0

(e) South West Africa

Distribution of the universe and sample of schools according to size of school and high and primary schools.

Size of school	Universe		Sample	
	No.	%	No.	%
<u>High Schools</u>				
600 +	5	35.7	2	40.0
400 - 599	3	21.4	1	20.0
300 - 399	6	42.8	2	40.0
300 -	-	-	-	-
Sub-total	14	100.0	5	100.0
<u>Primary Schools</u>				
600 +	12	26.7	2	22.2
400 - 599	2	4.4	1	11.1
300 - 399	31	68.9	6	66.7
300 -	-	-	-	-
Sub-total	45	100.0	9	100.0
<u>Grand Total</u>				
600 +	17	28.8	4	28.6
400 - 599	5	8.5	2	14.3
300 - 399	37	62.7	8	57.1
300 -	-	-	-	-
Total	59	100.0	14	100.0

(f) Education, Arts and Science

Distribution of the universe and sample of schools according to urban and rural schools, and type of school.

Type of school	Universe		Sample	
	No.	%	No.	%
<u>Urban Schools</u>				
Technical High Schools	13	25.5	4	23.5
Commercial High Schools	9	17.6	3	17.6
Commercial and Technical High Schools	4	7.8	1	5.9
Technical Colleges	5	9.8	2	11.7
State-aided Technical Colleges	5	9.8	2	11.7
Housecraft High Schools	-	-	-	-
Schools of Industries	2	3.9	1	5.9
Reform Schools	2	3.9	1	5.9
Special Schools	7	13.7	2	11.7
Schools for the Cerebral Palsied	4	7.8	1	5.9
Sub-total	51	100.0	17	100.0
<u>Rural Schools</u>				
Technical High Schools	10	21.3	3	18.7
Commercial High Schools	6	12.8	2	12.5
Commercial and Technical High Schools	2	4.2	1	6.2
Technical Colleges	2	4.2	1	6.2
State-aided Technical Colleges	-	-	-	-
Housecraft High Schools	9	19.1	3	18.7
Schools of Industries	15	31.9	5	31.2
Reform Schools	-	-	-	-
Special Schools	3	6.4	1	6.2
Schools for the Cerebral Palsied	-	-	-	-
Sub-total	47	100.0	16	100.0
<u>Grand Total</u>				
Technical High Schools	23	23.5	7	21.2
Commercial High Schools	15	15.3	5	15.1
Commercial and Technical High Schools	6	6.1	2	6.1
Technical Colleges	7	7.1	3	9.1
State-aided Technical Colleges	5	5.1	2	6.1
Housecraft High Schools	9	9.2	3	9.1
Schools of Industries	17	17.3	6	18.2
Reform Schools	2	2.0	1	3.0
Special Schools	10	10.2	3	9.1
Schools for the Cerebral Palsied	4	4.1	1	3.0
Total	98	100.0	33	100.0

(g) Non-departmental Schools

Distribution of the universe and sample of schools according to province and high and primary schools.

Province/Territory		High Schools		Primary Schools		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
		No.	%	No.	%	No.	%
Cape Province	No.	62	12	96	33	158	45
	%	37.8	42.8	61.93	57.9	49.52	52.9
Natal	No.	25	6	22	8	47	14
	%	15.24	21.4	14.19	14.0	14.73	16.5
O. F. S.	No.	9	2	2	2	11	4
	%	5.48	7.1	1.29	3.5	3.44	4.7
Transvaal	No.	64	6	33	12	97	18
	%	39.02	21.4	21.29	21.0	30.40	21.2
South West Africa	No.	4	2	2	2	6	4
	%	2.43	7.1	1.29	3.5	1.88	4.7
Grand Total	No.	164	28	155	57	319	85
	%	100.0	100.0	100.0	100.0	100.0	100.0

(iii) Conclusion regarding the reliability of the sample of school principals

The distribution of the universe and the sample, according to the classifications mentioned in paragraph 1.3.1 (c)+i) pp.3-4 shows that the percentage proportion of the groupings of the sample of schools is practically identical with that of the universe of schools. The sample should not be regarded as unreliable because of the slight percentage disparities which do occur, since the number of schools in single groupings of the universe from which the single groupings in the sample deviate slightly are small, and the percentages create a false picture. In these cases the number of schools in the universe as well as in the sample should be taken into account. For the purposes of this report the sample of schools, and therefore of school principals, is representative of the universe.

1.3.2 Sample of vice-principals and assistants

(a) The universe and the size of the sample

The sample of assistants is based on the 1962 educational statistics which were the most up-to-date figures available at the time of drawing the sample.

A sample was taken of 10 per cent of the assistants (vice-principals and assistants combined) attached to the schools of the four provincial education departments of the Cape Province, Natal, the Orange Free State and the Transvaal, and the Education Department of South West Africa, the Department of Education, Arts and Science and the non-departmental schools (private and provincially aided schools). The schools were classified according to control, whether they were urban or rural, by medium of instruction, size, and also according to whether they were high or primary schools (see paragraph 1.3.1 (c)(i), pp. 3 - 4 for an explanation of the classifications of the schools under the various education departments and the non-departmental schools). The number of teachers was calculated by multiplying the average number of assistants per sub-section by ten and then dividing it by the total number of teachers in the sub-section in order to obtain the number of schools per sub-section which should be included. The schools were chosen at random and the assistants attached to these schools constitute 10 per cent of the assistants of the sub-sections concerned.

The number of assistants attached to the respective education departments was as follows: Cape Province 7864, Natal 2768, Orange Free State 2997, Transvaal 11,461, South West Africa 577, Education, Arts and Science 1760, while the number of assistants attached to the non-departmental schools totalled 3215. A random sample of 10 per cent means that 768, 276, 299, 1146, 57, 176 and 321 assistants from the Cape Province, Natal, the Orange Free State, the Transvaal, South West Africa, Education, Arts and Science and the non-departmental schools, respectively, had to be included in the survey. The numbers and percentages of assistants who returned questionnaires are as follows for the respective education authorities: Cape Province 746 or 9.5 per cent, Natal 233 or 8.4 per cent, Orange Free State 231 or 7.7 per cent, Transvaal 1157 or 10.1 per cent, South West Africa 48 or 8.3 per cent, Education, Arts and Science 191 or 10.8 per cent, and the non-departmental schools 88 or 2.7 per cent.

The percentage of assistants of the four provincial education departments who returned questionnaires is 9.4 per cent (2367 out of 25090 assistants). The percentage of assistants of the six education departments who returned questionnaires is 9.5 per cent (2606 out of 27427 assistants), while the percentage of teachers in the country as a whole who returned questionnaires totalled 8.8 per cent (2694 out of 30552 assistants). It is therefore necessary to determine whether the assistants who returned questionnaires are representative of the universe.

(b) Reliability of the sample of assistants

In order to determine the reliability of the sample, both the universe and the sample of the assistants of the four provincial education departments were classified according to (a) urban and rural schools and medium of instruction and (b) urban and rural and high and primary schools. In the case of South West Africa the classification was made on the basis of (a) medium of instruction, and (b) high and primary schools, while the classification for the Department of Education, Arts and Science was made according to the type of school. For the non-departmental schools, the classification was made according to province, because data concerning medium of instruction and high and primary schools were not available for all the areas.

(i) The distribution of the assistants in the universe and in the sample

The distribution of the assistants in the universe and the sample for the various education authorities according to the above-mentioned classifications is as follows:

(a) Cape Province

(i) Distribution of the universe and sample of assistants according to urban and rural schools and medium of instruction

Medium of instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium schools	No.	636	61	1821	172	2457	233
	%	20.4	20.5	38.4	38.4	31.2	31.2
English-medium schools	No.	1275	122	246	23	1521	145
	%	40.9	40.9	5.2	5.1	19.3	19.4
P. and D.-medium schools	No.	1207	115	2679	253	3886	368
	%	38.7	38.6	56.4	56.5	49.4	49.4
Total	No.	3118	298	4746	448	7864	746
	%	100.0	100.0	100.0	100.0	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to urban and rural, and high and primary schools.

Type of school		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High schools	No.	1189	114	2990	283	4176	397
	%	38.1	38.3	63.0	63.2	53.1	53.2
Primary schools	N	1929	184	1756	165	3687	349
	%	61.9	61.7	37.0	36.8	46.9	46.8
Total	No.	3118	298	4746	448	7864	746
	%	100.0	100.0	100.0	100.0	100.0	100.0

(b) Natal

(i) Distribution of the universe and sample of assistants according to urban and rural schools and medium of instruction.

Medium of instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium schools	No.	261	22	45	7	306	29
	%	16.6	16.7	3.8	6.9	11.1	12.4
English-medium schools	No.	1138	95	370	30	1508	125
	%	72.4	72.0	30.9	29.7	54.5	53.7
P. and D.-medium schools	No.	172	15	782	64	954	79
	%	10.9	11.3	65.3	63.4	34.5	33.9
Total	No.	1571	132	1197	101	2768	233
	%	100.0	100.0	100.0	100.0	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to urban and rural, and high and primary schools.

Type of school		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High schools	No.	644	55	449	37	1093	92
	%	41.0	41.7	37.5	36.6	39.5	39.5
Primary schools	No.	927	77	748	64	1675	141
	%	59.0	58.3	62.5	63.4	60.5	60.5
Total	No.	1571	132	1197	101	2768	233
	%	100.0	100.0	100.0	100.0	100.0	100.0

(c) Orange Free State

(i) Distribution of the universe and sample of assistants according to urban and rural schools and medium of instruction.

Medium of instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium schools	No.	258	20	67	6	325	26
	%	23.5	23.3	3.5	4.1	10.8	11.3
English-medium schools	No.	123	10	12	3	135	13
	%	11.2	11.6	0.6	2.1	4.5	5.6
P. and D.-medium schools	No.	717	56	1820	136	2537	192
	%	65.3	65.1	95.8	93.8	84.7	83.1
Total	No.	1098	86	1899	145	2997	231
	%	100.0	100.0	100.0	100.0	100.0	100.0

(ii) Distribution of the universe and sample of assistants according to urban and rural, and high and primary schools.

Type of school		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High schools	No.	403	32	739	56	1142	88
	%	36.7	37.2	38.9	38.6	38.1	38.1
Primary schools	No.	695	54	1160	89	1855	143
	%	63.3	62.8	61.1	61.4	61.9	61.9
Total	No.	1098	86	1899	145	2997	231
	%	100.0	100.0	100.0	100.0	100.0	100.0

(d) Transvaal

(i) Distribution of the universe and sample of assistants according to urban and rural schools, and medium of instruction.

Medium of instruction		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
Afrikaans-medium schools	No.	3955	392	801	83	4756	475
	%	54.1	53.8	19.3	19.3	41.5	41.0
English-medium schools	No.	2647	266	251	26	2898	292
	%	36.2	36.5	6.0	6.1	25.3	25.2
P. and D. -medium schools	No.	702	70	3105	320	3807	390
	%	9.6	9.6	74.7	74.6	33.2	33.7
Total	No.	7304	728	4157	429	11461	1157
	%	100.0	100.0	100.0	100.0	100.0	100.0



- (ii) Distribution of the universe and sample of assistants according to urban and rural and high and primary schools.

Type of school		Urban		Rural		Total	
		Universe	Sample	Universe	Sample	Universe	Sample
High schools	No.	3057	303	1849	195	4906	498
	%	41.9	41.6	44.5	45.4	42.8	43.0
Primary schools	No.	4247	425	2308	234	6555	659
	%	58.1	58.4	55.5	54.5	57.2	56.9
Total	No.	7304	728	4157	429	11461	1157
	%	100.0	100.0	100.0	100.0	100.0	100.0

(e) South West Africa

- (i) Distribution of the universe and sample of assistants according to medium of instruction

Medium of instruction		Universe	Sample
Afrikaans-medium schools	No.	448	37
	%	77.6	77.1
English-medium schools	No.	12	1
	%	2.1	2.1
P. and D. -medium schools	No.	117	10
	%	20.3	20.8
Total	No.	577	48
	%	100.0	100.0

- (ii) Distribution of the universe and sample of assistants according to high and primary schools.

Type of school		Universe	Sample
High schools	No.	201	17
	%	34.8	35.4
Primary schools	No.	376	31
	%	65.2	64.6
Total	No.	577	48
	%	100.0	100.0

(f) Education, Arts and Science

Distribution of the universe and sample of assistants according to type of school.

Institutions	Universe		Sample	
	No.	%	No.	%
Commercial High Schools	223	13.3	25	13.1
Commercial and Technical High Schools	113	6.4	12	6.3
Housecraft High Schools	31	1.8	3	1.6
Technical High Schools	317	18.0	34	17.8
Technical Colleges	251	14.3	28	14.7
State-aided Technical Colleges	523	29.7	56	29.3
Schools of Industries	103	5.8	10	5.2
Reform Schools	11	0.6	3	1.6
Special Schools	188	10.7	20	10.5
<b>Total</b>	<b>1760</b>	<b>100.0</b>	<b>191</b>	<b>100.0</b>

(g) Non-departmental Schools

Distribution of the universe and sample of assistants according to province.

Provinces	Universe		Sample	
Cape Province	No.	1205	22	
	%	37.5	25.0	
Natal	No.	534	28	
	%	16.6	31.8	
Orange Free State	No.	134	11	
	%	4.2	12.5	
Transvaal	No.	1229	23	
	%	38.2	26.1	
South West Africa	No.	113	4	
	%	3.5	4.5	
Total	No.	3215	88	
	%	100.0	100.0	

(ii) Conclusions regarding the reliability of the sample of assistants

As far as the Transvaal Education Department and the Department of Education, Arts and Science are concerned, the sample must be accepted as representative on the grounds of the percentages of respondents, which are 10.1 and 10.8 per cent, respectively. According to the distribution of the universe and sample of the assistants, as shown on p. 17, paragraph (d) and p. 19, paragraph (f), the percentages of the various categories correspond.

Except for the non-departmental schools, where the distribution of the universe and that of the sample show considerable differences, the sample of the assistants in the Cape Province, Natal, the Orange Free State and South West Africa can be accepted as reliable, there being only slight percentage differences between the universe and the sample.

For the purposes of this survey, the samples of assistants of the six education departments may be regarded as representative of the universe of these education departments.

However, the sample of assistants of the non-departmental schools is unreliable. If it is taken into account that the assistants at the non-departmental schools constitute only 10.5 per cent of the assistants in the country, and that the sample represents 89.5 per cent of the assistants (that is, the assistants of the six education departments) - i.e. 89.5 per cent of the teachers are represented in the sample - the national picture of the views of the assistants on the recruiting of secondary schools pupils for the teaching profession may be accepted as reliable.

#### The reliability of the sample of lecturers

Questionnaire NB. 489 was sent to the lecturers concerned with teacher training at the teachers' training colleges of the four provincial education departments, the teachers' training colleges and departments for the training of teachers at technical colleges of the Department of Education, Arts and Science, and the faculties of education at universities, in order to obtain the views of the lecturers on the recruiting of secondary school pupils for the teaching profession. Since few lecturers of the faculties of education at universities returned questionnaires, they have been left out of account for the purposes of this report.

The numbers and percentages of lecturers who returned or did not return the questionnaires are as follows for the various education departments:

Education Departments	Questionnaires returned		Questionnaires not returned		Total	
	No.	%	No.	%	No.	%
Cape Province	96	67.6	46	32.4	142	100.0
Natal	50	86.2	8	13.8	58	100.0
Orange Free State	36	90.0	4	10.0	40	100.0
Transvaal	256	60.7	166	39.3	422	100.0
Education, Arts and Science	71	77.2	21	22.8	92	100.0
Total	509	67.5	245	32.5	754	100.0

Questionnaires were returned by 509 or 67.5 per cent of the 754 lecturers of the five education departments, and the percentages of questionnaires returned from the five departments range from 60.7 to 90.0 per cent. Since the lecturers who returned questionnaires represent all the teachers' training institutions of the various departments, the views of these respondents on the recruiting of secondary school pupils for the teaching profession may be accepted as reliable for the purposes of this report, and as representative of the group.

#### 1.4. INTERPRETATION

##### 1.4.1 Education authorities

This report deals with the following education authorities: Cape Province, Natal, Orange Free State, Transvaal, South West Africa, Education, Arts and Science, and the non-departmental schools. Except in the case of the non-departmental schools, the six education authorities are departments of education.

For the purposes of this report schools regarded as falling under the various education departments are wholly under the control of the education department concerned, while the non-departmental schools comprise a group of provincially aided and private schools, that is, schools which are not entirely controlled by a department of education. It should be pointed out that the names of the education departments have been shortened for the sake of convenience, for example,

Cape Province or Cape instead of Education Department of the Cape Province, and Education, Arts and Science instead of Department of Education, Arts and Science.

1.4.2. Principals of Schools

Under the heading principals of schools have been grouped together the answers received from all principals of secondary and primary schools.

1.4.3 Vice-principals and assistants of schools

Under the heading vice-principals and assistants have been grouped together the answers received from vice-principals and assistants at secondary and primary schools.

1.4.4 Lecturers

The heading lecturers includes the vice-principals and assistants at teachers' training colleges or colleges of education which fall under a specific education authority. In the case of the Department of Education, Arts and Science, this is the "department for the training of teachers" at technical colleges and teachers' training colleges. The lecturers in the faculties of education at universities have been left out of account.

1.4.5 Symbols used in tables

In the tables the symbol U is used throughout to indicate the number of respondents who left a particular question unanswered.

1.5 GENERAL

1.5.1 Non-departmental schools

Since large percentages of the respondents from the non-departmental schools often left questions unanswered, the response of this group is probably not sufficiently reliable to be regarded as an absolute basis for comparison.

1.5.2 Interpretation of data in tables

It must be pointed out that the percentages should always be compared with the actual numbers, especially since the total number of respondents under an authority may be small, with the result that percentages in such cases may give a distorted picture.

## CHAPTER 2

### THE RECRUITMENT OF HIGH SCHOOL PUPILS IN THE REPUBLIC OF SOUTH AFRICA AND IN SOUTH WEST AFRICA AS CANDIDATES FOR THE TEACHING PROFESSION

#### 2.1 INTRODUCTION

This chapter gives a survey of the recruitment of high school pupils as candidates for the teaching profession in the Republic of South Africa and in South West Africa. The data supplied by the education departments, the principals, vice-principals and assistants of schools and the heads, vice-principals and lecturers of teachers' training colleges, will shed light on, inter alia, the role of the respective authorities in the recruiting of high school pupils as candidates for the teaching profession.

In the recruitment of high school pupils as candidates for the teaching profession, there should be certainty that what is offered in recruiting regarding the teaching profession (that is, conditions of service in particular, and professional fulfilment from the intellectual, social, and vocational points of view) can be satisfied in the training for, and practice of, the profession. If all the complex facets of the teaching profession are not pointed out in recruiting, the profession will not gain in the long run. Recruiting should therefore as far as possible acquaint the candidate with the profession as it is in actual practice.

In this connection the activities of the Future Teachers of America Clubs in all their facets help to publicise the actual practice of teaching (see Chapter 3.2). A recruiting programme should not be based on the persuasion of possible candidates, but should be a vocational orientation of interested pupils.

The attitude of the community towards the teaching and education of youth may have a direct influence on the recruiting of pupils to the teaching profession. If the community is positive in its approach to the promotion of the teaching and education of youth, the right attitude towards the teaching profession will evolve from family and community situations, and the recruiting of candidates to teaching will be more successful. (59, pp. 31-33).

Davies states that: "When a community employs a teacher it is buying the moral and mental outlook of its children. It is buying ideals, attitudes and appreciations that will do more to determine the success of the children than mere mastery of subject matter" (10, p. 25). In its report, the Central Advisory Council for Education in England takes the line that teaching and education form "one of the most important agents of social and individual progress". A recruiting campaign should therefore not appear to be a despairing attempt, to recruit candidates for the teaching profession, because then the dependence of the teaching profession is emphasised, the community's idea of the teaching profession is adversely influenced, and the status of the teaching profession is lowered. The community should recognise the necessity of recruiting for the teaching profession, and promote recruiting measures in the interest of its own future existence (64, p. 438).

#### 2.2 RECRUITMENT OF PUPILS AS CANDIDATES FOR THE TEACHING PROFESSION AS UNDERTAKEN BY THE EDUCATION AUTHORITIES

##### 2.2.1 Responsibility for the supplying of teachers and recruitment of pupils as candidates for the teaching profession

The responsibility for staffing of schools rests with the education departments or, in the case of private schools, with the governing bodies. The supplying of teachers not only consists in supplementing the number of teachers, but also requires thorough planning, with due regard to, inter alia, the growth of the school population, the need for teachers of certain school subjects, the wastage of teachers as a result of retirement on superannuation, deaths and resignations. Only if the staffing of schools is thoroughly planned can a recruiting programme be developed to meet personnel needs effectively.

Since the education departments have 90.6 per cent of the school population in their schools, it is only to be expected that they give most attention to the recruitment of pupils for the teaching profession. Furthermore, since the education departments have colleges for the training of teachers, they obviously have the greatest interest in the supplying of teachers.

### 2.2.2 The role of the education authorities in the recruitment of pupils as candidates for the teaching profession

According to the information supplied by the education authorities\*, the four provincial education departments, the Education Department of South West Africa and the Department of Education, Arts and Science have instructed secondary school principals to encourage pupils to take up teaching as a career. In the case of South West Africa and the Orange Free State the instruction is embodied in the guidance syllabus, and implies that teachers must be on the look-out for teaching potentialities throughout pupils' secondary school careers, that is, from Std. 6 to Std. 10. To stimulate interest in teaching as a career it is necessary to give possible candidates more information about the profession. The education departments of the Cape Province and the Transvaal and the Department of Education, Arts and Science distribute to schools brochures containing information on teaching as a profession in order to direct the attention of pupils to the possibilities of teaching as a career.

As parents influence their children in regard to the choice of an occupation, it is necessary to inform them on the supply of, and the demand for, teachers, in the hope that they may encourage their children to consider the teaching profession favourably.

The education authorities were asked whether they keep the community informed of the supply of, and the demand for, teachers, and it was found that all four provincial education departments, the Education Department of South West Africa and the Department of Education, Arts and Science do so in some way or another. In the Cape Province the departmental guidance service undertakes this task, in the Orange Free State a statistical report is submitted to the Provincial Council and made available to the public, and in the Transvaal the information is generally published through parent-teacher associations and speeches and statements by responsible officers of the Education Department.

As regards the Education Department of South West Africa and the Department of Education, Arts and Science, apart from announcements and articles in the press, no specific information on the demand for and the supply of, teachers is made available to the community.

### 2.3 RECRUITMENT OF SECONDARY SCHOOL PUPILS AS CANDIDATES FOR THE TEACHING PROFESSION

According to information supplied by the education authorities, the principals of secondary schools are instructed to give pupils information on the teaching profession, and to recruit candidates. The secondary school is after all the ideal field for recruiting, particularly as regards the Std. 9 and 10 pupils, and it is to be expected that recruitment on the part of the school will be more successful than recruitment undertaken by other bodies.

The extent of the contribution made by various bodies outside the school and the part played by schools in the recruiting of teachers will now be discussed.

#### 2.3.1 The part played by various bodies in the recruitment of pupils as candidates for the teaching profession

Apart from the education departments, which have a direct interest in the recruiting of teachers, there are other bodies not connected with education or schools which take such an interest in education that the recruitment of pupils for the teaching profession receives attention from them as well. School principals were therefore asked to indicate what bodies in the neighbourhood of the school publicise teaching as a career among parents and the general public. Table 2.1 gives a synoptic picture of the bodies which undertake the dissemination of information about the teaching profession. (See Table 2.1)

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\* Information was supplied by the education departments in answer to Questionnaire NB. 485.

TABLE 2.1

## BODIES WHICH GIVE PUBLICITY TO THE TEACHING PROFESSION

Bodies		Education Departments										Non-departmental Schools		Total			
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		No.	%	No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
Education Department	Yes	76	24.4	19	30.6	17	37.8	82	31.2	4	28.6	6	18.2	19	22.3	223	27.4
Public Service Commission	Yes	24	7.7	2	3.2	4	8.9	6	2.3	1	7.1	7	21.2	10	11.8	54	6.6
Organised Teaching Profession	Yes	95	30.4	18	29.0	11	24.4	76	28.9	3	21.4	8	24.2	21	24.7	232	28.5
Churches	Yes	69	22.1	4	6.5	10	22.2	39	14.8	2	14.3	5	15.1	6	7.0	135	16.6
Cultural Organisations	Yes	42	13.5	3	4.8	7	15.5	38	14.4	2	14.3	4	12.1	16	18.8	112	13.8
Women's Organisations	Yes	52	16.7	5	8.1	9	20.0	25	9.5	0	0.0	4	12.1	7	8.2	102	12.5
Parents' Organisations	Yes	36	11.5	10	16.1	4	8.9	72	27.4	3	21.4	2	6.1	16	18.8	143	17.6
Totals on which % was calculated		312		62		45		263		14		33		85		814	

\* Unknown: Numbers and percentages omitted

According to Table 2.1 there are seven such bodies, and their part in publicising the profession is relatively small. For the country as a whole, the organised teaching profession (teachers' associations) (28.5%) and the education departments (27.4%) play the greatest part in this regard. They are followed by the parents' associations (17.62%), churches (16.6%), cultural organisations (13.8%), women's organisations (17.6%) and the Public Service Commission (6.6%).

As regards the education authorities, the education departments of Natal (30.6%), the Orange Free State (37.8%), the Transvaal (31.2%) and South West Africa (28.6%) play the major part in publicising the teaching profession in the respective areas of their schools, while the organised teaching profession contributed the second largest share (percentages varying from 21.4 to 29.0 per cent). In the Cape Province the organised teaching profession (30.4%) and the Education Department (24.4%) make the largest and second-largest contributions, respectively. The same order applies in the case of the non-departmental schools (organised teaching profession 24.7%, education departments 22.3%). As regards the schools of the Department of Education, Arts and Science, the organised teaching profession (24.2%), the Public Service Commission (21.2%) and the Department itself contribute the largest, second-largest and third-largest shares, respectively, in the publishing of information on the teaching profession among parents and the general public. It should be pointed out that the Public Service Commission undertakes the recruitment of staff for the Public Service, including teachers.

A further important feature that emerges is that the parents' associations, in particular in Natal, the Transvaal, and South West Africa, and those of non-departmental schools, and the churches, especially in the Cape Province and the Orange Free State, play a part in publicising the teaching profession among parents and the general public.

### 2.3.2 Recruitment of pupils as candidates for the teaching profession undertaken at schools

As the education authorities have established guidance services at secondary schools to undertake educational and vocational guidance, and since these services fall under the departmental guidance officers, these officers are expected to give attention to the recruiting of prospective teachers from the schoolgoing population in the course of vocational guidance.

Furthermore, the school principal is expected to see to the recruiting of candidates for the teaching profession, in accordance with the instructions of his education department. The question now arises which persons and bodies undertake direct recruitment at the school, and in what way. This question is discussed in the following paragraphs.

#### 1. Recruiting lectures

The school principals were asked to indicate who give lectures every year to influence pupils to take up teaching as a career. In Table 2.2 the answers of the school principals to this question are given.

(See Table 2.2)

It emerges from Table 2.2 that, in the country as a whole, the school principals (44.1%) for the most part give recruiting lectures. After this, in descending order, follow the guidance teacher or counsellor (16.6%), some other teacher (14.1%), the inspector of schools (7.5%), the departmental guidance officer (7.0%), the recruiting officer of the Public Service Commission (3.9%), staff of a teachers' training college (3.2%), staff of a university (1.7%), staff of a technical college (0.8%) and an officer of the education department (0.8%).

In the case of the various education authorities, the school principals play the major part in giving recruiting lectures (percentages vary from 29.0 to 71.4 per cent). A comparison of the education authorities according to the part played by principals in the giving of recruiting lectures shows that the share of the principals is largest in South West Africa (71.4%), and smallest in the Orange Free State (29.0%), with the other five authorities in between with percentages varying from 33.5 to 48.9 per cent.



TABLE 2.2

## PERSONS WHO GIVE RECRUITING LECTURES AT SECONDARY SCHOOLS

		Education Departments												Non-departmental Schools	Total		
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science					
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				No.
School principal	Yes	136	43.6	18	29.0	22	48.9	125	47.5	10	71.4	11	33.3	37	43.5	359	44.1
Guidance teacher/Counsellor	Yes	47	15.1	8	12.9	16	35.5	49	18.6	5	35.7	2	6.1	8	9.4	135	16.6
Some other member of the staff	Yes	33	10.6	7	11.3	5	11.1	40	15.2	3	21.4	7	21.2	20	23.5	115	14.1
Departmental guidance officer	Yes	27	8.7	1	1.6	3	6.7	18	6.8	3	21.4	1	3.0	4	4.7	57	7.0
Inspector of schools	Yes	34	10.9	1	1.6	6	13.3	15	5.7	2	14.3	0	0.0	3	3.5	61	7.5
Recruiting officer of the Public Service Commission	Yes	11	3.5	0	0.0	5	11.1	6	2.3	0	0.0	6	18.2	4	4.7	32	3.9
Staff of a teachers' training college	Yes	7	2.2	1	1.6	3	6.7	8	3.1	0	0.0	1	3.0	6	7.0	26	3.2
Staff of a university	Yes	5	1.6	1	1.6	4	8.9	0	0.0	0	0.0	0	0.0	4	4.7	14	1.7
Staff of a technical college	Yes	2	0.6	0	0.0	1	2.2	0	0.0	0	0.0	3	9.1	1	1.2	7	0.8
Staff of an education department	Yes	4	1.3	0	0.0	0	0.0	3	1.1	0	0.0	0	0.0	0	0.0	7	0.8
Totals on which % was calculated		312		62		45		263		14		33		85		814	

\* Unknown: Nos. and percentages omitted.

Notwithstanding the fact that the six education departments instruct principals to encourage pupils to take up teaching, there are a few principals who do not do so. It appears, however, that the recruiting of teachers receives most attention in the schools. Although the education authorities are responsible for staffing their schools, their share in the recruiting of teachers is very small (only 7.0%, 7.5% and 0.8% of the schools in the country are visited by a departmental guidance officer, an inspector of schools or another officer of an education department, respectively to recruit pupils to the teaching profession). It emerges, furthermore, that the part played by teachers' training institutions in the recruitment of teachers is very small in comparison with that of the school and the education authorities.

## 2. Recruitment of teachers in the vocational guidance programme

The school principals were asked whether pupils are afforded the opportunity of making a study of a variety of occupations, and whether the possibilities offered by other professions might not influence pupils against the teaching profession. The principals were also required to indicate what aids are used to give children information on the teaching profession.

### (a) Study of occupations

A variety of careers are open to the school-leaver if he can comply with the entry requirements. Most occupations lay down certain qualifications for the entry grades. If a candidate is to be happy and contented in his work, training by itself is not enough, since his advancement and success will also depend on his aptitude for, and interest in, his occupation.

Therefore it is essential for a pupil who has to decide on an occupation to be acquainted with the advantages and disadvantages and requirements of those occupations which fall within the scope of his capabilities; i.e. the pupil's interests, aptitude, personality and intelligence determine the occupation which he could take up. In order to determine whether pupils make a study of occupations, and whether this study might influence them against choosing teaching as a profession, questions were put to the principals in this connection, and the information obtained is discussed in the following two paragraphs.

### (i) Secondary schools which give pupils an opportunity of making a study of occupations

Table 2.3 indicates what percentages of secondary schools give pupils the opportunity of making a study of occupations.

TABLE 2.3

#### STUDY OF OCCUPATIONS AT SECONDARY SCHOOLS

Education authorities	Yes		No		Total	
	No.	%	No.	%	No.	%
Cape Province	35	48.6	37	51.4	72	100.0
Natal	7	58.3	5	41.7	12	100.0
Orange Free State	10	41.7	14	58.3	24	100.0
Transvaal	18	34.0	35	66.0	53	100.0
South West Africa	3	60.0	2	40.0	5	100.0
Education, Arts and Science	20	60.6	13	39.4	33	100.0
Non-departmental Schools	15	53.6	13	46.4	28	100.0
Total	108	47.6	119	52.4	227	100.0

According to Table 2.3 the Department of Education, Arts and Science (60.6%) and the Education Department of South West Africa (60.0%) have the largest groups of schools which give pupils the opportunity of making a study of occupations. They are followed in descending order by Natal (58.3%), the non-departmental schools (53.6%), the Cape Province (48.6%), the Orange Free State (41.7%) and the Transvaal (34.8%), the average of the secondary schools of the country as a whole being 47.6 per cent. It emerges therefore that at a relatively large group of the schools of the various education authorities the pupils are not given the opportunity of making a study of occupations. It is important for pupils to learn about the various occupations and to find out what avenues of employment are open to them. In this way the process of vocational guidance, enables them to make a responsible and well-founded choice of occupation.

(ii) Would a study of occupations influence pupils against choosing teaching as a career?

The school principals were asked to indicate whether they consider that a study of occupations would discourage pupils from choosing teaching as a career. The views of the principals of secondary schools and of the principals of both primary and secondary schools as a group on this subject appear in Table 2.4 and Table 2.5, respectively.

TABLE 2.4

SECONDARY SCHOOL PRINCIPALS: WOULD A STUDY OF OCCUPATIONS INFLUENCE PUPILS AGAINST CHOOSING TEACHING AS A CAREER?

Education authorities	Yes		No		Total	
	No.	%	No.	%	No.	%
Cape Province	37	51.4	35	48.6	72	100.0
Natal	7	58.3	5	41.7	12	100.0
Orange Free State	14	58.3	10	41.7	24	100.0
Transvaal	35	66.0	18	34.0	53	100.0
South West Africa	3	60.0	2	40.0	5	100.0
Education, Arts and Science	20	60.6	13	39.4	33	100.0
Non-departmental Schools	15	53.6	13	46.4	28	100.0
Total	131	57.6	96	42.4	227	100.0

TABLE 2.5

PRINCIPALS OF PRIMARY AND SECONDARY SCHOOLS AS A GROUP: WOULD STUDY OF OCCUPATIONS INFLUENCE PUPILS AGAINST CHOOSING TEACHING AS A CAREER?

Education authorities	Yes		No		Total	
	No.	%	No.	%	No.	%
Cape Province	177	56.7	135	43.3	312	100.0
Natal	29	46.8	33	53.2	62	100.0
Orange Free State	26	57.8	19	42.2	45	100.0
Transvaal	171	65.0	92	35.0	263	100.0
South West Africa	8	57.1	6	42.9	14	100.0
Education, Arts and Science	21	63.6	12	36.4	33	100.0
Non-departmental Schools	45	53.0	40	47.0	85	100.0
Total	477	58.6	337	41.4	814	100.0

- a. Principals of secondary schools: Would a study of occupations influence pupils against choosing teaching as a career? (See Table 2.4)

Table 2.4 shows that over half of the principals of secondary schools are of the opinion that a study of occupations might influence pupils not to choose the teaching profession as their career. (The percentages of principals vary from 51.4% (Cape Province) to 66.0% (Transvaal), with an average of 57.6% for the country as a whole.)

- b. Principals of primary and secondary schools as a group: Would a study of occupations influence pupils against choosing teaching as a career? (See Table 2.5)

Table 2.5 shows that, except for Natal, the majority of the group of primary and secondary school principals contend that a study of occupations would influence pupils against choosing the teaching profession as their career. (The percentages of principals who answered Yes vary from 53.0% (non-departmental schools) to 65.0% (Transvaal) with 46.8% for Natal, and an average for the country as a whole of 58.6%).

- c. Conclusion

It is the opinion of the majority of school principals that a study of occupations would influence pupils not to choose teaching as a career. This view is of decided importance, because a study of occupations enables pupils to compare the teaching profession with other occupations in respect of working conditions, entry requirements, salary and general advantages and disadvantages. Since it is an accepted fact that there are occupations which require the same number of, or fewer, years of training than the teaching profession, and which offer better salaries and prospects in general, it is to be expected that a study of occupations would influence pupils not to choose teaching as a career.

3. Aids used to publicise teaching as a career among pupils

Apart from a theoretical study of occupations, it is also necessary to acquaint pupils with actual conditions in the various occupations. In addition to visits to firms, films, film-strips and pictures may be used to advantage to give pupils a good general impression of the activities involved in various occupations. In Table 2.6 the aids used at schools to acquaint pupils with the teaching profession are indicated.

It is apparent from Table 2.6 that aids are used to only a limited extent at schools to give children information on the teaching profession. For the country as a whole it emerges that literature on the subject (42.5%) is used more than any other aid, followed by illustrations (11.6%), films (11.4%) and film-strips (5.9%). As regards the respective education authorities, literature is also used more than any other aid (the percentages varying from 33.3 to 57.1%).

The question arises whether it is necessary to publicise the teaching profession among pupils by means of the aids mentioned. Considering that a Std. 10 pupil comes into contact with teachers and school matters for at least 12 years, it should not be necessary to publicise the teaching profession further. Attention should rather be drawn to the qualities required of a teacher and his responsibilities; this would help pupils to assess their suitability for teaching.

TABLE 2.6

## AIDS USED IN SUPPLYING PUPILS WITH INFORMATION ON THE TEACHING PROFESSION

Education departments		Films	Film-strips	Illustrations	Literature	Total
Cape Province	No.	35	20	40	153	312
	%	11.2	6.4	13.1	49.0	
Natal	No.	9	3	8	25	62
	%	14.5	4.8	12.9	40.3	
Orange Free State	No.	2	-	3	21	45
	%	4.4	-	6.7	46.7	
Transvaal	No.	27	16	24	92	263
	%	10.3	6.1	9.1	35.0	
South West Africa	No.	4	1	1	8	14
	%	28.6	7.1	7.1	57.1	
Education, Arts and Science	No.	1	1	2	11	33
	%	3.0	3.0	6.1	33.3	
Non-departmental Schools	No.	15	7	15	36	85
	%	17.6	8.3	17.6	42.3	
Total	No.	93	48	94	346	814
	%	11.4	5.9	11.6	42.5	

2.3.3 Picking out of potential candidates for the teaching profession

To enter a profession, a person has to meet certain qualifications and possess the mental qualities (aptitude, interest, personality) which will make him a successful practitioner of that profession. The question now arises whether the school attempts to pick out candidates who are potentially suited to the teaching profession, and at what stage in the school career this should be done. Table 2.7 indicates whether attempts are made at schools to pick out potential teachers at an early age, and Table 2.8 shows what stage in the school career is best for this.

TABLE 2.7

## PICKING OUT OF POTENTIAL TEACHERS

EDUCATION AUTHORITIES	Schools at which such efforts are made					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Cape Province	107	34.3	205	65.7	312	100.0
Natal	16	25.8	46	74.2	62	100.0
Orange Free State	17	37.8	28	62.2	45	100.0
Transvaal	99	37.7	164	62.3	263	100.0
South West Africa	9	64.3	5	35.7	14	100.0
Education, Arts and Science	6	18.2	27	81.8	33	100.0
Non-departmental Schools	37	43.5	48	56.5	85	100.0
Total	291	35.8	523	64.2	814	100.0

TABLE 2.8

SUITABLE STAGE IN SCHOOL CAREER FOR ASSESSING POTENTIAL CANDIDATES  
FOR THE TEACHING PROFESSION

EDUCATION AUTHORITIES		Std. 5	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10	Unknown	Total
Cape	No.	83	42	31	56	64	13	23	312
	%	26.6	13.5	9.9	17.9	20.5	4.2	7.4	100.0
Natal	No.	7	14	6	8	17	4	6	62
	%	11.3	22.6	9.7	12.9	27.4	6.4	9.7	100.0
Orange Free State	No.	3	7	10	8	10	3	4	45
	%	6.7	15.5	22.2	17.8	22.2	6.7	8.9	100.0
Transvaal	No.	77	24	12	61	56	17	16	263
	%	29.3	9.1	4.6	23.2	21.3	6.5	6.0	100.0
South West Africa	No.	5	3	2	2	2	-	-	14
	%	35.7	21.4	14.3	14.3	14.3	-	-	100.0
Education, Arts and Science	No.	3	4	3	6	11	1	5	33
	%	9.1	12.1	9.1	18.2	33.3	3.0	15.2	100.0
Non-departmen- tal Schools	No.	14	6	11	22	11	3	18	85
	%	16.5	7.1	12.9	25.9	12.9	3.5	21.2	100.0
Total	No.	192	100	75	163	171	41	72	814
	%	23.6	12.3	9.2	20.0	21.0	5.1	8.8	100.0

1. Picking out of potential teachers (See Table 2.7)

It appears from Table 2.7 that approximately a third (35.8%) of the secondary schools in the country attempt to pick out potential teachers as an early age, and to give them the right advice and guide them towards choosing teaching as a career.

If the various education authorities are compared on a percentage basis, there is a greater proportion of schools in South West Africa (64.3%) which attempt to find potential teachers than under the other education authorities, for which the percentages are as follows: non-departmental schools 43.5%, Orange Free State 37.8%, Transvaal 37.7%, Natal 25.8%, and the Department of Education, Arts and Science 18.2%. There are comparatively large numbers of schools which do nothing in this regard.

2. Suitable stage in school career to assess potential teaching talent

As regards the secondary school standard in which it is advisable to begin to assess the teaching talent of pupils (see Table 2.8), the views of the principals are divergent. For the country as a whole 23.6 per cent of the principals consider Std. 5 to be the correct stage, while 21.0 and 20.0 per cent of the principals indicate Std. 9 and Std. 10, respectively. It is of interest that Std. 10 (5.1%) and Stds. 6 and 7 are not regarded as suitable stages at which to begin assessing pupils as potential teachers. Classified according to education authorities, the groups of principals indicating Std. 5 are largest for the Cape Province (26.6%), the Transvaal (29.3%) and South West Africa (35.7%), while the second largest groups of principals for the Cape Province, the Transvaal and South West Africa indicate Std. 9 (20.5%), Std. 8 (23.2%) and Std. 6 (21.4%), respectively. On the other hand, the largest group of principals for Natal indicate Std. 9 (27.4%), for the Orange Free State Stds. 7 and 9 (both 22.2%), for Education, Arts and Science Std. 9 (33.3%), and for the non-departmental schools Std. 8 (25.9%). There does not therefore appear to be any certainty among school principals as to the most suitable standard in which to begin to look for potential teaching talent.

## 2.4 PRINCIPALS AND ASSISTANTS OF SCHOOLS AND TEACHING STAFF OF INSTITUTIONS FOR THE TRAINING OF TEACHERS WHO WOULD RECOMMEND THE TEACHING PROFESSION TO PUPILS

A question which often arises is whether the principals and assistants of schools and the teaching staff of institutions for the training of teachers would recommend the teaching profession to pupils if pupils consulted them about the choice of an occupation. The principal and assistants of a school attended by a pupil seeking advice are acquainted with the scholastic record of the pupil and have a complete picture of him as a person according to which they can judge whether or not to recommend the teaching profession to him. Any decision of a principal or assistant to recommend the teaching profession to a pupil about whom he knows nothing will be coloured by the attitude of the principal or teacher towards his own profession. Indeed, the attitude of the principal or assistant, as well as that of the teaching staff at teachers' training institutions, towards the teaching profession, will be a determining factor when a decision has to be made whether or not to recommend the teaching profession to a pupil. In the case of the lecturers the pupil is an unknown quantity as regards scholastic achievement and personality, and the attitude of the lecturer towards the teaching profession will likewise determine whether it is recommended to a pupil or not. Therefore the principals and assistants of schools and the principals and lecturers of teachers' training institutions were asked to indicate whether or not they would recommend teaching to the more gifted as well or the normally gifted boy and girl with or without the necessary aptitude for teaching.

### 2.4.1 School principals who would recommend the teaching profession to pupils

Table 2.9 indicates what numbers and percentages of school principals would recommend the teaching profession to pupils, analysed according to education authorities, with a total picture for the country as a whole (See Table 2.9).

#### (a) National picture

It is striking that over 80 per cent of the school principals in the country would recommend the teaching profession to both the more gifted boy (82.9%, Row 1) and girl (89.1%, Row 5) and to the normally gifted boy (87.4%, Row 3) and girl (88.3%, Row 7), provided the pupil had the necessary aptitude for teaching. On the other hand, 86.0 per cent and more of the principals would not recommend the teaching profession to a pupil who did not have the necessary aptitude for teaching (see Rows 2, 6, 4 and 8 in the Total column). It appears, therefore, that aptitude for the teaching profession weighs much more heavily with principals than the giftedness of the pupil.

#### (b) Picture according to the various education authorities

The majority of the principals of the six education departments and the non-departmental schools would recommend teaching to both the more gifted and the normally gifted boy and girl only if the boy or girl had the necessary aptitude for teaching. (The percentages for the education authorities vary as follows: (a) More gifted pupils: Boys: Row 1, 72.7% for Education, Arts and Science - 88.9% for the Orange Free State; Girls: Row 5, 75.7% for Education, Arts and Science - 97.8% for the Orange Free State; (b) Normally gifted pupils: Boys: Row 3, 78.8% for Education, Arts and Science - 91.1% for the Orange Free State; Girls: Row 7, 75.8% for Education, Arts and Science - 95.6% for the Orange Free State.)

### 2.4.2 Assistants who would recommend the teaching profession to pupils

In Table 2.10 a synoptic picture is given of the numbers and percentages of assistants of the various education authorities who would recommend the teaching profession to pupils. (See Table 2.10).

#### (a) National picture

The assistants who would recommend the teaching profession to the more gifted

TABEL 2.9

## SCHOOL PRINCIPALS WHO WOULD RECOMMEND THE TEACHING PROFESSION TO PUPILS

Pupils according to giftedness and aptitude		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. More gifted boy with the necessary aptitude for teaching	Yes	262	84.0	51	82.3	40	88.9	216	82.1	12	85.7	24	72.7	70	82.3	675	82.9
	No	22	7.0	7	11.3	3	6.7	22	8.4	0	0.0	2	6.1	1	1.2	57	7.0
2. More gifted boy without the necessary aptitude for teaching	Yes	6	2.0	0	0.0	0	0.0	6	2.3	1	7.1	0	0.0	4	4.7	17	2.1
	No	275	88.1	57	91.9	43	95.5	240	91.2	13	92.9	28	84.8	58	68.2	714	87.7
3. Normally gifted boy with the necessary aptitude for teaching	Yes	274	87.8	54	87.1	41	91.1	232	88.3	12	85.7	26	78.8	72	84.7	711	87.4
	No	13	4.2	4	6.5	1	2.2	12	4.5	1	7.1	1	3.0	0	0.0	32	3.9
4. Normally gifted boy without the necessary aptitude for teaching	Yes	5	1.6	0	0.0	0	0.0	3	1.1	0	0.0	0	0.0	1	1.2	9	1.1
	No	280	89.7	57	91.9	43	95.5	244	92.8	13	92.9	28	84.8	68	80.0	733	90.1
5. More gifted girl with the necessary aptitude for teaching	Yes	282	90.4	58	93.6	44	97.8	234	89.0	13	92.9	25	75.7	69	83.1	725	89.1
	No	14	4.4	3	4.8	1	2.2	11	4.2	0	0.0	1	3.0	0	0.0	30	3.7
6. More gifted girl without the necessary aptitude for teaching	Yes	8	2.6	0	0.0	0	0.0	8	3.0	2	14.3	1	3.0	5	5.9	24	2.9
	No	267	85.6	58	93.6	44	97.8	235	89.4	11	78.6	26	78.8	59	69.4	700	86.0
7. Normally gifted girl with the necessary aptitude for teaching	Yes	281	90.0	59	95.2	43	95.6	232	88.2	11	78.6	25	75.8	68	80.0	719	88.3
	No	15	4.8	1	1.6	1	2.2	15	5.7	2	14.3	1	3.0	1	1.2	36	4.4
8. Normally gifted girl without the necessary aptitude for teaching	Yes	7	2.2	0	0.0	0	0.0	5	1.9	0	0.0	1	3.0	2	2.4	15	1.8
	No	275	88.2	59	95.2	44	97.8	240	91.2	13	92.9	26	78.8	64	75.3	721	88.6
Totals on which % was calculated		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

\* Unknown: Numbers and percentages omitted



TABLE 2.10

## ASSISTANTS WHO WOULD RECOMMEND THE TEACHING PROFESSION TO PUPILS

Pupils according to giftedness and aptitude			Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		Non-departmental schools		Total	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. More gifted boy with the necessary aptitude for teaching	Yes	531	71.2	164	70.4	171	74.0	795	68.7	34	70.8	148	77.5	61	69.3	1904	70.7	
	No	135	18.1	46	19.7	40	17.3	234	20.2	8	16.7	22	11.5	8	9.1	493	18.3	
2. More gifted boy without the necessary aptitude for teaching	Yes	14	1.9	6	2.6	6	2.6	18	1.6	0	0.0	6	3.1	4	4.5	54	2.0	
	No	687	92.1	219	94.0	217	93.9	1084	93.7	46	95.8	168	88.0	71	80.7	2492	92.5	
3. Normally gifted boy with the necessary aptitude for teaching	Yes	625	83.8	202	86.7	212	91.8	978	84.5	40	83.3	163	85.3	73	83.0	2293	85.1	
	No	60	8.0	17	7.3	9	3.9	103	8.9	4	8.3	9	4.7	4	4.5	206	7.6	
4. Normally gifted boy without the necessary aptitude for teaching	Yes	9	1.2	7	3.0	4	1.7	15	1.3	2	4.2	1	0.5	3	3.4	41	1.5	
	No	686	92.0	213	91.4	217	93.9	1090	94.2	44	91.7	171	89.5	74	84.1	2495	92.6	
5. More gifted girl with the necessary aptitude for teaching	Yes	605	81.1	199	85.4	204	88.3	932	80.6	38	79.2	154	80.6	70	79.5	2202	81.7	
	No	84	11.3	17	7.3	16	6.9	173	15.0	4	8.3	13	6.8	3	3.4	310	11.5	
6. More gifted girl without the necessary aptitude for teaching	Yes	14	1.9	4	1.7	6	2.6	23	2.0	0	0.0	4	2.1	5	5.7	56	2.1	
	No	682	91.4	215	92.3	212	91.8	1068	92.3	44	91.7	159	83.2	69	78.4	2449	90.9	
7. Normally gifted girl with the necessary aptitude for teaching	Yes	637	85.4	218	93.6	217	93.9	999	86.3	44	91.7	160	83.8	76	86.4	2351	87.3	
	No	51	6.8	9	3.9	6	2.6	109	9.4	0	0.0	6	3.1	3	3.4	184	6.8	
8. Normally gifted girl without the necessary aptitude for teaching	Yes	8	1.1	1	0.4	2	0.9	24	2.1	0	0.0	1	0.5	3	3.4	39	1.4	
	No	681	91.3	221	94.8	220	95.2	1078	93.2	42	87.5	163	85.3	72	81.8	2477	91.9	
Totals on which % was calculated			746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

\* Unknown: Numbers and percentages omitted

boy (70.7%, Row 1) and girl (81.7%, Row 5) and to the normally gifted boy (85.1%, Row 3) and girl (87.3%, Row 7) with the necessary aptitude for teaching are in the majority. The fact that over 90 per cent of the assistants would not recommend the teaching profession to the more gifted boy (92.5%, Row 2) and girl (90.9%, Row 6) or to the normally gifted boy (92.6%, Row 4) or girl (91.9%, Row 8), without the necessary aptitude for teaching, suggests that aptitude for teaching counts for more than the giftedness of the pupil.

It is of interest that, according to the percentages of assistants who would recommend the teaching profession to a pupil with the necessary aptitude, larger percentages of assistants would recommend teaching to the normally gifted boy and the more gifted and the normally gifted girl, than to the more gifted boy. It appears therefore that assistants tend to think that the teaching profession is suited to the normally gifted boy and the more gifted and normally gifted girl, if they have the necessary aptitude for teaching, rather than to the more gifted boy with the necessary aptitude for teaching.

(b) Picture according to the various education authorities

As regards the various education authorities, the assistants in the majority are those who would recommend the teaching profession to the more gifted boy (68.7% for the Transvaal - 77.5% for Education, Arts and Science, Row 1) and more gifted girl (79.5% for the non-departmental schools - 88.3% for the Orange Free State, Row 5) and to the normally gifted boy (83.0% for the non-departmental schools - 86.7% for Natal, Row 3) and the normally gifted girl (83.8% for Education, Arts and Science - 93.9% for the Orange Free State, Row 7) with the necessary aptitude for teaching. In the light of the fact that upwards of 78.4% of the assistants under the various education authorities would not recommend the teaching profession to a pupil if the pupil did not have the necessary aptitude for teaching, it emerges that in the eyes of assistants aptitude for the teaching profession is more important than the giftedness of the pupil. (See Rows 2, 4, 6 and 8).

Furthermore it is striking that the assistants, especially those of the Transvaal and of the non-departmental schools, are more disposed to recommend teaching to the normally gifted boy and the more gifted and normally gifted girl with the necessary aptitude for teaching, than to recommend teaching to the more gifted boy with an aptitude for teaching.

2.1.3 Principals, vice-principals and lecturers of teachers' training institutions who would recommend teaching to pupils

Table 2.11 gives the national picture of the number and percentages of principals and lecturers of institutions for the training of teachers who would recommend the teaching profession to pupils. (See Table 2.11)

It is striking that over two-thirds of the principals as well as of the vice-principals and lecturers would recommend teaching to both the more gifted and the normally gifted boy and girl with the necessary aptitude for the profession. In contrast, over four-fifths of the principals and lecturers would not recommend teaching to pupils who lack the necessary aptitude. It appears that aptitude for teaching weighs more strongly than the giftedness of the pupil.

It is interesting that the percentage of principals (68.9%) as well as of vice-principals and lecturers (78.0%) who would recommend teaching to the more gifted boy with the necessary aptitude is smaller than the percentages of principals, vice-principals and lecturers who would recommend teaching to the normally gifted boy and the more gifted and normally gifted girl with an aptitude for teaching. (See Rows 1, 3, 5 and 7.) From the percentages it would appear that the principals, vice-principals and lecturers regard the teaching profession as an occupation for the normally gifted boy and the more gifted and normally gifted girl rather than for the more gifted boy.

TABLE 2.11

PRINCIPALS, VICE-PRINCIPALS AND LECTURERS OF INSTITUTIONS FOR THE TRAINING OF TEACHERS  
WHO WOULD RECOMMEND THE TEACHING PROFESSION TO PUPILS

Pupils according to giftedness and aptitude		Principals		Vice-principals and lecturers	
		No.	%	No.	%
1. More gifted boy with the necessary aptitude for teaching	Yes	20	68.9	397	78.0
	No	3	10.3	67	13.2
2. More gifted boy without the necessary aptitude for teaching	Yes	0	0.0	7	1.4
	No	26	89.7	481	94.5
3. Normally gifted boy with the necessary aptitude for teaching	Yes	24	82.8	470	92.3
	No	0	0.0	17	3.3
4. Normally gifted boy without the necessary aptitude for teaching	Yes	0	0.0	4	0.8
	No	25	86.2	489	96.1
5. More gifted girl with the necessary aptitude for teaching	Yes	24	82.8	463	91.0
	No	0	0.0	29	5.7
6. More gifted girl without the necessary aptitude for teaching	Yes	0	0.0	8	1.6
	No	26	89.7	477	93.7
7. Normally gifted girl with the necessary aptitude for teaching	Yes	25	86.2	487	95.7
	No	0	0.0	15	2.9
8. Normally gifted girl without the necessary aptitude for teaching	Yes	0	0.0	4	0.8
	No	25	86.2	493	96.9
Totals on which % was calculated		25	100.0	509	100.0

\* Unknown: Numbers and percentages omitted.

2.5 REASONS WHY STAFF OF SCHOOLS AND TEACHERS' TRAINING INSTITUTIONS WOULD NOT RECOMMEND TEACHING TO PUPILS

Although, according to the foregoing paragraphs, approximately four-fifths of the teaching staff would recommend teaching to pupils with the necessary aptitude, there are nevertheless some members of the profession who would not recommend teaching to pupils. These teachers are necessarily the unhappy and dissatisfied ones, but may also include those who derive happiness and satisfaction from their profession. It should be remembered that there are staff who weigh the teaching profession up against other professions which require the same period of training after Std. 10 as teaching, or an even shorter one, which offer their practitioners greater financial advantages, better prospects of promotion, higher status and better conditions of service and working conditions than teaching. Although a teacher may be happy and contented in his profession, a comparison of teaching with other professions might make him hesitate to recommend it to pupils.

According to Table 6.4 (Chapter 6), 12.2 per cent of the teachers in the country would not recommend teaching to pupils. The reasons why these teachers would not do so are given in order of importance in Table 6.5, 6.6 and 6.7 (Chapter 6) for the principals, the vice-principals and assistants of schools, and the principals and vice-principals and lecturers of training colleges, respectively. The seven reasons to be placed in order of importance were the following:

- Teachers lack status .....
- Teachers' salaries are too poor .....
- Promotion prospects are insufficient .....
- The service regulations are unsatisfactory .....
- Teaching is an exacting profession .....
- Extramural activities are too demanding .....
- There are too many restrictions which prevent the teacher from playing his full part as an ordinary citizen of his country .....

If the first four reasons why the teaching staff mentioned would not recommend teaching to pupils are examined, the following emerges:

(a) School principals

The majority of the principals contend that the reasons Promotion prospects are insufficient, Teachers lack status, Teaching is an exacting profession and Teachers' salaries are too poor, would deter them from recommending teaching to pupils.

(b) Vice-principals and assistants

Most of the vice-principals and assistants assert that the reasons Promotion prospects are insufficient, Teachers' salaries are too poor, Teaching is an exacting profession and Teachers lack status, would keep them from recommending the profession to pupils.

(c) Principals, vice-principals and lecturers of teachers' training institutions

The majority of these persons state that they would be deterred from recommending teaching to pupils for these reasons: Promotion prospects are insufficient, Teachers lack status, Teaching is an exacting profession, and Teachers' salaries are too poor.

It emerges, therefore, that with the majority of the teaching staff the main emphasis falls on shortcomings connected with prospects of promotion, salary and status as reasons why they would not recommend teaching to pupils, while the reasons relating to conditions of service and working conditions appear to be of less importance.

## CHAPTER 3

### THE RECRUITMENT OF PUPILS AS CANDIDATES FOR THE TEACHING PROFESSION IN OTHER COUNTRIES

#### 3.1 INTRODUCTION

In this chapter a survey is given of the recruitment of pupils to the teaching profession in countries overseas. In general the developed countries have been chosen, and recruiting measures are discussed in respect of the United States of America, England, Scotland, Canada, Australia and New Zealand. Literature on the recruitment of pupils as candidates for teaching in the Netherlands, France, the Federal Republic of Germany, Scandinavia and Russia was also consulted. In these countries a reform of the training and certification of teachers is considered more important than direct recruitment. This reform of training and certification is aimed at making the teaching profession attractive, in some countries by raising the standard of training in order to give teaching status, while other countries have reduced the training period and lowered the admission requirements for training, as a means of making the training of teachers attractive. Some countries are also overhauling teachers' conditions of service, in an attempt to make the profession more attractive. Such action may perhaps be regarded as indirect recruitment, because efforts are being made at every stage from training to actual teaching, to make the profession more attractive, and to stimulate interest in teaching. These changes are also aimed at reducing the wastage of teachers.

#### 3.2 RECRUITMENT IN THE UNITED STATES OF AMERICA

In various states there are clubs at high schools and universities which make it their aim to bring the possibilities of the teaching profession as a career to the attention of senior pupils and students in particular. In 1953, these Future Teachers of America (F.T.A.) Clubs, which were established in 1938 by the National Education Association of America (N.E.A.) (21, p. 71), had over 500 university clubs with a membership of 24,000 and over 2,000 high school clubs with a membership of 32,000 (43, pp. 334-335). The efforts of these clubs in effect constitute a system of selective recruitment, since members are brought into close contact with the activities of the teacher. When advertising alone is done, the nature of these activities is not brought home to the pupils. The clubs concentrate on explaining the possibilities of teaching as a career, and open up opportunities for contact and work with local state and national education authorities. From time to time, members of these clubs help teachers by taking charge of classes. In some cases there is also a "pupils' administration day", when pupils who have been selected and prepared for their task run the school for a day (37, p. 19, and 40(a) p. 31). When summer schools for children are held in the State of Illinois, the Future Teachers of America Clubs are actively incorporated into the teaching programme. During the 1960 Elementary Summer School two members were assigned to each teacher in charge of a group of pupils. These "Teachers' aides" undertook projects with smaller groups of pupils, held discussions with teachers about planning, and helped to maintain discipline. They also served as general relieving staff when necessary, for example, during parent-teacher discussions. They had full access to teachers' quarters and full teachers' privileges, and therefore worked and lived together with the staff and could form an idea of life in the teaching profession (35, p. 412). In some states there is a similar movement, namely the "Teacher's Cadet Corps", the members of which concentrate, as senior pupils, on assisting teachers in connection with class work (39, pp. 28/29).

On the part of the school attempts are made to create situations in which pupils interested in teaching as a possible career and their parents are influenced in favour of teaching, such as the performance of plays depicting the rewards attached to teaching, the holding of debates and the encouragement of social intercourse with the teachers.

The National Education Association (N.E.A.), an American teachers' association with over half of the teachers of the United States of America as members, launches a campaign each April to recruit candidates for the teaching profession. During this "Teaching Career Month" teaching as a career is brought into the limelight through the medium of newspapers, periodicals and broadcasting. Special literature and films are made available on matters related to, for example, recruitment, training and teaching in practice (40(b), p. 77).

Public organisations are encouraged by, for example, the "Optimist's Club" and parent-teacher associations, to give recognition to teachers for the services they render. Such associations co-operate closely with schools in matters affecting education and the community (21, pp. 70-72).

The view of the various states is that potential student teachers should be approached individually to inform them about the possibilities of the profession. The names and addresses of possible student teachers are obtained from school principals, and introductory letters are sent to them, followed up by specific information on teaching as a career.

The importance of the recruitment of teachers is also stressed from the point of view of the saving of manpower. A recommendation was made by the National Citizens' Commission that discussions and co-operation should take place between universities and schools to arrange to accelerate gifted pupils by exempting them from parts of courses at school or university. This would eliminate the duplication of subject matter and release more manpower (39, p.16). A further recommendation in the same connection was that audio-visual and auditory aids should be used to the maximum (39, p. 21). The Commission also proposed that continual contact should be maintained with commerce and industry by means of reciprocal visits and discussions in order to stimulate interest, encourage the provision of aids and build up good will, and to discuss common requirements and problems (39, pp. 41-42).

### 3.3 RECRUITMENT IN ENGLAND

Although the literature sheds very little light on the direct recruitment of pupils at schools as candidates for the teaching profession, it must be assumed that it does take place since the Central Advisory Council for Education states that the aim of recruiting is that an adequate number of qualified men and women should be adequately trained to teach specific subjects, and that sufficient assistance and guidance should be given to beginner teachers during the first phase of their teaching career. The Council also stresses that when the results of training are discussed what should be quoted is not the number of teachers trained but the number of teachers trained in particular subjects, in order to emphasise the necessity of supplying subject teachers (64, pp. 430-431).

The Council's approach to recruiting appears to emphasise the importance of retaining teachers, and in this connection particular attention was given to conditions of service and working conditions. This approach is making the teaching profession more attractive, and may lead to a greater interest in teaching on the part of pupils. It may therefore be regarded as indirect recruiting, and the recommendations of this Council regarding the teaching profession must therefore be discussed. In regard to the shortage of teachers it was found that 400 school workshops were closed during 1958, because of the lack of qualified teachers, and that during 1955 only 11 per cent of 3500 needlework teachers were qualified (64, p. 434). In an attempt to remedy the increasing shortage special increments for technical teachers were announced in 1962, as well as special bonuses for work carrying particular responsibility (24(h), p. 219). In 1962 maintenance grants paid to students undergoing training were raised by 30 per cent in the case of student teachers, compared with 10 per cent for students in other fields (24(g), p. 147). In addition to the shortage of teachers predominating in the technical field, there is a shortage of teachers for the scientific subjects and for mathematics. During 1958 2.3 per cent ( $\pm$  6,000) of the teachers at Government-subsidised schools were unqualified, while approximately 22 per cent of all teachers were graduates (64, p. 431).

The Council also gave attention to the supply of prospective student teachers from the grammar and modern schools, as well as to the qualifications of staff at these schools. It was found that the virtual monopoly of grammar schools in supplying prospective student teachers had decreased in favour of modern schools. In regard to the qualifications of teaching staff it was found that primary schools mainly employed products of teachers' training colleges, modern schools employed persons training at teachers' training colleges plus as many graduates as possible, and grammar schools chiefly graduates. The ideal recommended by the Council was a more even distribution of certificated teachers and graduate teachers between the modern and grammar schools, particularly in cases where the diploma courses had been increased to three years of training (64, pp. 435-436). This recommendation indirectly implies a raising of the status of the teacher which will serve to stimulate interest in teaching as a career.

The Council also recommended that short-service teaching posts should be created to enable married women to help relieve the staff shortage when necessary, and that non-teachers should be

employed in some cases for technical instruction. The Council based this recommendation on the view that teaching should not be seen only as a full-time profession, but that use should be made of part-time teachers and teachers appointed for short periods (64, p. 441). In this connection we find that during 1961 married women were appointed on a half-time basis, such service being taken into account for pension privileges (24(b), p. 80).

It was further recommended that teachers should be relieved of clerical and administrative duties and that teachers' assistants should be appointed in laboratories and workshops. In this regard a later suggestion made by Vaizey is of interest: "If steps could be taken to increase the productivity of teachers by the use of ancillary workers and modern technological devices it would be highly probable that their professional status would be enhanced, and that this in turn would tend to raise their remuneration" (56, p. 22).

As from April, 1961, the salaries of men and women were made equal for posts of equal grades, and pension privileges adjusted accordingly (24(c), p. 145). It appears therefore that the government has made various adjustments in order to place the teaching profession on a firmer footing, and also to obtain the co-operation of a larger panel for technical education, and thus to bring teaching more into the public eye. During 1962, with this aim in view, an Educational Campaign, to which 60 educational organisations were invited, was organised for the purpose of discussing and advancing the progress of education (24(g), p. 147).

Since 1961 the authorities have given greater attention to in-service training. In 1961 there was an increase of 9.3 per cent in the number of teachers (total 2673) who enrolled for 173 full-time courses to improve their qualifications (67, p. 65). For short courses, the number of applications received is double the number of vacancies (67, p. 65).

### 3.4 RECRUITMENT IN SCOTLAND

From the literature it appears that attempts are being made in Scotland to make the teaching profession more attractive in order to stimulate interest in the profession among the community, which includes pupils as well as adults, and to reward serving teachers. Attention has accordingly been given to school-leaving, financial assistance to pupils and students, the upgrading of qualifications and the recruitment of student teachers outside the secondary school. The following paragraphs elucidate these factors which may stimulate interest in teaching as a profession and can be regarded as indirect recruitment.

According to a report of a Special Committee of the Advisory Council on Education in Scotland, published in 1959, teacher shortages would amount to 3.0 per cent in primary and junior secondary schools, 14.2 per cent in secondary schools and 16.9 per cent in technical schools in 1961 (69, p. 8).

According to the findings of the committee, it appears that too many pupils leave the secondary school before completing the course. A wastage of manpower therefore takes place, also in respect of possible students for the teaching profession (69, pp. 15-16). The State therefore had to take action about the phenomenon of premature school-leaving by encouraging parents to allow their children to complete the school course and, where necessary, by providing financial assistance. In addition, increased bursaries had to be made available for school and university education.

As another possible reason for premature school-leaving, it was suggested that school courses were too extensive, with the result that pupils who did badly in some section left school (69, p. 16).

It was recommended that consideration be given to the centralisation of smaller primary schools and the secondment to secondary schools of staff for Art, Needlework and Handwork, Music, and Physical Education, the "Chapter VI" teachers, as they are called (69, p. 32).

It was also recommended that men should be permitted to take a diploma course for employment in primary schools, where very few men are employed (69, p. 33).

According to the 1960 report on Education of the Secretary of State, some of the recommendations mentioned had been accepted and implemented. The honours graduate's course was reduced from 9 to 7 months so that qualified teachers could report for service 5 months earlier (68, p. 76). All third-class honours teachers whose training qualified them

only for limited teaching in secondary schools were regraded as fully qualified (68, p. 76). A special recruiting programme was introduced under which members of other occupations who wished to qualify as teachers were granted financial assistance and exemption from tuition fees. The basis for the selection and certification of such persons would be the same as the existing one (68, p. 77). A system was adopted under which proportionate distribution of subject teachers would be introduced so that as many schools as possible would benefit.

### 3.5 RECRUITMENT IN CANADA

In 1952 there was a shortage of 6566 teachers in Canada. At that time a publicity campaign was launched to recruit entrants to the teaching profession by the distribution of publications and pamphlets, radio publicity and propaganda by serving teachers, superintendents, guidance officers and potential student teachers. Changes were to be made in policy, namely, as regards financial aid to student teachers, the centralisation of one-man schools, the lowering of admission requirements and the reduction of the training period (26, p. 168). Since 1960 three provinces in Canada have already switched to two-year training, while a fourth was considering it (24(j), p. 77 and 24(k), p. 148).

In Canada the lowering of the admission requirements for teacher training and the reduction of the training period were apparently aimed at encouraging persons to take up teaching. Smith, the author of the article from which this information was obtained, does not agree with this approach, contending that, with a view to long-term success, the ideal for teacher training should be a university degree, since professionalism in the twentieth century requires university degree as a prerequisite (26, p. 173). The position in regard to the training of teachers in Canada from 1952 up to approximately 1960 will now be discussed.

The general training period for teachers covers one year, with high academic admission requirements, such as in the case of the province of Alberta, where 60 per cent in three subjects, or less in four subjects, with an average of 50 per cent, is required. The grade at which secondary education is completed also differs in the ten provinces, from Grade XI - Grade XIII, the latter being known as the senior matriculation course. For graduates, universities offer a two-year master's and a one-year doctor's degree in education (26, p. 165). One-year training is given at normal colleges, but the general tendency is to transfer this to the universities (26, p. 166). In Quebec, the only province in which there are Roman Catholic as well as Protestant schools, the Roman Catholic training institutions offer a three-year course as the minimum training requirement (26, p. 165).

### 3.6 RECRUITMENT IN AUSTRALIA

During the years 1948-1950 entry to the teaching profession reached a low ebb, partly as a result of the low birth-rate round about 1930, but also because the teaching profession had to compete with occupations offering better prospects. Most of the six departments of education had to employ temporary teachers, who constituted 25 per cent of the total teaching force in Australia in 1952.

Use was made of the press, the radio and other local publicity media, inspectors of education and other persons to promote the recruitment of teachers, especially in New South Wales and Western Australia.

Correspondence and after-hours courses as well as crash training courses to train teachers had to be introduced by all six provinces at various stages. In New South Wales this method helped to reduce the shortage of staff substantially, and also led to the establishment of full-time training institutions, of which there were six in 1951. In Tasmania an institution set up for the same purpose also continued as a full-time institution for the training of prospective teachers. In South Australia crash training courses were offered, for women in particular, and in Western Australia a three-year course was introduced for adults who had passed only the junior certificate examination.

Junior Teacher Scholarships and Probation Schemes were employed on a relatively extensive scale to provide financial assistance for prospective student teachers who had passed the junior certificate examination for the completion of their school careers. In Queensland such continued secondary education had to be completed at specific schools, but in other provinces, and from 1950 in Queensland as well, such bursaries were obtainable for study at any school.



Besides Queensland, South and Western Australia in particular made extensive use of bursaries in recruiting.

The teacher-training courses for primary schools usually lasted from one to two years with varying admission requirements. In Queensland, for example, a junior certificate was required for the two-year training course, and senior certificate for the one-year training course. As has already been shown, however, the general tendency was to grant financial aid for the completion of schooling. Teachers for secondary schools were sometimes recruited from the ranks of experienced primary school teachers, from primary school teachers who had just completed their studies and from graduate students with an additional year of professional training. In South Australia three-year commercial training courses and four-year physical education courses were offered. In Tasmania an attempt was made to raise the professional status of teachers by assigning their training as far as possible to the university (36, pp. 179-191).

### 3.7 RECRUITMENT IN NEW ZEALAND

According to a survey made by a commission of the Education Department in 1948, an increase of 37 per cent in primary and 47 per cent in secondary school staff would be required between 1951 and 1960 in order to meet the need for teachers (65, p. 17). To provide for the expected shortage, it was recommended that more bursaries should be made available to students to qualify for secondary teaching. In addition, by way of encouragement, maintenance grants should be paid to students during training. A positive approach should be adopted in bringing the possibilities of teaching as a career to the attention of senior pupils and students as well as adults who showed interest in the teaching profession (65, pp. 20-22).

A further recommendation was that suitable hostel accommodation should be provided for all student teachers to facilitate studying (65, p. 18). The existing one-year training course for adults which had been introduced as an emergency measure should be extended, or otherwise discontinued (65, p. 18).

### 3.8 SUMMARY

In Chapter 3 a survey is given of the recruitment of pupils at secondary schools and of persons outside the secondary school as candidates for the teaching profession, in developed countries overseas. The following are the findings on recruitment in some overseas countries:

#### (a) United States of America

In the United States of America efforts are concentrated on making the recruitment of pupils to the teaching profession, as well as the profession as such, the concern of the community. Commerce and industry, parents, pupils, students, teaching staff and the rest of the community are enlisted to assist in recruiting through clubs and organisations. Recruiting measures include publicising the profession among the pupils, the participation of pupils in teaching at schools, and influencing the community, commerce and industry to give recognition to teachers and the services they render.

#### (b) England

In England attention is given mainly to the recruiting of subject teachers, since there are great shortages, particularly in the technical field. As a result of an inquiry and report of the Central Advisory Council for Education, various basic changes were made in the system of education, for example the creation of short-service posts, part-time employment of married women with full service privileges, introduction of equal salaries for the two sexes, and the reduction of the clerical work of the teaching staff. These changes are aimed at making the teaching profession attractive, in order to obtain teachers and to encourage pupils and other persons to consider teaching as a career.

#### (c) Scotland

In Scotland attempts are being made to make the teaching profession attractive, in order to stimulate interest in the profession among the community and pupils, and to retain

serving teachers. School-leaving, financial assistance to pupils and students, the upgrading of qualifications and the recruitment of student teachers outside the secondary school have received attention.

(d) Canada

In Canada efforts have been concentrated on the improvement of training conditions for teachers and the extension of recruitment through greater publicity.

(e) Australia

In Australia the press, the radio, inspectors of education and other persons have been used to publicise the teaching profession, in order to promote the recruitment of student teachers. Since there is a serious shortage of teachers in Australia, attempts have been made to raise the status of the teaching profession, so as to encourage persons to choose teaching as a career.

(f) New Zealand

The possibilities of teaching as a career have been brought to the attention of pupils, students and adults, with the purpose of recruiting student teachers. In addition, extensive financial assistance has been granted to student teachers in the form of bursaries, and the accommodation of student teachers has been improved.

It appears, therefore, that the recruitment of prospective teachers takes place firstly by means of direct recruiting measures in and out of school, and secondly by making the training of teachers and the profession as such more attractive.

## CHAPTER 4

### FINANCIAL ASSISTANCE TO STUDENT TEACHERS

#### 4.1 INTRODUCTION

The following paragraphs will show, first, at what institutions in the Republic of South Africa the training of teachers is undertaken, the fields in which teachers are trained and the duration of the various training courses. In the second place the extent of financial aid granted by the various education departments to students during their training as teachers will be shown.

#### 4.2 THE TRAINING OF TEACHERS

##### 4.2.1 Institutions which undertake the training of teachers

The training of teachers is undertaken by the following teachers' colleges, government vocational colleges and technical colleges with departments for teacher training, and universities.

##### (a) Teachers' Colleges

###### (i) Cape Education Department

Denneoord Training College  
Graaff-Reinet Training College  
Grahamstown Training College  
Cape Town Training College  
Oudtshoorn Training College  
Paarl Training College  
Wellington Training College

###### (ii) Natal Education Department

Durban Training College  
Natal Training College

###### (iii) Department of Education of the Orange Free State

Teachers' College of the University of the Orange Free State

###### (iv) Transvaal Education Department

Goudstad College of Education  
Heidelberg College of Education  
Johannesburg College of Education  
Potchefstroom College of Education  
Pretoria College of Education

##### (b) Government Vocational Colleges and Technical Colleges

Barkly House Training College for Nursery Education  
Johannesburg School of Art  
Johannesburg Teachers' College for Home Economics  
Johannesburg Training College for Nursery School Teachers  
Cape Technical College  
Natal Technical College  
Port Elizabeth Technical College  
Pretoria Technical College

(c) Universities

Potchefstroomse Universiteit vir C. H. O.  
Rhodes University  
University of Cape Town  
University of Natal  
University of Pretoria  
University of Stellenbosch

4.2.2 Fields for which teachers are trained and duration of the training courses

The fields for which teachers are trained and the duration of the training courses will be discussed for the teachers' colleges as a group<sup>1)</sup> under each separate education department; for the government vocational colleges and technical colleges as a group; and for the universities separately.

(a) Teachers' colleges of the Cape Education Department

The following teachers' training courses are offered:

- (i) A two-year primary teachers' diploma.
- (ii) A three-year higher primary teachers' diploma/secondary teachers' diploma, with specialisation in one of the following seven fields:
  - Infant School Method
  - Manual Training or Domestic Science/Needlework
  - Physical Education
  - School Music
  - Agricultural Nature Study
  - Art
  - Academic subjects (no subjects specified)
- (iii) A four-year course for the training of the handicapped in speech and hearing.

(b) Teachers' Colleges of the Natal Education Department

The following teachers' training courses are offered:

- (i) A three-year primary teachers' diploma/secondary teachers' diploma, in one of the following four fields:
  - Handwork and Domestic Science/Needlework
  - Infant School Method
  - Physical Education
  - Academic subjects - Mathematics, Physical Science and Biology

(c) Teachers' College of the Orange Free State

(This teachers' college is attached to the University of the Orange Free State).

The following teachers' training courses are offered:

- (i) A two-year teachers' diploma for women students only.

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<sup>1)</sup> Some provincial institutions which train teachers are known as teachers' colleges, others as colleges of education or training colleges. Except where reference is made to a specific college, "teachers' college" is used as the general term in this report.

- (ii) A three-year higher primary teachers' diploma, with specialisation in one of the following fields:

Academic subjects - Afrikaans, English, Arithmetic, Mathematics and General Science

Infant Teaching

Teaching of handicapped pupils

Domestic Science/Needlework

Technical Drawing and Woodwork

- (iii) A one-year secondary teachers' diploma (admission requirement being a bachelor's degree)

(d) Teachers' Colleges of the Transvaal Education Department

The following teachers' training courses are offered:

- (i) A three-year teachers' diploma in junior work.
- (ii) A three-year teachers' diploma in senior primary work.
- (iii) A three-year teachers' diploma with specialisation in one of the following ten fields:
- Music  
Dramatic Art and Speech Training  
Librarianship  
Industrial Arts  
Home Economics/Needlework  
Art  
Physical Education  
Commercial Subjects  
Academic subjects - Afrikaans, English, General Science, General Physical Science, Biology, Arithmetic, Religious Education  
Teaching of retarded pupils
- (iv) A three-year teachers' diploma: a combination of first-year bachelor's degree subjects and professional training.
- (v) A four-year teachers' diploma: a combination of a bachelor's degree and professional training.
- (e) South West Africa has no teachers' colleges of its own, but has entered into agreements with the education departments of the various provinces under which students are trained for the teaching profession.

(f) Government Vocational Colleges and Technical Colleges

The following teachers' training courses are offered:

- (i) A three-year teachers' diploma in Nursery school Teaching.
- (ii) A three-year teachers' diploma in Home Economics.
- (iii) A three-year teachers' diploma in Commerce.
- (iv) A two-year teachers' diploma in Commerce (a recognised teachers' diploma being the admission requirement).
- (v) A two-year teachers' diploma in Commerce (the National Diploma in Commerce being the admission requirement).

- (vi) A one-year teachers' diploma in Commerce (a recognised university degree in Commerce, a chartered accountant's course, or another degree plus the National Diploma in Commerce, or a professional diploma in Commerce, or a diploma in Accountancy, being the admission requirements).
- (vii) A four-year teachers' diploma in Art.
- (viii) A three-year teachers' diploma in Art (a recognised teachers' diploma being the admission requirement).
- (ix) A one-year teachers' diploma in Art (a bachelor's degree in Fine Arts being the admission requirement).
- (x) A one-year teachers' diploma in Technology (a bachelor's degree in Engineering/Pure Science/Applied Science, or the National Diploma in Technology or a Diploma in Pharmacy being the admission requirement).
- (xi) A one-year teachers' diploma in Trade Instruction (the National Senior Certificate or National Technical Certificate III, as well as an apprenticeship plus two years of post-apprenticeship industrial experience being the admission requirements in both cases).

(g) Potchefstroomse Universiteit vir C.H.O.

The following teachers' training courses are offered:

- (i) A three-year primary teachers' diploma,
- (ii) A three-year teachers' diploma in Domestic Science.
- (iii) A three-year teachers' diploma in Music.
- (iv) A one-year secondary teachers' diploma (a bachelor's degree being the admission requirement).
- (v) A one-year secondary teachers' diploma in Guidance (a bachelor's degree with Psychology being the admission requirement).
- (vi) A one-year secondary teachers' diploma in Music (a bachelor's degree in Music being the admission requirement).

(h) Rhodes University

The following teachers' training courses are offered:

- (i) A three-year primary teachers' diploma.
- (ii) A three-year higher primary teachers' diploma.
- (iii) A three-year or four-year teachers' diploma in Art.
- (iv) A one-year teachers' diploma in Art (a higher primary teachers' diploma being the admission requirement).
- (v) A two-year teachers' diploma in Music (a higher primary teachers' diploma being the admission requirement).
- (vi) A one-year secondary teachers' diploma (a bachelor's degree being the admission requirement).

(i) The University of Cape Town

The following teachers' training courses are offered:

- (i) A three-year higher primary teachers' diploma.
- (ii) A three-year higher primary teachers' diploma, with specialisation in one of the following three fields:
  - Speech and Drama
  - Art
  - Music
- (iii) A four-year higher primary teachers' diploma with endorsement (field not mentioned).
- (iv) A one-year teachers' diploma with specialisation in one of the following three fields:
  - Teaching of special classes for retarded pupils
  - Teaching of children handicapped in speech and hearing
  - Teaching of problem children (a higher primary teachers' diploma being the admission requirement).
- (v) A one-year higher primary teachers' diploma (a bachelor's degree being the admission requirement).
- (vi) A one-year secondary teachers' diploma (a bachelor's degree being the admission requirement).

(j) The University of Natal

The following teachers' training courses are offered:

- (i) A one-year primary teachers' diploma (second-year degree subjects for a bachelor's degree being the admission requirement).
- (ii) A one-year secondary teachers' diploma (a bachelor's degree being the admission requirement).

(k) The University of Pretoria

The following teachers' training courses are offered:

- (i) Three-year teachers' diploma in nursery school teaching.
- (ii) A one-year teachers' diploma in nursery school teaching (a two-year teachers' diploma or a bachelor's degree being the admission requirement).
- (iii) A three-year higher primary teachers' diploma.
- (iv) A three-year higher primary teachers' diploma in Physical Education.
- (v) A one-year secondary teachers' diploma in the teaching of retarded pupils (a bachelor's degree with Psychology plus a Higher Education Diploma or an Honours degree in Psychology or Sociology, or a Bachelor of Education degree (Vocational Guidance) being the admission requirement).
- (vi) A one-year secondary teachers' diploma (a bachelor's degree being the admission requirement).

(l) The University of Stellenbosch

The following teachers' training courses are offered:

- (i) A three-year lower secondary teachers' diploma.
- (ii) A three-year higher primary teachers' diploma in Physical Education.
- (iii) A three-year higher primary teachers' diploma (after completion of the second year of study, the teachers' diploma for the teaching of special classes may be taken during the third year of study as an optional choice).
- (iv) A one-year teachers' diploma for the teaching of special classes (a higher primary teachers' diploma or lower secondary teachers' diploma being the admission requirement).
- (v) A one-year teachers' diploma in Home Economics/Needlework (a diploma in Home Economics being the admission requirement).
- (vi) A one-year teachers' diploma in Commerce (diploma in Commerce with Accounting II being the admission requirement).
- (vii) A one-year higher primary teachers' diploma (a bachelor's degree being the admission requirement).
- (viii) A one-year secondary teachers' diploma (a bachelor's degree being the admission requirement).<sup>1)</sup>

4.2.3 The training of teachers as undertaken by the institutions in the various provinces

A description having been given in the previous paragraphs of the institutions which undertake the training of teachers and of the various courses offered, the provision for training institutions in each province will now be discussed.

(a) Cape Province

In the Cape Province the training of teachers is undertaken by the following institutions:

- (i) Seven teachers' colleges, under the control of and financed by the Cape Education Department (see 4.2.1(a)(i)).
- (ii) One Government vocational college, under the control of and financed by the Department of Education, Arts and Science (Barkly House Training College for Nursery Education).
- (iii) One technical college, under the control of and financed by the Department of Education, Arts and Science (Port Elizabeth Technical College).
- (iv) One autonomous technical college, subsidised by the Department of Education, Arts and Science (Cape Technical College).
- (v) Three universities (Rhodes University and the Universities of Cape Town and Stellenbosch).

(b) Natal

In Natal the training of teachers is undertaken by the following institutions:

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<sup>1)</sup> All information about courses offered for the training of teachers was obtained from the official brochures, prospectuses and calendars of the various institutions, as well as from official publications of the education departments.



- (i) Two teachers' colleges, under the control of and financed by the Natal Education Department (see 4.2.1(a)(ii) ).
- (ii) One autonomous technical college, subsidised by the Department of Education, Arts and Science (Natal Technical College).
- (iii) One university (University of Natal).

(c) Orange Free State

In the Orange Free State the training of teachers is undertaken by the following institutions:

- (i) One teachers' college attached to the University of the Orange Free State.
- (ii) One university (the University of the Orange Free State).

(d) Transvaal

In the Transvaal the training of teachers is undertaken by the following institutions:

- (i) Five teachers' colleges, under the control of and financed by the Transvaal Education Department (see 4.2.1(a)(iv) ).
- (ii) Three Government vocational colleges, under the control of and financed by the Department of Education, Arts and Science (Johannesburg School of Art, Johannesburg Teachers' College of Home Economics, and Johannesburg Training College for Nursery School Teachers).
- (iii) One autonomous technical college, subsidised by the Department of Education, Arts and Science (Pretoria Technical College).
- (iv) Two universities (The "Potchefstroomse Universiteit vir C. H. O." and the University of Pretoria).

(e) South West Africa

There are no teachers' training institutions in South West Africa, students from this Territory being trained as teachers in the Republic of South Africa.

4.3 THE TRAINING OF TEACHERS AS UNDERTAKEN BY THE VARIOUS EDUCATION DEPARTMENTS:  
THE GRANTING OF FINANCIAL ASSISTANCE TO STUDENT TEACHERS

4.3.1 Introduction

The foregoing paragraphs gave a description of the institutions which undertake the training of teachers, the fields in which training is given and the duration of the courses offered, and the training of teachers as undertaken by the various provinces; the following paragraphs deal with the financial assistance granted by the respective education departments to students who wish to qualify as teachers.

4.3.2 The Cape Education Department

(a) Loans

An amount of R200 per annum is granted to students taking a teachers' training course at a university or technical college, subject to the following conditions:

- (i) The course taken by the student shall be approved by the Department. (See last paragraph of 4.3.1(a) ).

- (ii) An Inspector of Schools shall certify that the applicant is suitable for admission to the teachers' certificate course.
- (iii) The applicant shall furnish a satisfactory medical certificate.
- (iv) Except as provided in paragraph (viii) no interest shall be payable on the amount of the bursary and loan.
- (v) The loan for each year shall be paid in two equal instalments at the time fixed by the Department.
- (vi) The student shall undertake, on obtaining the teachers' certificate -
  - (a) to assume duty immediately as a teacher in a school under the Department in the area for which he/she qualified or which is approved by the Department.
  - (b) for each year that he/she received a loan, to work for at least one year as a teacher in a school under the Department and in any case to work as such until the loan has been repaid in full; and
  - (c) to repay the amount of the loan in successive monthly instalments of R12.50 each, the first instalment to be paid at the end of the calendar month in which he/she assumes duty in a school under the Department.
- (vii) If the student leaves the institution or does not attend regularly, or his/her behaviour and progress are in the opinion of the Department unsatisfactory, or he/she fails the annual examination, or he/she changes his/her course without the approval of the Department, the Department may withdraw the bursary and loan or suspend further payment thereof for a definite or indefinite period; provided that the Department may -
  - (a) on a satisfactory explanation from the student, restore a loan which has been withdrawn; and
  - (b) withdraw a loan, payment of which has been suspended, if the Department is satisfied that the student is not willing or able to make profitable use thereof or to use it for the purpose for which it was granted.
- (viii) If a loan is withdrawn in terms of paragraph (vii) and not restored afterwards, or the student for any reason whatsoever -
  - (a) fails to obtain a teachers' certificate within the period fixed by the Department at any time; or
  - (b) does not accept a post as a certificated teacher in a school under the Department within twelve months of writing the final examinations, or
  - (c) does not comply with the requirements of sub-paragraph (b) of paragraph (vi),

the full amount of the money paid to the student, i.e., the outstanding amount of the loan, shall immediately become due and repayable to the Department together with simple interest at 6 per cent per annum, calculated on each payment from the beginning of the month in which it was paid out to the student up to the end of the month in which it is repaid.
- (ix) Surety to the satisfaction of the Department shall be furnished for the payment of all amounts which are repayable to the Department by the student in terms of sub-paragraph (c) or paragraph (vi) and paragraph (viii). <sup>2)</sup>

<sup>2)</sup> The above section is quoted from information received from the Cape Education Department.

The number of loans granted annually is not limited, and in the case of students at universities and technical colleges, approximately 450 loans are granted every year.

To students taking training courses at teachers' colleges an amount of R160 per annum is granted under the same conditions as those for students at universities and technical colleges, except that the loan for each year is paid in four equal payments at a time determined by the Department (See 4.3.1(a) v. ).

The number of loans granted annually is not limited, and in the case of students at teachers' colleges, approximately 700 loans are granted annually.

The following teacher-training courses are approved by the Department (See also 4.3.1(a)i):-

- "(i) Bachelor's degree (3 years) and Secondary Teachers' Certificate (1 year).
  - (ii) Bachelor's degree (4 years) and Secondary Teachers' Certificate (1 year).
- In the case of a student who becomes a teacher after obtaining his degree, the loan of R200 for the fourth year shall be converted into a bursary, provided he is regarded by the Department as a qualified teacher.
- (iii) Honours degree (1 year) after obtaining the Secondary Teachers' Certificate.
  - (iv) Diploma courses in secondary education (3 years) (non-graduates).
  - (v) Lower Secondary Teachers' Diploma (3 years) and final year of degree course.
  - (vi) Primary Teachers' Diploma (1 year) after obtaining bachelor's degree.
  - (vii) Diploma courses in primary education (3 years).
  - (viii) Diploma for teachers of special classes (1 year) after obtaining Primary Teachers' Certificate.
  - (ix) Bachelor's degree (2 years) after obtaining Primary Teachers' Certificate at a Training College.
  - (x) National Commercial Teachers' Diploma (2 years) after obtaining the Primary Teachers' Certificate at a Training College." 3)

(b) Bursaries

- (i) To students taking a teachers' training course at a university or technical college, an amount of R200 per annum is granted under the same conditions as those applying to the granting of a loan, with the following addition in respect of 4.3.2(a) vi(b) which determines the number of years of service at a school under the Department: If the bursary exceeds R200 per annum, for each additional R200 or part thereof, one extra year must be worked in a school under the Department.

The number of bursaries granted annually is not limited, and in the case of students at universities and technical colleges approximately 450 bursaries a year are granted.

- (ii) To students taking a teacher-training course at a teachers' college, an amount of R80 is granted under the same conditions as those for students at universities and technical colleges.

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3) The above information was obtained from information received from the Cape Education Department.

The number of bursaries awarded is not limited, and in the case of students at teachers' colleges, approximately 700 bursaries a year are granted.<sup>4)</sup>

#### 4.3.3 The Natal Education Department

##### (a) Loans

Loans of from R400 - R500 to be employed for the payment of tuition and boarding fees are granted to students who wish to take teachers' training courses. About 300 loans, amounting to approximately R150,000 are awarded each year. If the contract which has to be entered into in order to obtain the loan is broken, the outstanding amount has to be repaid at 5 per cent interest per annum. If the contract is fulfilled, the loan is redeemed by service at a school under the Department.<sup>5)</sup>

#### 4.3.4 The Education Department of the Orange Free State

##### (a) Loans

(i) Students taking a teachers' training course at the university are granted a loan of R240 per annum for the payment of tuition fees. After completion of the course the loan has to be repaid at 5 per cent interest per annum, whether the contract has been broken or not. During 1964 loans totalling R10,000 were granted to first-year, second-year and third-year students, U.E.D. students, and fourth-year B.Sc. Agriculture and B.Sc. Home Economics students.

(ii) Students taking a teachers' training course at the teachers' college are granted a loan of R240 per annum for the payment of boarding fees. The loan has to be repaid at 5 per cent interest per annum after completion of the course, whether the contract is broken or not. During 1964, loans totalling R73,300 were granted to first-year, second-year and third-year students at the teachers' college.

In the case of both university and teachers' college students, the loans are granted on merit.

##### (b) Bursaries

Students who wish to take a teacher-training course at a university are granted bursaries to a maximum amount of R400 on merit. For each R200 or part of the total grant one year of service has to be rendered in schools under the Department. If the contract is not fulfilled, the outstanding amount has to be repaid proportionally, free of interest.

During 1964 bursaries amounting to R37,000 were awarded to first-year, second-year and third-year students, U.E.D. students and fourth-year B.Sc. Agriculture and B.Sc. Home Economics students.

(i) To students in the third year of the training course at the teachers' college a bursary of R100 is awarded for the year for which a year's service has to be rendered at schools under the Department. If the contract is not fulfilled, the outstanding amount has to be repaid without interest. During 1964 bursaries totalling R7,000 were awarded.

(ii) Students at the teachers' college pay no tuition fees, but are required under their contracts to render one year of service for each year of training, with a maximum of two years. On breaking the contract they have to repay R80 per year for each year of training, or a pro rata proportion according to the service rendered. If the full course of study is not completed, tuition fees also have to be repaid pro rata.<sup>6)</sup>

<sup>1)</sup> All data in 4.3.2 have been extracted from information received from the Cape Education Department.

<sup>5)</sup> Data in 4.3.3 have been extracted from information received from the Natal Education Department.

<sup>6)</sup> Data in 4.3.4 have been extracted from information received from the Education Department of the Orange Free State.

#### 4.3.5 The Transvaal Education Department

##### (a) Grants

For students wishing to train as teachers by taking a bachelor's degree and a diploma, the tuition fees at a university are paid for the full degree course, provided the student enrolls at the university as a teachers' college student. From the first year some lectures are also attended at the teachers' college, while the fourth-year course, after graduation is taken exclusively at the college. No tuition fees are paid for the three-year course at teachers' colleges.

During 1963 a total amount of R126,000 was paid out in grants to university students, and no limit is placed on the number of grants.

In the case of both courses, i.e. the three-year degree and diploma course, and the three-year diploma course, students have to undertake, under contract to serve for a minimum of three years in schools under the Department after completion of their courses. If the contract is not fulfilled, a pro rata proportion of R200 has to be repaid.

##### (b) Loans

(i) Students residing in a hostel under the control of a teachers' college are granted a loan of R160 per annum. During 1963, 2,364 loans totalling R378,240 were awarded.

(ii) Students taking certain specialisation courses are granted loans of R40/R60. During 1963 such loans totalling R40,000 were granted.

(iii) Loans of R40 per annum are granted to students on application for the purchase of books and stationery. During 1963 an amount of R94,560 was granted in the form of 2,364 loans.

(iv) Needy students are granted a loan of R50-R100 per annum for personal use. Only limited number of such loans are available, and during 1963 an amount of R2,000 was granted in loans.

All loans taken up by students have to be repaid free of interest as soon as duty is assumed, whether the contract (see 4.3.5(a)) is fulfilled or not.

##### (c) Merit bursaries

(i) A bursary of R50 per annum is awarded to all students who obtain a minimum of 50 per cent in an official language on the higher grade and 65 per cent in an official language on the lower grade in the matriculation exemption or school-leaving examination. During 1963 such bursaries were awarded to the amount of R15,100.

(ii) Each teachers' college in the province is allotted twenty merit bursaries of R100 each every year to be awarded to deserving students. During 1963 a total amount of R10,000 was awarded.

If the terms of the contract (see 4.3.5(a)) are fulfilled, the bursaries are redeemed by service, but if the contract is broken, the amount has to be repaid pro rata, free of interest.<sup>7)</sup>

#### 4.3.6 The Education Department of South West Africa

##### (a) Loans

An inclusive loan of R300 per annum is granted to students for training as teachers at a teachers

<sup>7)</sup> Data in 4.3.5 obtained from information received from the Transvaal Education Department.

college and/or university in the Republic of South Africa. The loans are paid out direct by the Education Department to the educational institution concerned, and after all expenses have been deducted, the balance is paid over to the student by the institution. During 1964, 70 loans, amounting to R21,000 were granted. The number of loans is increased according to the demand for teaching staff. A contract has to be entered into with the Department in terms which the student who takes up the loan has to render one year of service for each year of training in schools under the Department. If the contract is fulfilled, the loan is repaid free of interest, but if it is broken, the loan has to be repaid with interest.

(b) Bursaries

- (i) A bursary of R120 a year is granted to students to supplement the loan (see 4.3.6(a)). The bursary is paid to the student for personal use.
- (ii) Merit bursaries to the value of R400 per annum are awarded to suitable candidates who wish to take a degree course in one of the subjects for which there is a shortage of teaching staff. If the contract (see 4.3.6(a)) is fulfilled, the bursary is not repayable, but if the contract is broken, the amount has to be repaid pro rata with interest.<sup>8)</sup>

4.3.7 The Department of Education, Arts and Science

(a) Special training scheme for technical teachers

In order to meet the need for technical teachers and teachers for trade instruction, the Department has obtained approval to have a number of teachers trained for these types of teaching at the Pretoria Technical College every year. The duration of the training is one year, and the students have to fulfil certain admission requirements according to the course taken.

(i) Teachers' Diploma in Technology: Admission requirements

- (a) A degree in Engineering or in Pure or Applied Science; or
- (b) a diploma in Technology or Pharmacy. Graduates taking the course should have had at least three years' post-graduate industrial experience or teaching experience in full-time posts.

(ii) Teachers' Diploma in Trade Instruction: Admission requirements

- (a) The National Senior Certificate (Technical) and an apprenticeship; or
- (b) The National Technical Certificate Part III, with the two official languages in the senior grade, and an apprenticeship. Candidates should have had at least two years' industrial experience after apprenticeship.

In both cases students who are admitted to the courses are appointed on enrolment for the courses to the teaching staff of the Department and receive a full teacher's salary plus an allowance of R200 for the year of training. The tuition fees, amounting to R80, are paid by the Department. Technical teachers who are already in the employ of the Department but who do not have professional qualifications are also admitted to the course.

The contract which has to be entered into for the training requires three years of service at schools under the Department. If the contract is not fulfilled, the amount spent on training has to be repaid pro rata with interest.

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<sup>8)</sup> Data in 4.3.6 obtained from information received from the Education Department of South West Africa.

The number of teachers trained under the scheme is determined by both the demand for technical and trade teachers and the number of suitable applicants. During 1963, 34 candidates, during 1964, 54 candidates, and during 1965, 45 candidates, were enrolled for the course.

(b) Bursary loans

The Public Service Commission and the Department of Education, Arts and Science have offered a number of bursary loans to students who wish to qualify as teachers at universities or technical colleges in order to enter the employ of institutions and schools falling under the Department of Education, Arts and Science. Bursary loans to enable prospective teachers to study for a degree and the Higher Education Diploma to the amount of R200-R400 (in the case of women, not exceeding R300) each per annum are made available to students to take the following approved courses:

(i) Teachers' training courses offered at universities:

B.A. plus H.E.D. - Afrikaans or English  
 B.A. Hons. or M.A. plus H.E.D. - Psychology  
 B. Com. plus H.E.D. - Accounting, Business Economics or Economics  
 B.Sc. (Domestic Science) - Teaching  
 B.Sc. plus H.E.D. - at least two courses in two of the following subjects:  
 Physics, Mathematics, Chemistry or Applied Mathematics.  
 B.Sc. (Engineering) - Civil, Mechanical, Electrical

(ii) Training courses at a technical college

National Commercial Teachers' Certificate (three-year course)  
 National Domestic Science Teachers' Certificate (three-year course)  
 Successful candidates have to enter into a contract with the Department of Education, Arts and Science, to serve the Department, on the successful completion of their courses, for the periods indicated below, in which case the bursary loans will not be repayable.

<u>Bursary moneys received</u>	<u>Compulsory service</u>
R200 - R400	Two years
R401 - R800	Three years
R801 - R1,200	Four years
R1,201 - R1,600	Five years
R1,601 - R2,000	Six years
R2,001 - R3,000	Seven years

(c) Loans

Applicants who are not eligible for bursary loans may be offered loans for the purposes of full-time study. All the conditions applying to amounts granted and approved courses remain the same as for bursary loans.

In the case of loans, however, the candidates are required to enter into a contract with the Department of Education, Arts and Science, to serve the State, on the successful completion of their courses, to repay 40 per cent of the loans at 6 per cent interest per annum, calculated from the first of the month following the month in which the studies are completed, and to discharge the balance of 60 per cent through service determined on the same basis as for bursary loans.<sup>9)</sup>

<sup>9)</sup> Data in 4.3.7 obtained from information received from the Department of Education, Arts and Science.

#### 4.4 SUMMARY

##### 4.4.1 Institutions which undertake the training of teachers

In the four provinces of the Republic of South Africa there are 15 teachers' colleges, 8 Government vocational colleges and technical colleges, and 6 universities which undertake the training of teachers. South West Africa has no training institutions of its own, its students being trained as teachers at institutions in the Republic of South Africa.

##### 4.4.2 Fields in which teachers are trained and duration of the training courses

The most common courses, offered by all three groups of training institutions, consist of three years of professional training with specialisation in a particular field. In addition to the three-year professional courses, the universities offer three-year degree courses plus one-year professional courses. Some teachers' colleges, in conjunction with a university, offer a combined four-year course consisting of a degree plus professional training. A two-year professional course with Std. 10 as admission requirement is offered only at the teachers' colleges under the control of the Cape Education Department and to women at the Teachers' College of the University of the Orange Free State. Four-year professional courses in the teaching of the handicapped in speech and hearing (Cape Teachers' Colleges), Art (technical colleges), Higher Primary Teaching (University of Cape Town) and Music (Rhodes University) are also offered.

##### 4.4.3 The training of teachers as undertaken by institutions in the various provinces

In the Cape Province there is a total of 13 institutions which undertake the training of teachers, in Natal 4, in the Orange Free State 2 institutions working together as a unit under the University of the Orange Free State, and in the Transvaal 11. South West Africa has no training institutions of its own.

##### 4.4.4 Financial assistance to students training as teachers

In the case of the education departments of the Cape Province, the Transvaal and South West Africa, students are granted loans and/or grants to be repaid pro rata free of interest if the contract, which requires a specific period of service at schools under the education department concerned, is fulfilled. If the contract is not fulfilled, the loan has to be repaid pro rata with interest.

Loans granted by the Education Department of the Orange Free State have to be repaid pro rata with interest. The Natal Education Department, and in some cases the Department of Education, Arts and Science, grant student teachers loans which are redeemed by specific periods of service, depending on the contract. In other cases the Department of Education, Arts and Science grants loans, which are partly redeemed by service (60%) and are partly (40%) repayable with interest, depending on the contract.

Bursaries are offered by all the education departments except the Natal Education Department, and have to be repaid pro rata with interest on breach of contract.



## CHAPTER 5

### INFORMATION REGARDING STUDENT TEACHERS

#### 5.1 INTRODUCTION

It is often asserted that student teachers consist largely of those Std. 10 pupils who do not have a Matriculation Exemption Certificate, and that student teachers, whatever type of Std. 10 certificate they hold, are those who obtained the certificate concerned in the second class. It has furthermore been observed that more women than men enter the teaching profession. In this chapter statistics obtained from teachers' training institutions are discussed in order to shed some light on the above-mentioned aspects.

Since all the education departments suffer, to a greater or lesser extent, from a shortage of teachers, it is necessary not only to give attention to the wastage of serving teachers, but also to consider the wastage among student teachers. The wastage of teachers is discussed in a separate report; in this chapter the wastage of student teachers (during the training period) and the reasons for this wastage will be indicated.

Furthermore, it is necessary to determine whether student teachers have the potentiality for teaching in actual practice. In this chapter it is also indicated, according to a six-point scale, to what extent student teachers should be successful teachers in the estimation of the training institutions.

#### 5.2 FIRST-YEAR STUDENT TEACHERS ANALYSED ACCORDING TO NATURE OF SCHOOL CERTIFICATE

The following paragraphs discuss the first-year student teachers at teachers' colleges, technical and Government colleges and universities separately, in the light of their Std. 10 certificates and the class in which the certificate was obtained.

##### 5.2.1 First-year student teachers at teachers' colleges analysed according to nature of school certificate

Table 5.1 indicates the total number of first-year student teachers enrolled at the teachers' colleges of the four provincial education departments, analysed according to the nature of their Std. 10 certificates, the class in which the certificates were obtained, and the sex of the students. The analysis for the various teachers' colleges according to education departments appear in Table 5.2 and is not discussed since the details are obtainable from the table.

##### (a) Total picture for the four provincial education departments according to Table 5.1

- (i) Enrolments of women students (68.5%) exceed those of men students (31.5%) for the first-year teachers' course (Row 5, Cols. 21 and 24).
- (ii) Of the 3781 first-year student teachers, 81.7 and 18.3 per cent passed Std. 10 second-class and first-class, respectively (Row 5, Cols. 25 and 26).
- (iii) The first-year student teachers without matriculation exemptions are in the majority, namely 54.5 per cent, as against 45.5 per cent of the students who have matriculation exemptions (Row 5, Cols. 9 and 18).
- (iv) The first-year student teachers who obtained their respective Std. 10 certificates in the second class are in the majority for both the matriculation-exemption group (72.0%) and the non-matriculation-exemption group (89.9%) with a greater percentage of second-class non-matriculation exemption students (Row 5, Cols. 8 and 17).

TABLE 5.1

## FIRST-YEAR STUDENT TEACHERS ENROLLED AT TEACHERS' COLLEGES OF THE FOUR PROVINCIAL EDUCATION DEPARTMENTS (1964)

Provincial Education Departments	Matriculation Exemption									Non-Matriculation Exemption									Total									
	Men			Women			Total			Men			Women			Total			Men			Women			Total			
	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	
<b>* Rows</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>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	
1. Cape Province	No.	6	84	90	90	184	274	96	268	364	2	95	97	43	372	415	45	467	512	8	179	187	133	556	689	141	735	816
	%	6.7	93.3	24.7	32.8	67.2	75.3	26.4	73.6	41.5	2.1	97.9	18.9	10.4	89.6	81.1	8.8	91.2	58.4	4.3	95.7	21.3	19.3	80.7	78.7	16.1	83.9	
2. Natal	No.	-	3	3	1	7	8	1	10	11	-	15	15	-	60	60	-	75	75	-	18	18	1	67	68	1	85	86
	%	-100.0	27.3	12.5	87.5	72.7	9.1	90.9	12.8	-100.0	20.0	-	100.0	80.0	-	100.0	87.2	-	100.0	-100.0	20.9	1.5	98.5	79.1	1.2	98.8		
3. Orange Free State	No.	3	39	42	18	112	130	21	151	172	-	28	28	10	94	104	10	122	132	3	67	70	28	206	234	31	273	304
	%	7.1	92.9	24.4	13.8	86.2	75.6	12.2	87.8	56.6	-100.0	21.2	9.6	90.4	78.8	7.6	92.4	43.4	4.3	95.7	23.0	12.0	88.0	77.0	10.2	98.8		
4. Transvaal	No.	125	358	483	239	450	689	364	808	1172	22	411	433	132	778	910	154	1189	1343	147	769	916	371	1228	1599	518	1997	2515
	%	25.9	74.1	41.2	34.7	65.3	58.8	31.1	68.9	46.6	5.1	94.9	32.2	14.5	85.5	67.8	11.5	88.5	53.4	16.0	84.0	36.4	23.2	76.8	63.6	20.6	79.4	
5. Total	No.	134	484	618	348	753	1101	482	1237	1719	24	549	573	185	1304	1489	209	1853	2062	158	1033	1191	533	2057	2590	691	3090	3781
	%	21.7	78.3	36.0	31.6	68.4	64.0	28.0	72.0	45.5	4.2	95.8	27.8	12.4	87.6	72.2	10.1	89.9	54.5	13.3	86.7	31.5	20.6	79.4	68.5	18.3	81.7	

\* Rows are read horizontally, and are numbered from 1 to 5.

\*\* Columns are read vertically, and are numbered from 1 to 27.

Calculation of percentages: (a) 1st and 2nd classes as percentages of the next column, i.e. Columns 1 and 2 as percentages of 3; 4 and 5 as percentages of 6; 7 and 8 as percentages of 9, etc.

(b) The totals in Columns 3 and 6 are expressed as a percentage of the total in Column 9; 12 and 15 as a percentage of 18; 21 and 24 as a percentage of 27.

(c) The totals in Columns 9 and 18 are calculated as a percentage of the total in Column 27.



- (a) 1st and 2nd classes calculated as percentages of the next column, i. e. Columns 1 and 2 as a percentage of 3; 4 and 5 as a percentage of 6, etc.
- (b) The totals in Columns 3 and 6 are expressed as a percentage of the total in Column 9; 12 and 15 of 18; 21 and 24 of 27.
- (c) The totals in Columns 9 and 18 are expressed as a percentage of the total in Column 27.

NOTE:

- 1. A - Afrikaans-medium  
E - English-medium  
A/E - Dual-medium or Parallel-medium
- 2. No data were received from Durban Training College.

- (v) As far as the matriculation-exemption group is concerned, those with second-class certificates are in the majority in the case of both men and women (78.3% and 68.4%, respectively). According to the percentages of men and women who passed in the first and second classes, there are more men than women with a second-class matriculation exemption certificate, i.e. the percentage of women students (31.6%) with first-class matriculation-exemption certificates is greater than that of men (21.7%) (Row 5, Cols. 1, 2, 4 and 5).
- (vi) In the non-matriculation-exemption group those with second-class certificates are in the majority among both men and women (95.8% and 87.6%, respectively). According to the percentages of men and women who passed in the first and second classes, there are more men with second-class non-matriculation-exemption certificates, i.e. the percentage of women students with first-class non-matriculation-exemption certificates (12.4%) is greater than that of men students (4.2%) (Row 5, Cols. 10, 11, 13 and 14).
- (b) Picture according to the various education departments
- (i) For all four provincial education departments women students are in the majority (the percentages vary from 63.6% for the Transvaal to 79.1% for Natal) (Rows 1-4, Cols. 21 and 24).
- (ii) First-year student teachers with second-class Std. 10 certificates are in the majority for all four education departments (the percentages vary from 79.4% for the Transvaal to 98.8% for Natal) (Rows 1-4, Cols. 25 and 26).
- (iii) Students with non-matriculation-exemption certificates are in the majority in the Cape Province (58.4%), Natal (87.2%) and the Transvaal (53.4%), while students with matriculation exemption are in the majority in the Orange Free State (56.6%) (Rows 1-4, Cols. 9 and 18).
- (iv) In respect of both the matriculation-exemption and the non-matriculation-exemption groups, the majority of students are those who obtained the certificate concerned in the second class for all four education departments (second-class matriculation exemptions: from 68.9% for the Transvaal to 90.9% for Natal; second-class non-matriculation exemptions: from 88.5% for the Transvaal to 100.0% for Natal) (Rows 1-4, Cols. 7, 8, 16 and 17).
- (v) As far as the matriculation-exemption group is concerned, among both men and women those with second-class certificates are in the majority (men with second-class certificates: 93.3% for the Cape Province - 100.0% for Natal; women with second-class certificates: 65.3% for the Transvaal - 87.5% for Natal). A greater percentage of men than women have second-class matriculation-exemption certificates. Therefore the percentage of women students with a first-class matriculation-exemption certificate is greater than that of men (Rows 1-4, Cols. 1, 2, 4 and 5).
- (vi) In the non-matriculation-exemption group, both men and women with second-class non-matriculation-exemption certificates are in the majority (men with second-class certificates: 94.9% for the Transvaal - 100.0% for both Natal and the Orange Free State; women with second-class certificates: 85.5% for the Transvaal - 100.0% for Natal). All the men and the women students in Natal have second-class non-matriculation-exemption certificates, while for the other three education departments the percentage of men with second-class certificates is greater than the percentage of women, i.e. more women than men students have first-class non-matriculation-exemption certificates (Rows 1-4, Cols. 10, 11, 13 and 14).

### 5.2.2

#### First-year student teachers at technical and Government-subsidised colleges analysed according to nature of school certificate

In Table 5.3 the first-year student teachers enrolled at technical and Government-subsidised colleges are analysed according to school certificate, the class in which the certificate was obtained, and the sex of the student.

TABLE 5.3

FIRST-YEAR STUDENT TEACHERS ENROLLED AT TECHNICAL AND GOVERNMENT-SUBSIDISED COLLEGES - DEPARTMENT  
OF EDUCATION, ARTS AND SCIENCE (1964)

Technical and Government subsidised colleges	Matriculation Exemption									Non-matriculation exemption									Total											
	Men			Women			Total			Men			Women			Total			Men			Women			Total					
	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total			
Barkly House Training College for Nursery Education	No. %			4		4	4		4					17		17	17		17						21		21	21		21
Johannesburg School of Art	No. %	2	2	1	2	3	1	2	4	5	1	1		5	5		6	6	3	3	1	7	8	1	10	10	11		11	
Johannesburg Teachers' College for Home Economics	No. %			1		1	1		1				1	30	31	1	30	31	2	30	32	2	30	32	6.3	93.8	100.0	6.3	93.8	
Johannesburg Training College for Nursery School Teachers	No. %			10	10		10	10					22	22		22	22				32	32		32	100.0	100.0		100.0		
Cape Technical College	No. %	1	2	3	3	1	4	4	3	7	3	11	14	17	28	45	20	39	59	4	13	17	20	29	49	24	42	66		
Natal Technical College	No. %				5	5		5	5				12	6	18	12	6	18			12	11	23	12	11	23		23		
Port Elizabeth Technical College	No. %	1	1		2	2		3	3										1	1		2	2		3	3		3		
Pretoria Technical College	No. %	11	9	20	4	7	11	15	16	31	2	41	43	16	29	45	18	70	88	13	50	63	20	36	56	33	86	119		
<b>Total</b>	No. %	12	14	26	13	27	40	25	41	66	5	53	58	63	120	183	68	173	241	17	67	84	76	147	223	93	214	307		
Columns*		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		

\* Columns are read vertically.

Calculation of percentages (a) 1st and 2nd classes as a percentage of the next column, namely, Columns 1 and 2 as a percentage of 3; 4 and 5 as a percentage of 6, etc.

(b) The totals in Columns 3 and 6 are expressed as a percentage of the total in Column 9; 12 and 15 as a percentage of 18; 21 and 24 as a percentage of 27.

(c) The totals in Columns 9 and 18 are expressed as a percentage of the total in Col. 27.

Since the data relating to the first-year student teachers at the various technical and Government subsidised colleges is obtainable from Table 5.3, only the national picture is discussed. The following picture emerges from Table 5.3:

- (a) Of the 307 first-year student teachers, 72.6 and 27.4 per cent are women and men students, respectively, that is to say, the women students are in the majority (Columns 21 and 24).
- (b) Of the 307 first-year student teachers, 69.7 per cent passed Std. 10 second-class and 30.3 per cent passed first-class (Columns 25 and 26).
- (c) By percentages, there are more students without matriculation exemption (78.5%) than those who have matriculation exemption (21.5%) (Columns 9 and 18), and the students who passed second-class are in the majority (matriculation exemption 62.1% and non-matriculation exemption 71.8%) (Cols. 8 and 17).
- (d) In the matriculation-exemption group, among both men (53.8%) and women (67.5%) those with second-class passes are in the majority. There is a greater percentage of the men (46.2%) than of the women (32.5%) with first-class matriculation-exemption certificates (Cols. 1, 2, 4 and 5).
- (e) In the non-matriculation-exemption group both the men and the women with second-class certificates are in the majority (men: 91.4%; women: 65.6%). A greater percentage of the women (34.4%) than of the men (8.6%) have first-class non-matriculation-exemption certificates (Cols. 10, 11, 13 and 14).

### 5.2.3

#### First-year student teachers in university faculties of education analysed according to nature of school certificate

In Table 5.4 the first-year student teachers enrolled at universities are analysed according to school certificate, the class in which the certificates were obtained, and the sex of the students.

Since Table 5.4 gives the data relating to the first-year student teachers for the various universities, only the national picture in respect of the universities will be discussed in detail. It should be pointed out that Rhodes University could supply only the number of men and women students and the University of Natal only the grand total of first-year student teachers, because the method of keeping records at these universities did not make it possible to supply the information requested. Consequently the data from these two universities are indicated in the table but not included in the total picture, and are therefore also not discussed. The following picture emerges from Table 5.4:

- (a) Of the 651 first-year student teachers, 26.6 and 73.4 per cent are men and women students, respectively (Cols. 21 and 24).
- (b) The students who obtained second-class Std. 10 certificates are in the majority, namely, 55.9 per cent, as against 44.1 per cent with first-class Std. 10 certificates (Cols. 25 and 26).
- (c) Almost three-quarters (73.4%) of the students have matriculation-exemption certificates, compared with 26.6 per cent of the students who do not have matriculation-exemption certificates (Cols. 9 and 18). In the matriculation-exemption group, the students with first-class matriculation-exemption certificates are in the majority (57.1%), while in the non-matriculation-exemption group the students with second-class passes predominate (91.9%) (Cols. 7-17).
- (d) In the matriculation-exemption group, the men with second-class passes (54.0%) and the women with first-class passes (62.2%) are in the majority (Cols. 12, 4 and 5).
- (e) In the non-matriculation-exemption group among both men and women those with second-class certificates are in the majority (82.6 and 93.3%, respectively), that is, there is a greater percentage of men students than of women students with first-class non-matriculation exemption certificates (Cols. 10, 11, 13 and 14).

TABLE 5.4

## FIRST-YEAR STUDENT TEACHERS ENROLLED AT UNIVERSITIES (1964)

Universities	Matriculation Exemption									Non-matriculation Exemption									Total									
	Men			Women			Total			Men			Women			Total			Men			Women			Total			
	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	1st class	2nd class	Total	
Potchefstroom University	No. %	1 100.0	1 10.0	9 100.0	9 90.0	10 100.0	10 34.5	4 100.0	4 21.1	15 100.0	15 78.9	19 100.0	19 65.5	5 100.0	5 17.2	24 100.0	24 82.8	29 100.0										
Rhodes University	No. %																				*28 57.1			*21 42.9			*9	
University of Cape Town	No. %	15 46.9	17 53.1	32 31.7	41 59.4	28 40.6	69 68.3	56 55.4	45 44.6	101 87.8	2 100.0	2 14.3	12 100.0	12 85.7	14 100.0	14 12.2	15 41.1	19 55.9	34 29.6	41 50.6	40 49.4	81 70.4	56 48.7	59 51.3	115			
University of Natal	No. %																										**200	
University of Pretoria	No. %	11 34.4	21 65.6	32 21.9	63 55.3	51 44.7	114 78.1	74 50.7	72 49.3	146 73.4	1 14.3	6 85.7	7 13.2	1 2.2	45 97.8	46 86.8	2 3.8	51 96.2	53 26.6	12 30.8	27 69.2	39 19.6	64 40.0	96 60.0	160 80.4	76 38.2	123 61.8	199
University of Stellenbosch	No. %	43 50.6	42 49.4	85 38.5	100 73.5	36 26.5	136 61.5	143 64.7	78 35.3	221 71.7	3 30.0	7 70.0	10 11.5	9 11.7	68 88.3	77 88.5	12 13.8	75 86.2	87 28.2	46 48.4	49 51.6	95 30.8	109 51.2	104 84.8	213 69.2	155 50.3	153 49.7	308
Grand Total	No. %	69 46.0	81 54.0	150 31.4	204 62.2	124 37.8	328 68.6	273 57.1	205 42.9	478 73.4	4 17.4	19 82.6	23 13.3	10 6.7	140 93.3	150 86.7	14 8.1	159 91.9	173 26.6	73 42.2	100 57.8	173 26.6	214 44.8	264 55.2	478 73.4	287 44.1	364 55.9	651
*** Columns		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

\* Numbers indicated in table but not included in grand total.

\*\* Number indicated in table but not included in grand total.

\*\*\* Columns are read vertically

Calculation of percentages: (a) 1st and 2nd classes expressed as a percentage of the next column, namely Columns 1 and 2 as a percentage of 3, 4 and 5 as a percentage of 6, etc.

(b) The totals in Columns 3 and 6 are expressed as a percentage of the total in Column 9; 12 and 15 as a percentage of 18; 21 and 24 as a percentage of 27.

(c) The totals in Columns 9 and 18 are expressed as a percentage of the total in Column 27.



Comparison of the first-year student teachers at teachers' colleges, technical and Government-subsidised colleges, and universities, analysed according to nature of school certificate

- (a) It is striking that the number of first-year women students enrolled for training as teachers at the three groups of training institutions exceeds the number of first-year men students. The ratio of men to women students is 1:2.2 for the teachers' colleges, 1:3 for the technical and Government-subsidised colleges and 1:2.7 for the universities, with a ratio for the country as a whole of 1:2.7. A survey made by the National Bureau of Educational and Social Research during 1958 showed that the ratio of Std. 10 boys to Std. 10 girls who chose teaching as a profession was 1 boy: 2.5 girls. There is every likelihood, therefore, that teaching will become a profession for women, since men who take up teaching are outnumbered by women. In view of the fact that women students are in the majority and that the largest group of women consists of those with non-matriculation-exemption certificates, and that women with second-class school certificates are in the majority and constitute relatively larger groups in relation to the men students (who show the same composition in respect of school certificates as the women students), it is to be expected that both men and women students - but particularly women students - with second-class non-matriculation-exemption certificates will predominate in the teaching profession. Secondary education is therefore likely to be adversely affected, since the proportion of graduate teachers will decrease.
- (b) The first-year student teachers with second-class Std. 10 certificates are in the majority at all three groups of training institutions.
- (c) At the teachers' colleges and the technical and Government-subsidised colleges the students without matriculation exemption are in the majority (roughly three-quarters of the students), while students with matriculation exemption predominate at the universities (73.4%).
- (d) Of both the men and the women students, those with second-class matriculation-exemption certificates are in the majority at the training colleges, while at the universities men students with second-class and women students with first-class matriculation-exemption certificates are in the majority.
- (e) Both men and women students with second-class non-matriculation exemption certificates are in the majority at all three groups of training institutions.

COMPARISON OF THE NUMBERS OF STUDENT TEACHERS ENROLLED AT TEACHERS' COLLEGES, TECHNICAL AND GOVERNMENT-SUBSIDISED COLLEGES, AND UNIVERSITY FACULTIES OF EDUCATION, FOR THE YEARS 1962-1964

In order to determine whether there was an increase in the enrolment of first-year student teachers over a period of a few years, what school certificates the students held, and the ratio between men and women students, the various training institutions were asked to supply the necessary statistics for the years 1962 to 1964. Because of their method of keeping records, some institutions could not supply the data as required, and statistics for certain aspects only could be provided. However, data have been processed in such a way as to make it possible to make inferences which point to illuminating trends. Tables 5.5 to 5.7 give these data for the teachers' colleges, the technical and Government-subsidised colleges, and the universities, respectively.

- (a) Teachers' colleges (Table 5.5)
  - (i) According to Table 5.5, there appears to be some fluctuation in the numbers of students enrolled at teachers' colleges for which the enrolment for the years 1962-1964 was available. Except at teachers' college (Graaff-Reinet), the number of first-year student teachers at the colleges was higher for 1964 than for the years 1962 and 1963. (Total picture: 1962: 2489 students; 1963: 2614 students; 1964: 3781 students).
  - (ii) It appears, further, that during the years 1962-1964 there were more women than men students throughout. In the Cape Province the number of women students increased each year from 1962 to 1964, while the number of men students was smaller in 1963 than in 1962, with the number of men students larger in 1964 than

TABLE 5.5

## FIRST-YEAR STUDENT TEACHERS ENROLLED AT TEACHERS' COLLEGES OF THE PROVINCIAL EDUCATION DEPARTMENTS FROM 1962 TO 1964

Institutions according to education departments	1962								1963								1964							
	Matriculation exemption		Non-matriculation exemption		Total		T	Matriculation exemption		Non-matriculation exemption		Total		T	Matriculation exemption		Non-matriculation exemption		Total		T			
	M	W	M	W	M	W	M & W	M	W	M	W	M	W	M & W	M	W	M	W	M	W	M & W			
<u>CAPE PROVINCE</u>																								
Denneoord																	28		38		66	66		
Graaff-Reinet	4	11	51	90	55	101	156	6	13	50	84	56	97	153	16	24	27	76	43	100	143			
Grahamstown					-	119	119						118	118			28		93		121	121		
Cape Town					-	99	99					-	106	106			53		54		107	107		
Oudtshoorn																11	7	31	67	42	74	116		
Paarl	40	36	17	46	57	82	139	20	47	29	44	49	91	140	22	33	32	56	54	89	143			
Wellington	38	100	6	33	44	133	177	31	90	15	43	46	133	179	41	101	7	31	48	132	180			
Sub-total	82	147	74	169	156	534	690	57	150	94	171	151	545	696	90	274	97	415	187	689	876			
<u>NATAL</u>																								
Durban <sup>1)</sup>																								
Natal																3	8	15	60	18	68	86		
Sub-total																3	8	15	60	18	68	86		
<u>ORANGE FREE STATE</u>																								
Teachers' College of the U. O. F. S.																42	130	28	104	70	234	304		
Sub-total																42	130	28	104	70	234	304		
<u>TRANSVAAL</u>																								
Goudstad	51	40	63	114	114	154	268	38	57	78	116	106	173	279	45	56	104	107	149	163	312			
Heidelberg	24	66	99	147	123	213	336	25	57	100	145	125	182	307	42	89	119	177	161	266	427			
Johannesburg	81	119	25	158	106	277	383	93	200	34	150	127	350	477	95	220	34	150	129	370	499			
Potchefstroom																94	107	51	137	145	244	389		
Pretoria	143	193	140	336	283	529	812	174	200	127	354	301	554	855	207	217	125	339	332	556	888			
Sub-total	299	418	327	755	626	1173	1799	330	514	339	765	659	1259	1918	483	689	433	910	916	1599	2515			
GRAND TOTAL	381	565	401	924	782	1707	2489	387	664	433	936	810	1804	2614	618	1101	573	1489	1191	2590	3781			

NOTE: <sup>1)</sup> No information was received from Durban Training College

for the previous years. In the Transvaal there was an annual rise in the number of both men and women students from 1962 to 1964 (for Natal and the Orange Free State information is available only for 1964).

- (iii) An analysis of the data shows that during the period 1962-1964 the first-year student teachers without matriculation exemption were in the majority.

(b) Technical and Government-subsidised colleges (Table 5.6)

- (i) As is evident from the data in Table 5.6, the number of first-year student teachers enrolled for the years 1962-1964, shows very little variation in respect of the colleges which supplied information, with a larger enrolment for 1964 than for the previous two years. Only the Johannesburg Training College for Nursery School Teachers and the Natal and Port Elizabeth Technical Colleges have a more or less constant enrolment during these years, while the other colleges show an increase in the number of students.
- (ii) Furthermore, it appears that during the years 1962-1963 more women than men students enrolled, and that the women students showed an annual increase during the period, while in 1963 the men students showed a decrease in comparison with the 1962 figures, and an increase in 1964.
- (iii) An analysis of the data shows that students without matriculation exemption were in the majority during the period 1962-1964.

(c) Faculties of education at universities (Table 5.7)

The statistics being incomplete, especially for the years 1962 and 1963, no comparison of the student teachers enrolled during the period 1962-1964 can be made for the universities.

- (d) In general, there is an increase in the number of first-year student teachers, and the increase is considerably greater for women students than for men students. It appears also that students without matriculation exemption are in the majority, and it may be expected that in the future teachers without matriculation exemptions will predominate.

#### 5.4 GRADING OF FIRST-YEAR STUDENT TEACHERS TO ASSESS THE QUALITY OF THE STUDENTS AS FUTURE TEACHERS

A question which frequently arises is what is the quality of the student teachers? In other words, have they the potentialities to become good teachers? Will they be teachers and educationists who are able to achieve the ideals of their profession? The heads of teachers' colleges, the departments for the training of teachers at technical colleges, the Government-subsidised colleges and the faculties of education at universities were therefore asked to assess the first-year student teachers with reference to their potentialities according to a sixpoint scale. An attempt will be made in this way to indicate whether the first-year student teachers would be able to practise their future profession as teachers successfully.

Since there are six categories of grading (A to F, with A and F as the highest and lowest grades, respectively) it was decided that student-teachers graded from A to C would be regarded as student-teachers who to a greater or lesser extent possessed the potentialities to become successful teachers, while student teachers graded lower, that is from D to F, would be regarded as students who to a greater or lesser extent did not possess the potentialities to become successful teachers.

In Table 5.8 the grading of the students is given according to education department and the nature of the course taken, indicated vertically in the table with row numbers. It should be noted that not all the training institutions could supply the statistics requested, and the total number of graded students does not equal the total number of students.

From an analysis of the data in Table 5.8 the following emerges:

TABLE 5.6

## FIRST-YEAR STUDENT TEACHERS ENROLLED AT TECHNICAL AND GOVERNMENT-SUBSIDISED COLLEGES FROM 1962-1964

Training institutions	1962							1963							1964						
	Matriculation exemption		Non-matriculation exemption		Total		T	Matriculation exemption		Non-matriculation exemption		Total		T	Matriculation exemption		Non-matriculation exemption		Total		T
	M	F	M	F	M	F	M & F	M	F	M	F	M	F	M & F	M	F	M	F	M	F	M & F
Barkly House Training College for Nursery School Teachers	-	11	-	17	-	28	28	-	5	-	14	-	19	19	-	4	-	17	-	21	21
Johannesburg School of Art															2	3	1	5	3	8	11
Johannesburg Teachers' College of Home Economics	-	22	-	-	-	22	22	-	-	-	19	-	19	19	-	1	-	31	-	32	32
Johannesburg Training College for Nursery School Teachers	-	10	-	23	-	33	33	-	18	-	16	-	34	34	-	1	-	31	-	32	32
Cape Technical College	1	3	7	23	8	26	34	3	9	5	23	8	32	40	3	4	14	45	17	49	66
Natal Technical College	-	4	1	22	1	26	27	3	3		17	3	20	23	-	5	-	18	-	23	23
Port Elizabeth Technical College	3	5	-	-	3	5	8	1	2	-	-	1	2	3	1	2	-	-	1	2	3
Pretoria Technical College					55	44	99					42	71	113	20	11	43	45	63	56	119
Total	4	55	8	85	67	184	251	7	37	5	89	54	197	251	26	31	58	192	84	223	307

TABLE 5.7

## FIRST-YEAR STUDENT TEACHERS ENROLLED AT UNIVERSITIES FROM 1962 - 1964

Universities	1962				1963				1964										
	Matriculation exemption		Non-matriculation exemption		Total		T	Matriculation exemption		Non-matriculation exemption		Total		T					
	M	F	M	F	M	F	M & F	M	F	M	F	M	F	M & F					
Potchefstroom										1	9	4	15	5	24	29			
Rhodes								48	62						28	21	49		
Cape Town										32	69	2	12	34	81	115			
Natal *																200			
Pretoria					5	43	48			9	69	78	32	114	7	46	39	160	199
Stellenbosch													85	136	10	77	95	213	308
Total					5	43	48			57	131	188	150	328	23	150	201	499	900

\* No applicable data were received from the University of Natal.

TABLE 5.8

## GRADING OF FIRST-YEAR STUDENTS ACCORDING TO FIELD OF TRAINING

Training institutions and nature of training	Grade A			Grade B			Grade C			Grade D			Grade E			Grade F			Total graded			Total ungraded			Total					
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
1. Teachers' Colleges																														
1.1 Cape Education Department																														
1.1.1 Primary Schools	4	73	77	18	78	96	22	120	142	53	135	188	42	73	115	6	28	34	145	507	652	42	181	223	187	688	875			
	2.7	14.4	11.8	12.4	15.4	14.7	15.2	23.7	21.8	36.5	26.6	28.8	28.9	14.4	17.6	4.1	5.5	5.2	100.0	100.0	100.0									
1.1.2 Sub-total	4	73	77	18	78	96	22	120	142	53	135	188	42	73	115	6	28	34	145	507	652	42	181	223	187	688	875			
	2.7	14.4	11.8	12.4	15.4	14.7	15.2	23.7	21.8	36.5	26.6	28.8	28.9	14.4	17.6	4.1	5.5	5.2	100.0	100.0	100.0									
1.2 Natal Education Department																														
1.2.1 Primary Schools						2	2	2	4	6	2	13	15	2	27	29	5	14	19	11	60	71			11	60	71			
						3.3	2.8	18.2	6.7	8.5	18.2	21.7	21.1	18.2	45.0	40.8	45.5	23.3	23.8	100.0	100.0	100.0								
1.2.2 Secondary Schools				2		2		2	2	2	5	7		3	1	4				7	8	15			7	8	15			
				28.6		13.3		25.0	13.3	28.6	62.5	46.7		42.9	12.5	26.7				100.0	100.0	100.0								
1.2.3 Sub-total				2	2	4	2	6	8	4	18	22		5	28	33	5	14	19	18	68	86			18	68	86			
				11.1	2.9	4.7	11.1	8.8	9.3	22.4	26.5	25.6		27.8	41.2	38.4	27.8	20.6	22.1	100.0	100.0	100.0								
1.3 Department of Education of the Orange Free State																														
1.3.1 General Training																														
																									36	36	72	36	36	72
1.3.2 Sub-total																														
																									36	36	72	36	36	72
1.4 Transvaal Education Department																														
1.4.1 Primary Schools	10	91	101	117	339	456	140	251	391	13	14	27	1		1				281	695	976				281	695	976			
	3.5	13.1	10.3	41.6	48.8	46.7	49.8	36.1	40.1	4.6	2.0	2.8	0.4		0.1				100.0	100.0	100.0									
1.4.2 Secondary Schools	70	159	229	240	235	475	199	119	318	14	1	15							523	514	1037				523	514	1037			
	13.4	30.9	22.1	45.9	45.7	45.8	38.0	23.1	30.7	2.7	0.2	1.4							100.0	100.0	100.0									
1.4.3 Agricultural Schools	1		1	2		2													3		3				3		3			
	33.3		33.3	66.7		66.7													100.0		100.0									
1.4.4 General Training	22	71	93	60	206	266	37	85	122	8	8	16	2		2				129	370	499				129	370	499			
	11.0	19.2	18.6	46.5	55.6	53.3	28.7	23.0	24.4	6.2	2.2	3.2	1.5		0.4				100.0	100.0	100.0									
1.4.5 Sub-total	103	321	424	419	780	1199	376	455	831	35	23	58	3		3				936	1579	2515				936	1579	2515			
	11.0	20.3	16.8	44.8	49.4	47.7	40.2	28.8	33.0	3.7	1.4	2.3	0.3		0.1				100.0	100.0	100.0									
1.5 Sub-total Teachers' Colleges	107	394	501	439	860	1299	400	581	981	92	176	268	50	101	151	11	42	53	1099	2154	3253				1009	2154	3253			
	9.7	18.3	15.4	39.9	39.9	39.9	36.4	27.0	30.2	8.4	8.2	8.2	4.5	4.7	4.6	1.0	1.9	1.6	100.0	100.0	100.0									
2. Technical and other State-aided Colleges																														
2.1 Secondary Schools	1	34	35	3	12	15	2	17	19		2	2							6	65	71				6	65	71			
	16.7	52.3	49.3	50.0	18.5	21.1	33.3	26.1	26.8		3.1	2.8							100.0	100.0	100.0									
2.2 Nursery Schools											15	15		6	6					21	21		32	32		53	53			
											71.4	71.4		28.6	28.6					100.0	100.0									
2.3 Technical Schools	1		1	11		11	14		14	13		13		10		3			3	52		52			52		52			
	1.9		1.9	21.2		21.2	26.9		26.9	25.0		25.0		19.2		19.2	5.8		5.8	100.0		100.0								
2.4 Commercial Schools	4	8	12	5	8	13	5	16	21	4	18	22	5	19	24	2	4	6	25	73	98				25	73	98			
	16.1	10.9	12.2	20.0	10.9	13.3	20.0	21.9	21.4	16.0	24.6	22.4	20.0	26.0	24.5	8.0	5.5	6.1	100.0	100.0	100.0									
2.5 Domestic Science Schools		2	2		1	1		6	6		7	7		9	9					25	25				25	25				
		8.0	8.0		4.0	4.0		24.0	24.0		28.0	28.0		36.0	36.0					100.0	100.0									
2.6 Sub-total	6	44	50	19	21	40	21	39	60	17	42	59	15	34	49	5	4	9	83	184	267				83	184	267			
	7.2	23.9	18.7	22.9	11.4	15.0	25.3	21.2	22.5	20.5	22.8	22.1	18.1	18.5	18.3	6.0	2.2	3.4	100.0	100.0	100.0									
3. Universities																														
3.1 Secondary schools	3	16	19	41	57	98	42	85	127	34	63	97	15	19	34	5	7	12	140	247	387	33	100	133	173	347	520			
	2.1	6.5	4.9	29.3	23.1	25.3	30.0	34.4	32.8	24.3	25.5	25.1	10.7	7.7	8.8	3.6	2.8	3.1	100.0	100.0	100.0									

TABLE 5.8 (Cont.)

Training institutions and nature of training	Grade A			Grade B			Grade C			Grade D			Grade E			Grade F			Total graded			Total ungraded			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
3.2 Primary Schools		7	7	1	51	52	1	32	33	2	26	28		5	5		3	3	4	124	128	7	55	62	11	179	190
	5.6	5.5		25.0	41.1	40.6	25.0	25.8	25.8	50.0	21.0	21.9		4.0	3.9		2.4	2.3	100.0	100.0	100.0						
3.3 Nursery Schools																											
3.4 Special Schools																											
3.5 Sub-total	3	23	26	42	108	150	43	117	160	36	89	125	15	24	39	5	10	15	144	371	515				144	371	515
	2.1	6.2	5.0	29.2	29.1	29.1	29.9	31.5	31.1	25.0	24.0	24.3	10.4	6.5	7.6	3.5	2.7	2.9	100.0	100.0	100.0						
4. GRAND TOTAL	116	461	577	500	989	1489	464	737	1201	145	307	452	80	159	239	21	56	77	1326	2709	4035	125	430	555	1451	3139	4590
	8.7	17.0	14.3	37.7	36.5	36.9	35.0	27.2	29.8	10.9	11.3	11.2	6.0	5.9	5.9	1.6	2.1	1.9	100.0	100.0	100.0						

(a) National picture (Row 4)

- (i) The ranking of the students is as follows: Grade B: 36.9 per cent; Grade C: 29.8 per cent; Grade A: 14.3 per cent; Grade D: 11.2 per cent; Grade E: 5.9 per cent; Grade F: 1.9 per cent; i. e. the greatest concentration of students is under Grades B and C (66.7%). It appears, furthermore, that 81.0 per cent of the students are graded under Grade C and higher, and it may be assumed that these students possess, to a greater or lesser extent, the potentialities to make a success of teaching, while 19.0 per cent - that is, the students graded under Grade D and lower - do not have such potentialities.
- (ii) The grading of men and women students shows that 81.4 and 80.7 per cent of the male and female students, respectively, are classified under Grade C and higher, and therefore possess to a greater or lesser extent the potentialities to become successful teachers. Approximately one-fifth of both men and women students do not possess the potentialities to make a success of teaching.

(b) Teachers' Colleges (Row 1.5)

- (i) The total picture for the teachers' colleges of the four provincial education departments shows that 85.5 per cent of the students were graded under Grade C and higher, 86.0 per cent of the male and 85.2 per cent of the female students receiving this grading. The total picture for the teachers' colleges of the four provincial education departments shows that 14.5 per cent of the students do not, to a greater or lesser degree, possess the potentialities to become successful teachers.
- (ii) As regards the various education departments, 48.3 per cent of the first-year student teachers of the Cape Province (Row 1.1.1) were graded under Grade C and higher, i. e. 51.7 per cent of these students to a greater or lesser degree do not possess the potentialities to become successful teachers. Of the first-year student teachers of the Natal Education Department (Row 1.2.3), only 14.0 per cent are classed under Grade C or higher, that is, 86.0 per cent of the students to a greater or lesser extent do not possess the potentialities to become successful teachers. The Transvaal Education Department (Row 1.4.5), on the other hand, is in the best position in this respect, 97.5 per cent of the first-year student teachers being classed under Grade C or higher. Only 2.5 per cent of the students to a greater or lesser extent do not possess the potentialities to become successful teachers. (Data are not available for the Education Department of the Orange Free State.) Since the Transvaal Education Department has the largest number of students, the total picture for the teachers' colleges in respect of grading appears favourable, although the education departments individually do not all present such a favourable picture.

(c) Technical and Government-subsidised Colleges (Row 2.6)

Of the first-year student teachers at the technical and Government-subsidised colleges, 56.2 per cent were classed in Grade C and higher, 55.4 per cent of the male and 56.5 per cent of the female students being so classed. Therefore, 43.8 per cent of the students to a greater or lesser extent do not possess the potentialities to become successful teachers. As far as the various training courses are concerned, 97.7 per cent of secondary-school student teachers, 50.0 per cent of the technical-school student teachers, 46.9 per cent of the commercial-school student teachers, 36.0 per cent of the domestic-science student teachers and no nursery-school student teachers were classified as Grade C or higher. Only the secondary-school student teachers and the technical-school student teachers, therefore, to some extent have the potentialities to make a success of teaching.

(d) Universities (Faculties of Education) (Row 3.5)

Of the first-year student teachers at the universities, 81.0 are classified in Grade C and higher, 81.4 per cent of the men and 80.2 per cent of the women students being so classed. As far as the various training courses are concerned, over 63 per cent of the students are classified as Grade C and higher. A total of 19 per cent of the students to a greater



or lesser extent do not possess the potentialities to become successful teachers.

- (e) To judge by the grading of the first-year student teachers of the three groups of training institutions, the quality of roughly four-fifths of the students at teachers' colleges and universities is satisfactory, while that of approximately half of the first-year student teachers at technical and Government-subsidised colleges is satisfactory.

## 5.5 REASONS WHY STUDENT TEACHERS DISCONTINUE TRAINING

Wastage of teachers comes into the picture only when serving teachers leave the service. It is, however, necessary to determine whether there is wastage of prospective teachers during training or not, and what the reasons are for student teachers' discontinuing training. At this stage the student teachers who give up their training are divided into two groups, namely, the non-graduate and undergraduate students, i.e. those students taking only diploma courses or those taking combined degree and diploma courses who have not yet obtained the degree, and the post-graduate students, that is, students who have already obtained a university degree but not yet the teachers' diploma.

It should be pointed out that ten specific reasons why students give up training were indicated by the heads of training institutions. Since both the reasons fail professional course and fail degree course have to do with failing, these two reasons are grouped together as failure in course. Furthermore, the reasons find another occupation and change course mean that the students give up the whole idea of teaching, that is, they take up some other occupation, or switch to a course of training for some occupation other than teaching. These two reasons are consequently grouped together as switch to another occupation.

### 5.5.1 Total picture of the reasons why student teachers discontinue training

In Table 5.9 the non-graduate and undergraduate and the post-graduate students have been added together to give a general picture of the reasons why student teachers give up their training.

- (a) The following are notable features of Table 5.9
- (i) Although the secondary-school student teachers are in the majority, there is no great difference between the number of secondary-school (382) and primary-school (324) student teachers who discontinued their training. There are only 16 nursery-school student teachers among the total of 722 "drop-outs".
  - (ii) At the teachers' colleges the primary-school student teachers are in the majority, namely 305, as against 289 secondary-school student teachers. (The teachers' colleges of the four provincial education departments do not train nursery-school teachers.)
  - (iii) At the technical and Government-subsidised colleges more secondary-school student teachers (33) than nursery-school student teachers (14) gave up their training. Primary-school teachers are not trained by these colleges.)
  - (iv) At the universities more secondary-school student teachers (60) than primary-school student teachers (19) and nursery-school student teachers (2) discontinued their training.
- (b) In regard to the reasons for discontinuing training, the following are of importance:
- (i) The reason switch to another occupation (32.3%), failure in course (15.9%), and no aptitude for teaching (14.8%) are, in this order of importance, the most important in regard to the discontinuance of training by student teachers in this country. These also appear to be the most important reasons why secondary, primary and nursery-school student teachers give up their training.



- (ii) According to the figures for the three groups of training institutions, the three most important reasons for teachers' colleges appear to be switch to another occupation (32.4%), no aptitude (21.0%), and failure in course (16.4%), while for the technical and Government-subsidised colleges switch to another occupation (28.6%), failure in course (28.6%) and no aptitude (28.6%) seem to be the most important reasons, and for the universities failure in course (27.2%), marriage (women 11.1%) and switch to another occupation (9.8%).
- (iii) According to the nature of the training, it appears that the reason switch to another occupation is the most important reason why student teachers discontinue their training at the teachers' colleges and the technical and Government-subsidised colleges, and the reason failure in course the most important reason for students at the universities.

#### 5.5.2 Reasons why undergraduate and non-graduate student teachers discontinue their training

Table 5.10 gives the reasons why the undergraduate and non-graduate student teachers of the three groups of training institutions discontinue their training, according to the nature of the training course.

##### (a) National picture

The reasons switch to another occupation (31.1%), failure in course (18.4%) and no aptitude (16.3%), appear to be, in this order, the three most important reasons why undergraduate and non-graduate student teachers discontinue their training. If the reasons why student teachers give up their training are analysed according to the nature of the training, the reasons switch to another occupation, failure in course and no aptitude are the three main reasons, for giving up courses of training in the case of the secondary, primary and nursery-school student teachers.

##### (b) Training institutions

###### (i) Teachers' colleges

The reasons switch to another occupation (34.1%), no aptitude (18.2%) and failure in course (17.0%) are, in this order, the three most important reasons why students discontinued their training. These three reasons are, for both the secondary and the primary-school student teachers, the principal reasons why training was discontinued, the reason switch to another occupation being the most important.

- (ii) Technical and Government-subsidised colleges. The reasons switch to another occupation (28.6%), financial problems (19.1%), and advised to give up training (14.3%) are, in this order, the three most important reasons why training was discontinued. For the secondary-school student teachers the three most important reasons were switch to another occupation (28.6%), financial problems (28.6%), and advised to give up training (21.4%), while for the nursery-school student teachers the three reasons switch to another occupation (28.6%), failure in course (28.6%) and no aptitude (28.6%) were the main reasons.

###### (iii) Universities

The reasons failure in course (37.5%) and marriage (women) (12.5%), are the two principal reasons why students discontinued their training, while the students who did not indicate a reason constitute a relatively large group, namely, 32.1 per cent. The reason failure in course (40.0%) is the main reason why secondary-school student teachers gave up their training, while failure in course (36.8%) is the chief reason why primary-school student teachers discontinued their training, with the students who married (women) (26.3%) constituting a comparatively large group.

- (c) An analysis of the data in Table 5.9 shows that, as far as the undergraduate and non-graduate student teachers are concerned, switch to another occupation and failure in course are the reasons why most of the students discontinue their training. The fact that students find the teaching profession unattractive at the training stage already and switch

TABLE 5.10

## UNDERGRADUATE AND NON-GRADUATE STUDENT TEACHERS: REASONS FOR DISCONTINUING TRAINING

Reasons	Teachers' College				Technical and Government-subsidised colleges				Universities				Total												
	Secondary	Primary	Nursery	Total	Secondary	Primary	Nursery	Total	Secondary	Primary	Nursery	Total	Secondary	Primary	Nursery	Total									
<b>Failure in course</b>																									
Professional course	No.	20	47	67			4	4		7		7	20	54	4	78									
	%	9.2	39	15.4	50	12.8	89	28.6	4	9.5	4	14	36.8	7	12.5	21	7.1	53	16.7	57	25.0	4	12.6	114	
Degree course	No.	19	3	22	17.0%			28.6%	9.5%	14	40.0%	36.8%	14	37.5%	33	18.2%	3	17.6%	25.0%	36	18.4				
	%	8.8	18.0	1.0	16.4	4.2				40.0				25.0	11.8	0.9					5.8				
<b>Switch to another occupation</b>																									
Find another occupation	No.	41	59	100			2	2	2			2	43	59	2	104									
	%	18.9	79	19.3	99	19.2	178	8	14.3	4	4.8	12	5.7	3	3.6	3	15.4	90	18.2	99	12.4	4	16.8	193	
Change course	No.	38	36.4%	40	32.4	78	34.1	8	28.6%	2	28.6	10	28.6	1	8.6%	1	5.4%	47	32.1%	40	30.5%	2	25.0%	89	31.1%
	%	17.5		13.1		14.9	28.6		14.3	23.8		2.9			1.8	16.8		12.3		12.5		14.3			
No aptitude	No.	31	64	95			4	4		2		2	31	66	4	101									
	%	14.3	21.0	18.2			28.6	9.5		10.5		3.6	11.1	20.4	25.0	16.3									
Financial problems	No.	10	11	21	8			8				18	11		29										
	%	4.6	3.6	4.0	28.6			19.1				6.4	3.4		4.7										
Advised to give up course	No.	8	27	35	6			6		1		1	14	28	42										
	%	3.7	8.9	6.7	21.4			14.3		5.3		1.8	5.0	8.6	6.8										
Behaviour problems	No.	3	2	5						1		1	4	2	6										
	%	1.4	0.6	1.0						2.9		1.8	1.4	0.6	0.9										
Medical grounds	No.	4	8	12	2		2	4	3		3	9	8	2	19										
	%	1.8	2.6	2.3	7.1		14.2	9.5	8.5		5.3	3.2	2.5	12.5	23.1										
Marriage (women)	No.	13	17	30	4			4	2	5		7	19	22	41										
	%	6.0	5.6	5.7	14.3			9.5	5.7	26.3		12.5	6.8	6.8	6.6										
Reason unknown	No.	30	27	57					12	4	2	18	42	31	2	75									
	%	13.8	8.9	10.9					34.3	21.1	100.0	32.1	15.0	9.6	12.5	12.1									
TOTAL	No.	217	305	522	28		14	42	35	19	2	56	280	324	16	620									
	%	100.0	100.0	100.0	100.0		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0									

to some other occupation suggests that the teaching profession must be made attractive.

### 5.5.3 Reasons why post-graduate student teachers discontinue their training

In Table 5.11 the reasons why post-graduate student teachers discontinued their training are indicated. These student teachers are prospective secondary-school teachers, and the university degrees they hold are also indicated.

#### (a) National picture

Switch to another occupation (39.2%) is the principal reason why post-graduate student teachers discontinued their training. Of 59, 25 and 18 students with B.A., B.Sc. and B.Com. degrees, respectively, 32.2, 48.0 and 5.0 per cent, respectively, of the students abandoned their training as teachers in favour of another occupation or training for another occupation.

#### (b) Training institutions

##### (i) Teachers' colleges

Switch to another occupation emerges as the outstanding reason why the students gave up their training (41.7%). Of the 44, 16 and 12 students with B.A., B.Sc. and B.Com. degrees, respectively, 37.3, 56.2 and 41.6 per cent, respectively, abandoned their training for another occupation or for training for some other occupation.

##### (ii) Technical and Government-subsidised colleges

All five of the students who discontinued their training did so either to take up another occupation or to undergo training for some other occupation. The 2 students with B.Sc. degrees as well as the 3 students with B.Com. degrees gave up their training to enter other occupations.

### 5.6 THE STD. 10 SUBJECTS OF FIRST-YEAR STUDENT TEACHERS

In order to determine which subjects first-year student teachers took for the Std. 10 examination (matriculation exemption or non-matriculation exemption), the training institutions were asked to indicate how many students took the various subjects. This information appears in Table 5.12.

From the data in Table 5.12 the following emerges:

- (a) The 4067 first-year student teachers all took English (higher or lower grade) in Std. 10, while 3953 (97.2%) took Afrikaans (higher or lower grade). This disparity is accounted for by the fact that the regulations of the Joint Matriculation Board, require only one of the official languages, on the higher grade, to be taken for the examination. Pupils at schools of the education departments are required to take both the official languages, one on the higher and one on the lower grade, while this is not compulsory in private and subsidised schools. A further analysis of the data according to training institutions and education departments, where applicable, shows that 25 students did not take English and 139 did not take Afrikaans as a subject in Std. 10.
- (b) Since one official language is compulsory and the departmental schools make both official languages compulsory, the largest student figures will, of course, appear opposite these subjects. The national picture for the other subjects is as follows: 63.2 per cent of the students took the biological subjects, 53.7 per cent the commercial subjects, 52.2 per cent Mathematics, 50.7 per cent History, 43.4 per cent the Pure Natural Sciences, 34.6 per cent German/Latin, 33.0 per cent the practical subjects and 22.1 per cent Geography/Geology, for the Std. 10 examination. The percentages of students who took subjects other than those mentioned were very low (see Table 5.12).

TABLE 5.11

## POST-GRADUATE STUDENTS- REASONS FOR DISCONTINUING TRAINING

Reasons	Teachers' Colleges				Technical and Government subsidised colleges				Universities				Total																
	B.A.	B.Sc.	B.Com.	Total	B.A.	B.Sc.	B.Com.	Total	B.A.	B.Sc.	B.Com.	Total	B.A.	B.Sc.	B.Com.	Total													
<u>Failure in course</u>																													
Professional course	No.								1			1	1			1													
	%								6.7	1		4.0	1	1.7	1	1.0													
Degree course	No.								6.7%			4.0%		1.7%		1.0%													
	%																												
<u>Switch to another occupation</u>																													
Find another occupation	No.	12	4	4	20	2	1	3		1	1	2	12	7	6	25													
	%	27.2	16	25.0	933.3	5	27.8	30	100.0	2	33.3	3	60.0	5	3	14.3	1	33.3	1	8.0	5	20.3	19	28.0	12	33.3	9	24.5	40
Change course	No.	4	5	1	10	100.0	2	100.0	2	3	20.0	14.3%	33.3%	3	20.0%	7	32.2%	5	48.0%	3	50.0%	15	39.2%						
	%	9.1	36.3	31.2	56.2	8.3	41.6	13.9	41.7	66.7	40.0	100.0	20.0	12.0	11.9	20.0	16.7	14.7											
No aptitude	No.	5		1	6								5		1	6													
	%	11.4		8.3	8.3								8.5		5.6	5.9													
Financial problems	No.	5	2	2	9				1			1	6	2	2	10													
	%	11.4	12.5	16.7	12.5				6.7			4.0	10.1	8.0	11.1	9.8													
Advised to give up course	No.	1	1	2	4								1	1	2	4													
	%	2.3	6.3	16.7	5.6								1.7	4.0	11.1	3.9													
Behaviour problems	No.																												
	%																												
Medical grounds	No.								2	1		3	2	1	3														
	%								13.3	14.3		12.0	3.4	4.0	2.9														
Marriage (women)	No.	4	1	2	5				1	1		2	5	2	7														
	%	9.1	6.3		6.9				6.7	14.3		8.0	8.5	8.0	6.9														
Reason unknown	No.	13	3	2	18				7	4	2	13	20	7	4	31													
	%	29.5	18.7	16.7	25.0				46.6	57.1	66.7	52.0	33.9	28.0	22.2	30.4													
TOTAL	No.	44	16	12	72	2	3	5	15	7	3	25	59	25	18	102													
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0													

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TABLE 5.12

## SUBJECTS TAKEN BY FIRST-YEAR STUDENT TEACHERS IN STD. 10

Training institutions		Afrikaans Higher/Lower	English Higher/Lower	German, Latin	Portuguese, Spanish, French	Greek, Hebrew	Bantu languages	Biology/Botany/Zoology	Physics and Chemistry General Science	Mathematics, Statistical Mathematics, Mechanics Arithmetic	Agricultural Subjects	Geology, Geography	Physiology, Hygiene, Nursing/Hygiene Mothercraft, Anatomy	History/Civics	Bookkeeping and/or Commercial Arithmetic Business Economics, Commerce Shorthand/Snelskrif, Typewriting	Art, Fine Arts, History of Art, Appreciation of Art	Music, History of Music, Musical Appreciation	Woodwork and Metalwork, Industrial Arts, Handwork, Domestic Science Needlework, Homecrafts, Cookery	Technical Subjects	Other subjects	
<b>Teachers' colleges</b>																					
Cape	M	133	133	27	-	-	-	63	71	56	35	41	28	80	63	3	-	31	3	-	
	F	468	577	173	10	1	-	499	96	202	-	164	145	362	303	22	54	200	-	2	
Sub-total		1	601	710	200	10	1	562	167	288	-	205	173	442	366	25	54	231	3	2	
Natal	M	18	18	5	-	-	-	1	18	16	-	17	-	9	6	6	5	1	1	-	
	F	64	64	15	3	-	-	51	7	38	-	45	1	39	19	4	18	18	-	-	
Sub-total		2	82	82	20	3	-	52	25	54	-	62	1	48	25	10	23	19	1	-	
Orange Free State	M	75	75	29	-	-	-	29	53	37	6	15	4	7	51	2	-	14	3	11	
	F	246	247	78	-	-	-	130	107	83	2	46	9	170	163	9	4	92	-	6	
Sub-total		3	321	322	107	-	-	159	160	120	8	61	13	177	214	11	4	106	3	17	
Transvaal	M	761	761	237	9	3	46	455	500	560	32	133	18	335	370	33	4	277	-	8	
	F	1255	1255	462	9	2	33	796	467	532	7	272	70	568	880	130	78	573	-	2	
Sub-total		4	2016	2016	699	18	79	1251	967	1092	39	405	88	903	1250	163	82	850	-	10	
Universities	M	181	185	76	-	-	-	65	137	152	6	28	1	107	72	-	-	11	1	-	
	F	470	495	275	15	4	-	370	213	333	-	67	31	282	74	7	26	50	10	2	
Sub-total		5	651	680	351	15	4	435	350	485	6	95	32	389	146	7	26	61	11	2	
Technical colleges	M	79	67	7	-	-	-	7	30	50	-	3	1	16	38	4	0	1	37	1	
	F	203	190	25	14	2	-	106	36	63	-	67	8	89	144	33	1	76	0	7	
Sub-total		6	282	257	32	14	2	106	66	113	-	70	9	105	182	37	1	77	37	8	
GRAND TOTAL			3953	4067	1409	60	12	79	2572	1765	2122	88	898	316	2064	2183	253	190	1344	55	39
PERCENTAGE			97.2	100.0	34.6	1.5	0.3	1.9	63.2	43.4	52.2	2.2	22.1	7.8	50.7	53.7	6.2	4.7	33.0	1.4	1.0

**NOTE:** No figures were received from

(a) two teachers' colleges;

(b) one university,

while one university could supply the data for only 5 of the 49 students.

## 5.7 SUMMARY

### 5.7.1 Nature of school certificate (Table 5.1-5.4)

- (a) More women than men first-year student teachers are enrolled at the training institutions. (Teachers' colleges: 2590 women; 1191 men; technical and Government-subsidised colleges: 223 women; 84 men; universities: 478 women; 173 men.)
- (b) The first-year student teachers without matriculation exemption are in the majority at the teachers' colleges (54.5%) and the technical and Government-subsidised colleges (78.5%), while the matriculation-exemption group predominates at the universities. (73.4).
- (c) First-year student teachers with second-class matriculation-exemption or non-matriculation-exemption certificates are in the majority at the teachers' colleges and the technical and Government-subsidised colleges. This also applies to both men and women holding either kind of Std. 10 certificate. At the universities those students with second-class non-matriculation-exemption certificates are in the majority, while among the group with matriculation exemption the students in the majority are those who hold first-class certificates.

### 5.7.2 Increase in the numbers of first-year student teachers (Tables 5.5/5.7)

According to the statistics available there was an increase in the numbers of first-year student teachers from 1962 to 1964 at the teachers' colleges and to a lesser extent at the technical and Government-subsidised colleges. It also emerges that women students are in the majority. Data for the universities are not available.

### 5.7.3 Grading of first-year student teachers (Table 5.8)

Roughly four-fifths of the students at teachers' colleges and universities were classed as Grade C and higher, and as possessing to a greater or lesser extent the potentialities to become successful teachers, while half of the students at technical and Government-subsidised colleges were classified as Grade C and higher, and as possessing to a greater or lesser extent the potentialities to become successful teachers.

### 5.7.4 Reasons why student teachers discontinue training (Tables 5.9-5.11)

The three most important reasons why student teachers discontinued their training were switch to another occupation, no aptitude and failure in course.

### 5.7.5 Std. 10 subjects of first-year student teachers (Table 5.12)

Of the 4067 students, all took English and 97.2 per cent Afrikaans. Then follow the biological subjects (63.2%), the commercial subjects (53.7%), Mathematics (52.2%), History (50.7%), Pure Natural Sciences (43.4%), German/Latin (34.6%), practical subjects (33.0%) and Geography/Geology (22.1%). The percentages of students who took other subjects are extremely low.



## CHAPTER 6

### THE ATTITUDE OF TEACHING AND LECTURING STAFF TOWARDS THE TEACHING PROFESSION

#### 6.1 INTRODUCTION

At secondary schools, recruiting measures are usually carried out on the instructions of the various education departments. It is mainly the principals of secondary schools who have to take the initiative in recruiting, and they are dependent on the co-operation and enthusiasm of the staff for the success of any recruiting drive. The measure of initiative and enthusiasm displayed by principals and also by vice-principals and assistants will be determined by their conception of, and attitude towards, the profession. A number of questions in this connection were put to the teaching staff of schools and lecturing staff at teachers' training institutions. Although recruiting takes place chiefly during the secondary school years, the teaching staff of other schools and the lecturing staff of training institutions, as members of the same profession, also have to be taken into account in determining the attitude towards the profession.

Before the information obtained is discussed, attention should be drawn to possible differences in the attitude towards the teaching profession of the teaching staff of schools and the lecturers attached to teachers' training institutions. As the starting point for a comparison of views on the teaching profession, it may be assumed that the staff of institutions for the training of teachers have largely had experience of teaching at schools for varying periods. In such a comparison a basic difference between the activities of schools and those of teachers' training institutions must be taken into account. The staff attached to schools answered the questions put to them in the light of their immediate personal daily experience. An attempt was made, to determine on the strength of the answers to the questions, the teacher's opinion of his profession, first from his own point of view, and secondly as a future career for the pupils under his guidance. His profession as a teacher requires him to develop the academic knowledge and ability of pupils, but the responsibility for their choice of a profession and their orientation to work rests on his shoulders as well. Therefore, in the performance of his teaching duties, he will to a greater or lesser extent influence the pupils in regard to teaching as a profession.

In the first place the staff attached to teachers' training institutions answered questions on teaching conditions partly as experienced by them at schools, partly as applicable to them at training institutions, and partly as regarded by them in the light of the training of future teachers. Secondly, there is no question of orientation for the choice of an occupation, but there is a significant measure of orientation for the successful practice of the profession and vocational fulfilment. The subject matter presented is also far more concerned with preparation for a specific profession than is the case in schools.

The measure of vocational happiness and contentment experienced by those attached to teachers' training institutions in their present position, as well as their view of their previous experience in other educational institutions, will also influence the way in which prospective teachers are prepared for future teaching responsibilities.

#### 6.2 HAPPINESS AND CONTENTMENT IN THE PROFESSION

In order to determine to what extent the principals, vice-principals and assistants of schools and the principals, vice-principals and lecturers of institutions which undertake the training of teachers are happy and contented in their profession, a number of questions were asked in this connection. The questions and the answers of the staff mentioned are given in Tables 6.1, 6.2 and 6.3, appearing at the end of this discussion.

The inferences to be drawn from these three tables, according to the questions in respect of the groups of staff concerned, will now be discussed.

TABLE 6.1

## THE RESPONSE OF PRINCIPALS OF SCHOOLS CONCERNING HAPPINESS AND CONTENTMENT IN THEIR PROFESSION

Questions		Education Departments												Non-depart- mental Schools		Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		No.	%	No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
1. Are you happy and contented in your work as principal?	Yes	254	81.4	54	87.1	40	88.9	206	78.3	12	85.7	30	90.9	76	89.4	672	82.5
	No	22	7.1	3	4.8	3	6.7	26	9.2	0	0.0	0	0.0	2	2.4	56	6.9
	D*	32	10.2	4	6.5	1	2.2	28	10.7	2	14.3	2	6.1	1	1.2	70	8.6
	U*	4	1.3	1	1.6	1	2.2	3	1.1	0	0.0	1	3.0	6	7.0	16	2.0
2. Do you often wish that you had been trained for some other occupation	Yes	51	16.3	13	21.0	3	6.7	51	19.4	1	7.2	4	12.1	2	2.4	125	15.3
	No	227	72.8	47	75.8	38	84.4	187	71.1	8	57.1	26	78.8	75	88.2	608	74.7
	D	29	9.3	1	1.6	4	8.9	21	8.0	5	35.7	2	6.1	2	2.4	64	7.9
	U	5	1.6	1	1.6	0	0.0	4	1.5	0	0.0	1	3.0	6	7.0	17	2.1
3. During the past two years, have you seriously considered re-signing to take up an occupation other than teaching?	Yes	48	15.4	2	3.2	2	4.5	35	13.3	1	7.2	1	3.0	3	3.5	92	11.3
	No	252	80.8	59	95.2	42	93.3	220	83.7	13	92.8	30	91.0	73	85.9	689	84.7
	D	7	2.2	0	0.0	0	0.0	5	1.9	0	0.0	1	3.0	1	1.2	14	1.7
	U	5	1.6	1	1.6	1	2.2	3	1.1	0	0.0	1	3.0	8	9.4	19	2.3
4. If you could choose again, would you again choose to become a teacher?	Yes	205	65.7	35	56.5	33	73.3	161	61.2	8	57.1	21	63.6	71	83.5	534	65.6
	No	53	17.0	16	25.8	5	11.1	59	22.4	4	28.6	7	21.2	3	3.5	147	18.1
	D	48	15.4	10	16.1	7	15.6	36	13.7	2	14.3	5	15.2	4	4.7	112	13.7
	U	6	1.9	1	1.6	0	0.0	7	2.7	0	0.0	0	0.0	7	8.3	21	2.6
Total on which percentage was calculated		312	100.0	62	100.0	45	100.0	263	100.0	14	100.0	33	100.0	85	100.0	814	100.0

\* D - Doubtful

\* U - Unanswered

TABLE 6.2

## RESPONSES OF VICE-PRINCIPALS AND ASSISTANTS RELATING TO HAPPINESS AND CONTENTMENT IN THEIR PROFESSION

Questions		Education Departments												Non-departmental Schools		Total	
		Cape		Natal		Orange Free State		Transvaal		South West Africa		Education, Arts and Science		No.	%	No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
1. Are you happy and contented in your profession?	Yes	603	80.8	199	85.4	193	83.5	905	78.2	45	93.7	167	87.4	81	92.0	2193	81.4
	No	54	7.2	14	6.0	7	3.0	111	9.6	3	6.2	7	3.7	3	3.4	199	7.4
	D*	81	10.9	16	6.9	30	13.0	130	11.2	0	0.0	16	8.4	4	4.5	277	10.3
	U*	8	1.1	4	1.7	1	0.4	11	1.0	0	0.0	1	0.5	0	0.0	25	0.9
2. Do you often wish that you had been trained for some other occupation	Yes	156	20.9	39	16.7	40	17.3	272	23.5	4	8.3	27	14.1	6	6.8	544	20.2
	No	502	67.3	168	72.1	170	73.6	766	66.2	38	79.2	149	78.0	76	86.4	1869	69.4
	D	74	9.9	22	9.4	18	7.8	107	9.2	6	12.5	13	6.8	6	6.8	246	9.1
	U	14	1.9	4	1.7	3	1.3	12	1.0	0	0.0	2	1.0	0	0.0	35	1.3
3. During the past two years, have you seriously considered resigning to take up an occupation other than teaching?	Yes	114	15.3	25	10.7	25	10.8	227	19.6	3	6.2	23	12.0	4	4.5	421	15.6
	No	598	80.2	201	86.3	197	85.3	879	76.0	45	93.7	156	81.7	81	92.0	2157	80.1
	D	22	2.9	6	2.6	7	3.0	34	2.9	0	0.0	9	4.7	1	1.1	79	2.9
	U	12	1.6	1	0.4	2	0.9	17	1.5	0	0.0	3	1.6	2	2.3	37	1.4
4. If you could choose again, would you again choose to become a teacher?	Yes	469	62.9	161	69.1	160	69.3	700	60.5	34	70.8	137	71.7	63	71.6	1724	64.0
	No	140	18.8	33	14.2	41	17.7	254	22.0	7	14.6	24	12.6	16	18.2	515	19.1
	D	133	17.8	34	14.6	29	12.6	197	17.0	7	14.6	29	15.2	8	9.2	437	16.2
	U	4	0.5	5	2.1	1	0.4	6	0.5	0	0.0	1	0.5	1	1.1	18	0.7
Total on which percentage was calculated		746	100.0	233	100.0	231	100.0	1157	100.0	48	100.0	191	100.0	88	100.0	2694	100.0

\* D - Doubtful

\* U - Unanswered

TABLE 6.3

RESPONSES OF PRINCIPALS, VICE-PRINCIPALS AND LECTURERS OF TEACHERS TRAINING INSTITUTIONS RELATING TO HAPPINESS AND CONTENTMENT IN THEIR PROFESSION

Questions	Vice-principals and lecturers of Education Departments												Principals Total		
	Cape		Natal		Orange Free State		Transvaal		Education, Arts and Science		Total				
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
1. Are you happy and contented in your profession?	Yes	85	88.5	47	94.0	33	91.7	222	86.7	61	85.9	448	88.0	24	82.8
	No	3	3.1	1	2.0	0	0.0	12	4.7	4	5.6	20	3.9	0	0.0
	D*	5	5.2	2	4.0	3	8.3	17	6.6	4	5.6	31	6.1	1	3.4
	U*	3	3.1	0	0.0	0	0.0	5	2.0	2	2.8	10	2.0	4	13.8
2. Do you often wish that you had been trained for some other occupation?	Yes	10	10.4	9	18.0	5	13.9	44	17.2	7	9.9	75	14.7	3	10.3
	No	80	83.3	38	76.0	29	80.6	194	75.8	60	84.5	401	78.8	21	72.4
	D	3	3.1	3	6.0	2	5.6	15	5.9	3	4.2	26	5.1	1	3.5
	U	3	3.1	0	0.0	0	0.0	3	1.2	1	1.4	7	1.4	4	13.8
3. During the past two years, have you seriously considered resigning to take up an occupation other than teaching?	Yes	10	10.4	8	16.0	3	8.3	28	10.9	11	15.5	60	11.8	0	0.0
	No	83	86.5	41	82.0	33	91.7	218	85.2	60	84.5	435	85.5	24	82.8
	D	1	1.0	1	2.0	0	0.0	9	3.5	0	0.0	11	2.2	0	0.0
	U	2	2.1	0	0.0	0	0.0	1	0.4	0	0.0	3	0.6	5	17.2
4. If you could choose again, would you again choose to become a teacher?	Yes	70	72.9	34	68.0	27	75.0	157	61.3	43	60.6	331	65.0	18	62.1
	No	8	8.3	7	14.0	5	13.9	42	16.4	12	16.9	74	14.5	3	10.3
	D	16	16.7	9	18.0	4	11.1	54	21.1	15	21.1	98	19.3	2	6.9
	U	2	2.1	0	0.0	0	0.0	3	1.2	1	1.4	6	1.2	6	20.7
Total on which percentage was calculated		96	100.0	50	100.0	36	100.0	256	100.0	71	100.0	509	100.0	29	100.0

\* D - Doubtful

\* U - Unanswered

6.2.1 Question: Are you happy and contented in your profession? (Row 1 of tables)

For the country as a whole, it emerges that approximately four-fifths of both the school principals (82.5%) and the vice-principals and assistants of schools (as a group) (81.4%), and the principals (82.8%) and vice-principals and lecturers (as a group) (88.0%) of training institutions state that they are happy and contented in their profession. It may therefore be assumed that the attitude of these persons towards the teaching profession will be positive, that the recruitment of pupils as candidates for the teaching profession initiated by these persons will be positive, and that the teaching profession will be recommended. On the other hand, one may expect that those who are not happy and contented in their profession, or those whose happiness and contentment is doubtful, will have a negative attitude towards the teaching profession, and that the recruitment of pupils as candidates for the teaching profession by these persons will not be such as to encourage pupils to choose teaching as a profession.

6.2.2 Question: Do you often wish that you had been trained for some other occupation? (Row 2, of the tables)

The following picture emerges for the country as a whole: Roughly three-quarters of the school principals (74.7%), the principals (72.4%) and the vice-principals and lecturers (as a group) (78.8%) of the training institutions, and approximately two-thirds of the vice-principals and assistants (as a group) (69.4%) of schools do not often wish that they had been trained for some other occupation. It must be assumed that these persons will to a large extent display a favourable attitude towards the teaching profession. Those who do frequently wish that they had been trained for some other occupation constitute a group which is not to be ignored, especially as far as the vice-principals and assistants of schools are concerned, because their reaction suggests that there are in fact teachers who do not derive contentment and happiness from the teaching profession, and the attitude of these persons towards the teaching profession may be expected to be somewhat negative.

6.2.3 Question: During the past two years have you seriously considered resigning to take up an occupation other than teaching (Row 3 of the tables)

It emerges that, for the country as a whole, approximately four-fifths of the school principals (84.7%), the vice-principals and assistants of schools (as a group) (80.1%), the principals (82.8%) and the vice-principals and lecturers of training institutions (as a group) (85.5%) had not, during the previous two years, seriously considered resigning to take up another occupation outside teaching. The attitude of these persons towards the teaching profession must be assumed to be favourable. Although those who had seriously considered resigning to take up another occupation outside teaching form a minority group, they should not be left out of account, because since they do not derive full vocational happiness and contentment from teaching their attitude towards the teaching profession will be negative.

6.2.4 Question: If you could choose again, would you again choose to become a teacher? (Row 4 of the Tables)

For the country as a whole, it emerges that there are approximately two-thirds of the school principals (65.6%) the vice-principals and assistants of schools (as a group) (64.0%), the principals (62.1%) and the vice-principals and assistants of training institutions (as a group) (65.0%) who would choose the teaching profession again if they could make a fresh choice of an occupation. Therefore there are two-thirds of the teaching staff whose attitude towards the teaching profession is such that they would take up teaching again. This suggests that teaching is a satisfying profession for its practitioners. Those who would not choose the teaching profession again or who doubt whether they would do so form a relatively large group, roughly one-third, which suggests that the teaching profession falls short of what they expect of a profession, and their attitude towards the teaching profession may therefore be assumed to be negative.

6.2.5 Conclusions

- (a) It is encouraging to note that, according to the responses to the questions, the majority of the teaching body are happy and contented in their profession. The attitude of these persons towards teaching as a career may therefore be expected to be positive.

- (b) Although the majority of teachers are happy and contented in their profession, some wish that they had been trained for some other occupation, some have considered resigning to take up occupations outside teaching and, given a second chance to choose a profession, some would not choose teaching again. It must be accepted that teachers feel that there are certain shortcomings in the teaching profession, but that their attitude towards the profession is favourable in spite of these shortcomings.
- (c) Since the school principal, on the instructions of his education authority, is required to undertake the recruitment of pupils as candidates for the teaching profession with the co-operation of the staff at his school, it may be accepted that the majority of pupils will have to do with staff who display a favourable attitude towards the teaching profession. Consequently it is to be expected that the teaching profession will be recommended by a large group of principals and teachers to a large proportion of the pupils.

### 6.3 NEGATIVE INFLUENCES ON PUPILS IN REGARD TO THE TEACHING PROFESSION

#### 6.3.1 Persons who would, or would not, recommend the teaching profession to pupils

It must be assumed that there are persons at schools and at teachers' training institutions who would not recommend the teaching profession to pupils. In the first instance, there are those whose attitude towards the teaching profession is not favourable, amounting to approximately one-fifth of the staff of schools and training institutions, as appears from the discussion of the happiness and contentment in the profession of staff of schools and training institutions (Paragraph 6.2). In the second instance, there will be persons who, notwithstanding their favourable attitude towards the teaching profession, would not recommend teaching as a career to pupils, because other occupations which set entry requirements similar to, or lower than, those required by the teaching profession, offer their practitioners greater financial benefits, better prospects of promotion, higher status and better conditions of service and conditions of employment.

In order to determine whether there are persons among the teaching staff who would not advise pupils to become teachers, a question was put to the teaching staff in this connection. Furthermore, those who would not recommend the teaching profession to pupils were asked to indicate, in order of importance, the reasons for such action. Table 6.5 shows what numbers and percentages of the respondents would, or would not, recommend the teaching profession to pupils.

#### 6.3.2 Possible reasons why staff of schools and teachers' training institutions would not recommend the teaching profession to pupils

The following discussion deals with the reasons why teaching staff would not recommend the teaching profession to pupils, and is confined to those persons, shown in Table 6.4, who would not recommend the teaching profession. It is of interest to note that, according to Paragraph 6.2, roughly four-fifths of the teaching staff display a favourable attitude towards the teaching profession, but that, according to Table 6.4, 12.2 per cent of the principals of schools, 20.3% of the vice-principals and assistants of schools and 13.2% of the lecturers would not recommend the teaching profession to pupils. It is assumed that the teaching staff have evaluated the teaching profession by certain criteria in order to determine whether or not the profession is the ideal occupation, and how it compares with other occupations. The teaching staff may be expected to assess their profession particularly in respect of salary, promotion, status and conditions of service, these being the aspects which determine happiness and contentment in the profession, as well as those in respect of which occupations are compared.

Tables 6.5, 6.6 and 6.7 indicate in respect of school principals, vice-principals and assistants of schools, and principals, vice-principals and lecturers of teachers' training institutions, respectively, seven criteria by which the teaching profession is measured by those members of the above-mentioned teaching staff who would not recommend the teaching profession to pupils. These criteria are placed in order of importance\* as reasons why staff would not recommend the teaching profession to pupils.

\* Warren S, Torgerson, Theory and Methods of Scaling (John Wiley & Sons Inc., New York, 1958), pp. 70-73.

(a) School principals: Reasons why the teaching profession would not be recommended to pupils (Table 6.4)

The school principals in the Cape Province, the Orange Free State and Education, Arts and Science rank the reason Promotion prospects are insufficient as the most important reason why the teaching profession would not be recommended to pupils. On the other hand, the principals of Natal, the Transvaal and the non-departmental schools indicate the reason Teachers' salaries are too poor, and the principals of South West Africa the reason Teaching is an exacting profession, as the most important ones for not recommending the teaching profession to pupils.

If the first four reasons in respect of each education authority are isolated for the four provincial education departments, Education, Arts and Science and the non-departmental schools, they emerge as the following, regardless of the ranking: Promotion prospects are insufficient, Teachers lack status, Teaching is an exacting profession, and Teachers' salaries are too poor. Therefore, on account of promotion prospects, status, salary and the exacting nature of the profession, these principals would not recommend the teaching profession. For these principals conditions of service and associated conditions are less important when it comes to recommending the profession as a career. The principals in South West Africa regard the four reasons Teaching is an exacting profession, Promotion prospects are insufficient, Service regulations are unsatisfactory, and Extramural activities are too demanding, in this order, as the most important reasons why they would not recommend the teaching profession to pupils. These principals place more emphasis on the conditions of service and associated conditions as reasons why they would not recommend teaching to pupils.

The conclusion is that the majority of principals would not recommend the teaching profession to pupils, because of disadvantages relating to salary, promotion prospects and status and the exacting nature of the profession.

(b) Vice-principals and assistants of schools (as a group): Reasons why the teaching profession would not be recommended to pupils (Table 6.5)

The vice-principals and assistants, as a group, of the Cape Province, the Orange Free State and South West Africa rank the reason Promotion prospects are insufficient as the most important reason why they would not influence pupils in favour of choosing the teaching profession. In contrast, the vice-principals and assistants, as a group, of Natal, the Transvaal and the non-departmental schools place the reason Teachers' salaries are too poor, and the staff of South West Africa the reason Teachers lack status first among the reasons why the teaching profession would not be recommended to pupils.

If the first four reasons in respect of each education authority are taken, regardless of ranking, the following reasons emerge for the four provincial education departments and Education, Arts and Science: Promotion prospects are insufficient, Teachers' salaries are too poor, teaching is an exacting profession and teachers lack status. These teachers would therefore not recommend the teaching profession to pupils on account of promotion prospects, salary, status and the exacting nature of the profession. The vice-principals and assistants of South West Africa emphasise promotion prospects, salary, status and unsatisfactory service regulations and those of the non-departmental schools salary, the exacting nature of the profession, promotion prospects and unsatisfactory service regulation as the four most important reasons why they would not recommend the teaching profession to pupils. These persons, too, place the stress on conditions of service.

It may be concluded that the majority of the vice-principals and assistants would not recommend teaching to pupils because of disadvantages in regard to promotion prospects, salary and status and the exacting nature of the profession.

(c) Principals, vice-principals and lecturers of teachers' training institutions: Reasons why the teaching profession would not be recommended to pupils (Table 6.6)

The principals place Promotion prospects are insufficient first among the reasons why they would not recommend the teaching profession to pupils, while the vice-principals and lecturers as a group indicate the reason Teachers' salaries are too poor as the most important.

TABLE 6.4

PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS, LECTURERS: WOULD YOU ADVISE OTHERS TO BECOME TEACHERS?

Education Authorities		Teaching staff and lecturers											
		Principals of schools				Vice-principals and assistants				Lecturers			
		Yes	No	U	Total	Yes	No	U	Total	Yes	No	U	Total
Cape	No.	255	45	12	312	531	150	65	746	81	8	7	96
	%	81.7	14.4	3.8	100.0	71.2	20.1	8.7	100.0	84.4	8.3	7.3	100.0
Natal	No.	49	9	4	62	170	41	22	233	38	8	4	50
	%	79.0	14.5	6.5	100.0	73.0	17.6	9.4	100.0	76.0	16.0	8.0	100.0
Orange Free State	No.	36	5	4	45	175	38	18	231	31	4	1	36
	%	80.0	11.1	8.9	100.0	75.8	16.5	7.8	100.0	86.1	11.1	2.8	100.0
Transvaal	No.	220	34	9	263	790	285	82	1157	207	38	11	256
	%	83.7	12.9	3.4	100.0	68.3	24.6	7.1	100.0	80.9	14.8	4.3	100.0
South West Africa	No.	13	1	0	14	40	2	6	48				
	%	92.9	7.1	0.0	100.0	83.3	4.2	12.5	100.0				
Education, Arts and Science	No.	26	5	2	33	153	27	11	191	55	9	7	71
	%	78.8	15.2	6.1	100.0	80.1	14.1	5.8	100.0	77.5	12.7	9.9	100.0
Non-departmental Schools	No.	76	0	9	85	75	4	9	88				
	%	89.4	0.0	10.6	100.0	85.2	4.5	10.2	100.0				
<b>TOTAL</b>	No.	675	99	40	814	1934	547	213	2694	412	67	30	509
	%	82.9	12.2	4.9	100.0	71.8	20.3	7.9	100.0	80.9	13.2	5.9	100.0



TABLE 6.5

SCHOOL PRINCIPALS: REASONS WHY THE TEACHING PROFESSION  
WOULD NOT BE RECOMMENDED TO PUPILS

Education authorities and reasons	Ranking
<u>CAPE</u>	
Promotion prospects insufficient .....	1
Teaching is an exacting profession .....	2
Teachers lack status .....	3
Teachers' salaries too poor .....	4
Service regulations unsatisfactory .....	5
Civic rights too restricted .....	6
<u>Extramural activities too demanding</u> .....	7
<u>NATAL</u>	
Teachers' salaries too poor .....	1
Teachers lack status .....	2
Promotion prospects insufficient .....	3
Teaching is an exacting profession .....	4
Civic rights too restricted .....	5
Service regulations unsatisfactory .....	6
<u>Extramural activities too demanding</u> .....	7
<u>ORANGE FREE STATE</u>	
Promotion prospects insufficient .....	1
Teaching is an exacting profession .....	2
Teachers lack status .....	3
Teachers' salaries too poor .....	4
Service regulations unsatisfactory .....	5
Civic rights too restricted .....	6
<u>Extramural activities too demanding</u> .....	7
<u>TRANSVAAL</u>	
Teachers' salaries too poor .....	1
Teachers lack status .....	2
Promotion prospects insufficient .....	3
Teaching is an exacting profession .....	4
Service regulations unsatisfactory .....	5
Extramural activities too demanding .....	6
Civic rights too restricted .....	7
<u>SOUTH WEST AFRICA</u>	
Teaching is an exacting profession .....	1
Promotion prospects insufficient .....	2
Service regulations unsatisfactory .....	3
Extramural activities too demanding .....	4
Teachers lack status .....	5
Civic rights too restricted .....	6
Teachers' salaries too poor .....	7
<u>EDUCATION, ARTS AND SCIENCE</u>	
Promotion prospects insufficient .....	1
Teachers lack status .....	2
Teachers' salaries too poor .....	3
Teaching is an exacting profession .....	4
Civic rights too restricted .....	5
Service regulations unsatisfactory .....	6
<u>Extramural activities too demanding</u> .....	7
<u>NON-DEPARTMENTAL HIGH SCHOOLS</u>	
Teachers' salaries too poor .....	1
Teaching is an exacting profession .....	2
Teachers lack status .....	3
Promotion prospects insufficient .....	4
Service regulations unsatisfactory .....	5
Extramural activities too demanding .....	6
Civic rights too restricted .....	7

TABLE 6.6

VICE-PRINCIPALS AND ASSISTANTS: REASONS WHY THE TEACHING  
PROFESSION WOULD NOT BE RECOMMENDED TO PUPILS

Education authorities and reasons	Ranking
<b>CAPE</b>	
Promotion prospects insufficient .....	1
Teachers' salaries too poor .....	2
Teaching is an exacting profession .....	3
Teachers lack status .....	4
Service regulations unsatisfactory .....	5
Civic rights too limited .....	6
<u>Extramural activities too demanding</u> .....	7
<b>NATAL</b>	
Teachers' salaries too poor .....	1
Teaching is an exacting profession .....	2
Promotion prospects insufficient .....	3
Teachers lack status .....	4
Extramural activities too demanding .....	5
Service regulations unsatisfactory .....	6
<u>Civic rights too restricted</u> .....	7
<b>ORANGE FREE STATE</b>	
Promotion prospects insufficient .....	1
Teachers' salaries too poor .....	2
Teaching is an exacting profession .....	3
Teachers lack status .....	4
Service regulations too unsatisfactory .....	5
Civic rights too restricted .....	6
<u>Extramural activities too demanding</u> .....	7
<b>TRANSVAAL</b>	
Teachers' salaries too poor .....	1
Teaching is an exacting profession .....	2
Promotion prospects insufficient .....	3
Teachers lack status .....	4
Service regulations too unsatisfactory .....	5
Extramural activities too demanding .....	6
<u>Civic rights too restricted</u> .....	7
<b>SOUTH WEST AFRICA</b>	
Promotion prospects insufficient .....	1
Teachers' salaries too poor .....	2
Teachers lack status .....	3
Service regulations too unsatisfactory .....	4
Extramural activities too demanding .....	5
Teaching is an exacting profession .....	6
<u>Civic rights too restricted</u> .....	7
<b>EDUCATION, ARTS AND SCIENCE</b>	
Teachers lack status .....	1
Teachers' salaries too poor .....	2
Promotion prospects insufficient .....	3
Teaching is a demanding profession .....	4
Civic rights too restricted .....	5
Service regulations too unsatisfactory .....	6
<u>Extramural activities too demanding</u> .....	7
<b>NON-DEPARTMENTAL HIGH SCHOOLS</b>	
Teachers' salaries too poor .....	1
Teaching is an exacting profession .....	2
Promotion prospects insufficient .....	3
Service regulations too unsatisfactory .....	4
Teachers lack status .....	5
Extramural activities too demanding .....	6
<u>Civic rights too restricted</u> .....	7

TABLE 6.7

PRINCIPALS, VICE-PRINCIPALS AND LECTURERS OF TRAINING INSTITUTIONS:  
REASONS WHY THE TEACHING PROFESSION WOULD NOT BE RECOMMENDED  
TO PUPILS

Reasons: Principals of Training Institutions	Ranking
Promotion prospects insufficient .....	1
Teachers lack status .....	2
Teaching is an exacting profession .....	3
Teachers' salaries too poor .....	4
Service regulations too unsatisfactory .....	5
Extramural activities too demanding .....	6
Civic rights too restricted .....	7
<hr/>	
Reasons: Vice-principals and Lecturers of Training Institutions	
Teachers' salaries too poor .....	1
Promotion prospects insufficient .....	2
Teachers lack status .....	3
Teaching is an exacting profession .....	4
Service regulations too unsatisfactory .....	5
Extramural activities too demanding .....	6
Civic rights too restricted .....	7

If the first four reasons given by the principals and by the vice-principals and lecturers as a group are isolated, regardless of ranking, the following reasons emerge for the two staff groups: Promotion prospects are insufficient, Teachers lack status, Teaching is an exacting profession and Teachers' salaries are too poor. Although these four reasons are placed among the first four by both the principals and the vice-principals and lecturers as a group, the principals emphasise the status of the profession somewhat more strongly than its financial aspects, while the opposite applies to the vice-principals and lecturers as a group.

(d) Conclusion

It emerges that the majority of the school principals and of the vice-principals and assistants of schools, as well as of the principals, vice-principals and lecturers of teachers' training institutions who would not recommend the teaching profession to pupils indicate the reasons Promotion prospects are insufficient, Teachers lack status, Teaching is an exacting profession and Teachers' salaries are too poor (not necessarily in this order) as the first four reasons why they would not recommend teaching to pupils. Reasons in connection with conditions of service and associated conditions appear to be considered of less importance than the above-mentioned reasons for not recommending the teaching profession to pupils.

6.4

SUMMARY

According to Tables 6.1, 6.2 and 6.3 it appears that approximately four-fifths of the principals, vice-principals and assistants of schools are happy and contented in their profession. There are, however, members of the teaching staff who wish that they had been trained for some other occupation, and also those who have considered resigning in order to take up occupations outside teaching, and who, given a second chance, would not choose the teaching profession again. There are teachers, therefore, who do not derive happiness and contentment from the teaching profession, but it is gratifying that, notwithstanding those factors which are felt to be shortcomings of the teaching profession, the majority are favourably disposed towards the profession.

As regards the recruitment of pupils as candidates for the teaching profession, roughly one-fifth of the teaching staff might not advise pupils in favour of the teaching profession. Seen in terms of the number of pupils influenced every year over a number of years by these persons, this is undoubtedly a serious state of affairs. Approximately four-fifths of the teaching staff might, however, be expected to recommend the teaching profession to pupils.

According to Tables 6.5, 6.6 and 6.7 it appears that the majority of the teaching staff who would not recommend the teaching profession to pupils give the following as the four most important reasons why they would not do so: Promotion prospects are insufficient, Teachers lack status, Teaching is an exacting profession and Teachers' salaries are too poor.

## CHAPTER 7

### EVALUATION OF THE STATUS AND QUALIFICATIONS OF TEACHERS BY TEACHING AND LECTURING STAFF

#### 7.1 THE STATUS OF THE TEACHING PROFESSION

In the public mind the teaching profession is rated at various levels of social prestige. An important issue in the divergence of views on the social standing of the teacher is the question whether teaching can be regarded as a profession. A well-known factor which enters here is the entrance requirement laid down for the profession, being in this case at least a teacher's diploma. (See 7.2 for a discussion of the question as to whether teaching is a profession or not.) The professional status of the teacher, which is a very controversial point, will naturally exercise an important influence on the successful recruiting and training of teachers, as well as on teachers' performance of their duties.

7.1.1 The "World Confederation of Organisations of the Teaching Profession" (W.C.O.T.P.) in November, 1955, published a report dealing with the status enjoyed by the teaching profession. According to this report, important primary factors determining the status enjoyed by individual teachers are the following:

- (a) It was found that, in general, women (teachers) have a lower status than men, since, in comparison with the training of men, the training for women is often of shorter duration and of a simpler nature.

In addition to the sex of the teacher and the training associated with the sex, the age of the pupils taught also has an influence on the status enjoyed by men and women in the teaching profession. The reason why the sex and training of the teacher, combined with the age of the pupils taught, are factors determining status, is that primary schools are staffed mainly by women who, in the majority of cases, only hold a teaching diploma, while secondary schools are staffed mainly by men as well as women graduates, with the result that teachers in primary schools have a lower status than teachers in secondary schools.

- (b) The social strata of the community from which the pupils come often determines the status of the teacher.
- (c) The social stratum in which the teacher grew up, provided it is known in his present environment, often determines his status.
- (d) The subjects taught by the teacher sometimes determine the esteem in which he is held by the pupils and his colleagues and in the community.
- (e) The professional and/or academic qualifications of a teacher enhance his status.

The factors mentioned in paragraphs (b), (c), (d) and (e) as affecting the teacher's status vary from place to place and from time to time, depending on the community in which the teacher happens to be. The community in which he works sets certain requirements for the teacher according to local needs. The level of economic and intellectual development of the community largely determines whether the teacher is regarded as the superior, equal or inferior of the general population. In this connection Cooper contends, on the basis of an investigation carried out in 1961, that society expects too much of the teacher as regards ability and duties, and then blames him if he does not measure up to them all (17, p. 382). On the strength of an investigation carried out in 1958, Ulich contends that, although various factors, and in particular remuneration, enter into the determination of the status of the teacher, the evaluation by the community of his standing in society remains a primary factor (51, p. 126). According to the report of the "World Confederation of Organisations of the Teaching Profession", the work of the teacher is sometimes negatively judged because the results achieved are long-term ones, and are not always specifically brought to the attention of the community (61, p. 1). Of interest, in this regard, is a

quotation from a speech by the President of the "Educational Institute of Scotland", delivered during the Institute's Congress in 1948: "Might I venture to introduce the teacher to the lay part of my audience as a person whom they really do not know." (28, p. 80).

- (f) The views of the teachers' associations in various countries were obtained on the subject of a desirable elevation of the status of the teaching profession. In this connection the above-mentioned report states that a survey conducted in the United States of America by the "National Education Association" as early as 1923 established that a higher status would be attained chiefly by child service (61, p. 1). The following were additional conclusions in the 1955 report:
- (i) The Scottish Teachers' Association emphasised that the generally accepted image of a self-sacrificing and humble teacher - "the tradition of the teacher as a humble and depressed menial" - should be abandoned (61, p. 2).
  - (ii) The Teachers' Association of India emphasised that adequate financial security, which was regarded as very important by two-thirds of the collaborating countries, should be advocated and granted by the community, so as to ensure its own prosperity and continued existence (61, p. 2). Similarly, the "National Manpower Council" in the United States of America has stated that the services of teachers are indispensable to the country, since they exercise a direct influence on the quantity and quality of services rendered by other occupations (28, p. 80). However, according to this Teachers' Association, adequate financial remuneration must follow on achievement by members of the profession in respect of entrance requirements for training, length and standard of training, and professional work.
  - (iii) Mutual recognition between the community and the teaching profession is essential for the establishment of a high standard of training and education in order to impart the maximum amount of knowledge to young people, and exercise the best possible influence on them. The recognition of the professional status of teaching by the community, i. e. parents, children and everybody not directly connected with the school, on the one hand, and the professional conduct of every member of the teaching profession, on the other hand, are interdependent and cannot exist separately or alone.
  - (iv) Solidarity amongst teachers in respect of the type of school where they teach and/or training is essential if the status of the teacher is to be improved. If teachers themselves discriminate against teachers at nursery, primary, secondary, special, technical and other schools, or against teachers of specific subjects, particularly in secondary schools, they will be guilty of an unprofessional attitude which cannot but influence the community to discriminate as well. First and foremost, therefore, there must be solidarity amongst members of the teaching profession themselves and the teachers' associations, but it is essential that this solidarity should also influence the attitude of the community and the authorities as well. The Swiss Teachers' Association emphasised the importance of unity amongst teachers, from the small rural circle to the city where there is cordial co-operation between colleagues, and to the greater sphere of education on a national basis. Only if such principles are applied, can teaching be placed on a firm foundation. "When the community, and parents in particular, are convinced that teachers as a body have a really deep understanding of children and their educational needs and are thoroughly skilled in helping them to learn effectively, the status of teachers is on a foundation nothing can destroy. On this foundation power and prestige are built." (61, p. 3).
- (g) Ulich deplors the phenomenon of the teacher being controlled by numerous bodies, groups and individuals. Control of education has, in some cases, become a tool of politicians and other groups or organisations, and has been subordinated to petty objectives (51, pp. 125-126). The teacher must be enabled to stand before his pupils as an adult, and to bring this about the school should be the centre of educational matters, first, in respect of policy and decisions, and secondly as a centre, which is visited rather than the other way about. In this connection Lambrechts contends that the system of lay committees exercising partial control over the appointment of teachers should be stopped, and that consideration should be given to the establishment of a teachers' registration council (28, p. 83).

## 7.2 TEACHING AS PROFESSION

Since the status of the teacher in the community depends to a large extent on the professionalism of his occupation, the question as to whether teaching is a profession or not should be considered at this stage before going any further.

### 7.2.1 Criteria of a profession

In this connection attention is directed to an article by Louise Tyler in which she applies criteria established by Flexner, a sociologist, to decide whether teaching can be classified as a profession. She confines herself to the following six criteria which may be applied to teaching.

- (a) Intellectualism - The professional person is expected to be able to undertake selection, planning and the establishment of an aim in his profession. The practising of the profession must require a high degree of specialised professional knowledge. Tyler contends that the teacher does satisfy this requirement, since, to carry on his occupation successfully, he must accept the responsibility for:
  - (i) the formulation of a suitable ultimate aim;
  - (ii) the selection and organisation of learning opportunities; and
  - (iii) the selection and establishment of criteria.
- (b) Learnedness - This requires a profession to be based on continual reference to theoretical knowledge. There should be constant renewal and adaptation to enable the profession to keep pace with development. As far as teaching is concerned, it is pre-eminently a field in which there is constant development in the form of educational research, the publication of new textbooks, manuals and articles in educational journals, and the numerous refresher courses, lectures and demonstrations offered to serving teachers from time to time. Renewal and adaptation of knowledge in teaching is consequently extremely important for the formulation of an ultimate object, the selection and organisation of learning opportunities and the selection of criteria, mentioned above.
- (c) Practical object - An occupation qualifying as a profession must be able to practise and promote practical service to the community as its object. Here the teacher, in carrying on his occupation, acts as leader and, to a large extent, determines the direction in which the intellectual abilities of his pupils develop. The establishment of developmental opportunities for the search for knowledge of oneself and the world about one is determined and controlled in a practical way by the teacher.
- (d) Communicability - A member of a profession must apply his professional knowledge, i. e. he must be able to bring about a professional change by means of it. The teacher must, in the first place, have the required knowledge of the subject which he teaches, and this knowledge will vary according to the standard and the level of education of the pupils concerned. However, it is essential that he should also have specialised knowledge of the presentation of teaching material, as well as control over the measure of offered and self-acquired knowledge assimilated by the pupils.
- (e) Organisation - A requirement for the practice of a profession is the systematisation of professional activities to form a meaningful whole. The teacher is particularly bound to the systematised processing and presentation of teaching material which is suitable for the level of intellectual development of the pupils under his control.
- (f) Motivation - It is very important that specific action should be motivated in a profession. The reason for the development of an action and the object which it is to achieve must be connected, and stand in a meaningful relation to each other. In teaching his subject as well as in all other fields where the teacher conveys knowledge to the pupils or influences them, the ultimate object of teaching and training, namely the attainment

of vocational maturity and social self-reliance, is kept in the foreground (50, pp. 414-42).

### 7.2.2. Further criteria for a profession

Scheer also established a system of conditions which an occupation must satisfy if it is to be classified as a profession. To what extent teaching satisfies these requirements will be indicated below.

- (a) A profession must have a code of conduct which must be adhered to, not only on paper, "but branded into the conscience and conduct of its practitioners" (44, p.258). It is a well-known fact that it is the earnest endeavour of all teachers' associations to encourage the recognition and upholding of such a code of honour by all their members.
- (b) The profession must have at its disposal a high degree of specialised knowledge built up over the years for the use of its present practitioners, and to be added to by them in turn for the benefit of future practitioners. As has already been indicated (see 7.2.1(b)), professional knowledge is consolidated by means of educational research, publications and professional conferences.
- (c) The profession must require specific skills not commanded by persons trained for other occupations. This criterion must be seen in conjunction with the requirement of "intellectualism" laid down by Tyler (see 7.2.1(a)).
- (d) For entrance to a profession a specific prescribed course of formal training is a prerequisite, preferably with a bachelor's degree as the minimum requirement. Although this has not yet become a general rule as far as teaching is concerned, it is nevertheless applied as far as possible. (Cf. nursery-school, junior, handwork, woodwork and needlework training, and training in domestic science, art and physical culture, where diploma as well as degree courses are recognised.)
- (e) There should be a system of certification in respect of the entrance requirements for a profession, which is the case with teaching.
- (f) Professional activities should follow an ordered and rational course, which, as far as teaching is concerned, is of the greatest importance in the formulation of an ultimate aim, the selection and organisation of learning opportunities and the selection and establishment of criteria.
- (g) A profession should offer opportunities for making known and available professional knowledge and problems, and, as has already been indicated (see 7.2.1(b)), this takes place in the teaching profession by means of publications and teachers' conferences.
- (h) Members of a profession should accept the written as well as the unwritten disciplinary code of the profession in order to render professional service and build up confidence in the profession; this means that there must be co-operation with and respect for each other, the achievement of which is the aim of all teachers' associations as has been indicated (44 pp. 258-261).

### 7.3 RELATIVE STATUS OF OCCUPATIONS

In the professional world distinctions are made between the various occupations. Minimum entrance requirements and periods of training are fixed for entrance to the various professions. It is therefore to be understood that the status enjoyed by various occupations will differ to some extent. In order to determine what the attitude of teaching and lecturing staff is and in what order they would place a number of occupations according to the status offered by the professions, they were asked a number of questions.



7.3.1 The classification of a number of occupations according to the status they offer by principals of schools and vice-principals and assistants at schools

Table 7.1 gives a picture for the country as a whole of the results obtained from the principals in one group and the vice-principals and assistants in another when they were asked to classify 15 occupations according to the status offered by each.

TABLE 7.1  
STATUS RANKING OF A NUMBER OF OCCUPATIONS BY PRINCIPALS  
OF SCHOOLS AND VICE-PRINCIPALS AND ASSISTANTS AT SCHOOLS

Occupations	Principals	Occupations	Vice-principals and assistants
Medical Doctor	1	Medical Doctor	1
Minister of Religion	2	Minister of Religion	2
Engineer	3	Engineer	3
School Principal	4	Architect	4
Architect	5	Attorney	5
Attorney	6	School Principal	6
Dentist	7	Dentist	7
High School Teacher	8	High School Teacher	8
Businessman	9	Auditor/Accountant	9
Auditor/Accountant	10	Businessman	10
Farmer	11	Farmer	11
Primary School Teacher	12	Primary School Teacher	12
Pilot	13	Pilot	13
Public Servant	14	Public Servant	14
Nurse	15	Nurse	15

Note (1) The status ranking of occupations is arranged in order of majority preference.  
(2) The figure 1 indicates the highest status.

According to the data in Table 7.1, the occupation of school principal and particularly the occupations of high school teacher and primary school teacher are regarded by the principals and vice-principals and assistants as groups as having low occupational status. In the ranking of 15 occupations the principals and the vice-principals and assistants as groups place the occupation of school principal fourth and sixth, respectively, high school teachers and primary school teachers being placed eighth and twelfth, respectively. It is thus clear that the principals and the vice-principals and assistants as groups regard their own occupation as having very little status.

7.3.2 The ranking of a number of occupations according to the status offered by each by principals and vice-principals and lecturers at institutions for the training of teachers

Table 7.2 gives a picture for the country as a whole of the ranking of 15 occupations according to the status offered by each by the principals and the vice-principals and lecturers as groups.

TABLE 7.2

STATUS RANKING OF A NUMBER OF OCCUPATIONS BY PRINCIPALS AND  
VICE-PRINCIPALS AND LECTURERS AT INSTITUTIONS FOR THE TRAINING  
OF TEACHERS

Occupation	Principal	Occupation	Vice-principals and lecturers
Medical Doctor	1	Medical Doctor	1
Engineer	2	Minister of Religion	2
Minister of Religion	3	Architect	3
School Principal	4	Engineer	4
Architect	5	Attorney	5
Attorney	6	School Principal	6
Dentist	7	Dentist	7
High School Teacher	8	High School Teacher	8
Businessman	9	Auditor/Accountant	9
Farmer	10	Businessman	10
Primary School Teacher	11	Farmer	11
Auditor/Accountant	12	Primary School Teacher	12
Pilot	13	Pilot	13
Nurse	14	Public Servant	14
Public Servant	15	Nurse	15

According to the data in Table 7.2 the occupations of school principal and particularly those of high school teacher and primary school teacher have a low status. In the ranking of 15 occupations the principals and the vice-principals and lecturers as groups place the occupation of school principal fourth and sixth, respectively, the occupation of high school teacher eighth and the occupation of primary school teacher eleventh and twelfth, respectively. It is therefore clear that the staff of institutions for the training of teachers regard these three occupations as having very little status.

It is striking that the staff of training institutions and the staff of schools assign almost corresponding places to the occupations of school principal, high school teacher and primary school teacher, which indicates that the lack of status in these occupations is felt by both teaching and lecturing staff.

### 7.3.3. Justification for the classification of occupations according to status

From the replies to the questionnaires from which Tables 7.1 and 7.2 were compiled it is evident that a number of the teaching staff (10.56% of principals and 7.98% of vice-principals and assistants) as well as lecturing staff (20.6% of principals and 10.2% of vice-principals and lecturers) were not able or willing to answer the question on the status ranking of occupations. The reason generally given was that the type of occupation engaged in cannot determine social status or prestige, but that the person engaged in the occupation determines his own status by the way in which he practises his occupation. Status therefore depends on the integrity with which the individual acts in the professional duties assigned to him. The most important thing therefore is professional fulfilment, and quite rightly so. A person should practise his occupation by which he has to support himself economically and in which he must also find a large measure of his happiness in life in such a way as to obtain the fullest reward possible in his occupation.

In this connection Potgieter contends that there are four chief requirements which must be satisfied for the teacher to acquire status in practising his profession.

- (a) The teacher must have the necessary qualifications and competence, exploiting every possibility offered by his acquired knowledge (42, p. 458). Lighton here talks about "a person who is mature, imaginative, tolerant, enlightened and cultured ...." (translation) (31, p. 11).

- (b) The teacher, who is called upon to take the lead in various spheres, has to render service to those whom he leads, since true and full leadership comes about only by service (42, p. 458). In this connection Lambrechts contends that there is a direct relation between a teachers' service to the community, and the status he enjoys in that community (28, p. 87).
- (c) Personal qualities should be of such a standard as to command respect and invite imitation.
- (d) The authorities, on their part, should ensure that the salary and conditions of service of the teacher are such that they can compare with those of other occupations, taking into account the nature and duration of training and existing conditions (42, p. 458).

As far as inter-occupational status is concerned, i.e. the status which an occupation gives to the individual who practises it, Snijders states that every individual chooses an occupation, qualifies himself professionally for it if necessary, learns it, practises it and identifies himself with it. The occupation practised by the individual determines in what way the community will identify him as regards training and specific abilities. Since every community must function on an orderly basis, there should also be orderliness in the occupational sphere, and since the individual will take the knowledge of and experience and interest in his occupation with him into the life of the community, and will therefore associate or come into contact at certain levels with other individuals at the same level of knowledge, experience and interest, it is clear that a ranking of various occupations is indeed possible (46, p. 20). It therefore seems that the question on the status ranking of occupations which some did not answer, and to which objections were also made, is after all a valid question, answers to which will be of some value.

#### 7.4 THE NATURE AND DURATION OF THE TRAINING OF TEACHERS AS FACTORS DETERMINING THEIR STATUS

It is often contended that the nature as well as the duration of teachers' training has an important influence on a teachers' prestige in society. Particularly in regard to the question of whether teaching is a profession or not, the duration of training will be of importance in partially determining the status of the occupation (see 7.2 for further information). The views of teaching and lecturing staff on the various courses of training offered; and the general degree of competence which they give the teacher as well as the status they lend in his occupation, are indicated in Tables 7.3 and 7.4. It should be noted that the nature of the training, i.e. the subject matter offered in and the duration of a specific course, is of greater importance in determining competence and professional status within the profession than in the community. The rankings in Tables 7.3 and 7.4 therefore mainly reflect the evaluation of training as far as it is important within the closed circle of the profession. However, it must also be accepted that a closed circle does not imply isolation, i.e., in the interests of publicising teaching and gaining appreciation for it, the evaluation should not be confined to the profession itself, but should be shared by the community since this is necessary for the acceptance of the occupation by the community.

##### 7.4.1 The evaluation of courses of training for teachers on the basis of competence and professional status by principals of schools and vice-principals and assistants

The rankings in Table 7.3 were assigned by the teaching staff to indicate the value to teachers, in terms of competence in the profession and professional status, of certain courses of training. The rankings given were calculated separately for the principals as a group and for the vice-principals and assistants as a group.

The following are notable features of Table 7.3:

- (a) The four-year combined bachelor's degree and teachers' college diploma course (Row 1.1) is placed first by the principals, and the three-year specialisation course at teachers' colleges (Row 1.2) by the vice-principals and assistants as a group, the former training course therefore being regarded as the best training course for teachers by principals, and the latter by the vice-principals and assistants as a group. As far as professional status is concerned, these two training courses are placed fourth and eighth

TABLE 7.3

## EVALUATION OF TRAINING COURSES FOR TEACHERS ON THE BASIS OF COMPETENCE AND PROFESSIONAL STATUS BY PRINCIPALS OF SCHOOLS AND VICE-PRINCIPALS AND ASSISTANTS

Rows:	Institutions for the training of teachers and the nature of the training courses	Competence		Professional status	
		Principals	Vice-principals and assistants	Principals	Vice-principals and assistants
1.	<u>Teacher' colleges</u>				
1.1	Four-year combined bachelor's degree plus teachers' college diploma (combined/simultaneous university/college training)	1	3	4	3
1.2	Three-year specialisation diploma course (Art, Physical Culture, etc.)	3	1	8	8
1.3	Three-year combined university/teachers' college course with first-year and/or second-year degree courses for teaching in secondary schools	11	10	11	11
1.4	Three-year diploma course with special training in a number of academic subjects for teaching Stds. 6, 7 and 8.	12	12	12	13
1.5	Three-year diploma course	7	7	7	7
1.6	Two-year diploma course	13	13	13	14
2.	<u>Technical Colleges</u>				
2.1	Bachelor's degree plus one-year diploma course	8	8	5	6
2.2	Four-year diploma course	6	6	6	5
2.3	Three-year diploma course	9	11	9	9
2.4	Two-year diploma course	14	14	14	12
2.5	One-year diploma course	15	15	15	15
3.	<u>Universities</u>				
3.1	Doctor's degree plus one-year diploma course	4	2	2	1
3.2	Master's degree plus one-year diploma course	2	4	3	2
3.3	Bachelor's degree plus one-year diploma course	5	5	1	4
3.4	Three-year diploma course	10	9	10	10

NOTE: (1) The courses have been arranged alphabetically according to institution and duration of training.  
(2) The figure 1 indicates the highest grading.

by the principals, and third and eighth by the vice-principals and assistants, respectively.

- (b) A master's degree (Row 3.2), a doctor's degree (Row 3.1) and a bachelor's degree (Row 3.3) with a one-year university teachers' diploma are placed second, fourth and fifth for competence by the principals, and fourth, second and fifth by vice-principals and assistants as a group, respectively. As far as professional status is concerned, the three training courses are placed within the first four (principals: third, second and first; vice-principals and assistants: second, first and fourth).
- (c) The four-year diploma course of technical colleges (Row 2.2) is placed sixth for competence by the teaching staff. As far as professional status is concerned, the principals and the vice-principals and assistants rank this course sixth and fifth, respectively.
- (d) The three-year teachers' college diploma course (Row 1.5) is placed seventh for competence and professional status by the principals and the vice-principals and assistants as a group. The bachelor's degree plus a one-year technical college diploma course (Row 2.1) is placed eighth for competence by the teaching staff, and fifth and sixth for professional status by the principals and the vice-principals and assistants, respectively.
- (e) The remaining seven training courses take ninth to fifteenth place in respect of both competence and professional status. These are diploma courses of three years' or shorter duration, and include the course requiring a first-year and/or second-year degree course at a university, as well as the course offered at teachers' colleges which prepares candidates for the teaching of certain secondary school subjects up to Std. 8 (Rows 1.3 and 1.4).
- (f) It is striking in regard to the evaluation of the training courses that the training of teachers at teachers' colleges for the four-year combined bachelor's degree plus teachers' college diploma and the three-year specialisation diploma course is regarded highly from the point of view of competence, while training at universities leading to a degree and a teachers' diploma is ranked just below these two courses.
- (g) It is also clear that academic and professional training at a university gives greater professional status than training undergone for the most part at teachers' colleges and at technical and other Government-subsidised colleges. Even the four-year combined degree and teachers' college diploma course gives more professional status than other training courses at colleges, because the degree is obtained at a university.
- (h) In general, the principals and the vice-principals and assistants as a group tend to set greater value, in respect of competence and professional status on training at a university than on training at teachers' colleges and technical and other Government-subsidised colleges.

#### 7.4.2

#### The evaluation of courses of training for teachers, on the basis of competence and professional status, by principals and vice-principals and lecturers at teachers' training institutions

The rankings in Table 7.4 were assigned by the lecturing staff to indicate the value to teachers, in terms of competence in their profession and professional status, of certain training courses. The rankings given were calculated for the principals and the vice-principals and lecturers as a group.

The following features emerge from Table 7.4:

- (a) The master's degree (Row 3.2) and the doctors' degree (Row 3.1) plus the one-year university diploma course, the four-year combined bachelor's degree plus a teachers' college diploma course (Row 1.1) and the bachelor's degree plus a one-year university diploma course (Row 3.3) are placed first, second, third and fourth for competence by the principals, and second, first, third and fourth by the vice-principals and lecturers as a group. As far as professional status is concerned, these training courses are placed first, second, third and fourth by both groups.
- (b) The four-year technical college diploma course (Row 2.2) the bachelor's degree plus one-year technical college diploma course (Row 2.1) and the three-year teachers'

TABLE 7.4

EVALUATION OF TRAINING COURSES FOR TEACHERS ON THE BASIS OF COMPETENCE AND PROFESSIONAL STATUS BY THE PRINCIPALS AND THE VICE-PRINCIPALS AND LECTURERS AS A GROUP AT INSTITUTIONS FOR THE TRAINING OF TEACHERS

Rows:	Institutions for the training of teachers and the nature of the training courses	Competence		Occupational status	
		Principals	Vice-principals and lecturers	Principals	Vice-principals and lecturers
1.	<u>Teacher's colleges</u>				
1.1	Four-year combined bachelor's degree plus teachers' college diploma (combined/simultaneous university/college training)	3	3	3	3
1.2	Three-year specialisation diploma course (Art, Physical Culture, etc.)	7	5	7	7
1.3	Three-year combined university/teachers' college course with first and/or second-year degree courses for teaching in secondary schools	12	9	10	9
1.4	Three-year diploma course with special training in a number of academic subjects for teaching Stds. 6, 7 and 8	11	12	12	12
1.5	Three-year diploma course	8	8	8	8
1.6	Two-year diploma course	14	14	14	14
2.	<u>Technical Colleges</u>				
2.1	Bachelor's degree plus one-year diploma course	6	7	5	5
2.2	Four-year diploma course	5	6	6	6
2.3	Three-year diploma course	9	10	9	11
2.4	Two-year diploma course	13	13	13	13
2.5	One-year diploma course	15	15	15	15
3.	<u>Universities</u>				
3.1	Doctors' degree plus one-year diploma course	2	1	1	1
3.2	Master's degree plus one-year diploma course	1	2	2	2
3.3	Bachelor's degree plus one-year diploma course	4	4	4	4
3.4	Three-year diploma course	10	11	11	10

NOTE: (1) The courses have been arranged alphabetically according to institution and duration of training.  
 (2) The figure 1 indicates the highest grading.

college specialisation course (Row 1.2) are accorded fifth, sixth and seventh places for competence, respectively, while the vice-principals and lecturers as a group place them sixth, seventh and fifth, respectively. In regard to professional status, the principals as well as the vice-principals and lecturers rank these training courses sixth, fifth and seventh respectively. Both groups assign the three-year teachers' college diploma course (Row 1.5) eighth place for both competence and professional status.

- (c) The remaining seven training courses rank ninth to fifteenth for competence and professional status. These are diploma courses of three years' duration or less, and include the course requiring a first-year and/or second-year degree course at a university, as well as the course at teachers' colleges which prepares candidates for the teaching of certain secondary school subjects up to Std. 8 (see in particular Rows 1.3 and 1.4).
- (d) It is striking in regard to the evaluation of the training courses that training including a university degree and a teachers' diploma is regarded highly from the point of view of competence as well as professional status by the staff at institutions for the training of teachers.
- (e) In general, the training courses at universities are ranked higher for the competence and professional status, than those at teachers', technical and Government-subsidised colleges, while the training courses at teachers' colleges are rated somewhat lower than those at technical and Government-subsidised colleges.

## 7.5 THE QUALITIES OF THE SUCCESSFUL TEACHER

It is generally accepted that student teachers must satisfy certain requirements if they are to be successful in their chosen profession as, indeed, certain qualities are required for success in the great majority of occupations. However, there are certain occupations, of which teaching is one, where it is even more important than in others that the practitioner should have certain qualities.

The teaching and lecturing staff were asked to select in order of preference the ten qualities most essential for success as a teacher from a list of twenty-five qualities which to a greater or lesser extent contribute to success in teaching.

### 7.5.1 The qualities necessary for success as a teacher, as indicated by principals of schools and vice-principals and assistants

In Table 7.5 the 25 qualities required for success as a teacher are placed in order of importance. The teaching staff were asked to place the ten most important qualities in order of importance, and the table gives the value accorded each quality.

Judging by the rankings of the 25 qualities, there is a large measure of agreement regarding their order of importance. Of the 10 most important qualities, sympathy and tact is placed first by the principals, and is therefore, according to the principals, the most essential quality of a good teacher. On the other hand, the vice-principals and assistants as a group place knowledge of the subject first, thus indicating that they regard this as the most important quality. From second to tenth place the principals place, in this order, knowledge of the subject (second), discipline (third), intelligence (fourth), religiousness (fifth), perseverance and diligence (sixth), stability of character and will-power (seventh), self-control (eighth), a sense of humour (ninth) and moral standards (tenth). The vice-principals and assistants as a group place, from second to tenth place in this order of importance, sympathy and tact (second), discipline (third), perseverance and diligence (fourth), stability of character and will-power (fifth), religiousness (sixth), intelligence (seventh), self-control (eighth), a sense of humour (ninth) and enthusiasm (tenth). With the exception of the qualities of moral standards, indicated only by the principals, and of enthusiasm, indicated only by the vice-principals and assistants, in each case being placed tenth, the other nine qualities are the same for both groups, differing only in respect of the rankings accorded them in the first ten.

TABLE 7.5

QUALITIES REQUIRED FOR SUCCESS AS A TEACHER PLACED IN ORDER OF IMPORTANCE BY PRINCIPALS  
OF SCHOOLS AND VICE-PRINCIPALS AND ASSISTANTS

Qualities according to principals	Order of importance	Qualities according to vice-principals and assistants	Order of importance
<u>The teacher must:</u>		<u>The teacher must:</u>	
Be sympathetic and tactful	1	Know his subject	1
Know his subject	2	Be sympathetic and tactful	2
Be able to maintain discipline	3	Be able to maintain discipline	3
Be an intelligent person	4	Be persevering and diligent	4
Be religious	5	Have stability of character and will-power	5
Be persevering and diligent	6	Be religious	6
Have stability of character and will-power	7	Be an intelligent person	7
Have self-control	8	Have self-control	8
Have a sense of humour	9	Have a sense of humour	9
Maintain moral standards	10	Be enthusiastic	10
Be idealistic	11	Have an effective classroom technique	11
Have an effective classroom technique	12	Be impartial	12
Be enthusiastic	13	Be idealistic	13
Be impartial	14	Be socially adjusted	14
Be socially adjusted	15	Maintain moral standards	15
Have a knowledge of Educational Psychology	16	Be enterprising	16
Have a cultural background	17	Have a knowledge of Educational Psychology	17
Be enterprising	18	Have a cultural background	18
Have a knowledge of Pedagogy	19	Be alert	19
Be alert	20	Have a knowledge of Pedagogy	20
Have a good general appearance	21	Have a good general appearance	21
Have a kindly disposition	22	Have interests outside the school	22
Have interests outside the school	23	Have a kindly disposition	23
Be conservative	24	Be conservative	24
Be neat and orderly	25	Be neat and orderly	25

- Note:
1. The ranking of the 25 qualities is arranged in order of majority preference.
  2. The figure 1 indicates the highest grading.



7.5.2 The qualities essential in a successful teacher, as indicated by the principals and vice-principals and lecturers at teachers' training institutions

In Table 7.6 the 25 essential qualities which go to make a successful teacher are placed in order of importance. The lecturing staff of institutions for the training of teachers were asked to indicate which ten qualities were most important, and to place them in order of importance, and the table indicates the rankings accorded these qualities.

Judging by the rankings of the 25 qualities, there is a large measure of agreement regarding their order of importance. Both the principals and the vice-principals and lecturers as a group place knowledge of the subject first, indicating that this is the most essential quality for success as a teacher. Next in order both groups place intelligence. Then, in this order, the principals rank enthusiasm (third), discipline (fourth), sympathy and tact (fifth), idealism (sixth), religiousness (seventh), social adjustment (eighth), an effective classroom technique (ninth) and a sense of humour (tenth). In the corresponding places the vice-principals and lecturers as a group indicate, sympathy and tact (third), perseverance and diligence (fourth), discipline (fifth), religiousness (sixth), a cultural background (seventh), a sense of humour (eighth), stability of character and will-power (ninth) and idealism (tenth). With the exception of the three qualities of perseverance and diligence, a cultural background and stability of character and will-power, which were not placed in the first ten by the principals, and the three qualities of enthusiasm, social adjustment and an effective classroom technique not included by the vice-principals and lecturers, the other seven qualities ranked among the first ten correspond for the two groups.

7.6 SUMMARY

7.6.1

It has been indicated that the professional status of the teacher is a subject of general controversy. In this connection reference was made to an intensive investigation conducted by the World Confederation of Organisations of the Teaching Profession, and points of similarity to be found in the Republic of South Africa and South West Africa were pointed out. In regard to the question of whether teaching is to be recognised as a profession or not, the structure of the occupation was tested against criteria established for a profession, and points of correspondence in this country were indicated. It was shown to what extent teaching satisfies the professional requirements of intellectualism, learnedness, a practical objective, communicability, organisation and motivation.

7.6.2

As far as the status ranking of a number of occupations is concerned, a large measure of agreement was found between the rankings accorded by teaching and lecturing staff. The occupations of medical doctor, clergyman, engineer, architect, school principal and attorney are, with some variations, all placed within the first six. In the cases of both teaching and lecturing staff a notable difference was found between the ranking accorded a high school teacher (eighth place) and that accorded a primary school teacher (twelfth place). It is clear that teaching and lecturing staff attach very little professional status to the occupation of school principal, and particularly to the occupations of high school teacher and primary school teacher.

7.6.3

In regard to the evaluation of the training courses for teachers on the grounds of competence and professional status, the teaching staff rate the four-year combined bachelor's degree/professional teachers' college course and the three-year specialisation professional teachers' college course most highly for competence of the teachers produced. However, the lecturing staff rate purely university training (particularly masters' degrees and doctorates) higher than training at colleges for competence of the teacher produced. All groups agree that higher professional status is attached to purely university training than to combined training at a university and college, or training only at a college. Both groups feel that the four-year combined bachelor's degree/professional teachers' college course produces more competent teachers than the bachelor's degree plus one year's professional university training, but there is some disagreement regarding the rivalments of the four-year-bachelor's degree/one-year technical college training (diploma) and the four-year diploma training at a technical college.

7.6.4

As far as the qualities which are essential for success as a teacher are concerned, it was found that there was a greater correspondence between the rankings accorded by principals of schools and vice-principals and assistants at schools than between those accorded by principals

TABLE 7.6

THE QUALITIES REQUIRED FOR SUCCESS AS A TEACHER PLACED IN ORDER OF IMPORTANCE BY PRINCIPALS, VICE-PRINCIPALS  
AND LECTURERS AT INSTITUTIONS FOR THE TRAINING OF TEACHERS

Qualities according to principals	Order of importance	Qualities according to vice-principals and lecturers	Order of importance
<u>The teacher must:</u>		<u>The teacher must:</u>	
Know his subject	1	Know his subject	1
Be an intelligent person	2	Be an intelligent person	2
Be enthusiastic	3	Be sympathetic and tactful	3
Be able to maintain discipline	4	Be persevering and diligent	4
Be sympathetic and tactful	5	Be able to maintain discipline	5
Be idealistic	6	Be religious	6
Be religious	7	Have a cultural background	7
Be socially adjusted	8	Have a sense of humour	8
Have an effective classroom technique	9	Have stability of character and will-power	9
Have a sense of humour	10	Be idealistic	10
Have stability of character and will-power	11	Have self-control	11
Maintain moral standards	12	Be enthusiastic	12
Have a cultural background	13	Have an effective classroom technique	13
Have self-control	14	Maintain moral standards	14
Have a knowledge of pedagogy	15	Be socially adjusted	15
Have knowledge of educational psychology	16	Be impartial	16
Be persevering and diligent	17	Have a knowledge of educational psychology	17
Be enterprising	18	Be enterprising	18
Be impartial	19	Have a knowledge of pedagogy	19
Have a good general appearance	20	Be alert	20
Be alert	21	Have a kindly disposition	21
Be conservative	22	Be neat and orderly	22
Have interests outside the school	23	Have a good general appearance	23
Be neat and orderly	24	Have interests outside the school	24
Have a kindly disposition	25	Be conservative	25

- Note: 1. The ranking of the 25 possible qualities is arranged in order of majority preference.  
2. The figure 1 indicates the highest grading.

and vice-principals and lecturers at training institutions. The latter group differed particularly in their ranking of the qualities of enthusiasm as against perseverance and diligence, and cultural background as against social adjustment.

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