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DEPARTMENT OF EDUCATION, ARTS AND SCIENCE

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**THE INTEREST OF
STD. 10 PUPILS IN
TEACHING AS A
PROFESSION IN THE
REPUBLIC OF
SOUTH AFRICA AND
IN SOUTH WEST AFRICA**

by

J. B. HAASBROEK



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THE INTEREST OF STD. 10 PUPILS
IN TEACHING AS A PROFESSION
IN THE REPUBLIC OF SOUTH AFRICA AND IN SOUTH WEST AFRICA

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by

J.B. HAASBROEK

1966

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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".
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 should 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.

On selecting these themes concerning teachers, the Council aimed at obtaining a nation-wide picture of the teacher in regard to these aspects. The Minister accepted the recommendation and the sub-committees commenced their activities during 1963. The ad hoc committee and sub-committees were constituted as follows:

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. dr. H.J.J. Bingle, Miss E.C. Steyn, Mr. S.G. Oslor.

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 was 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. Steyn.

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. Dr. H.J.J. Bingle.

Sub-committee: Status and prestige of teachers

Chairman : Mr. A.J. Koen who, after resignation, was succeeded by Prof. J.J. Mulder

Members : Mr. H. Lundie, Prof. dr. J.J. Fourie, Mr. J.D. Mõhr, 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.

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, rector/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, as well as information in connection with the interest of Std. 10 pupils in teaching as a profession, 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) 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 (NB 492) was sent to a random sample of Std. 10 pupils to determine their attitude towards teaching as a profession. The questionnaires about recruitment, selection and conditions of service of teachers were sent to the persons, institutions and authorities concerned during February, 1964.

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 interest of Std. 10 pupils in teaching as a profession in the Republic of South Africa and in South West Africa" is a study of the factors and the teachers encouraging Std. 10 pupils to become teachers or discouraging them from becoming teachers, as well as a study of persons who encourage or discourage pupils in respect of the teaching profession, to determine the interest of the Std. 10 pupils in, and their attitude towards, teaching as a profession.
7. I wish to express my gratitude to the Executive Committee of the National Advisory Education Council, as well as 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 and Std. 10 pupils 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 and selection of prospective 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

September, 1965.

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 matters such 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 the interest of Std. 10 pupils in the teaching 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".

The questionnaire designed to determine the interest of the Std. 10 pupils in the teaching profession was sent by special permission of the educational authorities during the fourth term to high schools with Std. 10 pupils. Since the school programme is so heavy in the fourth term as well as in the first term, the completed questionnaires were received from the 1963 Std. 10 pupils up to and including the end of the first term of 1964.

This report concentrates mainly on the measure of interest displayed by the Std. 10 pupils in teaching as a profession and the factors which would discourage them from choosing teaching as a profession or encourage them to do so. This report is therefore intended for the SUB-COMMITTEE: RECRUITMENT, SELECTION AND WASTAGE OF TEACHERS and consists of the following chapters:

- Chapter 1. Introduction
- 2. Factors determining the interest of Std. 10 pupils in teaching as a profession
- 3. Persons who encourage Std. 10 pupils to become teachers
- 4. Persons who discourage Std. 10 pupils from becoming teachers
- 5. Particulars in regard to prospective teachers
- 6. Main findings.

1.2 PURPOSE AND METHOD OF THE SURVEY

1.2.1 Purpose of the survey.

The purpose of this survey is to determine whether there are factors which would encourage Std. 10 pupils to become teachers or discourage them from doing so. Consequently an indication is also given of the extent to which teachers' salaries, possibilities of promotion, the school-leaving certificate, and the attitude of the parents towards teaching as a profession for their children will influence the pupils against choosing teaching as a profession. In addition, an indication is given of whether there are teachers who encourage pupils to become teachers or discourage them from becoming teachers, and whether there are other persons who encourage or discourage pupils in this respect and who these persons are.

1.2.2 Method

The questionnaire method was used and questionnaire NB 492 was sent to a sample of Std. 10 boys and girls for completion.

1.3 THE SURVEY GROUP

It was decided to take a 15 per cent sample of the Std. 10 pupils at the schools of the Cape, Natal, Orange Free State and Transvaal Education Departments, of the Department of Education, Arts and Science, and at non-departmental schools, according to the size of the school and urban and rural distribution. Since the number of Std. 10 pupils in South West Africa is small, it was decided to take a forty per cent sample of the pupils in the survey. The sample was calculated on the basis of the educational statistics for 1961, which were the latest statistics available at the time of the survey. The sample was tested for reliability on the basis of the criteria of the size of the school and the urban and rural distribution, and the sample may be regarded as reliable for all practical purposes, except in the case of girls in the non-departmental schools.

The following table indicates the relation between the sample and the 1963 universe of Std. 10 pupils, and the 15 per cent sample and the 40 per cent sample in the case of South West Africa.

Education Authorities	Boys		Girls		Total	
	Universe	Sample	Universe	Sample	Universe	Sample
Cape Province	3949	614 15.5%	3197	407 12.7%	7146	1021 14.3%
Natal	1258	366 29.1%	949	131 13.8%	2209	497 22.5%
Orange Free State	1249	291 23.3%	1117	140 12.5%	2366	431 18.2%
Transvaal	5666	1408 18.5%	4610	772 16.7%	10276	1820 17.7%
South West Africa	225	111 49.3%	217	82 37.8%	442	193 43.7%
Education, Arts and Science	1444	306 21.2%	2563	445 17.4%	4007	751 18.7%
Non-departmental	1329	199 15.0%	1151	44 3.8%	2480	243 9.8%
TOTAL	15120	2935 19.4%	13804	2021 14.6%	28924	4956 17.1%

The percentage differences between the intended sample of 15 per cent and the pupils who replied, may be ascribed to the growth of the school population from 1961 to 1963 when the survey was launched.

1.4 INTERPRETATION

1.4.1 Medium of instruction

(a) Afrikaans-medium high schools (A.M. high schools):

These schools teach exclusively through the medium of Afrikaans, the abbreviation A. M. high schools being used in the report.

(b) English-medium high schools (E.M. high schools) :

These schools teach exclusively through the medium of English, the abbreviation E. M. high schools being used in the report.

(c) Parallel and Dual-medium high schools (P. and D. high schools):

(i) The parallel-medium high schools teach through the medium of English and Afrikaans if the number of pupils justifies separate classes.

(ii) The dual-medium high schools teach through the medium of English and Afrikaans in the same class if the number of pupils does not justify separate classes, in order to ensure that through their home language the pupils benefit to the maximum extent from the instruction given.

1.4.2 Prospective teachers are the Std. 10 pupils who have chosen teaching as a profession.

1.4.3 Non-teachers are the Std. 10 pupils who have not chosen the teaching profession as a career.

CHAPTER 2

FACTORS DETERMINING THE INTEREST OF STD. 10 PUPILS IN TEACHING AS A PROFESSION

2.1 INTRODUCTION

The factors which could influence pupils to be interested in the teaching profession as a career may be determined inter alia by the prestige and status of the teacher, the conditions of service of the profession and the parents' attitude towards the teaching profession. Consequently an indication is given below of the factors determining the pupils' interest in the teaching profession and their attitude towards teaching as a career.

2.2 FACTORS WHICH COULD INFLUENCE PUPILS TO BECOME TEACHERS

Eight factors were put to the Std. 10 pupils which are likely to influence them to become teachers, and they were asked to indicate whether or not the factors would influence them to become teachers.

2.2.1 The opinion of the Std. 10 pupils as a group in regard to the factors which could influence them to become teachers

Table 2.1 gives the numbers and percentages of Std. 10 pupils who could be influenced by the factors to choose teaching as a career.

(a) National picture (Table 2.1)

If the factors are arranged in order according to the percentages of Std. 10 pupils who indicated that they might be influenced by the factors to become teachers, the following pattern emerges:

1.	Service to nation and country	58.7 per cent
2.	Holidays	58.6 per cent
3.	Length of the working week	50.9 per cent
4.	Length of the working day	49.7 per cent
5.	Working conditions (school buildings and facilities)	40.9 per cent
6.	Bursaries, loans and bursary loans at training colleges	40.0 per cent
7.	Teachers' salaries	25.7 per cent
8.	The teachers' prestige and leading role in the community	19.4 per cent

Although the percentage difference between the first two factors as well as between the third and fourth factors, in order, is slight, it is encouraging that the Std. 10 pupils see the teaching profession as a service to nation and country. It is striking, however, that conditions of service and in particular holidays (58.6%), length of the working week (50.9%) and the working day (49.7%), in this order, are factors which would encourage pupils most to become teachers. On the other hand, salaries (25.7%) and the teachers' prestige and leading role in the community (19.4%) (the second last and last factors, in order respectively) are the factors which would least influence pupils to become teachers.

(b) Picture according to education authorities (Table 2.1)

The Std. 10 pupils of the Education Departments of the Cape (66.3%), Orange Free State (58.2%), Transvaal (59.9%), South West Africa (57.0%) and Education, Arts and Science (56.7%) regard service to nation and country as the most important factor which would influence them to become teachers, while the Std. 10 pupils of the non-departmental schools and the pupils of the Natal Education Department place this factor second and fourth, respectively. To the Std. 10 pupils of the Natal Education Department the conditions of service, namely holidays (73.6%), length of the working week (67.4%), and of the working day (66.0%), are the principal factors which would influence them to become teachers,

TABLE 2.1

FACTORS WHICH WOULD ENCOURAGE THE STANDARD 10 PUPILS AS A GROUP TO BECOME TEACHERS

Factors		Cape	Natal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.*	Non-dept.**	Total
1.	The teachers' prestige and the leading role in the community	N 231 % 22.6	97 19.5	109 25.3	314 17.2	27 14.0	160 21.3	25 10.3	963 19.4
2.	Working conditions (school buildings and facilities)	N 460 % 45.0	202 40.6	200 46.4	688 37.8	65 35.5	322 42.9	80 32.9	2027 40.9
3.	Holidays	N 561 % 54.9	366 73.6	235 54.5	1053 57.8	97 50.3	424 56.4	166 68.3	2902 58.6
4.	Bursaries, loans and bursary loans at training colleges	N 433 % 42.4	234 47.1	154 35.7	784 43.1	65 33.7	253 33.7	58 23.9	1981 40.0
5.	Teachers' salaries	N 331 % 32.4	135 27.2	127 29.5	430 23.6	51 26.4	168 22.4	31 12.8	1273 25.7
6.	Length of the working day	N 485 % 47.5	328 66.0	210 48.7	933 51.3	70 36.3	335 44.6	101 41.6	2462 49.7
7.	Length of the working week	N 510 % 49.9	335 67.4	206 47.8	951 52.2	72 37.3	349 46.5	102 42.0	2525 50.9
8.	Service to nation and country	N 677 % 66.3	241 48.5	251 58.2	1091 59.9	110 57.0	426 56.7	112 46.1	2908 58.7
Total number of pupils		1021	497	431	1820	193	751	243	4956

* E.A. & Sc. Education, Arts and Science

** Non-dept. Non-departmental

while the Std. 10 pupils of the other five education authorities - although not to such a great extent in the case of the non-departmental schools - regard service to nation and country as the principal determining factor for teaching as a choice of career, with holidays, length of the working week and of the working day as factors which would strongly influence these pupils to become teachers.

In respect of the Std. 10 pupils of all six education authorities it appears, however, that teachers' salaries and the teachers' prestige and leading role in the community are the factors which would least encourage pupils to become teachers.

2.2.2 The opinion of the Std. 10 boys and the Std. 10 girls in regard to the factors which could influence them to become teachers

In Table 2.2 the views of the Std. 10 boys and Std. 10 girls in regard to the factors which could influence them to become teachers are indicated according to education departments. From Table 2.2, the views of the boys and girls appear to be as follows:

(a) The Std. 10 boys

Holidays (61.1%) appears to the Std. 10 boys to be the principal factor which would encourage them to become teachers. This factor is followed by service to nation and country (53.7%), length of the working week (53.5%) and of the working day (52.3%), with teachers' salaries (25.4%) and the teachers' prestige and leading role in the community (19.1%), in this order, as the factors which would least influence them to become teachers.

Except for the Natal Education Department, where holidays (76.1%), length of the working week (68.0%) and of the working day (67.2%) are the principal influencing factors in the case of the boys, with service to nation and country (41.0%), teachers' salaries (22.9%) and the teachers' prestige and leading role in the community (15.8%), in this order, as the factors which would least influence boys to become teachers, service to nation and country, and holidays and the length of the working week and working day were indicated by the Std. 10 boys of the other five education authorities as among the principal factors which would influence them to become teachers.

(b) The Std. 10 girls

The Std. 10 girls as a group regard service to nation and country (65.9%) as the principal factor which would influence them to become teachers, followed by holidays (54.8%), length of the working week (47.3%) and of the working day (45.8%), with teachers' salaries (26.1%) and the teachers' prestige and leading role in the community (19.9%), in this order, as factors which would least influence them to become teachers.

In the case of the Std. 10 girls of the various education authorities the picture in regard to the factors which would influence them to become teachers is virtually the same as for the Std. 10 girls as a group.

- (c) There would therefore appear to be general agreement in regard to the conditions of service of teachers, and particularly in respect of holidays, length of the working week and of the working day, as factors which would encourage boys and girls to become teachers, as well as in regard to the factors which would least influence them to become teachers, namely salaries and the teachers' prestige and leading role in the community. The girls, however, regard service to nation and country as the principal factor which would encourage them in favour of the teaching profession, whereas this factor carries less weight in the case of the boys as one which would encourage them in favour of the teaching profession.

It would therefore appear that the girls show a better attitude towards the teaching profession as a national service than the boys.

TABLE 2.2

FACTORS WHICH WOULD ENCOURAGE STD. 10 BOYS AND GIRLS TO BECOME TEACHERS

Factors	Boys								Girls								
	Cape	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. &Sc.	Non- dept.	To- tal	Cape	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. &Sc.	Non- dept.	To- tal	
1. The teachers' prestige and leading role in the community	N	139	58	79	184	12	68	21	561	92	39	30	130	15	92	4	402
	%	22.6	15.8	27.1	17.6	10.8	22.1	10.5	19.1	22.6	29.8	21.4	16.8	18.3	20.7	9.1	19.9
2. Working conditions (school buildings and facilities)	N	279	154	148	414	43	146	70	1254	181	48	52	274	32	176	10	773
	%	45.4	42.1	50.9	39.5	38.7	47.7	35.2	42.7	44.5	36.6	37.1	35.5	39.0	39.5	22.7	28.2
3. Holidays	N	347	279	172	615	54	186	141	1794	214	87	63	438	43	238	25	1108
	%	56.5	76.2	59.1	58.7	48.6	60.8	70.8	61.1	52.6	66.4	45.0	56.7	52.4	53.5	56.8	54.8
4. Bursaries, loans and bursary loans at training colleges	N	240	161	102	454	40	125	43	1165	193	73	52	330	25	128	15	816
	%	39.1	44.0	35.0	45.3	36.0	40.9	21.6	39.7	47.4	55.7	37.1	42.7	30.5	28.8	34.1	40.4
5. Teachers' salaries	N	198	84	88	250	36	68	21	745	133	51	39	180	15	100	10	528
	%	32.2	22.9	30.2	23.8	32.4	22.2	10.5	25.4	32.7	38.9	37.9	23.3	18.3	22.5	22.7	26.1
6. Length of the working day	N	317	246	149	553	38	150	83	1536	168	82	61	380	32	185	18	926
	%	51.6	67.2	51.2	52.8	34.2	49.0	41.7	52.3	41.3	62.6	43.6	49.2	39.0	41.6	40.9	45.8
7. Length of the working week	N	324	249	145	573	40	157	82	1570	186	86	61	378	32	192	20	955
	%	52.8	68.0	49.8	54.7	36.0	51.3	41.2	53.5	45.7	65.6	43.6	49.0	39.0	43.1	45.5	47.3
8. Service to nation and country	N	365	150	158	591	56	179	76	1575	312	91	93	500	54	247	36	1333
	%	59.4	41.0	54.3	56.4	50.5	58.5	38.2	53.7	76.7	69.5	66.4	64.8	65.9	55.5	81.8	65.9
Total number of pupils		614	366	291	1048	111	306	199	2935	407	131	140	772	82	445	44	2021

2.2.3 The opinion of the prospective teachers and the non-teachers in regard to the factors which would encourage them to become teachers

The Std. 10 pupils who have chosen the teaching profession as a career were grouped together as the prospective teachers, while the Std. 10 pupils who have not chosen the teaching profession were grouped as the non-teachers, and in the following paragraphs these two groups of pupils will be referred to as such, respectively.

- (a) The opinion of the prospective teachers and the non-teachers, as separate groups, in regard to the factors which would encourage them or have encouraged them in favour of the teaching profession

In Table 2.3 the opinion of the prospective teachers and the non-teachers is given in regard to the factors which would encourage them in favour of the teaching profession or which have encouraged them in the case of the aspirant teachers.

- (i) The prospective teachers

In the case of the prospective teachers as a group service to nation and country (83.0%) is the principal factor which encouraged them to become teachers, followed by bursaries, loans and bursary loans at training colleges (58.8%) and working conditions, namely the school buildings and facilities (52.6%) and holidays (52.4%) as the second, third and fourth most important factors. The length of the working week (49.5%) and the working day (46.9%) are less important factors, with teachers' salaries (35.4%) and the teachers' prestige and leading role in the community (32.0%) as the factors which least influenced them in their choice of teaching as a career.

The order of the factors, according to education authorities, shows no material differences, and the opinions of the prospective teachers of the education authorities in respect of the factors which encouraged them to become teachers reflect approximately the same picture as in the case of prospective teachers as a group.

- (ii) The non-teachers

The non-teachers as a group regard holidays (59.9%) as the principal factor which would influence them to become teachers, followed by service to nation and country (53.3%), length of the working week (51.3%) and of the working day (50.3%) as factors which would influence them strongly to become teachers. Working conditions (school buildings and facilities) (38.3%), bursaries, loans and bursary loans (35.8%) and particularly teachers' salaries (23.5%) and the teachers' prestige and leading role in the community (16.7%) are factors which would least encourage them to become teachers.

In regard to the respective education authorities, the opinion of the non-teachers about the factors which could influence them to become teachers is approximately the same as in the case of the non-teachers as a group.

- (b) The opinion of the boy and girl prospective teachers and the boy and girl non-teachers in regard to the factors which would influence them or have influenced them to become teachers

Tables 2.4 and 2.5 give the opinions of the boy and girl prospective teachers and the boy and girl non-teachers, respectively, in regard to the factors which would influence them or have influenced them to become teachers.

- (i) The boy and girl prospective teachers (Table 2.4)

From the Table it may be seen that the factors which encouraged the boy and girl prospective teachers to become teachers, show the same trend in both cases, namely that service to nation and country (boys 80.9% and girls 84.2%) is the principal factor followed by bursaries, loans and

TABLE 2.3

FACTORS WHICH WOULD ENCOURAGE PROSPECTIVE TEACHERS AND NON-TEACHERS TO BECOME TEACHERS

Factors	Prospective teachers								Non-teachers							
	Cape	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. &Sc.	Non- dept.	To- tal	Cape	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. &Sc.	Non- dept.	To- tal
1. The teachers' prestige and the leading role in the community	N 62	28	40	125	5	22	4	286	169	69	69	189	22	138	21	677
	% 29.4	41.8	40.0	30.2	16.7	50.0	14.8	32.0	20.9	16.0	20.8	13.4	13.5	19.5	9.7	16.7
2. Working conditions (school buildings and facilities)	N 121	37	54	197	20	30	11	470	339	165	146	491	55	292	69	1557
	% 57.3	55.2	54.0	47.6	66.7	68.2	40.7	52.6	41.8	38.4	44.1	34.9	33.7	41.3	31.9	38.3
3. Holidays	N 108	49	48	205	16	26	166	468	453	317	187	848	81	398	150	2434
	% 51.2	73.1	48.0	49.5	53.3	59.1	51.2	52.4	55.9	73.7	56.5	60.3	49.7	56.3	69.4	59.9
4. Bursaries, loans and bursary loans at training colleges	N 119	53	47	256	11	29	10	525	314	181	107	528	54	224	48	1456
	% 56.4	79.1	47.0	61.8	36.7	65.9	37.0	58.8	38.8	42.1	32.3	37.6	33.1	31.7	22.2	36.8
5. Teachers' salaries	N 77	32	39	132	10	16	10	316	254	103	88	298	41	152	21	957
	% 36.5	47.8	39.0	31.9	33.3	36.4	37.0	35.4	31.4	24.0	26.6	21.2	25.2	21.5	9.7	23.5
6. Length of the working day	N 91	47	45	195	13	18	10	419	394	281	165	738	57	317	91	2043
	% 43.1	70.1	45.0	47.1	43.3	40.9	37.0	46.9	48.6	65.4	49.8	52.5	35.0	44.8	42.1	50.3
7. Length of the working week	N 101	49	44	203	13	22	10	442	409	286	162	748	59	327	92	2083
	% 47.9	73.1	44.0	49.0	43.3	50.0	37.0	49.5	50.5	66.5	48.9	53.2	36.2	46.2	42.6	51.3
8. Service to nation and country	N 178	52	84	340	25	38	24	741	499	189	167	751	85	388	88	2167
	% 84.4	77.6	84.0	82.1	83.3	86.3	88.9	83.0	61.6	44.0	50.5	53.4	52.1	54.9	40.7	53.3
Total number of pupils	211	67	100	414	30	44	27	893	810	430	331	1406	163	707	216	4063

TABLE 2.4

BOY AND GIRL PROSPECTIVE TEACHERS: FACTORS WHICH WOULD ENCOURAGE THEM TO BECOME TEACHERS

Factors	Boys								Girls								
	Cape	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. &Sc.	Non- dept.	To- tal	Cape	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. &Sc.	Non- dept.	To- tal	
1. The teachers' prestige and leading role in the community	N	19	13	18	57	3	5	1	116	43	15	22	68	2	17	3	170
	%	29.2	52.0	42.9	36.8	23.1	38.5	9.1	35.8	29.4	35.7	37.9	26.2	11.8	54.8	18.7	29.9
2. Working conditions (school buildings and facilities)	N	37	19	26	81	8	9	8	188	84	18	28	116	12	21	3	282
	%	56.9	76.0	61.9	52.3	61.5	69.2	72.7	58.0	57.5	42.9	48.3	44.8	70.6	67.7	18.7	49.6
3. Holidays	N	24	21	24	76	7	7	7	166	84	28	24	129	9	19	9	302
	%	36.9	64.0	57.1	49.0	53.8	53.8	63.7	51.2	57.5	66.7	41.4	49.8	52.9	61.3	56.2	53.1
4. Bursaries, loans and bursary loans at training colleges	N	28	23	20	107	8	10	4	200	91	30	27	149	3	19	6	325
	%	43.1	92.0	47.6	69.0	61.5	76.9	36.4	61.7	62.3	71.4	46.5	57.5	17.6	61.3	37.5	57.1
5. Teachers' salaries	N	16	12	20	63	6	6	4	126	61	20	19	70	4	10	6	190
	%	24.6	48.0	47.6	40.0	46.1	46.1	36.4	38.9	41.8	47.6	32.8	27.0	23.5	32.3	37.5	33.4
6. Length of the working day	N	21	18	20	76	5	5	2	147	70	29	25	119	8	13	8	272
	%	32.3	72.0	47.6	49.0	38.4	38.4	18.2	45.4	47.9	69.0	43.1	45.9	47.1	41.9	50.0	47.8
7. Length of the working week	N	26	18	18	83	6	8	2	161	75	31	26	120	7	14	8	281
	%	40.0	72.0	42.9	53.5	46.1	61.5	18.2	49.7	51.4	73.8	44.8	46.3	41.2	45.2	50.0	49.4
8. Service to nation and country	N	49	19	35	127	11	13	8	262	129	33	49	213	14	25	16	479
	%	75.4	76.0	83.3	81.9	84.6	100.0	72.7	80.9	88.4	78.6	84.5	82.2	82.3	80.7	100.0	84.2
Total number of pupils		65	25	42	155	13	13	11	324	146	42	58	259	17	31	16	569

TABLE 2.5

BOY AND GIRL NON-TEACHERS: FACTORS WHICH WOULD ENCOURAGE THEM TO BECOME TEACHERS

Factors		Boys							Girls								
		Cape tal	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.	Non- dept.	To- tal	Cape tal	Na- tal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.	Non- dept.	To- tal
1. The teachers' prestige and leading role in the community	N	120	45	61	127	9	63	20	445	49	24	8	62	13	75	1	232
	%	21.9	13.2	24.5	14.2	9.2	11.5	10.6	17.0	18.8	27.0	9.8	12.1	20.0	18.1	3.6	16.0
2. Working conditions (school buildings and facilities)	N	242	135	122	333	35	137	62	1066	97	30	24	158	20	155	7	491
	%	44.1	39.6	49.0	44.1	35.7	46.8	33.0	40.8	37.2	33.7	29.3	30.8	30.8	37.4	25.0	33.8
3. Holidays	N	323	258	148	539	47	179	134	1628	130	59	39	309	34	219	16	806
	%	58.8	75.7	59.4	60.4	48.0	61.1	71.3	62.3	49.8	66.3	47.6	60.2	52.3	52.9	57.1	55.5
4. Bursaries, loans and bursary loans to training colleges	N	212	138	82	347	32	115	39	965	102	43	25	181	22	109	9	491
	%	38.6	40.5	32.9	38.9	37.7	39.2	20.7	37.0	39.1	48.3	30.5	35.3	33.8	26.3	32.1	33.8
5. Teachers' salaries	N	182	72	68	188	30	62	17	619	72	31	20	110	11	90	4	338
	%	33.2	21.1	27.3	21.0	30.6	21.2	9.0	23.7	27.6	34.8	24.4	21.4	16.9	21.7	14.3	23.3
6. Length of the working day	N	296	228	129	477	33	145	81	1389	98	53	36	261	24	172	10	654
	%	43.9	66.9	51.8	53.4	33.7	49.5	43.1	53.2	37.5	59.5	43.9	50.9	36.9	41.5	35.7	45.0
7. Length of the working week	N	298	231	127	490	34	149	80	1409	111	55	35	258	25	178	12	674
	%	54.3	67.7	51.0	54.9	34.7	50.8	42.5	54.0	42.5	61.8	42.7	50.3	38.5	43.0	42.9	46.4
8. Service to nation and country	N	316	131	123	464	45	166	68	1313	183	58	44	287	40	222	20	854
	%	57.5	38.4	49.4	52.0	45.9	56.7	36.2	50.3	70.1	65.2	53.7	55.9	61.5	53.6	71.4	58.8
Total number of pupils		549	341	249	893	98	293	188	2611	261	89	82	513	65	414	28	1452

bursary loans at training colleges, holidays, working conditions (school buildings and facilities) as factors which strongly influenced their choice of a career, while length of the working week and of the working day influenced them to a lesser extent, with teachers' salaries and the teachers' prestige and leading role in the community as the factors which influenced them in favour of the teaching profession to a slight extent.

(ii) The boy and girl non-teachers (Table 2.5)

Service to nation and country in table 2.5 shows a material difference between the opinion of the boys and of the girls in regard to its importance as an influencing factor in favour of the teaching profession. To the girls this is the principal factor which would encourage them in favour of the teaching profession, while to the boys it is the fourth most important factor, with holidays as the principal factor. In addition, length of the working week and of the working day in the case of the boys and girls, as well as holidays in the case of the girls, appear to be more important than bursaries, loans and bursary loans at training colleges and working conditions (school buildings and facilities) as factors which would encourage them in favour of the teaching profession. Teachers' salaries and the teachers' prestige and leading role in the community appear to be factors which would least influence the boy and girl non-teachers to become teachers.

2.3 FACTORS WHICH WOULD DISCOURAGE STANDARD 10 PUPILS FROM BECOMING TEACHERS

The Std. 10 pupils were asked to indicate which of the nine factors given would discourage them from becoming teachers. Only the responses of the prospective teachers and the non-teachers to this question will be discussed below, since the opinion of these two groups of pupils about the factors which would discourage them from becoming teachers will be more illuminating than the opinion of the pupils as a group.

2.3.1 The prospective teachers

Although the prospective teachers have already chosen the teaching profession, there may be factors in the teaching profession about which they feel unhappy but which they disregarded because of other considerations which determined their choice.

Tables 2.6, 2.7 and 2.8 give the numbers and percentages of the prospective teachers, the boy prospective teachers and the girl prospective teachers, respectively, who stated that the factors enumerated in regard to the teaching profession make them feel unhappy and would consequently discourage them from choosing that profession.

Examination of Tables 2.6, 2.7 and 2.8 indicates that:

- (a) a small percentage of the prospective teachers as a group (Table 2.6) would be discouraged by the nine factors from choosing the teaching profession (percentages vary from 2.6% to 10.2%, the picture for the various education authorities being approximately the same; the largest group of prospective teachers (90% and more) will not, however, be discouraged by these factors from becoming teachers; apparently the few prospective teachers who were influenced unfavourably by certain factors in the teaching profession, nevertheless chose the teaching profession for other reasons;
- (b) in regard to the boy prospective teachers (Table 2.7) and the girl prospective teachers (Table 2.8), approximately the same picture applies as in the case of the prospective teachers as a group.

It therefore appears that although a few prospective teachers would be discouraged by certain factors from becoming teachers, more than 90 per cent would not be so discouraged and that there were definitely other factors which weighed more heavily than those which would have discouraged the few prospective teachers from becoming teachers and which made them decide to choose the teaching profession.

TABLE 2.6

PROSPECTIVE TEACHERS: FACTORS WHICH WOULD DISCOURAGE PUPILS FROM BECOMING TEACHERS

Factors		Cape	Natal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.	Non-dept.	Total
Agitation by teachers for higher salaries as reported in the Press	N	8	6	4	17	3	-	-	38
	%	3.8	9.0	4.0	4.1	10.0	-	-	4.2
Large numbers in classes	N	9	5	-	16	1	3	1	35
	%	4.3	7.5	-	3.8	5.9	6.8	3.7	3.7
Maintenance of discipline	N	6	7	-	9	4	2	1	29
	%	2.9	10.4	-	2.2	13.3	4.5	3.7	3.2
Large amount of correction work	N	7	4	3	7	1	1	-	23
	%	3.3	6.0	3.0	1.7	3.3	2.3	-	2.6
Extra-curricular activities	N	26	13	6	28	8	5	5	91
	%	12.3	19.4	6.0	6.7	26.7	11.4	18.5	10.2
Hostel duties	N	8	6	4	17	3	-	-	38
	%	3.8	9.0	4.0	4.1	10.0	-	-	4.2
Demands made by the community on the teacher	N	6	12	3	15	-	-	2	38
	%	2.9	17.9	3.0	3.6	-	-	7.4	4.3
Civic rights of teachers	N	7	4	3	7	1	1	-	23
	%	3.3	6.0	3.0	1.7	3.3	2.3	-	2.6
Attitude of the public towards teaching	N	9	5	-	16	1	3	1	35
	%	4.3	7.5	-	3.8	5.9	6.8	3.7	3.7
Total number of prospective teachers		211	67	100	414	30	44	27	893

TABLE 2.7

BOY PROSPECTIVE TEACHERS: FACTORS WHICH WOULD DISCOURAGE PUPILS FROM BECOMING TEACHERS

Factors		Cape	Natal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.	Non-dept.	Total
Agitation by teachers for higher salaries as reported in the Press	N	3	3	2	9	1	-	-	18
	%	4.6	12.0	4.8	5.8	7.7	-	-	5.6
Large numbers in classes	N	2	3	-	7	-	1	1	14
	%	3.1	12.0	-	4.5	-	7.7	9.1	4.3
Maintenance of discipline	N	1	4	-	2	1	-	-	8
	%	1.5	16.0	-	1.3	7.7	-	-	2.5
Large amount of correction work	N	2	2	-	1	-	1	-	6
	%	3.1	8.0	-	0.6	-	7.7	-	1.8
Extra-curricular activities	N	7	6	3	12	-	2	4	34
	%	10.8	24.0	7.1	7.7	-	15.4	36.4	10.5
Hostel duties	N	3	3	2	9	1	-	-	18
	%	4.6	12.0	4.8	5.8	7.7	-	-	5.6
Demands made by the community on the teacher	N	3	9	1	7	-	-	2	22
	%	4.6	36.0	2.4	4.5	-	-	18.2	6.8
Civic rights of teachers	N	2	2	-	1	-	1	-	6
	%	3.1	8.0	-	0.6	-	7.7	-	1.8
Attitude of the public towards teaching	N	2	3	-	7	-	1	1	14
	%	3.1	12.0	-	4.5	-	7.7	9.1	4.3
Total number of boy prospective teachers		65	25	42	155	13	13	11	324

TABLE 2.8

GIRL PROSPECTIVE TEACHERS: FACTORS WHICH WOULD DISCOURAGE PUPILS FROM BECOMING TEACHERS

Factors		Cape	Natal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.	Non-dept.	Total
Agitation by teachers for higher salaries as reported in the Press	N	5	3	2	8	2	-	-	20
	%	3.4	7.1	3.4	3.1	11.8	-	-	3.5
Large numbers in classes	N	7	2	-	9	1	2	-	21
	%	4.8	4.8	-	3.5	5.9	6.5	-	3.7
Maintenance of discipline	N	5	3	-	7	3	2	1	21
	%	3.4	7.2	-	2.7	17.6	6.5	6.3	3.7
Large amount of correction work	N	5	2	3	6	1	-	-	17
	%	3.4	4.8	5.2	2.3	5.9	-	-	3.0
Extra-curricular activities	N	19	7	3	16	8	3	1	57
	%	13.0	16.7	5.2	6.2	47.0	9.7	6.2	10.0
Hostel duties	N	5	3	2	8	2	-	-	20
	%	3.4	7.1	3.4	3.1	11.8	-	-	3.5
Demands made by the community on the teacher	N	3	3	2	8	-	-	-	16
	%	2.1	7.1	3.5	3.1	-	-	-	2.8
Civic rights of teachers	N	5	2	3	6	1	-	-	21
	%	3.4	4.8	5.2	2.3	5.9	-	-	3.0
Attitude of the public towards teaching	N	7	2	-	9	1	2	-	21
	%	4.8	4.8	-	3.5	5.9	6.5	-	3.7
Total number of girl prospective teachers		46	42	58	259	17	31	16	569

2.3.2 The non-teachers

From an examination of Tables 2.9, 2.10 and 2.11 it appears that:

- (a) the percentage of non-teachers as a group (Table 2.9) who indicated the nine factors that would discourage them from becoming teachers is exceptionally high. The factor which would discourage most non-teachers from becoming teachers is agitation by teachers for higher salaries as reported in the press (88.4%), while hostel duties (57.5%) would least discourage the non-teachers from becoming teachers. Judged by the percentages of non-teachers who indicated the factors, the order of the factors appears to be as follows:

1.	Agitation by teachers for higher salaries as reported in the press	88.4 per cent
2.	Large numbers in classes	80.5 per cent
3.	Extra-curricular activities	77.7 per cent
4.	Maintenance of discipline	75.0 per cent
5.	Attitude of the public towards teaching	63.1 per cent
6.	Civic rights of teachers	61.3 per cent
7.	Demands made by the community on the teacher ..	60.8 per cent
8.	Large amount of correction work	60.2 per cent
9.	Hostel duties	57.5 per cent

- (b) the percentages of boy non-teachers (Table 2.10) who indicated the nine factors that would discourage them from becoming teachers are exceptionally high. The factor which would discourage most boy non-teachers from becoming teachers is agitation by teachers for higher salaries as reported in the press (86.9%), while hostel duties (56.3%) would least discourage boy non-teachers from becoming teachers. Judged by the percentages of non-teachers who indicated factors, the order of the factors appears to be as follows:

1.	Agitation by teachers for higher salaries as reported in the press	86.9 per cent
2.	Large numbers in classes	81.7 per cent
3.	Extra-curricular activities	79.4 per cent
4.	Maintenance of discipline	77.8 per cent
5.	Attitude of the public towards teaching	63.7 per cent
6.	Civic rights of teachers	61.2 per cent
7.	Demands made by the community on the teacher ...	60.6 per cent
8.	Large amount of correction work	58.9 per cent
9.	Hostel duties	56.3 per cent

- (c) the percentages of girl non-teachers (Table 2.11) who indicated the nine factors which would discourage them from becoming teachers is extremely high. The factor which would most discourage the girl non-teachers from becoming teachers is the agitation by teachers for higher salaries as reported in the press (91.0%), while the smallest number of girl non-teachers would be discouraged from becoming teachers by hostel duties (59.6%).

Judged by the percentages of girl non-teachers who indicated the factors, the order of the factors appears to be as follows:

1.	Agitation by teachers for higher salaries as reported in the press	91.0 per cent
2.	Large numbers in classes	78.3 per cent
3.	Extra-curricular activities	74.4 per cent
4.	Maintenance of discipline	70.6 per cent
5.	Large amount of correction work	62.5 per cent
6.	Attitude of the public towards teaching	61.9 per cent
7.	Demands made by the community on the teacher ...	61.6 per cent
8.	Civic rights of teachers	61.4 per cent
9.	Hostel duties	59.6 per cent

- (d) the non-teachers could have been influenced by the above-mentioned factors against choosing teaching as a career. The factor of the agitation by teachers

TABLE 2.9

NON-TEACHERS: FACTORS WHICH WOULD DISCOURAGE PUPILS FROM BECOMING TEACHERS

Factors		Cape	Natal	O.F.S.	Tvl.	S. W. A.	E. A. & Sc.	Non-dept.	Total
Agitation by teachers for higher salaries as reported in the Press	N	711	369	299	1260	146	610	197	3592
	%	87.7	85.8	90.3	89.6	89.6	86.3	91.2	88.4
Large numbers in classes	N	667	289	283	1167	136	500	185	3270
	%	82.3	67.2	85.5	83.0	83.4	70.7	85.6	80.5
Maintenance of discipline	N	639	297	260	1136	126	421	178	3057
	%	78.9	69.1	78.5	80.8	77.3	59.5	82.4	75.2
Large amount of correction work	N	526	224	222	928	87	325	133	2445
	%	64.9	52.1	67.1	66.0	53.4	46.0	61.5	60.2
Extra-curricular activities	N	633	330	270	1150	125	469	178	3155
	%	78.1	76.7	81.6	81.8	76.7	66.3	82.4	77.7
Hostel duties	N	488	235	218	869	73	344	108	2335
	%	60.2	54.6	65.9	61.8	44.8	48.7	50.0	57.5
Demands made by the community on the teacher	N	522	230	213	941	98	325	140	2469
	%	64.4	53.5	64.4	66.9	60.1	46.0	64.8	60.8
Civic rights of teachers	N	516	207	236	952	119	331	130	2491
	%	63.7	48.1	71.3	67.7	73.0	46.8	60.2	61.3
Attitude of the public towards teaching	N	553	261	219	924	105	356	145	2563
	%	68.3	60.7	66.2	65.7	64.4	50.4	67.1	63.1
Total number of non-teachers		810	430	331	1406	163	707	216	4063

TABLE 2.10

BOY NON-TEACHERS: FACTORS WHICH WOULD DISCOURAGE PUPILS FROM BECOMING TEACHERS

Factors		Cape	Natal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.	Non-dept.	Total
Agitation by teachers for higher salaries as reported in the Press	N	480	288	224	788	91	230	169	2270
	%	87.4	84.4	90.0	88.2	92.9	78.5	89.9	86.9
Large numbers in classes	N	458	258	215	751	86	205	160	2133
	%	83.4	75.6	86.3	84.0	87.8	69.9	85.1	81.7
Maintenance of discipline	N	444	242	201	726	81	184	154	2032
	%	80.9	71.0	80.7	81.3	82.7	62.8	81.9	77.8
Large amount of correction work	N	341	170	169	565	54	130	109	1538
	%	62.1	49.8	67.9	63.3	55.1	44.4	58.0	58.9
Extra-curricular activities	N	435	258	206	742	77	199	157	2074
	%	79.2	75.7	82.7	83.1	78.6	67.9	83.5	79.4
Hostel duties	N	336	180	161	536	44	127	86	1470
	%	61.2	52.8	64.7	60.0	44.9	43.3	45.7	56.3
Demands made by the community on the teacher	N	354	177	168	588	64	116	115	1582
	%	64.5	51.9	67.5	65.8	65.3	39.6	61.2	60.6
Civic rights of teachers	N	346	159	185	608	74	120	107	1599
	%	63.0	46.6	74.3	68.1	75.5	41.0	56.9	61.2
Attitude of the public towards teaching	N	369	208	164	580	67	155	121	1664
	%	67.2	61.0	65.9	64.9	68.4	52.9	64.4	63.7
Total number of boy non-teachers		549	341	249	893	98	293	188	2611

TABLE 2.11

GIRL NON-TEACHERS: FACTORS WHICH WOULD DISCOURAGE PUPILS FROM BECOMING TEACHERS

Factors		Cape	Natal	O. F. S.	Tvl.	S. W. A.	E. A. & Sc.	Non-dept.	Total
Agitation by teachers for higher salaries as reported in the Press	N	231	81	75	472	55	380	28	1322
	%	88.5	91.0	91.5	92.0	84.6	91.8	100.0	91.0
Large numbers in classes	N	209	74	68	416	50	295	25	1137
	%	80.1	83.1	82.9	81.1	76.9	71.2	89.3	78.3
Maintenance of discipline	N	195	55	59	410	45	237	24	1025
	%	74.7	61.8	71.9	80.0	69.2	57.2	85.8	70.6
Large amount of correction work	N	185	54	53	363	33	195	24	907
	%	70.9	60.7	64.6	70.8	50.8	47.1	85.7	62.5
Extra-curricular activities	N	198	72	64	408	48	270	21	1081
	%	75.9	80.9	78.0	79.5	73.8	65.2	75.0	74.4
Hostel duties	N	152	55	57	333	29	217	22	865
	%	58.2	61.8	69.5	64.9	44.6	52.4	78.6	59.6
Demands made by the community on the teacher	N	168	53	45	353	34	209	25	887
	%	64.4	59.6	54.9	68.8	52.3	50.5	89.3	61.6
Civic rights of teachers	N	170	48	51	344	45	211	23	892
	%	65.1	53.9	62.2	67.1	69.2	51.0	82.1	61.4
Attitude of the public towards teaching	N	184	53	55	344	38	201	24	899
	%	70.5	59.6	67.1	67.0	58.5	48.6	85.7	61.9
Total number of girl non-teachers		261	89	82	513	65	414	28	1452

for higher salaries as reported in the press which would discourage the majority of the non-teachers from becoming teachers indicates that there is a feeling on the part of the non-teachers that the status of the teaching profession is adversely affected by this aspect and that the teachers' prestige and status is adversely affected by bringing the agitation for higher salaries to the notice of the public. In addition, this factor may also lead pupils to conclude that teachers' salaries are poor, hence the continual agitation for better salaries which leads to pupils' not being interested in the teaching profession.

2.4 ASPECTS OF THE TEACHING PROFESSION WHICH COULD INFLUENCE STD. 10 PUPILS IN REGARD TO TEACHING AS A CAREER

2.4.1 The evaluation of salaries in the teaching profession

Salary is a factor which is taken into account by aspirant members of a profession. The Std. 10 pupils were consequently requested to express their opinion on teachers' salaries, and the following tables reflect the opinion of the Std. 10 pupils in this connection according to a five-point scale.

(a) The evaluation of teachers' salaries by the Std. 10 pupils as a group

Table 2.12 gives the opinion of the Std. 10 pupils as a group, as well as of the Std. 10 boys and Std. 10 girls, in regard to the extent to which salaries in the teaching profession can be described as good.

- (i) According to Table 2.12, it appears that 47.5 per cent of the 4,956 Std. 10 pupils describe the salaries in the teaching profession as fair. With the evaluation fair as the mid-point of the five-point scale, it appears that the pupils who evaluate the salaries as above this point are in the majority, namely 32.4 per cent with the evaluation of good or very good (good 27.3% and very good 5.1%), while 20.1 per cent of the pupils rate the salaries as poor or very poor (poor 13.2%, very poor 6.9%). It therefore appears that the Std. 10 pupils who describe the salaries in the teaching profession as fair are in the majority, followed by the pupils who evaluate them as good or very good, with the pupils who rate them as poor or very poor in the minority.
- (ii) If the evaluation of the salaries by the Std. 10 pupils as a group is examined according to education authorities, the pupils who describe the salaries as fair, appear to be in the majority on a percentage basis in the case of the Cape (47.5%), Natal (47.7%), Orange Free State (42.5%), Transvaal (49.0%), South West Africa (43.5%) and Education, Arts and Science (52.8%), while the Std. 10 pupils of the non-departmental schools who regard the salaries as poor are in the majority, namely 37.9 per cent.

The trend observed, however, is that in the Cape, the Orange Free State, Transvaal, South West Africa and in the schools of the Department of Education, Arts and Science the Std. 10 pupils evaluate the salaries in the teaching profession as favourable, since on a percentage basis there are more pupils who rate the salaries as good or very good than pupils who rate them as poor or very poor. In the case of Natal and the non-departmental schools the opposite applies. In general, to a greater or lesser extent, a favourable opinion about the salaries in the teaching profession is observable in the Std. 10 pupils as a group.

- (iii) In regard to the evaluation of teachers' salaries by the Std. 10 boys and girls it appears that 46.3 per cent of the boys and 49.1 per cent of the girls rate the salaries as fair, this group being in the majority. It also appears that, on a percentage basis, there are more boys and girls who describe the salaries as good or very good (boys: 23.3% + very good 4.9% = 28.2% and girls: good 33.2% + very good 5.4% = 38.6%) than boys and girls who describe the salaries as poor or very poor (boys: poor 16.0% + very poor 9.5% = 25.5%, girls: poor 9.1% + very poor 3.0% = 12.1%).

TABLE 2.12

STD. 10 PUPILS' EVALUATION OF TEACHERS' SALARIES

Education authorities		Boys						Girls						Total					
		Very good	Good	Fair	Poor	Very poor	Total	Very good	Good	Fair	Poor	Very poor	Total	Very good	Good	Fair	Poor	Very poor	Total
Cape	N	67	149	302	52	44	614	24	168	183	21	11	407	91	317	485	73	55	1021
	%	10.9	24.2	49.2	8.5	7.2	100.0	5.9	41.3	45.0	5.1	2.1	100.0	8.9	31.0	47.5	7.1	5.4	100.0
Natal	N	6	48	173	88	51	366	13	35	64	9	10	131	19	83	237	97	61	497
	%	1.6	13.1	47.3	24.0	13.9	100.0	9.9	26.7	48.9	6.9	7.6	100.0	3.8	16.7	47.7	19.5	12.3	100.0
Orange Free State	N	13	95	141	27	15	291	12	81	41	3	3	140	25	175	182	30	18	431
	%	4.5	32.6	48.5	9.3	5.1	100.0	8.6	57.9	29.3	2.1	2.1	100.0	5.8	40.8	42.2	7.0	4.2	100.0
Transvaal	N	32	286	477	166	87	1048	45	254	415	51	7	772	77	540	892	217	94	1820
	%	3.1	27.3	45.5	15.8	8.3	100.0	5.8	32.9	53.8	6.6	0.9	100.0	4.2	29.7	49.0	11.9	5.2	100.0
South West Africa	N	9	28	45	22	7	111	6	26	39	8	3	82	15	54	84	30	10	193
	%	8.1	25.2	40.5	19.8	6.3	100.0	7.3	31.7	47.6	9.7	3.7	100.0	7.8	28.0	43.5	15.5	5.2	100.0
Education, Arts and Science	N	16	73	165	37	15	306	10	102	232	77	24	445	26	175	397	114	39	751
	%	5.2	23.9	53.9	12.1	4.9	100.0	2.2	22.9	52.1	17.3	5.4	100.0	3.5	23.3	52.8	15.2	5.2	100.0
Non-departmental high schools	N	2	4	55	77	61	199	-	4	23	15	2	44	2	8	78	92	63	243
	%	1.0	2.0	27.6	38.7	30.7	100.0	-	9.1	52.3	34.1	4.5	100.0	0.8	3.3	32.1	37.9	25.9	100.0
TOTAL	N	145	683	1358	469	280		110	670	997	184	60	2021	255	1353	2355	653	340	
	%	4.9	23.3	46.3	16.0	9.5		5.4	33.2	49.3	9.1	3.0	100.0	5.1	27.3	47.5	13.2	6.9	

If the evaluation by the Std. 10 boys is examined according to education authorities, the boys of the six education departments who rate the salaries as fair appear to be in the majority (percentages range from 40.5% to 53.9%), while the boys of the non-departmental schools who describe the salaries as poor are in the majority (38.7%). Except in the case of the Orange Free State where the girls who describe the salaries as good are in the majority (57.9%), the Std. 10 girls who describe them as fair are in the majority in all the other six education authorities (percentages range from 45.0% to 53.8%).

The general trend is that the boys of the six education departments rate the teachers' salaries as favourable, while the boys of the non-departmental schools rate them as unfavourable. On the other hand, the Std. 10 girls of the seven education authorities consistently evaluate the salaries as favourable, and their rating appears to be more favourable than that of the boys.

(b) The evaluation of teachers' salaries by the prospective teachers and the non-teachers

(i) The prospective teachers

Table 2.13 shows the evaluation of teachers' salaries by the prospective teachers as a group, as well as by the boy and girl prospective teachers.

From the table it may be deduced that:

1. 46.8 per cent of the prospective teachers as a group rate teachers' salaries as fair, this group being in the majority;
2. the prospective teachers as a group who rate the salaries as good (38.7%) or very good (5.5%) constitute a larger percentage than the prospective teachers who evaluate the salaries as poor (6.5%) or very poor (2.5%);
3. except in the case of the Orange Free State where the prospective teachers who rate the salaries as good (57.0%) are in the majority, and the non-departmental schools where the percentages of prospective teachers who evaluate the salaries as fair (37.0%) and poor (37.0%) are the same, the prospective teachers of the other five education authorities who indicate the salaries as fair are in the majority (percentages range from 46.9% to 63.6%);
4. the general trend in the case of the prospective teachers of the six education departments is to evaluate teachers' salaries as favourable, while the prospective teachers of the non-departmental schools rate them as unfavourable;
5. the boy prospective teachers and the girl prospective teachers as separate groups evaluate the salaries as favourable. Both the girl and boy prospective teachers of the six education departments rate the salaries as favourable, while the boys and girls of the non-departmental schools evaluate them as unfavourable;
6. the girl prospective teachers rate the salaries more favourably than the boy prospective teachers.

(ii) The non-teachers

Table 2.14 indicates the evaluation of teachers' salaries by the non-teachers as a group, as well as by the boy non-teachers and girl non-teachers.

It may be deduced from the Table that:

TABLE 2.13

PROSPECTIVE TEACHERS' EVALUATION OF TEACHERS' SALARIES

Education authorities	Boys						Girls						Total						
	Very good	Good	Fair	Poor	Very poor	Total	Very good	Good	Fair	Poor	Very poor	Total	Very good	Good	Fair	Poor	Very poor	Total	
Cape	N	2	21	38	3	1	65	7	57	70	7	5	146	9	78	108	10	6	211
	%	3.1	32.3	58.5	4.6	1.5	100.0	4.8	39.0	47.9	4.8	3.4	100.0	4.3	37.0	51.2	4.7	2.8	100.0
Natal	N	-	5	12	5	3	25	4	12	20	2	4	42	4	17	32	7	7	67
	%	-	20.0	48.0	20.0	12.0	100.0	9.5	28.6	47.6	4.8	9.5	100.0	6.0	25.4	47.8	10.4	10.4	100.0
Orange Free State	N	2	17	20	3	-	42	6	40	11	-	1	58	8	57	31	3	1	100
	%	4.8	40.5	47.6	7.1	-	100.0	10.3	69.0	19.0	-	1.7	100.0	8.0	57.0	31.0	3.0	1.0	100.0
Transvaal	N	5	65	70	13	2	155	17	105	124	11	2	259	22	170	194	24	4	414
	%	3.2	41.9	45.2	8.4	1.3	100.0	6.6	40.5	47.9	4.2	0.8	100.0	5.3	41.0	46.9	5.8	1.0	100.0
South West Africa	N	1	5	6	1	-	13	2	5	9	1	-	17	3	10	15	2	-	30
	%	7.7	38.5	46.1	7.7	-	100.0	11.8	29.4	52.9	5.9	-	100.0	10.0	33.3	50.0	6.7	-	100.0
Education, Arts and Science	N	-	4	9	-	-	13	2	6	19	2	2	31	2	10	28	2	2	44
	%	-	30.8	69.2	-	-	100.0	6.4	19.4	61.3	6.4	6.4	100.0	4.5	22.8	63.6	4.5	4.5	100.0
Non-departmental schools	N	1	-	4	5	1	11	-	4	6	5	1	16	1	4	10	10	2	27
	%	9.1	-	36.4	45.4	9.1	100.0	-	25.6	37.5	31.2	6.2	100.0	3.7	14.8	37.0	37.0	7.4	100.0
TOTAL	N	11	117	159	30	7	324	38	229	259	28	15	569	49	346	418	58	22	893
	%	3.4	36.1	49.1	9.2	2.2	100.0	6.7	40.7	45.5	4.9	2.6	100.0	5.5	38.7	46.8	6.5	2.5	100.0

1. 47.7 per cent of the non-teachers as a group rate the teachers' salaries as fair;
2. the non-teachers as a group who describe the salaries as good (24.8%) or very good (5.1%) constitute a larger percentage than the non-teachers who describe them as poor (14.6%) or very poor (7.8%);
3. except in the case of the non-departmental schools where the non-teachers who describe the salaries as poor (38.0%) are in the majority, the non-teachers of the five education departments who indicate them as fair are in the majority (percentages range from 42.3% to 52.2%);
4. except in the case of the Natal Education Department and the non-departmental schools, the general trend on the part of the non-teachers of the other five education authorities is to evaluate the salaries favourably;
5. as separate groups, both the boy non-teachers and the girl non-teachers evaluate the salaries favourably. Except for the boy non-teachers of Natal and both the boy and girl non-teachers of the non-departmental schools who evaluate the salaries unfavourably, the boy and girl non-teachers of the education authorities rate them favourably;
6. the girl non-teachers rate the salaries more favourably than the boy non-teachers.

2.4.2. Opinion in regard to a teacher's (assistant teacher's) salary of R400 per month

(a) Opinion of the Std. 10 pupils as a group in regard to a teacher's salary of R400 per month

The Std. 10 pupils were asked whether they would become teachers if a teacher (assistant teacher and not the senior teacher, vice-principal or principal) could earn up to R400 a month. The answers of the Std. 10 pupils to this question are set out in Table 2.15.

From Table 2.15, which reflects the answers of all the Std. 10 pupils, i.e. the prospective teachers and the non-teachers, it may be deduced that approximately one third (36.9%) of the Std. 10 pupils would become teachers (yes answers) if a teacher could earn up to R400 a month, while 40.2 and 22.9 per cent of the pupils replied perhaps and no, respectively, to the question.

Although the percentages of pupils who replied perhaps and yes to the question, show small differences, it appears that the pupils who would perhaps become teachers constitute a percentage majority, followed by the pupils who confirmed that they would become teachers, with those who answered no in the minority. This trend applies to all the education authorities excluding the non-departmental schools where the no answers (39.1%) were in the majority, followed by the perhaps answers (34.2%) and the yes answers (26.7%).

In regard to the Std. 10 boys and girls, approximately one third (boys 36.2% and girls 37.9%) stated that they would become teachers if a teacher could earn up to R400 a month. Therefore approximately two-thirds of both the boys and girls would perhaps become teachers or would definitely not become teachers.

The position in respect of the education authorities is that both the boys and girls who would perhaps become teachers or who would definitely not become teachers constitute a larger percentage than the boys and girls who would become teachers. Judging by the percentages the girls, in comparison with the boys, are more willing to become teachers if a teacher could earn up to R400 a month.

TABLE 2.14

NON-TEACHERS' EVALUATION OF TEACHERS' SALARIES

Education authorities		Boys						Girls						Total					
		Very good	Good	Fair	Poor	Very poor	Total	Very good	Good	Fair	Poor	Very poor	Total	Very good	Good	Fair	Poor	Very poor	Total
Cape	N	65	128	264	49	43	549	17	111	113	14	6	261	82	239	377	63	49	810
	%	11.8	23.3	48.1	8.9	7.8	100.0	6.5	42.5	43.3	5.4	2.3	100.0	10.1	29.5	46.5	7.8	6.0	100.0
Natal	N	6	43	161	83	48	341	9	23	4	7	6	89	15	66	205	90	54	430
	%	1.8	12.6	47.2	24.3	14.1	100.0	10.1	25.8	49.4	7.9	6.7	100.0	3.5	15.3	47.7	20.9	12.6	100.0
Orange Free State	N	11	78	121	24	15	249	6	41	30	3	2	82	17	119	151	27	17	331
	%	4.4	31.3	48.6	9.6	6.0	100.0	7.3	50.0	36.6	3.7	2.4	100.0	5.1	36.0	45.6	8.2	5.1	100.0
Transvaal	N	27	221	407	153	85	893	28	149	291	40	5	513	55	370	698	193	90	1406
	%	3.0	24.7	45.6	17.1	9.5	100.0	5.5	29.0	56.7	7.8	1.0	100.0	3.9	26.3	49.6	13.7	6.4	100.0
South West Africa	N	8	23	39	21	7	98	4	21	30	7	3	65	12	44	69	28	10	163
	%	8.2	23.5	39.8	21.4	7.1	100.0	6.1	32.3	46.2	10.8	4.6	100.0	7.4	27.0	42.3	17.2	6.1	100.0
Education, Arts and Science	N	16	69	156	37	15	293	8	96	213	75	22	414	24	165	369	112	37	707
	%	5.5	23.5	53.2	12.6	5.1	100.0	1.9	23.2	51.4	18.1	5.3	100.0	3.4	23.3	52.2	15.8	5.2	100.0
Non-departmental schools	N	1	4	51	72	60	188	-	-	17	10	1	28	1	4	68	82	61	216
	%	0.5	2.1	27.1	38.3	31.9	100.0	-	-	60.7	35.7	3.6	100.0	0.5	1.8	31.5	38.0	28.2	100.0
TOTAL	N	134	566	1199	439	273	2611	72	441	738	156	45	1452	206	1007	1937	595	318	4063
	%	5.1	21.7	45.9	16.8	10.4	100.0	5.0	30.4	50.8	10.7	3.1	100.0	5.1	24.8	47.7	14.6	7.8	100.0

TABLE 2.15

STD. 10 PUPILS WHO WOULD BECOME TEACHERS IF A TEACHER COULD EARN UP TO R400 A MONTH

Education authorities	No		Perhaps		Yes		Total	
	N	%	N	%	N	%	N	%
1 BOYS								
Cape	147	24.0	230	37.5	237	38.6	614	100.0
Natal	71	19.3	171	46.7	124	33.9	366	100.0
Orange Free State	67	23.0	117	40.2	107	36.8	291	100.0
Transvaal	239	22.8	415	39.6	394	37.6	1048	100.0
South West Africa	40	36.0	42	37.8	29	26.1	111	100.0
Education, Arts and Science ...	47	15.4	140	45.8	119	38.9	306	100.0
Non-departmental schools	79	39.7	75	37.7	45	22.6	199	100.0
TOTAL	673	22.9	1200	40.9	1062	36.2	2935	100.0
2 GIRLS								
Cape	90	22.1	161	39.6	156	38.3	407	100.0
Natal	19	14.5	39	29.8	73	55.7	131	100.0
Orange Free State	29	20.7	54	38.6	57	40.7	140	100.0
Transvaal	167	21.6	311	40.3	294	38.1	772	100.0
South West Africa	23	28.0	38	46.3	21	25.6	82	100.0
Education, Arts and Science ...	117	26.3	183	41.1	145	32.6	445	100.0
Non-departmental schools	16	36.4	8	18.2	20	45.5	44	100.0
TOTAL	461	22.8	794	39.3	766	37.9	2021	100.0
3 TOTAL								
Cape	237	23.2	391	38.3	393	38.5	1021	100.0
Natal	90	18.1	210	42.3	197	39.6	497	100.0
Orange Free State	96	22.3	171	39.7	164	38.1	431	100.0
Transvaal	406	22.3	726	39.9	688	37.8	1820	100.0
South West Africa	63	32.6	80	41.5	50	25.9	193	100.0
Education, Arts and Science	164	21.8	323	43.0	264	35.2	751	100.0
Non-departmental schools	95	39.1	83	34.2	65	26.7	243	100.0
TOTAL	1134	22.9	1994	40.2	1828	36.9	4956	100.0

(b) Opinion of the non-teachers in regard to a teachers' salary of R400 a month

Since the prospective teachers have already chosen the teaching profession as a career, the maximum salary a month which a teacher can earn will not influence their choice of profession. The non-teachers, on the other hand, may possibly change their choice of career if it was the salary of a teacher that prevented them from choosing the teaching profession. Consequently in the following paragraph the discussion is confined to the opinion of the non-teachers in regard to a teachers' salary of up to R400 a month.

Table 2.16 gives the answers of the non-teachers to the question whether they would become teachers if a teacher could earn up to R400 a month. The following conclusions may be drawn from Table 2.16:

(i) The non-teacher as a group

- a. Only 29.2 per cent of the non-teachers as a group would become teachers if a teacher could earn up to R400 a month.
- b. The non-teachers who may perhaps become teachers amount to 44.8 per cent, which indicates that the salary is indeed a consideration in the choice of the teaching profession.
- c. Only 26.0 per cent of the pupils would not become teachers.
- d. The ratio of the pupils who answered Yes, Perhaps and No to the question is approximately the same for the six education departments as for the country as a whole (see above paragraphs (i), (ii) and (iii)), whereas the non-teachers of the non-departmental schools differ, since 40.7 per cent answered No, 37.0 per cent Perhaps and 22.2 per cent Yes.

(ii) The boy and girl non-teachers

- a. Both the boy non-teachers (44.3%) and the girl non-teachers (45.6%) who would perhaps become teachers are in the majority, with the boys who would become teachers (30.9%) as the second largest group in the case of the boys, and the girls who would not become teachers (28.2%) as the second largest group in the case of the girls.
- b. The boy non-teachers (percentages ranging from 38.7% to 52.1%) and girl non-teachers (with percentages varying from 40.4% to 53.8%) of the six education departments who would perhaps become teachers appear to form the largest group, while in the case of the boys, those who would become teachers are the second largest group in regard to the six education departments (boys 28.1% - 37.2%), with the girls who would become teachers as the second largest group only in respect of the Cape (24.1%), Natal (40.4%) and Education, Arts and Science (31.2%). In regard to the non-departmental schools, the boys who would not become teachers (41.5%) and those who would perhaps become teachers (39.4%) are the largest and second largest groups, while the girls of the non-departmental schools who would become teachers (42.9%) and who would not become teachers (21.4%) are the largest and second largest groups, respectively.

(c) Conclusions in regard to the evaluation of salaries in the teaching profession

The fact that almost half (47.5%) of the Std. 10 pupils evaluate the teachers' salary as fair (i.e. neither good nor poor) and that this group of pupils together with the 20.1 per cent who rate the salary as poor or very poor, constitute 67.6 per cent of the Std. 10 pupils, indicates that the teachers' salary is described by more than two-thirds of the Std. 10 pupils as not good.

TABLE 2.16

NON-TEACHERS WHO WOULD BECOME TEACHERS IF A TEACHER COULD EARN UP TO R400 A MONTH

Education authorities	No		Perhaps		Yes		Total	
	N	%	N	%	N	%	N	%
1 BOYS								
Cape	138	25.1	218	39.7	193	35.2	549	100.0
Natal	71	20.8	170	49.9	100	29.3	341	100.0
Orange Free State	65	26.1	114	45.8	70	28.1	249	100.0
Transvaal	227	25.4	393	44.0	273	30.6	893	100.0
South West Africa	21	21.4	51	52.1	26	26.5	98	100.0
Education, Arts and Science ...	47	16.0	137	46.8	109	37.2	293	100.0
Non-departmental schools	78	41.5	74	39.4	36	19.1	188	100.0
TOTAL	647	24.8	1157	44.3	807	30.9	2611	100.0
2 GIRLS								
Cape	77	29.5	121	46.4	63	24.1	261	100.0
Natal	17	19.1	36	40.4	36	40.4	89	100.0
Orange Free State	24	29.3	42	51.2	16	19.5	82	100.0
Transvaal	150	29.2	248	48.3	115	22.4	513	100.0
South West Africa	21	32.3	35	53.8	9	13.9	65	100.0
Education, Arts and Science ...	111	26.8	174	42.0	129	31.2	414	100.0
Non-departmental schools	10	35.7	6	21.4	12	42.9	28	100.0
TOTAL	410	28.2	662	45.6	380	26.2	1452	100.0
3 TOTAL								
Cape	215	26.5	339	41.9	256	31.6	810	100.0
Natal	88	20.5	206	47.9	136	31.6	430	100.0
Orange Free State	89	26.9	156	47.1	86	26.0	331	100.0
Transvaal	377	26.8	641	45.6	388	27.6	1406	100.0
South West Africa	42	25.8	86	52.8	35	21.4	163	100.0
Education, Arts and Science ...	158	22.3	311	44.0	238	33.7	707	100.0
Non-departmental schools	88	40.7	80	37.0	48	22.2	216	100.0
TOTAL	1057	26.0	1819	44.8	1187	29.2	4063	100.0

It may however be accepted that salaries in the teaching profession deter the Std. 10 pupils from becoming teachers since 29.2 per cent of the non-teachers state that they would become teachers if a teacher could earn up to R400 a month. The fact that 44.8 per cent of the non-teachers consider that they might become teachers if a teacher could earn up to R400 a month, also indicates that the salary is a determining factor in the choice of the teaching profession. In addition, it should also be mentioned that the non-teachers placed the teachers' salary seventh in order as a factor which would encourage them in favour of the teaching profession, which indicates that the salary is not given a high rating.

If salaries in the teaching profession would encourage the pupils, there could have been, on the basis of the data in the preceding tables, more pupils who would have chosen the teaching profession. Table 2.17 indicates the actual number of prospective teachers as well as the possible number of prospective teachers who would have chosen the teaching profession because of a good salary.

TABLE 2.17

POSSIBLE NUMBER OF PROSPECTIVE TEACHERS IF THE NON-TEACHERS WHO WOULD BECOME TEACHERS IF A TEACHER COULD EARN UP TO R400 A MONTH ARE INCLUDED

Particulars	Boys		Girls		Total	
	N	%	N	%	N	%
Prospective teachers	324)	11.0)	569)	28.2)	893)	18.0)
))))))
) 1131) 38.5) 949) 47.0) 2080) 42.0
))))))
Prospective teachers because of better salaries	807)	27.5)	380)	18.8)	1187)	24.0)
Non-teachers	1804	61.5	1072	53.0	2876	58.0
Total number of pupils	2935	100.0	2021	100.0	4956	100.0

It therefore appears that whereas only 18.0 per cent of the Std. 10 pupils wanted to become teachers, the figure could have been 42.0 per cent, i.e. a further 23.9 per cent would have chosen the teaching profession if the salary had been attractive. The percentage of Std. 10 boys would have risen from 11.0 per cent to 38.5 per cent and that of the girls from 28.2 per cent to 47.0 per cent, which clearly indicates that if salaries in the teaching profession were attractive more Std. 10 pupils would choose the profession.

2.4.3 Promotion in the teaching profession

A member of a profession normally expects to improve both his earnings and his professional status. Improvement of salary scale and professional status usually takes place through promotion. The Std. 10 pupils were consequently asked to indicate whether there were sufficient attractive promotion posts in the teaching profession for men and women.

(a) Promotion posts for men in the teaching profession

Table 2 indicates the opinion of the Std. 10 pupils as a group, as well as of the prospective teachers and the non-teachers, in regard to the question of the sufficiency of promotion posts for men in the teaching profession.

According to Table 2.18 it appears that:

- (i) almost half (47.4%) of the Std. 10 pupils as a group do not know whether

there are sufficient attractive promotion posts for men, with 32.1 per cent of the pupils stating that there are a sufficient number of such posts;

- (ii) of the prospective teachers as a group, 46.9 per cent, as against 28.8 per cent of the non-teachers as a group, consider that there are sufficient attractive promotion posts for men. The percentage of prospective teachers (39.9%) and non-teachers (49.1%) who do not know whether there are attractive promotion posts are relatively high;
- (iii) half of the boy prospective teachers (50.3%) and less than a quarter (22.5%) of the boy non-teachers consider that there are sufficient attractive promotion posts for men;
- (iv) 45.0 per cent and 44.8 per cent, respectively, of the girl prospective teachers, as compared with 40.1 and 49.4 per cent of the girl non-teachers, respectively, consider that there are sufficient attractive promotion posts for men and do not know whether there are sufficient attractive promotion posts.

It is striking that the prospective teachers, and in particular the boys, in contrast with the non-teachers, consider that there are sufficient promotion posts for men. The fact that there are, relatively speaking, large percentages of prospective teachers and non-teachers who do not know whether there are sufficient promotion posts for men, indicates that a large group of the Std. 10 pupils are not familiar with the prospects of promotion and promotion posts, which possibly accounts for the little interest taken in teaching as a career.

(b) Promotion posts for women in the teaching profession

Table 2.19 indicates the opinion of the Std. 10 pupils as a group, as well as the prospective teachers and the non-teachers, in regard to the question of the sufficiency of promotion posts for women in the teaching profession.

According to Table 2.19 it appears that:

- (i) almost two-thirds (61.3%) of the Std. 10 pupils do not know whether there are sufficient promotion posts for women in the teaching profession, with 20.0 per cent of the Std. 10 pupils who state that there are not sufficient promotion posts, and 18.6 per cent of the Std. 10 pupils who state that there are sufficient promotion posts;
- (ii) 46.9 per cent of the prospective teachers as a group, and 64.5 per cent of the non-teachers as a group, do not know whether there are sufficient promotion posts for women, while on a percentage basis there are more prospective teachers (33.3%) than non-teachers (15.4%) who are of the opinion that there are sufficient promotion posts for women;
- (iii) more than three-quarters of both the boy prospective teachers and the boy non-teachers do not know whether there are sufficient promotion posts for women in the teaching profession, while 14.2 and 10.6 per cent of the boy prospective teachers and the boy non-teachers, respectively, consider that there are sufficient promotion posts;
- (iv) 44.1 per cent of the girl prospective teachers and 24.2 per cent of the girl non-teachers consider that there are sufficient promotion posts for women.

It is striking that the prospective teachers, and particularly the girls, in contrast with the non-teachers, are of the opinion that there are sufficient promotion posts for women in the teaching profession. The fact that there are, relatively speaking, large percentages of prospective teachers and non-teachers who do not know whether there are sufficient promotion posts for women, indicates that a large group of the Std. 10 pupils are not acquainted with the prospects of promotion and promotion

TABLE 2.18

STD. 10 PUPILS' OPINION IN REGARD TO THE QUESTION OF SUFFICIENT ATTRACTIVE PROMOTION POSTS FOR MEN
IN THE TEACHING PROFESSION

Groups of pupils	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
1 <u>BOYS</u>								
Prospective teachers	163	50.3	60	18.5	101	31.2	324	100.0
Non-teachers	588	22.5	745	28.5	1278	48.9	2611	100.0
TOTAL	751	25.6	805	27.4	1379	47.0	2935	100.0
2 <u>GIRLS</u>								
Prospective teachers	256	45.0	58	10.2	255	44.8	569	100.0
Non-teachers	583	40.1	152	10.5	717	49.4	1452	100.0
TOTAL	839	41.5	210	10.4	972	48.1	2021	100.0
3 <u>TOTAL</u>								
Prospective teachers	419	46.9	118	13.2	356	39.9	893	100.0
Non-teachers	1171	28.8	897	22.1	1995	49.1	4063	100.0
TOTAL	1590	32.1	1015	20.5	2351	47.4	4956	100.0

TABLE 2.19

STD. 10 PUPILS' OPINION IN REGARD TO THE QUESTION OF SUFFICIENT ATTRACTIVE PROMOTION POSTS FOR WOMEN
IN THE TEACHING PROFESSION

Groups of pupils	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
1 <u>BOYS</u>								
Prospective teachers	46	14.2	25	7.7	253	78.1	324	100.0
Non-teachers	276	10.6	310	11.9	2025	77.5	2611	100.0
TOTAL	322	11.0	335	11.4	2278	77.6	2935	100.0
2 <u>GIRLS</u>								
Prospective teachers	251	44.1	152	26.7	166	29.2	569	100.0
Non-teachers	351	24.2	505	34.8	596	41.0	1452	100.0
TOTAL	602	29.8	657	33.5	762	37.7	2021	100.0
3 <u>TOTAL</u>								
Prospective teachers	297	33.3	177	19.8	419	46.9	893	100.0
Non-teachers	627	15.4	815	20.1	2621	64.5	4063	100.0
TOTAL	924	18.6	992	20.0	3040	61.3	4956	100.0

posts for women, which possibly accounts for the little interest taken in teaching as a career.

(c) Appointment of married women to attractive teaching posts

The question of promotion posts for women should be seen in relation to the position of the married woman as regards appointment to attractive posts in the teaching profession. Since it is well known that married women teachers are appointed by certain education authorities permanently (permanently for a fixed period) as well as on a temporary basis and are not considered for promotion, the girl non-teachers were asked whether or not the appointment of married women to attractive teaching posts would encourage them to become teachers. The answers of the girls are given in Table 2.20.

TABLE 2.20

THE OPINION OF GIRL NON-TEACHERS IN REGARD TO THE APPOINTMENT OF MARRIED WOMEN TEACHERS TO ATTRACTIVE TEACHING POSTS

Education departments	Would encourage		Would make no difference		Total	
	N	%	N	%	N	%
Cape	35	13.4	226	86.6	261	100.0
Natal	15	16.9	74	83.1	89	100.0
Orange Free State	12	14.6	70	85.4	82	100.0
Transvaal	65	12.7	448	87.3	513	100.0
South West Africa	9	13.8	56	86.2	65	100.0
Education, Arts and Science	52	12.6	362	87.4	414	100.0
Non-departmental schools	3	10.7	25	89.3	28	100.0
TOTAL	191	13.2	1261	86.8	1452	100.0

According to Table 2.20 only 13.2 per cent of the girl non-teachers would be encouraged to become teachers if a woman teacher could be appointed to attractive teaching posts. The percentages of girls of the seven education authorities who gave this opinion range from 10.7 to 16.9 per cent.

From the above it may be concluded that more than 80 per cent of the girl non-teachers would not be encouraged by attractive teaching posts for women to choose the teaching profession as a career. A possible reason for this is that to the majority of women the practising of a profession is a temporary matter, since they marry within a few years of starting their career and consequently do not aspire to promotion posts.

2.4.4 The Std. 10 certificate required for admission to teachers' training institutions

The Std. 10 pupils were asked whether or not the fact that pupils who have obtained only a school leaving certificate, i.e. without university admission, are allowed to become teachers, would encourage them to make teaching their profession. The opinions of the Std. 10 pupils as a group, the prospective teachers and the non-teachers are given in Tables 2.21, 2.22 and 2.23, respectively.

(a) The Std. 10 pupils as a group

From Table 2.21 it will be seen that 47.9 per cent of the Std. 10 pupils as a group would be discouraged from becoming a teacher because pupils with a school-leaving certificate are admitted for training as a teacher. The percentages of pupils of the seven education authorities who hold this opinion range from 40.1 per cent (Orange Free State) to 74.5 per cent (non-departmental schools). In regard to the Std. 10 boys and girls as separate groups, there are, on a percentage basis, apparently fewer girls (41.0%) than boys (52.7%) who

would be discouraged from becoming teachers because pupils with a school-leaving certificate are allowed to become teachers. Analysis according to education authorities indicates that the boys who would be discouraged are either in the majority or form a relatively large percentage, while the girls who would be discouraged are in the minority (approximately one-third) in the four provincial education departments, and in the majority in South West Africa (53.7%), Education, Arts and Science (55.5%) and the non-departmental schools (70.5%).

(b) The prospective teachers and the non-teachers

(i) The prospective teachers (Table 2.22)

According to Table 2.22 there are prospective teachers (29.9% of the boys, 23.2% of the girls, 25.6% of the group) who would be discouraged by the fact that pupils with a school-leaving certificate are admitted to teachers' training institutions. According to education authorities the percentages of prospective teachers who would be discouraged appear to be in the minority (23.4%-36.7%) except in the case of the non-departmental schools (51.8%). In regard to the girls, the group which would be discouraged is in the minority in the case of all the education authorities (12.1%-37.5%), while the boys of the non-departmental schools (72.7%) who would be discouraged are in the majority, compared with the boys of the six other authorities.

(ii) The non-teachers (Table 2.23)

According to Table 2.23 the non-teachers as a group who would be discouraged from becoming teachers by the fact that pupils with a school-leaving certificate are admitted to teachers' training institutions are in the majority, namely 52.8 per cent. For the seven education authorities the percentages vary from 47.7 per cent (Orange Free State) to 77.3 per cent (non-departmental schools).

The boy and girl non-teachers who would be discouraged by the fact that pupils with a school-leaving certificate can become teachers, represent 55.5 and 47.9 per cent, respectively. In regard to the various education authorities, there are, in the six education departments on a percentage basis, apparently considerably more boys than girls who would be discouraged from becoming teachers because pupils with a school-leaving certificate are admitted to teachers' training institutions (percentages of boys range from 50.6 per cent in the Orange Free State to 61.4% in Education, Arts and Science, and percentages of girls vary from 39.0% in the Orange Free State to 57.2% in Education, Arts and Science.) The percentages of boys and girls of the non-departmental schools who would be discouraged are, compared with girls and boys of the education departments, extremely high, namely 75.5 per cent of the boys and 89.3 per cent of the girls.

As approximately half of the non-teachers are discouraged from becoming teachers because pupils with a school-leaving certificate are admitted to teachers' training institutions, it may be accepted that the non-teachers as such regard the matriculation certificate (university entrance) as of a higher status than the school-leaving certificate. It is therefore possible that some non-teachers did not choose the teaching profession because there are pupils who are admitted to teachers' training institutions with a school-leaving certificate, and that there may be a feeling that the status of the teaching profession could be adversely affected by this state of affairs. The fact that, in addition to the matriculation certificate, the school-leaving certificate is also accepted by teachers' training institutions for admission, could prevent pupils from becoming teachers, should not be regarded as unimportant. On the contrary, it must be accepted that pupils could be influenced against choosing the teaching profession by the fact that the school-leaving certificate is accepted for admission to teachers' training institutions.

TABLE 2.21

STD. 10 PUPILS WHO WOULD BE ENCOURAGED TO BECOME OR DISCOURAGED FROM BECOMING TEACHERS BECAUSE PUPILS WITH A SCHOOL-LEAVING CERTIFICATE CAN BE TRAINED AS TEACHERS

Education authorities	Encouraged		Discouraged		Total	
	N	%	N	%	N	%
1 BOYS						
Cape	301	49.0	313	51.0	614	100.0
Natal	167	45.6	199	54.4	366	100.0
Orange Free State	157	54.0	134	46.0	291	100.0
Transvaal	541	51.6	507	48.4	1048	100.0
South West Africa	50	45.0	61	55.0	111	100.0
Education, Arts and Science	124	40.5	182	59.5	306	100.0
Non-departmental schools	49	24.6	150	75.4	199	100.0
TOTAL	1389	47.3	1546	52.7	2935	100.0
2 GIRLS						
Cape	271	66.6	136	33.4	407	100.0
Natal	82	62.4	49	37.4	131	100.0
Orange Free State	101	72.1	39	27.9	140	100.0
Transvaal	490	63.5	282	36.5	772	100.0
South West Africa	38	46.3	44	53.7	82	100.0
Education, Arts and Science	198	44.5	247	55.5	445	100.0
Non-departmental schools	13	29.5	31	70.5	44	100.0
TOTAL	1193	59.0	828	41.0	2021	100.0
3 TOTAL						
Cape	572	56.0	449	44.0	1021	100.0
Natal	249	50.1	248	49.9	497	100.0
Orange Free State	258	59.9	173	40.1	431	100.0
Transvaal	1031	56.6	789	43.4	1820	100.0
South West Africa	88	45.6	105	54.4	193	100.0
Education, Arts and Science	322	42.9	429	57.1	751	100.0
Non-departmental schools	62	25.5	181	74.5	243	100.0
TOTAL	2582	52.1	2374	47.9	4956	100.0

TABLE 2.22

PROSPECTIVE TEACHERS WHO WOULD BE ENCOURAGED TO BECOME OR DISCOURAGED FROM BECOMING TEACHERS
BECAUSE PUPILS WITH A SCHOOL-LEAVING CERTIFICATE CAN BE TRAINED AS TEACHERS

Education authorities	Encouraged		Discouraged		Total	
	N	%	N	%	N	%
1 BOYS						
Cape	40	61.4	25	38.5	65	100.0
Natal	13	52.0	12	68.0	25	100.0
Orange Free State	34	81.0	8	19.0	42	100.0
Transvaal	118	76.1	37	23.9	155	100.0
South West Africa	8	61.5	5	38.5	13	100.0
Education, Arts and Science	11	84.6	2	15.4	13	100.0
Non-departmental schools	3	27.3	8	72.7	11	100.0
TOTAL	227	70.1	97	29.9	324	100.0
2 GIRLS						
Cape	113	77.4	33	22.6	146	100.0
Natal	32	76.2	10	23.8	42	100.0
Orange Free State	51	87.9	7	12.1	58	100.0
Transvaal	199	76.8	60	23.2	259	100.0
South West Africa	11	64.7	6	35.3	17	100.0
Education, Arts and Science	21	67.7	10	32.3	31	100.0
Non-departmental schools	10	62.5	6	37.5	16	100.0
TOTAL	437	76.8	132	23.2	569	100.0
3 TOTAL						
Cape	153	72.5	58	27.5	211	100.0
Natal	45	67.2	22	32.8	67	100.0
Orange Free State	85	85.0	15	15.0	100	100.0
Transvaal	317	76.6	97	23.4	414	100.0
South West Africa	19	63.3	11	36.7	30	100.0
Education, Arts and Science	32	72.7	12	27.3	44	100.0
Non-departmental schools	13	48.1	14	51.8	27	100.0
TOTAL	664	74.4	229	25.6	893	100.0

TABLE 2.23

NON-TEACHERS WHO WOULD BE ENCOURAGED TO BECOME OR DISCOURAGED FROM BECOMING TEACHERS BECAUSE PUPILS WITH A SCHOOL-LEAVING CERTIFICATE CAN BE TRAINED AS TEACHERS

Education authorities	Encouraged		Discouraged		Total	
	N	%	N	%	N	%
1 BOYS						
Cape	261	47.5	288	52.5	549	100.0
Natal	154	45.2	187	54.8	341	100.0
Orange Free State	123	49.4	126	50.6	249	100.0
Transvaal	423	47.4	470	52.6	893	100.0
South West Africa	42	42.9	56	57.1	98	100.0
Education, Arts and Science	113	38.6	180	61.4	293	100.0
Non-departmental schools	46	24.5	142	75.5	188	100.0
TOTAL	1162	44.5	1449	55.5	2611	100.0
2 GIRLS						
Cape	158	60.5	103	39.5	261	100.0
Natal	50	56.2	39	43.8	89	100.0
Orange Free State	50	61.0	32	39.0	82	100.0
Transvaal	291	56.7	222	43.3	513	100.0
South West Africa	27	41.5	38	58.5	65	100.0
Education, Arts and Science	177	42.8	237	57.2	414	100.0
Non-departmental schools	3	10.7	25	89.3	28	100.0
TOTAL	756	52.1	696	47.9	1452	100.0
3 TOTAL						
Cape	419	51.7	391	48.3	810	100.0
Natal	204	47.4	226	52.6	430	100.0
Orange Free State	173	52.3	158	47.7	331	100.0
Transvaal	714	50.8	692	49.2	1406	100.0
South West Africa	69	42.3	94	57.7	163	100.0
Education, Arts and Science	290	41.0	417	59.0	707	100.0
Non-departmental schools	49	22.7	167	77.3	216	100.0
TOTAL	1918	47.2	2145	52.8	4063	100.0

2.4.5 The parents' attitude towards the teaching profession

The question which often arises is whether or not parents would encourage their children to become teachers. The Std. 10 pupils were therefore asked whether their parents would approve should they decide to become teachers.

(a) The Std. 10 pupils as a group

- (i) Examination of Table 2.24 indicates that of the Std. 10 pupils as a group the parents of 69.8 per cent would be satisfied if they became teachers. The parents of only 9.7 per cent of the pupils would be dissatisfied, and 20.5 per cent of the pupils do not know whether or not their parents would approve. For the various education authorities, the pupils whose parents would approve if they became teachers are consistently in the majority (percentages range from 60.2% (Education, Arts and Science) to 81.7% in the case of Natal.)
- (ii) In regard to the Std. 10 boys and girls, the parents of 66.3 and 74.7 per cent of the pupils, respectively, would approve if they became teachers. For the various education authorities, both the boys and girls whose parents would approve are in the majority (percentages range from 58.4% (Orange Free State) to 80.1% (Natal) for the boys, and from 58.9% (Orange Free State) to 93.2% (non-departmental schools) for the girls).

(b) The parents' attitude towards the teaching profession analysed according to home language

Following on the above paragraph an indication is given of whether the attitude of the parents towards the teaching profession shows material differences according to the language group to which they belong. The attitude of the parents of the Std. 10 pupils as a group, the prospective teachers and the non-teachers towards the teaching profession is given in tables 2.25, 2.26 and 2.27 respectively.

(i) The Std. 10 pupils as a group (Table 2.25)

According to Table 2.25, the pupils whose parents would approve if they became teachers are in the majority in the case of Afrikaans-speaking homes (66.0%), English-speaking homes (77.7%), Afrikaans and English-speaking homes (75.4%) and homes where other languages are spoken (59.4%). On a percentage basis there are more pupils from English-speaking homes whose parents would approve than from Afrikaans and English-speaking homes, Afrikaans-speaking homes and homes where other languages are spoken, in this order according to percentage.

(ii) The Std. 10 boys and girls (Table 2.25)

On a percentage basis, both the boys and the girls whose parents would approve if they became teachers are in the majority in respect of the four home-language groups (according to the classification). The percentage of girls in respect of the four home-language groups are consistently larger than the percentages of boys whose parents would approve if they became teachers.

In the case of the boys, those from Afrikaans and English-speaking parental homes are in the majority on a percentage basis, namely 74.0 per cent, followed by boys from English-speaking homes (73.1%), Afrikaans-speaking homes (62.1%) and parental homes where other languages are spoken (53.2%). For the girls the order is as follows: English-speaking 89.3 per cent, Afrikaans and English-speaking 77.1 per cent, Afrikaans-speaking 70.5 per cent and other home languages 69.4 per cent.

(iii) The prospective teachers (Table 2.26)

In the case of the prospective teachers as a group, the parents of an

TABEL 2.24

STD. 10 PUPILS : PARENTS WHO WOULD APPROVE IF CHILDREN BECAME TEACHERS

Education authorities	To some extent		Yes, very much		Total		No		Do not know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 BOYS												
Cape	242	-	178	-	420	68.4	60	9.8	134	21.8	614	100.0
Natal	186	-	107	-	293	80.1	21	5.7	52	14.2	366	100.0
Orange Free State	105	-	65	-	170	58.4	43	14.8	78	26.8	291	100.0
Transvaal	424	-	257	-	681	65.0	110	10.5	257	24.5	1048	100.0
South West Africa	44	-	28	-	72	64.9	13	11.7	26	23.4	111	100.0
Education, Arts and Science	109	-	81	-	190	62.1	30	9.8	86	28.1	306	100.0
Non-departmental schools	101	-	20	-	121	60.8	37	18.6	41	20.6	199	100.0
TOTAL NUMBER OF BOYS	1211	-	736	-	1947	66.3	314	10.7	674	23.0	2935	100.0
2 GIRLS												
Cape	135	-	178	-	313	76.9	23	5.7	71	17.4	407	100.0
Natal	42	-	71	-	113	86.3	8	6.1	10	7.6	131	100.0
Orange Free State	38	-	66	-	104	74.3	13	9.3	23	16.5	140	100.0
Transvaal	268	-	345	-	613	79.4	49	6.3	110	14.2	772	100.0
South West Africa	33	-	31	-	64	78.0	9	11.0	9	11.0	82	100.0
Education, Arts and Science	141	-	121	-	262	58.9	66	4.8	117	26.3	445	100.0
Non-departmental schools	11	-	30	-	41	93.2	-	-	3	6.8	44	100.0
TOTAL NUMBER OF GIRLS	668	-	842	-	1510	74.7	168	8.3	343	17.0	2021	100.0
3 TOTAL STD. 10 PUPILS												
Cape	377	-	356	-	733	71.8	83	8.1	205	20.1	1021	100.0
Natal	228	-	178	-	406	81.7	29	5.8	62	12.5	497	100.0
Orange Free State	143	-	131	-	274	63.6	56	13.0	101	23.4	431	100.0
Transvaal	692	-	602	-	1294	71.1	159	8.7	367	20.2	1820	100.0
South West Africa	77	-	59	-	136	70.5	22	11.4	35	18.1	193	100.0
Education, Arts and Science ...	250	-	202	-	452	60.2	96	12.8	203	27.0	751	100.0
Non-departmental schools	112	-	50	-	162	66.7	37	15.2	44	18.1	243	100.0
TOTAL	1879	-	1578	-	3457	69.8	482	9.7	1017	20.5	4956	100.0

TABLE 2.25

STD. 10 PUPILS: PARENTS WHO WOULD APPROVE IF CHILDREN BECAME TEACHERS, ANALYSED ACCORDING TO HOME LANGUAGE

Home Language	To some extent		Yes, very much		Total		No		Do not know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
	1 BOYS											
Afrikaans	561	-	477	-	1038	62.1	184	11.0	450	26.9	1672	100.0
English	547	-	209	-	756	73.1	106	10.3	172	16.6	1034	100.0
Afrikaans and English	70	-	41	-	111	74.0	13	8.7	26	17.3	150	100.0
Other	33	-	9	-	42	53.2	11	13.9	26	32.9	79	100.0
TOTAL	1211	-	736	-	1947	66.3	314	10.7	674	23.0	2935	100.0
2 GIRLS												
Afrikaans	423	-	593	-	1016	70.5	134	9.3	291	20.2	1441	100.0
English	187	-	182	-	369	89.3	17	4.1	27	6.5	413	100.0
Afrikaans and English	38	-	53	-	91	77.1	12	10.2	15	12.7	118	100.0
Other	20	-	14	-	34	69.4	5	10.2	10	20.4	49	100.0
TOTAL	668	-	842	-	1510	74.7	168	8.3	343	17.0	2021	100.0
3 TOTAL												
Afrikaans	984	-	1070	-	2054	66.0	318	10.2	741	23.8	3113	100.0
English	734	-	391	-	1125	77.7	123	8.5	199	13.8	1447	100.0
Afrikaans and English	108	-	94	-	202	75.4	25	9.3	41	15.3	268	100.0
Other	53	-	23	-	76	59.4	16	12.5	36	28.1	128	100.0
TOTAL	1879	-	1578	-	3457	69.8	482	9.7	1017	20.5	4956	100.0

TABEL 2.26
PROSPECTIVE TEACHERS: PARENTS WHO APPROVE OF THEIR CHILDREN'S WISHING TO BECOME TEACHERS

Home language	To some extent		Yes, very much		Total		No		Do not know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 BOYS												
Afrikaans	51	-	189	-	240	92.7	8	3.1	11	4.2	259	100.0
English	6	-	45	-	51	100.0	-	-	-	-	51	100.0
Afrikaans and English	1	-	11	-	12	100.0	-	-	-	-	12	100.0
Other		-	1	-	1	50.0	1	50.0	-	-	2	100.0
TOTAL	58	-	246	-	304	93.8	9	2.8	11	3.4	324	100.0
2 GIRLS												
Afrikaans	78	-	341	-	419	95.4	6	1.4	14	3.2	439	100.0
English	11	-	78	-	89	96.7	3	3.3	-	-	92	100.0
Afrikaans and English	5	-	21	-	26	96.3	-	-	1	3.7	27	100.0
Other	2	-	8	-	10	90.9	-	-	1	9.1	11	100.0
TOTAL	96	-	448	-	544	95.6	9	1.6	16	2.8	569	100.0
3 TOTAL												
Afrikaans	129	-	530	-	659	94.4	14	2.0	25	3.6	698	100.0
English	17	-	123	-	140	97.9	3	2.1	-	-	143	100.0
Afrikaans and English	6	-	32	-	38	97.4	-	-	1	2.6	39	100.0
Other	2	-	9	-	11	84.6	1	7.7	1	7.7	13	100.0
TOTAL	154	-	694	-	848	95.0	18	2.0	27	3.0	893	100.0

exceptionally high percentage of Afrikaans-speaking pupils (94.4%), English-speaking (97.9%), Afrikaans and English-speaking pupils (97.4%) and pupils who speak other languages (84.6%) approve of their becoming teachers. This trend also applies to boy prospective teachers (92.7% - 100.0%) and girl prospective teachers (100.0% in respect of all four home-language groups).

(iv) The non-teachers (Table 2.27)

Of the non-teachers as a group, the Afrikaans-speaking pupils (57.8%), English-speaking pupils (75.5%), Afrikaans and English-speaking pupils (71.6%) and pupils who speak other languages (56.5%) whose parents would approve if they became teachers are in the majority. This trend also applies to boy non-teachers (53.2% - 71.7%) and girls (59.6% - 87.2%).

(c) Conclusions in regard to the parents' attitude towards the teaching profession

The fact that 69.8 per cent of the Std. 10 pupils' parents would approve if they became teachers indicates that the parents are well disposed towards the teaching profession. In addition it may be concluded that Afrikaans-speaking, English-speaking and Afrikaans and English-speaking parents as well as parents who speak other languages have a favourable attitude towards teaching as a career for their sons and daughters and particularly as a career for their daughters. It also appears that the English-speaking parents have, to a certain extent, a better attitude towards the teaching profession than the Afrikaans-speaking parents, since 77.7 per cent of the English-speaking pupils as against 66.0 per cent of the Afrikaans-speaking pupils, state that their parents would approve if they became teachers. Since the parents of 75.5 per cent of the English-speaking non-teachers would approve if they became teachers, as compared with the parents of 57.8 per cent of the Afrikaans-speaking non-teachers, it may be accepted that even the parents whose children do not become teachers are well disposed towards the teaching profession and that the attitude of the English-speaking parents towards teaching as a career is better than that of the Afrikaans-speaking parents. On the basis of the parents' attitude towards teaching as a career for their children, it may be expected that parents will not discourage their children from becoming teachers.

2.4.6 Self-evaluation of the Std. 10 pupils in regard to the qualities a good teacher should have

Since it is possible that the Std. 10 pupils regard teaching as an exacting profession and consequently do not wish to become teachers, a few qualities of a good teacher were put to the pupils in order to determine whether or not they considered that they possessed those qualities. Table 2.28 indicates whether or not the Std. 10 pupils consider that they possess the qualities of a good teacher.

Examination of Table 2.28 indicates that the largest group (94.7%) of the Std. 10 pupils as a group has the quality of the required state of health to become a teacher, followed by the qualities of ability to complete training (73.0%), the inspiration to serve the community (63.5%), the necessary affection for and patience with children (62.1%) and the ability to exercise a good influence over children (55.8%). This national picture in regard to the qualities of a good teacher which the Std. 10 pupils possess according to their own evaluation reflects more or less the picture in respect of the pupils of the various education authorities. These data indicate that the pupils to a large extent possess the qualities enabling them to become teachers.

If an examination is made of the self-evaluation of the prospective teachers (see Table 2.29) and the non-teachers (Table 2.30) in regard to the qualities which a teacher should possess, it appears that more than 80 per cent of the boy prospective teachers and more than 78 per cent of the girl prospective teachers consider that they have the necessary qualities, whereas, except in the case of the quality of the

TABLE 2.27

NON-TEACHERS: PARENTS WHO WOULD APPROVE IF CHILDREN BECAME TEACHERS, ANALYSED ACCORDING TO HOME LANGUAGE

Home language	To some extent		Yes, very much		Total		No		Do not know		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 BOYS												
Afrikaans	510	-	288	-	798	56.5	176	12.5	439	31.1	1413	100.0
English	541	-	164	-	705	71.7	106	10.8	172	17.5	983	100.0
Afrikaans and English	69	-	30	-	99	71.7	13	9.4	26	18.8	138	100.0
Other	33	-	8	-	41	53.2	10	13.0	26	33.8	77	100.0
TOTAL	1153	-	490	-	1643	62.9	305	11.7	663	25.4	2611	100.0
2 GIRLS												
Afrikaans	345	-	252	-	597	59.6	128	12.8	277	27.6	1002	100.0
English	176	-	104	-	280	87.2	14	4.4	27	8.4	321	100.0
Afrikaans and English	33	-	32	-	65	71.4	12	13.2	14	15.4	91	100.0
Other	18	-	6	-	24	63.2	5	13.2	9	23.7	38	100.0
TOTAL	572	-	394	-	966	66.5	159	11.0	327	22.5	1452	100.0
3 TOTAL												
Afrikaans	855	-	540	-	1395	57.8	304	12.6	716	29.6	2415	100.0
English	717	-	268	-	985	75.5	120	9.2	199	15.3	1304	100.0
Afrikaans and English	102	-	62	-	164	71.6	25	10.9	40	17.5	229	100.0
Other	51	-	14	-	65	56.6	15	13.0	35	30.4	115	100.0
TOTAL	1725	-	884	-	2609	64.2	464	11.4	990	24.4	4063	100.0

required state of health which is mentioned by more than 92 per cent of the boys and girls, two-thirds and less of the boy and girl non-teachers consider that they have the qualities a teacher should have. It also appears that the quality of the ability to exercise a good influence over children is present in the smallest group of boys (47.0%) and girls (57.2%), with the quality of the inspiration to serve the community as the second smallest group in respect of the boys (56.5%) and girls (62.0%).

TABLE 2.28

STD. 10 PUPILS WHO CONSIDER THAT THEY HAVE THE QUALITIES OF A GOOD TEACHER

Qualities	Std. 10 pupils								
		Cape	Natal	O.F.S.	Tvl.	S.W.A.	E. A. & S.c.	Non-dept.	Total
Ability to complete training	N	714	384	330	1411	132	441	207	3619
	%	69.9	77.3	76.6	77.5	68.4	58.7	85.2	73.0
Necessary affection for and patience with children	N	657	247	264	1170	129	480	131	3078
	%	64.3	49.7	61.3	64.3	66.8	63.9	53.9	62.1
Required state of health	N	976	480	410	1739	182	689	218	4694
	%	95.6	96.6	95.1	95.5	94.3	91.7	89.7	94.7
Inspiration to serve the community	N	699	266	286	1219	122	432	125	3149
	%	68.5	53.5	66.4	67.0	63.2	57.5	51.4	63.5
Ability to exercise a good influence over children	N	566	219	258	1077	103	427	113	2763
	%	55.4	44.1	59.9	59.2	53.4	56.9	46.5	55.8
TOTAL		1021	497	431	1820	193	751	243	4956

According to these data, the majority of the Std. 10 pupils possess the qualities of a good teacher to a greater or lesser extent and the demands made on the teacher as a person cannot be regarded as factors which would deter pupils from becoming teachers.

2.4.7 Reasons why Std. 10 pupils do not become teachers

The Std. 10 pupils who do not wish to become teachers (the non-teachers) were requested to indicate why they did not wish to become teachers in order to determine in this way why there is no significant interest in the teaching profession on the part of the Std. 10 pupils.

An evaluation of the reasons according to the percentages of non-teachers indicates that the principal three reasons for the non-teachers not wishing to become teachers are the following:

1. Just not interested in teaching as a career (72.5%)
2. Do not wish to hear a school bell for the rest of my life (54.1%) and
3. The teacher's salary is poor (54.0%).

For the boy non-teachers the three main reasons why they do not wish to become teachers are just not interested in teaching as a career (74.2%), the teacher's salary is poor (61.4%) and do not wish to hear a school bell for the rest of my life

TABLE 2.29

PROSPECTIVE TEACHERS WHO CONSIDER THAT THEY HAVE THE QUALITIES OF A GOOD TEACHER

Qualities		Cape	Natal	O.F.S. Tvl.	S.W.A.	E.A. & Sc.	Non-dept.	Total	
1 BOYS									
Ability to complete training	N	59	25	39	150	11	11	10	305
	%	90.8	100.0	92.8	96.8	84.6	84.6	90.9	94.1
Necessary affection for and patience with children	N	57	21	38	147	12	13	10	298
	%	87.7	84.0	90.5	94.8	92.3	100.0	90.9	92.0
Required state of health	N	64	25	42	154	13	12	11	321
	%	98.5	100.0	100.0	99.4	100.0	93.3	100.0	99.1
Inspiration to serve the community	N	54	22	35	141	13	11	9	285
	%	83.1	88.0	83.3	91.0	100.0	84.6	81.8	88.0
Ability to exercise a good influence over children	N	48	19	32	132	12	12	5	260
	%	73.8	76.0	76.2	85.2	92.3	92.3	45.4	80.2
TOTAL NUMBER OF PUPILS		65	25	42	155	13	13	11	324
2 GIRLS									
Ability to complete training	N	134	39	52	242	11	24	15	517
	%	91.8	92.8	89.7	93.4	64.7	77.4	93.7	90.0
Necessary affection for and patience with children	N	133	37	53	245	14	28	14	524
	%	91.1	88.1	91.4	94.6	82.4	90.3	87.5	92.1
Required state of health	N	142	42	57	256	16	30	15	558
	%	97.3	100.0	98.3	98.8	94.1	96.8	93.7	98.1
Inspiration to serve the community	N	120	32	54	226	13	28	16	489
	%	82.2	76.2	93.1	87.3	76.5	90.3	100.0	85.9
Ability to exercise a good influence over children	N	108	32	48	204	13	26	15	446
	%	74.0	76.2	82.8	78.8	76.5	83.9	93.7	78.4
TOTAL NUMBER OF PUPILS		146	42	58	259	17	31	16	569

TABLE 2.30

NON-TEACHERS WHO CONSIDER THAT THEY HAVE THE QUALITIES OF A GOOD TEACHER

Qualities		Cape	Natal	O.F.S.	Tvl.	S.W.A.	E.A. & Sc.	Non-dept.	Total
1 BOYS									
Ability to complete training	N	360	250	184	643	71	151	161	1820
	%	65.6	73.3	73.9	72.0	72.4	51.5	85.6	69.7
Necessary affection for and patience with children	N	295	133	124	428	63	166	87	1296
	%	53.7	39.0	49.8	47.9	64.3	56.6	46.3	49.6
Required state of health	N	520	328	238	852	95	267	177	2477
	%	94.7	96.2	95.6	95.4	96.9	91.1	94.1	94.9
Inspiration to serve the community	N	345	158	150	513	59	169	81	1475
	%	62.8	46.3	60.2	57.4	60.2	57.7	43.1	56.5
Ability to exercise a good influence over children .	N	259	120	135	441	50	148	74	1227
	%	47.2	35.2	54.2	49.4	51.0	50.5	39.4	47.0
TOTAL NUMBER OF PUPILS		549	341	249	893	98	293	188	2611
2 GIRLS									
Ability to complete training	N	161	70	55	376	39	255	21	977
	%	61.7	78.6	67.1	73.3	60.0	61.6	75.0	67.3
Necessary affection for and patience with children	N	172	56	49	350	40	273	20	960
	%	65.9	62.9	59.7	68.2	61.5	66.0	71.4	66.1
Required state of health	N	250	85	73	477	58	380	15	1338
	%	95.8	95.5	89.0	93.0	89.2	91.8	53.6	92.1
Inspiration to serve the community	N	180	54	47	339	37	224	19	900
	%	69.0	60.7	57.3	66.1	56.9	54.1	67.9	62.0
Ability to exercise a good influence over children	N	151	48	43	300	28	241	19	830
	%	57.9	53.9	52.4	58.5	43.1	58.2	67.9	57.2
TOTAL NUMBER OF PUPILS		261	89	82	513	65	414	28	1452

(55.1%), while for the girl non-teachers the three main reasons are the following: just not interested in teaching as a career (69.5%), do not wish to hear a school bell for the rest of my life (52.3%) and the teacher's salary is poor (40.9%).

It should be mentioned here that the reason just not interested in teaching as a career should not be viewed as a groundless negative attitude, since all these pupils made a note on the questionnaire opposite this reason implying that the teaching profession was an exacting profession or that the teaching profession was an exacting profession for which the remuneration was poor. The reason do not wish to hear a school bell for the rest of my life should also not be regarded as a meaningless one; on the contrary, one should much rather see this reason as evidence of a state of tension between the pupils and the school.

TABLE 2.31

REASONS WHY THE NON-TEACHERS DID NOT CHOOSE THE TEACHING PROFESSION

Reasons	Boys		Girls		Total	
	N	%	N	%	N	%
Do not like teachers	697	26.7	312	21.5	1009	24.8
Do not wish to hear a school bell for the rest of my life	1440	55.1	760	52.3	2200	54.1
Parents do not approve	468	17.9	281	19.3	749	18.4
Teacher has no status	829	31.7	283	19.5	1112	27.4
Teacher's salary is poor	1602	61.4	594	40.9	2190	54.0
Teachers are treated unfairly	1089	41.7	551	37.9	1640	40.4
It costs too much to be trained as a teacher	830	31.8	562	38.7	1392	34.3
Just not interested in teaching as a career	1983	74.2	1009	69.5	2947	72.5
Other reasons	567	21.7	333	22.9	900	22.1
TOTAL	2611		1452		4063	

CHAPTER 3

PERSONS WHO ENCOURAGE STD. 10 PUPILS TO BECOME TEACHERS

3.1 INTRODUCTION

Questions which often arise are whether or not pupils are encouraged by persons to become teachers, and who the persons are who encourage pupils to become teachers. It is, however, obvious that encouragement of Std. 10 pupils in favour of the teaching profession will come from the school through the teachers and the principal and from the parental home and community. A picture is consequently given below of the influences emanating from the school, the parental home and the community.

3.2 TEACHERS WHO ENCOURAGE STD. 10 PUPILS TO BECOME TEACHERS

The Std. 10 pupils were asked whether there were teachers who encouraged pupils to become teachers. An indication is next given according to sex of how the Std. 10 pupils as a group, the prospective teachers and the non-teachers reacted to the question.

3.2.1 The Std. 10 pupils as a group: Are there any teachers at your school who encourage pupils to become teachers?

Table 3.1 indicates, according to education authorities, the numbers and percentages of pupils who know of teachers who encourage pupils to become teachers.

According to Table 3.1 altogether 77.3 per cent of the Std. 10 pupils know of teachers who encourage pupils to become teachers, the percentages for the education authorities ranging from 63.7 per cent for the non-departmental schools to 82.8 per cent for the Transvaal. Of the Std. 10 boys and girls, 74.4 per cent and 81.5 per cent, respectively, know of teachers who encourage pupils in favour of the teaching profession. For the various education departments the percentages of boys of Education, Arts and Science (81.4%) and of the Transvaal (81.1%) who know of teachers who encourage pupils in favour of the teaching profession are extremely high, the lowest percentage of boys being in the case of the schools of the Orange Free State (60.9%). The percentages of girls who know of teachers who encourage pupils to become teachers are over 80 per cent in respect of Natal (89.2%), the Transvaal (85.1%), the Cape (80.5%) and Education, Arts and Science (80.2%), while 72.8, 68.3 and 65.9 per cent of the girls in the Orange Free State, South West Africa and the non-departmental schools, respectively, know of teachers who encourage pupils to become teachers.

The conclusion which can be drawn is that:

- (i) there are teachers who encourage pupils to become teachers;
- (ii) more girls than boys are encouraged to become teachers, since larger percentages of girls than boys know of teachers who encourage pupils to become teachers.

3.2.2 Std. 10 pupils at A.M., E.M. and P. and D. high schools who know of teachers who encourage pupils in favour of the teaching profession

The question often arises of whether or not there are differences in the attitudes of teachers at the A.M., E.M. and P. and D. high schools towards the teaching profession. Pupils at the above-mentioned three groups of high schools were therefore asked whether there were teachers at the schools who encouraged pupils to become teachers. Since all but one of the schools of the Department of Education, Arts and Science are dual-medium schools and since the numbers of pupils at schools in South West Africa give insignificantly small numbers and percentages when classified according to the medium of instruction and since the non-departmental schools are English-medium or dual-medium, only the schools of the four provincial education departments are discussed according to the medium of instruction.

TABLE 3.1

STD. 10 PUPILS, ACCORDING TO SEX, WHO KNOW OF TEACHERS WHO ENCOURAGE PUPILS TO BECOME TEACHERS

Education authorities	Yes		No		Total	
	N	%	N	%	N	%
1 BOYS						
Cape	452	73.6	162	26.4	614	100.0
Natal	245	69.4	112	30.6	366	100.0
Orange Free State	177	60.9	114	39.2	291	100.0
Transvaal	851	81.1	197	18.8	1048	100.0
South West Africa	73	65.8	38	34.2	111	100.0
Education, Arts and Science	249	81.4	57	18.6	306	100.0
Non-departmental schools	126	63.3	73	36.7	199	100.0
TOTAL	2182	74.4	753	25.7	2935	100.0
2 GIRLS						
Cape	328	80.5	79	19.4	407	100.0
Natal	117	89.2	14	10.7	131	100.0
Orange Free State	102	72.8	38	27.2	140	100.0
Transvaal	657	85.1	115	14.9	772	100.0
South West Africa	56	68.3	26	31.7	82	100.0
Education, Arts and Science	357	80.2	88	19.8	445	100.0
Non-departmental schools	29	65.9	15	34.1	44	100.0
TOTAL	1646	81.5	375	18.6	2021	100.0
3 TOTAL						
Cape	780	76.4	241	23.6	1021	100.0
Natal	371	74.7	126	25.3	497	100.0
Orange Free State	279	64.7	152	35.3	431	100.0
Transvaal	1508	82.8	312	17.1	1820	100.0
South West Africa	129	66.8	64	33.1	193	100.0
Education, Arts and Science	606	80.7	145	19.2	751	100.0
Non-departmental schools	155	63.7	88	36.2	243	100.0
TOTAL	3828	77.3	1128	22.7	4956	100.0

According to Table 3.2 approximately two-thirds of the Std. 10 pupils at the A.M. high schools (65.9%), E.M. high schools (68.0%) and P. and D. high schools (65.0%) know of teachers who encourage pupils to become teachers. The percentages of pupils at the three groups of high schools in the Cape, Natal and the Orange Free State constitute more or less two-thirds of the pupils. Only in respect of the Transvaal is there a material difference between the E.M. high schools on the one hand and the A.M. and P. and D. high schools on the other hand, since 75.0 per cent of the pupils at the E.M. high schools know of teachers who encourage pupils to become teachers, as compared with 65.2 per cent and 68.6 per cent of the pupils at the A.M. and P. and D. high schools, respectively.

It therefore appears that, except for the E.M. high schools of the Transvaal where there are possibly more teachers who encourage pupils in favour of the teaching profession than at the school groups of the other education departments, there are teachers at A.M., E.M. and P. and D. high schools who encourage pupils to become teachers. It may also be accepted that the attitude of the teachers at A.M., E.M. and P. and D. high schools towards the teaching profession as a career of the pupils of A.M., E.M. and P. and D. high schools know of teachers who encourage pupils to become teachers.

3.3 EVALUATION OF THE TEACHERS WHO ENCOURAGE PUPILS TO BECOME TEACHERS

The Std. 10 pupils were asked whether or not they regarded the teachers who encouraged pupils to become teachers as good teachers. Tables 3.3, 3.4 and 3.5 reflect the answers to the question of the Std. 10 pupils as a group, the prospective teachers and the non-teachers.

3.3.1 The evaluation of the Std. 10 pupils as a group in respect of the teachers who encourage pupils to become teachers

Table 3.3 indicates the numbers and percentages of Std. 10 pupils, according to education authorities, who do or do not consider that the teachers who encourage pupils are good teachers.

According to Table 3.3, altogether 57.1 per cent of the Std. 10 pupils are of the opinion that the teachers who encourage pupils to become teachers are good teachers. On the other hand, 7.7 per cent of the pupils consider that the teachers who encourage pupils to become teachers are not good teachers, while 35.2 per cent of the pupils do not know whether or not the teachers are good teachers.

In regard to the various education authorities, approximately 60 per cent of the pupils of the Cape (62.2%), Natal (60.6%) and Education, Arts and Science (62.4%) consider that the above-mentioned teachers are good teachers. On the other hand 57.3 per cent of the pupils of the Transvaal, 48.5 per cent of the Orange Free State, 46.1 per cent of the non-departmental schools and 32.6 per cent of South West Africa, consider that the above-mentioned teachers are good teachers. The percentages of pupils who consider that the above-mentioned teachers are not good teachers are relatively small (percentages range from 4.9% (Education, Arts and Science) to 14.0% (South West Africa)), whereas the percentages of pupils who do not know whether or not the above-mentioned teachers are good teachers are relatively large, ranging from 30.5% (Cape) to 53.4% (South West Africa).

Although the percentage of Std. 10 pupils who do not know whether or not the teachers who encourage pupils to become teachers are good teachers are relatively large, and the percentages of pupils who consider that the above-mentioned teachers are not good teachers are relatively small, it may be accepted that approximately 60 per cent of the Std. 10 pupils have a good opinion of the teachers who encourage them to become teachers only in respect of Education, Arts and Science, the Cape, Natal and the Transvaal.

3.3.2 The prospective teachers' evaluation of the teachers who encourage pupils to become teachers

According to Table 3.4, altogether 69.5 per cent of the prospective teachers as a

TABLE 3.2

STD. 10 PUPILS AT A.M., E.M., AND P. AND D. HIGH SCHOOLS WHO KNOW OF TEACHERS WHO ENCOURAGE PUPILS TO BECOME TEACHERS

Education authorities	Yes		No		Total	
	N	%	N	%	N	%
1 A. M. HIGH SCHOOLS						
Cape	236	66.7	118	33.3	354	100.0
Natal	57	67.8	27	32.1	84	100.0
Orange Free State	192	67.6	92	32.4	284	100.0
Transvaal	681	65.2	364	34.8	1045	100.0
TOTAL	1166	65.9	601	34.1	1767	100.0
2 E. M. HIGH SCHOOLS						
Cape	119	59.2	82	40.8	201	100.0
Natal	179	62.6	107	37.4	286	100.0
Orange Free State	16	55.2	13	44.8	29	100.0
Transvaal	404	75.0	135	25.0	539	100.0
TOTAL	718	68.0	337	32.0	1055	100.0
3 P. AND D. HIGH SCHOOLS						
Cape	304	65.2	162	34.7	466	100.0
Natal	90	70.9	37	29.1	127	100.0
Orange Free State	60	50.8	58	49.1	118	100.0
Transvaal	162	68.6	74	31.3	236	100.0
TOTAL	616	65.0	331	34.9	947	100.0
4 TOTAL						
Cape	659	64.5	362	35.4	1021	100.0
Natal	326	65.6	171	34.4	497	100.0
Orange Free State	268	62.2	163	37.8	431	100.0
Transvaal	1247	68.5	573	31.5	1820	100.0
TOTAL	2500	65.3	1269	33.7	3769	100.0

TABLE 3.3

STD. 10 PUPILS: EVALUATION OF TEACHERS WHO ENCOURAGE PUPILS TO BECOME TEACHERS

Education authorities	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
Cape	635	62.2	75	7.3	311	30.5	1021	100.0
Natal	301	60.6	23	4.6	173	34.8	497	100.0
Orange Free State	209	48.5	29	6.7	193	44.8	431	100.0
Transvaal	1043	57.3	162	8.9	615	33.8	1820	100.0
South West Africa	63	32.6	27	14.0	103	53.4	193	100.0
Education, Arts and Science	469	62.4	37	4.9	245	32.6	751	100.0
Non-departmental schools	112	46.1	28	11.5	103	42.4	243	100.0
TOTAL	2832	57.1	381	7.7	1743	35.2	4956	100.0

TABLE 3.4

PROSPECTIVE TEACHERS: EVALUATION OF TEACHERS WHO ENCOURAGE PUPILS TO BECOME
TEACHERS

Education authorities	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
Cape	143	67.8	8	3.8	60	28.4	211	100.0
Natal	53	79.1	3	4.5	11	16.4	67	100.0
Orange Free State	69	69.0	3	3.0	28	28.0	100	100.0
Transvaal	284	68.6	24	5.8	106	25.6	414	100.0
South West Africa	13	43.3	3	10.0	14	46.7	30	100.0
Education, Arts and Science	38	86.4	1	2.3	5	11.4	44	100.0
Non-departmental schools	21	77.8	1	3.7	5	18.5	27	100.0
TOTAL	621	69.5	43	4.8	229	25.6	893	100.0

group consider that the teachers who advise pupils to become teachers are good teachers. On the other hand 4.8 per cent state that the above-mentioned teachers are not good teachers, and 25.6 per cent do not know whether or not the above-mentioned teachers are good teachers. The percentages of prospective teachers of the various education authorities who describe the above-mentioned teachers as good teachers range from 43.3 per cent (South West Africa) to 86.4 per cent (Education, Arts and Science).

3.3.3 The non-teachers' evaluation of the teachers who encourage pupils to become teachers

According to Table 3.5, altogether 54.4 per cent of the non-teachers as a group are agreed that the teachers who encourage pupils to become teachers are good teachers. On the other hand, only 8.3 per cent of the non-teachers state that the above-mentioned teachers are not good teachers, while 37.3 per cent do not know whether or not the above-mentioned teachers are good teachers. The percentages of non-teachers of the various education authorities who describe the above-mentioned teachers as good teachers range from 30.7 per cent (South West Africa) to 61.0 per cent (Education, Arts and Science).

3.3.4 Conclusions in regard to the evaluation of the teachers who encourage pupils to become teachers

The preceding Tables 3.3, 3.4 and 3.5 indicate that the pupils who consider that the teachers who encourage pupils to become teachers are good teachers, are definitely in the majority compared with the pupils who consider that the above-mentioned teachers are not good teachers, and that the pupils who do not know whether or not the above-mentioned teachers are good teachers constitute a relatively large group and a larger percentage than the pupils who describe the above-mentioned teachers as not good teachers. It therefore appears that a relatively large group of the Std. 10 pupils of both the prospective teachers and the non-teachers consider that the teachers who encourage pupils to become teachers are good teachers. It also appears that the prospective teachers who describe the above-mentioned teachers as good teachers, form a larger percentage than the non-teachers who hold this opinion.

3.4 PERSONS WHO ADVISE PUPILS TO BECOME TEACHERS

In order to determine whether the Std. 10 pupils have been advised to become teachers, and by whom they have been so advised, questions in this connection were put to the Std. 10 pupils.

3.4.1 Have any persons advised Std. 10 pupils to become teachers?

(a) The Std. 10 pupils as a group

From an examination of Table 3.6 it appears that almost two-thirds (63.3%) of the Std. 10 pupils have been advised by persons to become teachers. In addition, just over half of the Std. 10 boys (55.3%) have been advised by persons to become teachers, while three-quarters of the Std. 10 girls (75.1%) have been advised to become teachers.

The conclusion drawn is that:

- (i) there are persons who advise the Std. 10 pupils to become teachers and that a relatively large group of the pupils (63.3%) have been influenced by persons in favour of teaching;
- (ii) on a percentage basis, more Std. 10 girls (75.1%) than boys (55.3%) have been advised to become teachers, which indicates that persons who advise Std. 10 pupils to become teachers are more inclined to advise girls to become teachers than boys.

(b) The prospective teacher

On the basis of the data contained in Table 3.7, altogether 85.7 per cent of

TABLE 3.5

NON-TEACHERS: EVALUATION OF TEACHERS WHO ENCOURAGE PUPILS TO
BECOME TEACHERS

Education authorities	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
Cape	492	60.7	67	8.3	251	31.0	810	100.0
Natal	248	57.7	20	4.6	162	37.7	430	100.0
Orange Free State	140	42.3	26	7.9	165	49.8	331	100.0
Transvaal	759	54.0	138	9.8	509	36.2	1406	100.0
South West Africa	50	30.7	24	14.7	89	54.6	163	100.0
Education, Arts and Science	431	61.0	36	5.1	240	33.9	707	100.0
Non-departmental schools	91	42.1	27	12.5	98	45.4	216	100.0
TOTAL	2211	54.4	338	8.3	1514	37.3	4063	100.0

TABLE 3.6
STD. 10 PUPILS ADVISED BY PERSONS TO BECOME TEACHERS

Education authorities	Yes		No		Total	
	N	%	N	%	N	%
1 BOYS						
Cape	336	54.7	278	45.3	614	100.0
Natal	171	46.7	195	53.3	366	100.0
Orange Free State	173	59.6	118	40.4	291	100.0
Transvaal	644	61.5	404	38.5	1048	100.0
South West Africa	57	51.3	54	48.7	111	100.0
Education, Arts and Science	183	59.8	123	40.2	306	100.0
Non-departmental schools	60	35.2	139	64.8	199	100.0
TOTAL	1624	55.3	1311	44.7	2935	100.0
2 GIRLS						
Cape	324	79.6	83	20.4	407	100.0
Natal	109	83.2	22	16.8	131	100.0
Orange Free State	114	81.4	26	18.6	140	100.0
Transvaal	602	78.0	170	22.0	772	100.0
South West Africa	59	71.9	23	28.1	82	100.0
Education, Arts and Science	285	64.3	160	35.7	445	100.0
Non-departmental schools	24	54.5	20	45.5	44	100.0
TOTAL	1517	75.1	504	24.9	2021	100.0
3 TOTAL						
Cape	660	64.6	361	35.4	1021	100.0
Natal	280	56.3	217	43.7	497	100.0
Orange Free State	287	66.5	144	33.5	431	100.0
Transvaal	1246	68.4	574	31.6	1820	100.0
South West Africa	116	60.1	77	39.9	193	100.0
Education, Arts and Science	468	62.3	283	37.7	751	100.0
Non-departmental schools	84	65.4	159	34.6	243	100.0
TOTAL	3141	63.3	1815	36.7	4956	100.0

the prospective teachers as a group have been advised by persons to become teachers. Altogether 83.6 and 86.9 per cent of the boy and girl prospective teachers, respectively, have been advised by persons to become teachers.

According to these data it would appear that the influence of other persons on pupils to become teachers could have contributed towards their choice of teaching as a career.

(c) The non-teachers

From Table 3.8 it may be deduced that 58.4 per cent of the non-teachers as a group were advised by persons to become teachers. Of the boy non-teachers 51.8 per cent were advised to become teachers, while 70.3 per cent of the girl non-teachers were advised to become teachers. These data indicate that on a percentage basis more girl non-teachers than boy non-teachers were advised to become teachers, and it appears that there is a trend on the part of persons to encourage girls rather than boys to choose the teaching profession.

3.4.2 Persons who advise Std. 10 pupils to become teachers

The Std. 10 pupils were asked to indicate which of the following persons had advised them to become teachers: parents, relatives, friends, class teacher, teacher-counsellor, other teachers and the principal.

3.4.3 The Std. 10 pupils as a group, Std. 10 boys and Std. 10 girls: Persons who advised them to become teachers

(a) Std. 10 pupils as a group

According to Table 3.9 the percentages of Std. 10 pupils who were advised to become teachers by parents (45.7%), friends (42.8%) and relatives (36.8%) are larger than the percentages of pupils advised to become teachers by the teacher-counsellor (25.6%), other teachers (24.2%), principal (17.0%) and the class teacher (13.1%). This trend is also observable to a greater or lesser extent in the case of the various education authorities. It therefore appears that the influence exerted on Std. 10 pupils to become teachers emanates to a greater extent from the community than from the school.

(b) The Std. 10 boys

The data in Table 3.10 indicate that the percentages of Std. 10 boys advised to become teachers by parents (47.7%), friends (44.0%) and relatives (39.7%) are larger than the percentages of boys advised to become teachers by the teacher-counsellor (31.1%), other teachers (28.6%), principal (18.7%) and the class teacher (15.2%).

The conclusion drawn is that the influence on the boys to become teachers is stronger from the community than from the school.

(c) Std. 10 girls

From Table 3.11 it may be seen that the percentages of Std. 10 girls advised to become teachers by parents (52.9%), friends (50.2%) and relatives (41.7%) are larger than the percentages of girls advised to become teachers by the teacher-counsellor (25.8%), other teachers (25.1%), principal (18.9%) and the class teacher (13.8%). This picture also applies to a greater or lesser extent in the case of the various education authorities.

It therefore appears that the influence exerted on the Std. 10 girls to become teachers is decidedly greater from the community than from the school.

3.4.4 The prospective teachers: Persons who advised them to become teachers

(a) Prospective teachers as a group

According to Table 3.12 the percentages of prospective teachers advised to

TABLE 3.7

PROSPECTIVE TEACHERS ADVISED BY PERSONS TO BECOME TEACHERS

Education authorities	Yes		No		Total	
	N	%	N	%	N	%
1 BOYS						
Cape	53	96.4	12	3.6	65	100.0
Natal	22	88.0	3	12.0	25	100.0
Orange Free State	34	80.9	8	19.1	42	100.0
Transvaal	133	85.8	22	14.2	155	100.0
South West Africa	7	53.8	6	46.2	13	100.0
Education, Arts and Science	13	100.0	-	-	13	100.0
Non-departmental schools	9	81.8	2	18.2	11	100.0
TOTAL	271	83.6	53	16.4	324	100.0
2 GIRLS						
Cape	129	88.3	17	11.7	146	100.0
Natal	39	92.8	3	7.2	42	100.0
Orange Free State	50	86.2	8	13.8	58	100.0
Transvaal	226	87.2	33	12.8	259	100.0
South West Africa	12	70.6	5	29.4	17	100.0
Education, Arts and Science	28	90.3	3	9.7	31	100.0
Non-departmental schools	11	68.7	5	31.3	16	100.0
TOTAL	495	86.9	74	13.1	569	100.0
3 TOTAL						
Cape	182	86.2	29	13.8	211	100.0
Natal	61	91.4	6	8.6	67	100.0
Orange Free State	84	84.0	16	16.0	100	100.0
Transvaal	359	86.7	55	13.3	414	100.0
South West Africa	19	63.3	11	36.7	30	100.0
Education, Arts and Science	41	93.2	3	6.8	44	100.0
Non-departmental schools	20	74.1	7	25.9	27	100.0
TOTAL	766	85.7	127	14.3	893	100.0

TABLE 3.8

NON-TEACHERS ADVISED BY PERSONS TO BECOME TEACHERS

Education authorities		Boys			Girls			Total		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
Cape	N	283	266	549	195	66	261	478	332	810
	%	51.5	48.5	100.0	74.7	25.3	100.0	59.0	41.0	
Natal	N	149	192	341	70	19	89	219	211	430
	%	43.6	56.4	100.0	78.6	21.4	100.0	50.9	49.1	
Orange Free State	N	139	110	249	64	18	82	203	128	331
	%	55.7	44.3	100.0	79.3	20.7	100.0	61.3	38.7	
Transvaal	N	511	382	893	376	137	513	887	519	1406
	%	57.2	42.8	100.0	73.3	26.7	100.0	63.1	36.9	
South West Africa	N	50	48	98	47	18	65	97	66	163
	%	51.0	49.0	100.0	72.3	27.7	100.0	59.5	40.5	
Education, Arts and Science ..	N	170	123	293	257	157	414	427	280	707
	%	58.0	42.0	100.0	62.1	37.9	100.0	60.4	39.6	
Non-departmental schools ...	N	51	137	188	13	15	28	64	152	216
	%	27.1	72.9	100.0	46.4	53.6	100.0	29.8	70.2	
TOTAL	N	1353	1258	2611	1022	430	1452	2375	1688	4063
	%	51.8	48.2	100.0	70.3	29.7	100.0	58.4	41.6	

TABLE 3.9

STD. 10 PUPILS: PERSONS WHO ADVISED THEM TO BECOME TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-Counsellor	Other teachers	Principal	Total
Cape	N	330	258	288	96	122	147	129	660
	%	50.0	39.1	43.6	14.5	18.5	22.3	19.5	
Natal	N	125	90	111	30	75	81	42	280
	%	44.6	32.1	39.6	10.7	26.8	28.9	15.0	
Orange Free State	N	128	109	134	31	88	71	34	287
	%	44.6	38.0	46.7	10.8	30.7	24.7	11.8	
Transvaal	N	591	497	521	142	457	324	250	1246
	%	47.4	39.9	41.8	11.4	36.7	26.0	20.1	
South West Africa	N	38	39	54	12	23	21	9	116
	%	32.8	33.6	46.6	10.3	19.8	18.1	7.8	
Education, Arts and Science ...	N	187	147	210	76	30	101	60	468
	%	40.0	31.8	44.9	16.2	6.4	21.6	12.8	
Non-departmental schools	N	36	16	26	23	9	15	9	84
	%	42.9	19.0	31.0	27.4	10.7	17.9	10.7	
TOTAL	N	1435	1156	1344	410	804	760	533	3141
	%	45.7	36.8	42.8	13.1	25.6	24.2	17.0	

TABLE 3.10

STD. 10 BOYS: PERSONS WHO ADVISED THEM TO BECOME TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	152	123	133	44	52	65	59	336
	%	45.2	36.6	39.6	13.1	15.5	19.3	17.6	
Natal	N	63	48	53	15	31	54	16	171
	%	36.8	28.1	31.0	8.8	18.1	31.6	9.4	
Orange Free State	N	63	54	67	14	44	38	9	173
	%	36.4	31.2	38.7	8.1	25.4	22.0	5.2	
Transvaal	N	261	218	222	67	249	151	129	644
	%	40.5	33.9	34.5	10.4	38.7	23.4	20.0	
South West Africa	N	14	25	19	5	12	10	4	57
	%	24.6	43.9	33.3	8.8	21.0	17.5	7.0	
Education, Arts and Science ..	N	61	48	72	42	17	50	23	183
	%	33.3	26.2	39.3	23.0	9.3	27.3	12.6	
Non-departmental schools	N	18	9	17	14	7	11	7	60
	%	30.0	15.0	28.3	23.3	11.7	18.3	11.7	
TOTAL	N	632	525	583	201	412	379	247	1324
	%	47.7	39.7	44.0	15.2	31.1	28.6	18.7	

TABLE 3.11

STD. 10 GIRLS: PERSONS WHO ADVISED THEM TO BECOME TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	178	135	155	52	70	82	70	324
	%	54.9	41.7	47.8	16.0	21.6	25.3	21.6	
Natal	N	62	42	58	15	44	27	26	109
	%	56.9	38.5	53.2	13.8	40.4	24.8	23.9	
Orange Free State	N	65	55	67	17	44	33	25	114
	%	57.0	48.2	58.8	14.9	38.6	28.9	21.9	
Transvaal	N	330	279	299	75	208	173	121	602
	%	54.8	46.3	49.7	12.5	34.6	28.7	20.1	
South West Africa	N	24	14	35	7	11	11	5	59
	%	40.7	23.7	59.3	11.9	18.6	18.6	8.5	
Education, Arts and Science	N	126	101	138	34	13	51	37	285
	%	44.2	35.4	48.4	11.9	4.6	17.9	13.0	
Non-departmental schools	N	18	7	9	9	2	4	2	24
	%	75.0	29.2	37.5	37.5	8.3	16.7	8.3	
TOTAL	N	803	633	761	209	392	381	286	1517
	%	52.9	41.7	50.2	13.8	25.8	25.1	18.9	

become teachers by parents (78.6%), friends (44.6%) and relatives (43.9%) are larger than the percentages of prospective teachers advised to become teachers by the teacher-counsellor (40.1%), other teachers (30.0%), principal (29.1%) and the class teacher (17.6%). This trend also applies in the case of the various education authorities.

It therefore appears that the influence exerted on the prospective teachers to become teachers is decidedly greater from the community than from the school.

(b) Boy prospective teachers

From Table 3.13 it may be seen that the largest percentages of boy prospective teachers were advised to become teachers by their parents (74.2%). This group was followed by the boys who were advised by the teacher-counsellor (41.7%) as the second largest group, and the percentages who were advised to become teachers by relatives (39.9%) and friends (36.2%) are larger than the percentages of boys advised by other teachers (29.9%), the principal (27.7%) and the class teacher (14.8%).

Although the percentage of boy prospective teachers advised to become teachers by the teacher-counsellor is the second largest group, the influence exerted on the boy prospective teachers from the community appears to be stronger than that from the school.

(c) Girl prospective teachers

According to Table 3.14, the percentages of girl prospective teachers advised to become teachers by parents (81.0%), friends (49.3%) and relatives (46.1%) are larger than the percentages of girl prospective teachers advised by the teacher-counsellor (39.2%), other teachers (34.7%), principal (29.9%) and the class teacher (19.2%). This picture also applies roughly in the case of the various education authorities. The influence exerted on the girl prospective teachers to become teachers is decidedly greater from the community than from the school.

3.4.5 The non-teachers: Persons who advised them to become teachers.

- (a) According to Table 3.15, the percentages of non-teachers advised to become teachers by friends (42.2%), parents (35.1%) and relatives (34.6%) are larger than the percentages of non-teachers advised by other teachers (21.3%), teacher-counsellor (20.9%), principal (13.1%) and the class teacher (11.6%).

It therefore appears that the influence exerted on non-teachers to become teachers from the community is greater than that from the school. This trend also applies in the case of the various education authorities.

(b) Boy non-teachers

From Table 3.16 it will be seen that the percentages of boy non-teachers advised to become teachers by friends (35.8%), parents (31.9%) and relatives (30.8%) are larger than the percentages of boy non-teachers advised by the teacher-counsellor (22.1%), other teachers (22.0%), principal (12.7%) and the class teacher (11.9%).

This picture also applies in the case of the various education authorities.

It therefore appears that the influence exerted on the boy non-teachers to become teachers is greater from the community than from the school.

(c) Girl non-teachers

From Table 3.17 it will be seen that the percentages of girl non-teachers advised to become teachers by friends (50.6%), relatives (39.6%) and parents (39.3%) are larger than the percentages of girl non-teachers advised to become teachers by other teachers (20.5%), the teacher-counsellor (19.4%), the principal (13.5%) and the class teacher (11.2%).

TABLE 3.12

PROSPECTIVE TEACHERS: PERSONS WHO ADVISED THEM TO BECOME
TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher- counsellor	Other teachers	Principal	Total
Cape	N	132	66	69	32	49	55	55	182
	%	72.5	36.3	37.9	17.6	26.9	30.2	30.2	
Natal	N	48	27	29	13	33	23	14	61
	%	78.7	44.3	47.5	21.3	54.1	37.7	22.9	
Orange Free State	N	64	47	44	13	38	19	20	84
	%	76.2	55.9	52.4	15.5	45.2	22.6	23.8	
Transvaal	N	303	166	165	51	176	135	108	359
	%	84.4	46.2	46.0	14.2	49.0	37.6	30.1	
South West Africa	N	11	6	7	4	5	5	3	19
	%	57.9	31.6	36.8	21.1	26.3	26.3	15.8	
Education, Arts and Science	N	32	20	20	14	3	13	17	41
	%	78.0	48.8	48.8	34.1	7.3	31.7	41.5	
Non-departmental schools	N	12	4	8	8	3	3	6	20
	%	60.0	20.0	40.0	40.0	15.0	15.0	30.0	
TOTAL	N	602	336	342	135	307	253	223	766
	%	78.6	43.9	44.6	17.6	40.1	30.0	29.1	

TABLE 3.13

BOY PROSPECTIVE TEACHERS: PERSONS WHO ADVISED THEM TO BECOME TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher- counsellor	Other teachers	Principal	Total
Cape	N	34	20	17	6	14	12	20	53
	%	64.1	37.7	32.1	11.3	26.4	22.6	37.7	
Natal	N	15	9	6	4	10	9	4	22
	%	68.2	40.9	27.3	18.2	45.5	40.9	18.2	
Orange Free State	N	25	18	13	3	15	4	3	34
	%	73.5	52.9	38.2	8.8	44.1	11.8	8.8	
Transvaal	N	110	49	52	15	67	49	37	133
	%	82.7	36.8	39.1	11.3	50.4	36.8	27.8	
South West Africa	N	3	4	3	2	2	1	1	7
	%	42.9	57.1	42.9	28.6	28.6	14.3	14.3	
Education, Arts and Science	N	10	6	5	7	3	5	5	13
	%	76.9	46.2	38.5	53.8	23.1	38.5	38.5	
Non-departmental schools	N	4	2	2	3	2	1	5	9
	%	44.4	22.2	22.2	33.3	22.2	11.1	55.6	
TOTAL	N	201	108	98	40	113	81	75	271
	%	74.2	39.9	36.2	14.8	41.7	29.9	27.7	

TABLE 3.14

GIRL PROSPECTIVE TEACHERS: PERSONS WHO ADVISED THEM TO BECOME TEACHERS

Educational authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	98	46	52	26	35	43	35	129
	%	76.0	35.7	40.3	20.1	27.1	33.3	27.1	
Natal	N	33	18	23	9	23	14	10	39
	%	84.6	46.2	59.0	23.1	59.0	35.9	25.6	
Orange Free State	N	39	29	31	10	23	15	17	50
	%	78.0	58.0	62.0	20.0	46.0	30.0	34.0	
Transvaal	N	193	117	113	36	109	86	71	226
	%	85.4	51.8	50.0	15.9	48.2	38.1	31.4	
South West Africa	N	8	2	4	2	3	4	2	12
	%	66.7	16.7	33.3	16.7	25.0	33.3	16.7	
Education, Arts and Science ..	N	22	14	15	7	-	8	12	28
	%	78.6	50.0	53.6	25.0	-	28.6	42.9	
Non-departmental schools	N	8	2	6	5	1	2	1	11
	%	72.7	18.2	54.5	45.5	9.0	18.2	9.0	
TOTAL	N	401	228	244	95	194	172	148	495
	%	81.0	46.1	49.3	19.2	39.2	34.7	29.9	

TABLE 3.15

NON-TEACHERS: PERSONS WHO ADVISED THEM TO BECOME
TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher- counsellor	Other teachers	Principal	Total
Cape	N	198	192	219	64	73	92	74	478
	%	41.4	40.2	45.8	13.4	15.3	19.2	15.5	
Natal	N	77	63	82	17	42	58	28	219
	%	35.2	28.8	37.4	7.8	19.2	26.5	12.8	
Orange Free State	N	64	62	90	18	50	52	14	203
	%	31.5	30.5	44.3	8.9	24.6	25.6	6.9	
Transvaal	N	288	331	356	91	281	189	142	887
	%	32.5	37.3	40.1	10.3	31.7	21.3	16.0	
South West Africa	N	27	33	47	8	18	16	6	97
	%	27.8	34.0	48.5	8.2	18.6	16.5	6.2	
Education, Arts and Science ...	N	155	129	190	62	27	88	43	427
	%	36.3	30.2	44.5	14.5	6.3	20.6	10.1	
Non-departmental schools	N	24	12	18	15	6	12	3	64
	%	37.5	18.7	28.1	23.4	9.4	18.7	4.7	
TOTAL	N	833	822	1002	275	497	507	310	2375
	%	35.1	34.6	42.2	11.6	20.9	21.3	13.1	

TABLE 3.16

BOY NON-TEACHERS: PERSONS WHO ADVISED THEM TO BECOME TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	118	103	116	38	38	53	39	283
	%	41.7	36.4	41.0	13.4	13.4	18.7	13.8	
Natal	N	48	39	47	11	21	45	12	149
	%	32.2	26.2	31.5	7.4	14.1	30.2	8.1	
Orange Free State	N	38	36	54	11	29	34	6	139
	%	27.3	25.9	38.8	7.9	20.9	24.5	4.3	
Transvaal	N	151	169	170	52	182	102	92	511
	%	29.5	33.1	33.3	10.2	35.6	20.0	18.0	
South West Africa	N	11	21	16	3	10	9	3	50
	%	22.0	42.0	32.0	6.0	20.0	18.0	6.0	
Education, Arts and Science	N	51	42	67	35	14	45	18	170
	%	30.0	24.7	39.4	20.6	8.2	26.5	10.6	
Non-departmental schools	N	14	7	15	11	1	10	2	51
	%	27.4	13.7	29.4	21.6	2.0	19.6	3.9	
TOTAL	N	431	417	485	161	299	298	172	1353
	%	31.9	30.8	35.8	11.9	22.1	22.0	12.7	

TABLE 3.17

GIRL NON-TEACHERS: PERSONS WHO ADVISED THEM TO BECOME TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	80	89	103	26	35	39	35	195
	%	41.0	45.6	52.8	13.3	17.9	20.0	17.9	
Natal	N	29	24	35	6	21	13	16	70
	%	41.4	34.3	50.0	8.6	30.0	18.6	22.8	
Orange Free State	N	26	26	36	7	21	18	8	64
	%	40.6	40.6	56.2	10.9	32.8	28.1	12.5	
Transvaal	N	137	162	186	39	99	87	50	376
	%	36.4	43.1	49.5	10.4	26.3	23.1	13.3	
South West Africa	N	16	12	31	5	8	7	3	47
	%	34.0	25.5	65.9	10.6	17.0	14.9	6.4	
Education, Arts and Science	N	104	87	123	27	13	43	25	257
	%	40.5	33.9	47.9	10.5	5.1	16.7	9.7	
Non-departmental schools	N	10	5	3	4	5	2	1	13
	%	76.9	38.5	23.1	30.8	38.5	15.4	7.7	
TOTAL	N	402	405	517	114	198	209	138	1022
	%	39.3	39.6	50.6	11.2	19.4	20.5	13.5	

The conclusion drawn is that the influence exerted on the girl non-teachers to become teachers is greater from the community than from the school. This conclusion also applies in the case of the various education authorities.

3.4.6 Conclusions in regard to the persons advising Std. 10 pupils to become teachers

On the basis of the data contained in Tables 3.9 to 3.17 the following conclusions may be drawn:

(a) The Std. 10 pupils as a group

- (i) The influence exerted on the Std. 10 pupils as a group, as well as on the Std. 10 boys and girls, is greater from the community than from the school.
- (ii) The parents as a group have the largest share in exerting an influence on the Std. 10 pupils as a group, as well as on the Std. 10 boys and Std. 10 girls, followed by friends and relatives as groups who influence pupils to a greater extent than the staff at the schools.
- (iii) The influence exerted by both the community and the school is concentrated more on the Std. 10 girls than on the boys, i.e. more girls than boys have been advised to become teachers, which indicates that teaching is regarded as a career for girls.

(b) The prospective teachers

- (i) The influence exerted on both the prospective teachers as a group, as well as on the boy and girl prospective teachers, is greater from the community than from the school.
- (ii) The parents as a group decidedly have the largest share in influencing the prospective teachers to become teachers, followed by relatives, friends and the teacher-counsellor who have a fair share in influencing the pupils to become teachers.
- (iii) The influence exerted by both the community and the school is concentrated more on the girls than on the boys.

(c) The non-teachers

- (i) Although the non-teachers are not interested in teaching as a career, it appears that both the group and the boys and girls have been advised to become teachers to a greater extent by the community than by the school.
- (ii) Friends also appear to have played a larger role in influencing pupils in favour of teaching than parents and relatives, with the staff at schools in a secondary role.

(d) General

It may be accepted that the parents, relatives and friends are more inclined to advise Std. 10 pupils to become teachers than the class teacher, teacher-counsellor, other teachers and the principal.

In addition it may be accepted that the above-mentioned groups of persons are also more inclined to advise girls to become teachers than boys.

CHAPTER 4

PERSONS WHO DISCOURAGE STD. 10 PUPILS FROM BECOMING TEACHERS

4.1 INTRODUCTION

Just as there are persons who encourage pupils to become teachers, there are also those who discourage pupils from becoming teachers. The persons who could possibly discourage pupils from becoming teachers are the teachers at schools, persons in the parental home and in the community. Questions were therefore put to the Std. 10 pupils in order to determine whether there were teachers who discouraged pupils in respect of the teaching profession and how the pupils evaluated these teachers. In addition questions were also put in order to determine who the persons were who discourage pupils from becoming teachers.

4.2 TEACHERS WHO DISCOURAGE STD. 10 PUPILS FROM BECOMING TEACHERS

The Std. 10 pupils were asked whether they knew of teachers who discouraged pupils from becoming teachers. An indication is given below, according to sex, of how the Std. 10 pupils as a group, the prospective teachers and the non-teachers reacted to the question.

4.2.1 Std. 10 pupils as a group: Are there any teachers at your school who discourage pupils from becoming teachers?

In Table 4.1 an indication is given, according to education authorities of the numbers and percentages of pupils who know of teachers who discourage pupils from becoming teachers.

According to Table 4.1 almost two-thirds (63.2%) of the Std. 10 pupils know of teachers who discourage pupils from becoming teachers. The percentages of pupils of the various education authorities who know of teachers who discourage pupils from becoming teachers are as follows: Education, Arts and Science 70.2 per cent, Transvaal 67.1 per cent, Cape Province 61.8 per cent, Natal 60.6 per cent, South West Africa 57.0 per cent, Orange Free State 54.1 per cent and the non-departmental schools 44.8 per cent.

Altogether 61.4 and 65.7 per cent of the Std. 10 boys and girls, respectively, know of teachers who discourage pupils from becoming teachers. For the various education authorities the percentages of boys vary from 44.2 per cent (non-departmental schools) to 73.2 per cent (Education, Arts and Science), and the percentages of girls vary from 47.7 per cent (non-departmental schools) to 69.0 per cent (Transvaal).

These data indicate that there are teachers who discourage pupils from becoming teachers. The percentage of Std. 10 pupils who know that there are such teachers is relatively large, and this means that an extremely large group of pupils are exposed to unfavourable influences, in regard to the teaching profession.

4.2.2 Std. 10 pupils at A.M., E.M. and P. and D. high schools who know of teachers who discourage pupils from becoming teachers

The question frequently arises whether or not the attitudes of teachers at A.M., E.M. and P. and D. high schools differ in regard to the teaching profession. The pupils at the three groups of high schools were therefore asked whether there were teachers who discouraged pupils from becoming teachers.

According to Table 4.2, approximately two-thirds of the Std. 10 pupils at the A.M. high schools (60.2%), E.M. high schools (66.6%) and P. and D. high schools (65.2%) know of teachers who discourage pupils from becoming teachers.

The percentages of pupils at the three groups of high schools in the Cape are approximately the same (ranging from 59.7% to 62.1%), and it may be accepted

TABLE 4.1

STD. 10 PUPILS, ACCORDING TO SEX, WHO KNOW OF TEACHERS WHO DISCOURAGE PUPILS FROM BECOMING
TEACHERS

Education authorities		Boys			Girls			Total		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
Cape	N	371	243	614	257	150	407	628	393	1021
	%	60.4	39.6	100.0	63.1	36.9	100.0	61.5	38.5	100.0
Natal	N	212	154	366	89	42	131	301	196	497
	%	57.9	42.1	100.0	67.9	32.1	100.0	60.6	39.4	100.0
Orange Free State	N	153	138	291	80	60	140	233	198	431
	%	52.6	47.4	100.0	57.1	42.9	100.0	54.1	45.9	100.0
Transvaal	N	689	359	1048	533	239	772	1222	598	1820
	%	65.7	34.3	100.0	69.0	31.0	100.0	67.1	32.9	100.0
South West Africa	N	65	46	111	45	37	82	110	83	193
	%	58.6	41.4	100.0	54.9	45.1	100.0	57.0	43.0	100.0
Education, Arts and Science	N	224	82	306	303	142	445	527	224	751
	%	73.2	26.8	100.0	68.1	31.9	100.0	70.2	29.8	100.0
Non-departmental schools	N	88	111	199	21	23	44	109	134	243
	%	44.2	55.8	100.0	47.7	52.3	100.0	44.8	55.2	100.0
TOTAL	N	1802	1133	2935	1328	693	2021	3130	1826	4956
	%	61.4	38.6	100.0	65.7	34.3	100.0	63.2	36.8	100.0

TABLE 4.2

STD. 10 PUPILS AT A.M., E.M. AND P. AND D. HIGH SCHOOLS WHO KNOW OF TEACHERS WHO DISCOURAGE PUPILS FROM BECOMING TEACHERS

Education authorities		A.M. high schools			E.M. high schools			P. and D. high schools			Total		
		Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Cape	N	220	134	354	120	81	201	288	178	466	628	393	1021
	%	62.1	37.9	100.0	59.7	40.3	100.0	61.8	38.2	100.0	61.5	38.5	100.0
Natal	N	45	39	84	180	106	286	76	51	127	301	196	497
	%	53.6	46.4	100.0	62.9	37.1	100.0	59.8	40.2	100.0	60.6	39.4	100.0
Orange Free State	N	132	152	284	21	8	29	80	38	118	233	198	431
	%	46.5	53.5	100.0	72.4	27.6	100.0	67.8	32.2	100.0	54.1	45.9	100.0
Transvaal	N	667	378	1045	382	157	539	173	63	236	1222	598	1820
	%	63.8	36.2	100.0	70.5	29.1	100.0	73.3	26.7	100.0	67.1	32.9	100.0
TOTAL	N	1064	703	1767	703	352	1055	617	330	947	2384	1385	3769
	%	60.2	39.8	100.0	66.6	33.4	100.0	65.2	34.8	100.0	63.3	36.7	100.0

that the attitudes of teachers to teaching in the three groups of high schools in the Cape do not differ. In view of the fact that the percentages of pupils at the E.M. high schools in Natal (62.9%) and at the E.M. high schools (72.4%) and P. and D. high schools (67.8%) in the Orange Free State and at the P. and D. high schools (73.3%) and E.M. high schools (70.9%) in the Transvaal in regard to pupils who know of teachers who discourage pupils from becoming teachers, are higher than in the case of the school groups not mentioned in respect of the education departments, it must be accepted that the attitude of the teachers at the A.M. high schools towards the teaching profession should be more favourable, since the pupils who know of teachers who discourage pupils from becoming teachers constitute a smaller percentage than at the E.M. and P. and D. high schools, this possibly indicating that at the A.M. high schools there are fewer teachers who discourage pupils.

4.3 EVALUATION OF THE TEACHERS WHO DISCOURAGE PUPILS FROM BECOMING TEACHERS

The Std. 10 pupils were asked whether or not they regarded the teachers who discouraged pupils from becoming teachers as good teachers. Tables 4.3, 4.4 and 4.5 reflect the answers to the question of the Std. 10 pupils as a group, the prospective teachers and the non-teachers, respectively.

4.3.1 The evaluation of the Std. 10 pupils as a group in regard to teachers who discourage pupils from becoming teachers

According to Table 4.3, altogether 51.2 per cent of the Std. 10 pupils consider that the teachers who discourage pupils from becoming teachers are good teachers, with only 10.6 per cent who regard the above-mentioned teachers as not good teachers, and 38.2 per cent of the pupils who do not know whether or not the above-mentioned teachers are good teachers.

In regard to the education authorities, just more than half of the pupils of the Cape (53.8%), Transvaal (55.4%), South West Africa (54.9%) and Education, Arts and Science (56.2%) and just less than half of the pupils of Natal (41.9%) and the Orange Free State (44.3%) together with one-fifth of the pupils of the non-departmental schools (21.8%) consider that the teachers who discourage pupils from becoming teachers are good teachers.

Although the Std. 10 pupils who do not know whether or not the teachers who discourage pupils from becoming teachers are good teachers form a relatively large group (38.2%) and the pupils who describe the above-mentioned teachers as not good teachers constitute only 10.6 per cent, it appears that a fair percentage of the pupils in the country as well as in the various education authorities, excluding the non-departmental schools, describe the teachers who discourage pupils from becoming teachers as good teachers.

4.3.2 The prospective teachers' evaluation of the teachers who discourage pupils from becoming teachers

According to Table 4.4, altogether 52.8 per cent of the prospective teachers consider that teachers who discourage pupils from becoming teachers are good teachers, with 33.9 per cent of the prospective teachers who do not know whether or not the above-mentioned teachers are good teachers, and 13.3 per cent of the prospective teachers who describe the above-mentioned teachers as definitely not good teachers.

In regard to the various education authorities, the picture is approximately the same as for the country, with the exception of the non-departmental schools where only 3.7 per cent of the prospective teachers describe the above-mentioned teachers as good teachers, with 88.9 per cent of the prospective teachers who do not know whether or not the above-mentioned teachers are good teachers.

Except for the non-departmental schools, a reasonable group of the prospective teachers of the other education authorities consider that the teachers who discourage pupils from becoming teachers are good teachers.

TABLE 4.3

STD. 10 PUPILS: EVALUATION OF TEACHERS WHO DISCOURAGE PUPILS FROM BECOMING TEACHERS

Education authorities	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
Cape	549	53.8	122	11.9	350	34.3	1021	100.0
Natal	208	41.9	49	9.8	240	48.3	497	100.0
Orange Free State	191	44.3	46	10.7	194	45.0	431	100.0
Transvaal	1008	55.4	214	11.8	598	32.8	1820	100.0
South West Africa	106	54.9	15	7.8	72	37.3	193	100.0
Education, Arts and Science	422	56.2	53	7.1	276	36.7	751	100.0
Non-departmental schools	53	21.8	29	11.9	161	66.3	243	100.0
TOTAL	2537	51.2	528	10.6	1891	38.2	4956	100.0

TABLE 4.4

PROSPECTIVE TEACHERS: EVALUATION OF TEACHERS WHO DISCOURAGE PUPILS FROM BECOMING
TEACHERS

Education authorities	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
Cape	121	57.3	24	11.4	66	31.3	211	100.0
Natal	29	43.3	14	20.9	24	35.8	67	100.0
Orange Free State	41	41.0	12	12.0	47	47.0	100	100.0
Transvaal	237	57.2	55	13.3	122	29.5	414	100.0
South West Africa	17	56.7	6	20.0	7	23.3	30	100.0
Education, Arts and Science	25	56.8	6	13.6	13	29.5	44	100.0
Non-departmental schools	1	3.7	2	7.4	24	88.9	27	100.0
TOTAL	471	52.8	119	13.3	303	33.9	893	100.0

4.3.3 The non-teachers' evaluation of the teachers who discourage pupils from becoming teachers

According to Table 4.5, approximately half (50.8%) of the non-teachers consider that teachers who discourage pupils from becoming teachers are good teachers. Only 10.1 per cent of the non-teachers consider that the above-mentioned teachers are not good teachers, with 39.1 per cent of the non-teachers who do not know whether or not the above-mentioned teachers are good teachers.

Except for the non-departmental schools where only 24.1 per cent of the non-teachers describe the above-mentioned teachers as good teachers, a fairly large group of the pupils of the other education authorities consider that the above-mentioned teachers are good teachers (percentages range from 45.3% (Orange Free State) to 56.1% in the case of Education, Arts and Science).

4.3.4 Conclusions in regard to the evaluation of the teachers who discourage pupils from becoming teachers

The preceding Tables 4.3, 4.4 and 4.5 indicate that the Std. 10 pupils as a group, as well as the prospective and non-teachers as groups, who describe the teachers who discourage pupils from becoming teachers as good teachers are decidedly in the majority, compared with the pupils who describe the above-mentioned teachers as not good teachers.

For the various education authorities in respect of the Std. 10 pupils as a group and the non-teachers as a group, the conclusion is the same as for the country as a whole. In regard to the prospective teachers the conclusion, except in the case of the non-departmental schools where more pupils describe the above-mentioned teachers as not good teachers than those who describe them as good teachers, is the same for the other education authorities as for the country as a whole.

4.4 PERSONS WHO DISCOURAGE PUPILS FROM BECOMING TEACHERS

In order to determine whether the Std. 10 pupils have been discouraged from becoming teachers and who the persons are who have discouraged them, questions in this connection were put to the Std. 10 pupils.

4.4.1 Have any persons discouraged the Std. 10 pupils from becoming teachers?

(a) The Std. 10 pupils as a group

An examination of Table 4.6 reveals that 39.3 per cent of the Std. 10 pupils have been discouraged by persons from becoming teachers. In addition it appears that 39.1 per cent and 39.5 per cent of the Std. 10 boys and girls, respectively, have been so discouraged by persons.

The conclusion drawn is that:

- (i) there are persons who discourage Std. 10 pupils from becoming teachers, and that the group of pupils who have been discouraged is a relatively large one;
- (ii) on a percentage basis approximately the same number of boys as girls have been discouraged from becoming teachers.

(b) The prospective teachers

According to Table 4.7, altogether 37.2 per cent of the prospective teachers have been advised against becoming teachers. In addition, it appears that 42.6 per cent of the boy prospective teachers and 34.1 per cent of the girl prospective teachers have been advised against becoming teachers. This trend is also observable in the case of the various education authorities.

These data indicate that, on a percentage basis, more boys than girls have been advised against becoming teachers and it would appear that there is a tendency to discourage boys rather than girls from becoming teachers.

TABLE 4.5

NON-TEACHERS: EVALUATION OF TEACHERS WHO DISCOURAGE PUPILS FROM BECOMING TEACHERS

Education authorities	Yes		No		Do not know		Total	
	N	%	N	%	N	%	N	%
Cape	428	52.9	98	12.1	284	35.0	810	100.0
Natal	46	51.7	7	7.9	36	40.4	89	100.0
Orange Free State	150	45.3	34	10.3	147	44.4	331	100.0
Transvaal	771	54.9	159	11.3	476	33.8	1406	100.0
South West Africa	89	54.6	9	5.5	65	39.9	163	100.0
Education, Arts and Science	397	56.1	47	6.6	263	37.2	707	100.0
Non-departmental schools	52	24.1	27	12.5	137	63.4	216	100.0
TOTAL	2066	50.8	409	10.1	1588	39.1	4063	100.0

TABLE 4.6

STD. 10 PUPILS ADVISED BY PERSONS AGAINST BECOMING TEACHERS

Education authorities		Boys			Girls			Total		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
Cape	N	214	400	614	145	262	407	359	662	1021
	%	34.8	65.2	100.0	35.6	64.4	100.0	35.2	65.8	100.0
Natal	N	119	247	366	53	78	131	172	325	497
	%	32.5	67.5	100.0	40.5	59.5	100.0	34.7	65.3	100.0
Orange Free State	N	134	157	291	49	91	140	183	248	431
	%	46.0	54.0	100.0	35.0	65.0	100.0	42.5	57.5	100.0
Transvaal	N	463	585	1048	345	427	772	808	1012	1820
	%	44.2	55.8	100.0	44.7	55.3	100.0	44.4	55.6	100.0
South West Africa	N	53	58	111	43	39	82	96	97	193
	%	47.8	52.2	100.0	52.4	47.6	100.0	49.7	50.3	100.0
Education, Arts and Science	N	117	189	306	159	286	445	276	475	751
	%	38.2	61.8	100.0	35.7	64.3	100.0	36.8	63.2	100.0
Non-departmental schools	N	49	150	199	5	39	44	54	189	243
	%	24.6	75.4	100.0	9.3	90.7	100.0	22.2	77.8	100.0
TOTAL	N	1149	1786	2935	799	1222	2021	1948	3008	4956
	%	39.1	60.9	100.0	39.5	60.5	100.0	39.3	60.7	100.0

TABLE 4.7

PROSPECTIVE TEACHERS ADVISED BY PERSONS AGAINST BECOMING TEACHERS

Education authorities	Boys			Girls			Total		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Cape	N 19	46	65	44	102	146	63	148	211
	% 29.2	70.8	100.0	30.1	69.9	100.0	29.1	70.9	100.0
Natal	N 12	13	25	12	30	42	24	43	67
	% 48.0	52.0	100.0	28.6	71.4	100.0	35.8	64.2	100.0
Orange Free State	N 17	25	42	13	45	58	30	70	100
	% 40.5	59.5	100.0	22.4	77.6	100.0	30.0	70.0	100.0
Transvaal	N 70	85	155	106	153	259	176	238	414
	% 45.2	54.8	100.0	40.9	59.1	100.0	42.5	57.5	100.0
South West Africa	N 11	2	13	5	12	17	16	14	30
	% 84.6	15.4	100.0	29.4	70.6	100.0	53.3	46.7	100.0
Education, Arts and Science	N 7	6	13	9	22	31	16	28	44
	% 53.8	46.2	100.0	29.0	71.0	100.0	36.4	63.6	100.0
Non-departmental schools	N 2	9	11	5	11	16	7	20	27
	% 18.2	81.8	100.0	31.3	68.7	100.0	25.9	74.1	100.0
TOTAL	N 138	186	324	194	375	569	332	561	893
	% 42.6	57.4	100.0	34.1	64.9	100.0	37.2	62.8	100.0

(c) The non-teachers

It may be seen from Table 4.8 that 41.1 per cent of the non-teachers as a group and 38.7 and 45.4 per cent of the boy non-teachers and girl non-teachers, respectively, have been discouraged from becoming teachers.

The fact that a relatively large percentage of non-teachers have been advised against becoming teachers, leads to the conclusion that the persons who advised the non-teachers against becoming teachers, could possibly have contributed towards the non-teachers not wanting to become teachers.

4.4.2 Persons who discouraged Std. 10 pupils from becoming teachers

The Std. 10 pupils were asked to indicate which of the following persons had discouraged them from becoming teachers: parents, relatives, friends, class teacher, teacher-counsellor, other teachers and the principal.

4.4.3 The Std. 10 pupils as a group, Std. 10 boys and Std. 10 girls: Persons who discouraged them from becoming teachers

(a) Std. 10 pupils as a group

According to Table 4.9, the percentage of Std. 10 pupils discouraged from becoming teachers by friends (43.3%) is the largest, followed by other teachers (36.2%), relatives (22.2%), parents (18.3%), class teachers (6.3%), teacher-counsellor (4.3%) and the principal (2.9%). This trend is also observable to a greater or lesser extent in the case of the various education authorities. It appears however that the discouragement of Std. 10 pupils from becoming teachers emanates more from the community than from the school.

(b) Std. 10 boys

The data in Table 4.10 indicate that the largest group of Std. 10 boys have been advised against becoming teachers by friends (45.9%), followed by other teachers (35.9%), relatives (21.1%), parents (15.6%) class teachers (7.0%), teacher-counsellors (4.7%) and the school principal (3.5%).

The conclusion drawn is that the discouragement of Std. 10 boys from becoming teachers emanates more from the community than from the school.

(c) Std. 10 girls

From Table 4.11 it is seen that the largest group of Std. 10 girls have been discouraged from becoming teachers by friends. This group is followed by the girls who have been discouraged by other teachers (36.7%), relatives (23.6%), parents (22.1%), class teachers (5.3%), teacher-counsellors (3.6%) and the principal (2.1%).

It appears that discouragement of Std. 10 pupils from becoming teachers is greater from the community than from the school.

4.4.4 The prospective teachers: Persons who advised them against becoming teachers

(a) Prospective teachers as a group

According to Table 4.12, the largest group of prospective teachers have been advised against becoming teachers by friends (49.7%). This group is followed by the pupils advised against becoming teachers by other teachers (43.4%), relatives (20.5%), class teacher (6.0%), parents (5.7%), teacher-counsellors (4.5%) and the principal (3.3%).

It appears however that the discouragement of the prospective teachers from becoming teachers is greater from the community than from the school.

TABLE 4.8

NON-TEACHERS ADVISED BY PERSONS AGAINST BECOMING TEACHERS

Education authorities		Boys			Girls			Total		
		Yes	No	Total	Yes	No	Total	Yes	No	Total
Cape	N	195	354	549	101	160	261	296	514	810
	%	35.5	64.5	100.0	38.7	61.3	100.0	57.6	42.4	100.0
Natal	N	107	234	341	41	48	89	148	282	430
	%	31.4	68.6	100.0	46.1	53.9	100.0	34.4	65.6	100.0
Orange Free State	N	117	132	249	36	46	82	153	178	331
	%	47.0	53.0	100.0	43.9	56.1	100.0	46.2	53.8	100.0
Transvaal	N	393	500	893	293	220	513	686	720	1406
	%	44.0	56.0	100.0	57.1	42.9	100.0	48.8	51.2	100.0
South West Africa	N	42	56	98	38	27	65	80	83	163
	%	42.9	57.1	100.0	58.5	41.5	100.0	49.1	50.9	100.0
Education, Arts and Science ...	N	110	183	293	150	264	414	260	447	707
	%	37.5	62.5	100.0	36.2	63.8	100.0	36.8	63.2	100.0
Non-departmental schools	N	47	141	188	-	28	28	47	169	216
	%	25.0	75.0	100.0	-	100.0	100.0	21.8	78.2	100.0
TOTAL	N	1011	1600	2611	659	793	1452	1670	2393	4063
	%	38.7	61.3	100.0	45.4	54.6	100.0	41.1	58.9	100.0

TABLE 4.9

STD. 10 PUPILS: PERSONS WHO ADVISED THEM AGAINST BECOMING TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	49	69	157	13	27	101	25	359
	%	13.6	19.2	43.7	3.6	7.5	28.1	7.0	
Natal	N	20	22	71	13	6	72	4	172
	%	11.6	12.8	41.3	7.6	3.5	41.9	2.3	
Orange Free State	N	31	39	82	6	13	62	7	183
	%	16.9	21.3	44.3	3.3	7.1	33.9	3.8	
Transvaal	N	147	217	312	44	31	332	13	808
	%	18.2	26.9	44.8	5.4	3.8	41.1	1.6	
South West Africa	N	16	21	36	15	1	43	1	96
	%	16.7	21.9	37.5	15.6	1.0	44.8	1.0	
Education, Arts and Science	N	74	54	120	27	5	86	6	276
	%	26.8	19.6	43.5	9.8	1.8	31.2	2.2	
Non-departmental schools	N	19	10	27	4	-	9	1	54
	%	35.2	18.5	50.0	7.4	-	16.7	1.8	
TOTAL	N	356	432	855	122	83	786	57	1948
	%	18.3	22.2	43.9	6.3	4.3	36.2	2.9	

TABLE 4.10

STD. 10 BOYS: PERSONS WHO ADVISED THEM AGAINST BECOMING TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	School Principal	Total
Cape	N	25	36	91	12	19	60	19	214
	%	11.7	16.8	42.5	5.6	8.9	28.0	8.9	
Natal	N	14	12	52	7	5	49	2	119
	%	11.8	10.1	43.7	5.9	4.2	41.2	1.7	
Orange Free State	N	22	27	59	5	9	50	4	172
	%	16.4	20.1	44.0	3.7	6.7	37.3	3.0	
Transvaal	N	76	125	224	23	19	191	11	463
	%	16.4	27.7	40.0	6.1	3.5	40.9	0.6	
South West Africa	N	8	9	18	12	1	25	1	53
	%	15.1	17.0	34.0	22.6	1.9	47.2	1.9	
Education, Arts and Science	N	15	25	62	17	1	28	2	117
	%	12.8	21.4	53.0	14.5	0.8	23.9	1.7	
Non-departmental schools	N	19	9	22	4	-	9	1	49
	%	38.8	18.4	44.9	8.2	-	18.4	2.0	
TOTAL	N	179	243	528	80	54	413	40	1149
	%	15.6	21.1	5.9	7.0	4.7	35.9	3.5	

TABLE 4.11

STD. 10 GIRLS: PERSONS WHO ADVISED THEM AGAINST BECOMING TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	School Principal	Total
Cape	N	24	33	66	1	8	41	6	145
	%	16.5	22.8	45.5	0.7	5.5	28.3	4.1	
Natal	N	6	10	19	6	1	23	2	53
	%	11.3	18.9	35.8	11.3	1.9	43.4	3.8	
Orange Free State	N	9	12	23	1	4	12	3	49
	%	18.4	24.5	46.9	2.0	8.2	24.5	6.1	
Transvaal	N	71	92	138	21	12	141	2	345
	%	20.6	26.7	40.0	6.1	3.5	40.9	0.6	
South West Africa	N	8	12	18	3	-	8	-	43
	%	18.6	27.9	41.9	7.0	-	41.9	-	
Education, Arts and Science	N	59	29	58	10	4	58	4	159
	%	37.1	18.2	36.5	6.3	2.5	36.5	2.5	
Non-departmental schools	N	-	1	5	-	-	-	-	5
	%	-	20.0	100.0	-	-	-	-	
TOTAL	N	177	189	327	42	29	293	17	799
	%	22.1	23.6	40.9	5.3	3.6	36.7	2.1	

TABLE 4.12

PROSPECTIVE TEACHERS: PERSONS WHO ADVISED THEM AGAINST BECOMING
TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher- counselor	Other teachers	Principal	Total
Cape	N	3	13	29	1	5	22	4	63
	%	4.8	20.6	46.0	1.6	7.9	34.9	6.3	
Natal	N	-	1	11	2	-	13	-	24
	%	-	4.2	45.8	8.3	-	54.2	-	
Orange Free State	N	1	4	19	1	3	11	1	30
	%	3.3	13.3	63.3	3.3	10.0	36.7	3.3	
Transvaal	N	11	41	94	10	7	86	5	176
	%	6.2	23.3	53.4	5.7	4.0	48.9	2.8	
South West Africa	N	1	5	9	4	-	6	1	16
	%	6.2	31.2	56.2	25.0	-	37.5	6.2	
Education, Arts and Science	N	3	3	7	2	-	5	-	16
	%	18.7	18.7	43.7	12.5	-	31.2	-	
Non-departmental schools	N	-	1	6	-	-	1	-	7
	%	-	14.3	85.7	-	-	14.3	-	
TOTAL	N	19	68	165	20	15	144	11	332
	%	5.7	20.5	49.7	6.0	4.5	43.4	3.3	

(b) Boy prospective teachers

According to Table 4.13, more than half of the boy prospective teachers (55.1%) have been advised against becoming teachers by friends. This group is followed by the boys who have been so advised by other teachers (42.7%), relatives (15.2%), class teachers (8.0%), teacher-counsellors (5.1%), school principal (4.3%) and parents (4.3%).

Generally speaking, the boy prospective teachers have been discouraged from becoming teachers to a greater extent by the community than by the school.

(c) Girl prospective teachers

The data in Table 4.14 indicate that the largest group of girl prospective teachers have been advised against becoming teachers by friends, followed by the pupils so advised by other teachers (43.8%), relatives (24.2%), parents (6.7%), class teachers (4.6%), teacher-counsellors (4.1%) and the school principal (2.6%).

Discouragement of the girl prospective teachers from becoming teachers appears to be greater from the community than from the school.

4.4.5 The non-teachers: Persons who advised them against becoming teachers

(a) Non-teachers as a group

According to Table 4.15, the largest group of non-teachers have been advised against becoming teachers by friends (42.1%). This group is followed by the non-teachers who have been so advised by other teachers (34.8%), relatives (22.5%), parents (20.8%), class teachers (6.3%), teacher-counsellors (4.2%) and the school principal (2.8%).

It appears that the non-teachers are discouraged from becoming teachers to a greater extent from the community than from the school.

(b) Boy non-teachers

From Table 4.16 it will be seen that the largest group of boy non-teachers have been advised against becoming teachers by friends (44.7%). This group is followed by the boys so advised by other teachers (35.0%), relatives (22.0%), parents (17.1%), class teachers (6.8%), teacher-counsellors (4.6%) and the principal (3.4%).

According to the data it appears that the discouragement of boy non-teachers from becoming teachers is greater from the community than from the school.

(c) Girl non-teachers

An examination of Table 4.17 reveals that the largest group of girl non-teachers have been advised against becoming teachers by friends (37.7%). This group is followed by the girls so advised by other teachers (34.4%), parents (27.1%), relatives (23.5%), class teachers (5.4%), teacher-counsellors (3.5%) and the school principal (2.0%).

The conclusion drawn is that the girl non-teachers are discouraged from becoming teachers to a greater extent by the community than by the school.

4.4.6 Conclusions in regard to persons who advise Std. 10 pupils against becoming teachers

On the basis of the data contained in Tables 4.9 to 4.17 the following conclusions may be drawn:

(a) The Std. 10 pupils as a group

(i) The influence exerted on the Std. 10 pupils as a group as well as on the

TABLE 4.13

BOY PROSPECTIVE TEACHERS: PERSONS WHO ADVISED THEM AGAINST BECOMING
TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher- counsellor	Other teachers	Principal	Total
Cape	N	2	5	7	1	2	6	1	19
	%	10.5	26.3	36.8	5.3	10.5	31.6	5.3	
Natal	N	-	-	6	1	-	7	-	12
	%	-	-	50.0	8.3	-	58.3	-	
Orange Free State	N	1	-	10	1	2	7	1	17
	%	5.9	-	58.8	5.9	11.8	41.2	5.9	
Transvaal	N	2	13	43	3	3	33	3	74
	%	2.9	18.6	61.4	4.3	4.3	47.1	4.3	
South West Africa	N	1	2	5	3	-	3	1	11
	%	9.1	18.2	45.5	27.3	-	27.3	9.1	
Education, Arts and Science	N	-	1	3	2	-	2	-	7
	%	-	14.3	42.9	28.6	-	28.6	-	
Non-departmental schools	N	-	-	1	-	-	1	-	2
	%	-	-	50.0	-	-	50.0	-	
TOTAL	N	6	21	76	11	7	59	6	138
	%	4.3	15.2	55.1	8.0	5.1	42.7	4.3	

TABLE 4.14

GIRL PROSPECTIVE TEACHERS: PERSONS WHO ADVISED THEM AGAINST BECOMING
TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher- counsellor	Other teachers	Principal	Total
Cape	N	1	8	22	-	3	16	3	44
	%	2.3	18.2	50.0	-	6.8	36.4	6.8	
Natal	N	-	1	5	1	-	6	-	12
	%	-	8.3	41.7	8.3	-	50.0	-	
Orange Free State	N	-	4	8	-	1	4	-	13
	%	-	30.8	61.5	-	7.7	30.8	-	
Transvaal	N	9	28	51	7	4	53	2	106
	%	8.5	26.4	48.1	6.6	3.8	50.0	1.9	
South West Africa	N	-	3	4	1	-	3	-	5
	%	-	60.0	80.0	20.0	-	60.0	-	
Education, Arts and Science	N	3	2	4	-	-	3	-	9
	%	33.3	22.2	44.4	-	-	33.3	-	
Non-departmental schools	N	-	1	5	-	-	-	-	5
	%	-	20.0	100.0	-	-	-	-	
TOTAL	N	13	47	99	9	8	85	5	194
	%	6.7	24.2	51.0	4.6	4.1	43.8	2.6	

TABLE 4.15

NON-TEACHERS: PERSONS WHO ADVISED THEM AGAINST BECOMING TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	46	56	128	12	22	79	21	296
	%	15.5	18.9	43.2	4.0	7.4	26.7	7.1	
Natal	N	20	21	60	11	6	59	4	148
	%	13.5	14.2	40.5	7.4	4.0	39.9	2.7	
Orange Free State	N	30	35	63	5	10	51	6	153
	%	19.6	22.9	41.2	3.3	6.5	33.3	3.9	
Transvaal	N	136	176	268	34	24	246	8	632
	%	21.5	27.8	42.4	5.4	3.8	38.9	1.3	
South West Africa	N	15	16	27	11	1	37	-	80
	%	18.7	20.0	33.7	13.7	1.2	46.2	-	
Education, Arts and Science	N	71	51	113	25	5	81	6	260
	%	27.3	19.6	43.5	9.6	1.9	31.1	2.3	
Non-departmental schools	N	19	9	21	4	-	9	-	47
	%	40.4	19.1	44.7	8.5	-	91.1	2.1	
TOTAL	N	337	364	680	102	68	562	46	1616
	%	20.8	22.5	42.1	6.3	4.2	34.8	2.8	

TABLE 4.16

BOY NON-TEACHERS: PERSONS WHO ADVISED THEM AGAINST BECOMING
TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher- counsellor	Other teachers	Principal	Total
Cape	N	23	31	84	11	17	54	18	195
	%	11.8	15.9	43.1	5.6	8.7	27.7	9.2	
Natal	N	14	12	46	6	5	42	2	107
	%	13.1	11.2	43.0	5.6	4.7	39.2	1.9	
Orange Free State	N	21	27	48	4	7	43	3	117
	%	17.9	23.1	41.0	3.4	6.0	36.7	2.6	
Transvaal	N	74	112	181	20	16	158	8	393
	%	18.8	28.5	46.1	5.1	4.1	40.2	2.0	
South West Africa	N	7	7	13	9	1	22	-	42
	%	16.7	16.7	30.9	21.4	2.4	52.4	-	
Education, Arts and Science	N	15	24	59	15	1	26	2	110
	%	13.6	21.8	53.6	13.6	0.9	23.6	1.8	
Non-departmental	N	19	9	21	4	-	9	1	47
	%	40.4	19.1	44.7	8.5	-	19.1	2.1	
TOTAL	N	173	222	452	69	47	354	34	1011
	%	17.1	22.0	44.7	6.8	4.6	35.0	3.4	

TABLE 4.17

GIRL NON-TEACHERS: PERSONS WHO ADVISED THEM AGAINST BECOMING TEACHERS

Education authorities		Parents	Relatives	Friends	Class teacher	Teacher-counsellor	Other teachers	Principal	Total
Cape	N	23	25	44	1	5	25	3	101
	%	22.8	24.7	43.6	1.0	4.9	24.7	3.0	
Natal	N	6	9	14	5	1	17	2	41
	%	14.6	21.9	34.1	12.2	2.4	41.5	4.9	
Orange Free State	N	9	8	15	1	3	8	3	36
	%	25.0	22.2	41.7	2.8	8.3	22.2	8.3	
Transvaal	N	62	64	87	14	8	88	-	239
	%	25.9	26.8	36.4	5.9	3.3	36.8	-	
South West Africa	N	8	9	14	2	-	15	-	38
	%	21.0	23.7	36.8	5.3	-	39.5	-	
Education, Arts and Science	N	56	27	54	10	4	55	4	150
	%	37.3	18.0	36.0	6.7	2.7	36.7	2.7	
Non-departmental schools	N								
	%								
TOTAL	N	164	142	228	33	21	208	12	605
	%	27.1	23.5	37.7	5.4	3.5	34.4	2.0	

Std. 10 boys and Std. 10 girls is greater from the community than from the school.

- (ii) The friends as a group have the largest share, and other teachers the second largest share, in discouraging the pupils from becoming teachers, while the parents and relatives have a larger share than the rest of the school staff in this process of discouragement.
 - (iii) The persons concerned tend to discourage the boys rather than the girls from becoming teachers.
- (b) The prospective teachers
- (i) Discouragement of the prospective teachers as well as of the boy and girl prospective teachers from becoming teachers is greater from the community than from the school.
 - (ii) The friends as a group have the largest share, and other teachers the second largest share, in discouraging prospective teachers from becoming teachers, while the parents and relatives have a larger share than the rest of the school staff in the process of discouragement.
 - (iii) It will be seen that the persons concerned will discourage the boys rather than the girls from becoming teachers.
- (c) The non-teachers
- (i) Discouragement of the non-teachers, as well as of the boy and girl non-teachers, from becoming teachers, is greater from the community than from the school.
 - (ii) The friends as a group have the largest share, and other teachers the second largest share, in discouraging non-teachers from becoming teachers, while the parents and relatives have a larger share than the rest of the school staff in the process of discouragement.
 - (iii) It will be seen that the persons concerned will discourage the boys rather than the girls from becoming teachers.
- (d) General

It may be accepted that friends, relatives and parents will discourage pupils from becoming teachers to a greater extent than the class teacher, teacher-counsellor and school principal, while other teachers will discourage pupils from becoming teachers to a greater extent than the relatives and parents and the above-mentioned school staff. In addition, there also appears to be a tendency to advise boys rather than girls against becoming teachers.

CHAPTER 5

PARTICULARS IN REGARD TO PROSPECTIVE TEACHERS

5.1 INTRODUCTION

This chapter deals with the number of prospective teachers who wish to become nursery school, primary and secondary school teachers, the training institutions at which the prospective teachers wish to be trained, and the subjects in which the secondary school teachers wish to be trained with a view to teaching. In addition, the prospective teachers are discussed according to home language, the socio-economic status of the parents, the Std. 10 certificate obtained and performance at school.

5.2 THE NUMBER OF STD. 10 PUPILS WHO WISH TO BECOME TEACHERS

According to Table 5.1 altogether 18.0 per cent of the Std. 10 pupils wish to become teachers, the percentages of prospective teachers for the seven education authorities ranging from 5.9 per cent (Education, Arts and Science), to 23.2 per cent (Orange Free State). Eleven per cent of the Std. 10 boys and 28.2 per cent of the girls intend to become teachers. According to these figures a larger percentage of girls than boys appear to be interested in teaching as a career. The ratio of boy prospective teachers to girl prospective teachers is 1 : 2.7 and, if this ratio continues in the future, it may be expected that women will predominate in the teaching profession.

5.3 PROSPECTIVE TEACHERS WHO WISH TO BECOME NURSERY SCHOOL, PRIMARY SCHOOL AND SECONDARY SCHOOL TEACHERS

It will be seen from Table 5.2 that almost two-thirds (64.3%) of the prospective teachers wish to become secondary school teachers, with the pupils who wish to become primary school teachers as the second largest group (28.8%) and the nursery school teachers as the smallest group. The boy prospective teachers have a greater interest in the secondary school than the girls, namely 88.0 per cent of the boys as against 50.8 per cent of the girls.

Although the largest group of the boy prospective teachers (88.0%) and girl prospective teachers (50.8%) wish to become secondary school teachers, more boys than girls, on a percentage basis, wish to become secondary school teachers. The percentage of girls (38.7%) who wish to become primary school teachers is larger than the percentage of boys (11.4%) who wish to become primary school teachers.

It therefore appears that both the boys and girls are more interested in the profession of the secondary school teacher and that the interest of the boys is greater.

5.4 TRAINING INSTITUTIONS AT WHICH PROSPECTIVE TEACHERS WISH TO BE TRAINED

The data in Table 5.3 indicate that almost half (49.5%) of the prospective teachers as a group wish to be trained as teachers at teachers' training colleges. This group is followed by the pupils who wish to be trained at a university and teachers' training college (combined training course) (26.5%), universities (20.8%) and technical colleges (3.1%). In regard to professional training, 76.0 per cent (49.5% + 26.5%) of the prospective teachers as a group wish to be trained at teachers' training colleges.

In regard to the training institutions preferred by the boys and girls, the data indicate that the largest group of girls (57.8%) wish to study at teachers' training colleges, while the largest group of boys (39.8%) wish to study at a university and teachers' training college. In the case of both the boys and the girls, the largest single group is composed of those who wish to undergo their professional training at teachers' training colleges, namely 74.7 per cent of the boys and 76.8 per cent of the girls.

TABLE 5.1

NUMBER OF STD. 10 PUPILS WHO WISH TO BECOME TEACHERS

Education authorities		Boys			Girls			Total		
		Prospective teachers	Non-teachers	Total	Prospective teachers	Non-teachers	Total	Prospective teachers	Non-teachers	Total
Cape	N	65	549	614	146	261	407	211	810	1021
	%	10.6	89.4	100.0	35.9	64.1	100.0	20.7	79.3	100.0
Natal	N	25	341	366	42	89	131	67	430	497
	%	6.8	93.2	100.0	32.1	67.9	100.0	13.5	86.5	100.0
Orange Free State	N	42	249	291	58	82	140	100	331	431
	%	14.4	85.6	100.0	41.4	58.6	100.0	23.2	76.8	100.0
Transvaal	N	155	893	1048	259	513	772	414	1406	1820
	%	14.8	85.2	100.0	33.5	66.5	100.0	22.7	77.3	100.0
South West Africa	N	13	98	111	17	65	82	30	163	193
	%	11.7	88.1	100.0	20.7	79.3	100.0	15.5	84.5	100.0
Education, Arts and Science .	N	13	293	306	31	414	445	44	707	751
	%	4.2	95.7	100.0	7.0	93.0	100.0	5.9	94.1	100.0
Non-departmental	N	11	188	199	16	28	44	27	216	243
	%	5.5	94.5	100.0	36.4	63.6	100.0	11.1	88.9	100.0
TOTAL	N	324	2611	2935	569	1452	2021	893	4063	4956
	%	11.0	89.0	100.0	28.2	71.8	100.0	18.0	82.0	100.0

TABLE 5.2

PROSPECTIVE TEACHERS WHO WISH TO BECOME NURSERY SCHOOL, PRIMARY SCHOOL AND SECONDARY SCHOOL TEACHERS

Education authorities	Nursery school		Primary school		Secondary school		Total	
	N	%	N	%	N	%	N	%
1 BOYS								
Cape	1	1.5	17	26.1	47	72.3	65	100.0
Natal	-	-	1	4.0	24	96.0	25	100.0
Orange Free State	-	-	8	19.0	34	80.9	42	100.0
Transvaal	-	-	9	5.8	146	94.2	155	100.0
South West Africa	-	-	1	7.7	12	92.3	13	100.0
Education, Arts and Science	-	-	1	7.7	12	92.3	13	100.0
Non-departmental schools	1	9.1	-	-	10	90.9	11	100.0
TOTAL	2	0.6	37	11.4	285	88.0	324	100.0
2 GIRLS								
Cape	22	15.1	70	47.9	54	37.0	146	100.0
Natal	9	21.4	9	21.4	24	57.1	42	100.0
Orange Free State	6	10.3	22	37.9	30	51.7	58	100.0
Transvaal	15	5.8	97	37.5	147	56.7	259	100.0
South West Africa	3	17.6	8	47.1	6	35.3	17	100.0
Education, Arts and Science	2	6.5	8	25.8	21	67.7	31	100.0
Non-departmental schools	3	18.8	6	37.5	7	43.7	16	100.0
TOTAL	60	10.5	220	38.7	289	50.8	569	100.0
3 TOTAL								
Cape	23	10.9	87	41.2	101	47.9	211	100.0
Natal	9	13.4	10	14.9	48	71.6	67	100.0
Orange Free State	6	6.0	30	30.0	64	64.0	100	100.0
Transvaal	15	3.6	106	25.6	293	70.8	414	100.0
South West Africa	3	10.0	9	30.0	18	60.0	30	100.0
Education, Arts and Science	2	4.5	9	20.4	33	75.0	44	100.0
Non-departmental schools	4	14.8	6	22.2	17	63.0	27	100.0
TOTAL	62	6.9	257	28.8	574	64.3	893	100.0

TABLE 5.3
INSTITUTIONS AT WHICH PROSPECTIVE TEACHERS WISH TO BE TRAINED

Education authorities	University		University and teachers' training college		Teachers' training college		Technical college		Total	
	N	%	N	%	N	%	N	%	N	%
1 BOYS										
Cape	25	38.5	13	20.0	26	40.0	1	1.5	65	100.0
Natal	10	40.0	9	36.0	6	24.0	-	-	25	100.0
Orange Free State	16	38.1	13	30.9	12	28.6	1	2.4	42	100.0
Transvaal	12	7.7	81	52.3	62	40.0	-	-	155	100.0
South West Africa	6	46.2	6	46.2	1	7.6	-	-	13	100.0
Education, Arts and Science ..	2	15.3	1	7.7	5	38.5	5	38.5	13	100.0
Non-departmental schools	4	36.4	6	54.5	1	9.1	-	-	11	100.0
TOTAL	75	23.1	129	39.8	113	34.9	7	2.2	324	100.0
2 GIRLS										
Cape	37	25.3	21	14.4	83	56.8	5	3.4	146	100.0
Natal	16	38.1	6	14.3	19	45.2	1	2.4	42	100.0
Orange Free State	13	22.4	12	20.7	32	55.2	1	1.7	58	100.0
Transvaal	31	12.0	60	23.2	164	63.3	4	1.5	259	100.0
South West Africa	6	35.3	3	17.6	8	47.1	-	-	17	100.0
Education, Arts and Science ..	4	12.9	2	6.4	15	48.4	10	32.3	31	100.0
Non-departmental schools	4	25.0	4	25.0	8	50.0	-	-	16	100.0
TOTAL	111	19.5	108	19.0	329	57.8	21	3.7	569	100.0
3 TOTAL										
Cape	62	29.4	34	16.1	109	51.7	6	2.8	211	100.0
Natal	26	38.8	15	22.4	25	37.3	1	1.5	67	100.0
Orange Free State	29	29.0	25	25.0	44	44.0	2	2.0	100	100.0
Transvaal	43	10.4	141	34.0	226	54.6	4	1.0	414	100.0
South West Africa	12	40.0	9	30.0	9	30.0	-	-	30	100.0
Education, Arts and Science ..	6	13.6	3	6.8	20	45.5	15	34.1	44	100.0
Non-departmental schools	8	29.6	10	37.0	9	33.3	-	-	27	100.0
TOTAL	186	20.8	237	26.5	442	49.5	28	3.1	893	100.0

5.5 SUBJECTS IN WHICH PROSPECTIVE SECONDARY SCHOOL TEACHERS WISH TO BE TRAINED

5.5.1 The prospective secondary school teachers as a group

On the basis of the percentages of prospective secondary school teachers (Table 5.4), the largest group, namely 21.1 per cent, wish to be trained in the teaching of the official languages (Afrikaans and English), followed by the pupils who wish to be trained in the teaching of the commercial subjects (15.0%), biological subjects (12.5%), practical subjects (11.8%) and Physical Science and Chemistry (10.1%). The percentages of pupils who wish to be trained in the teaching of other subjects are small, ranging from 0.9 per cent (Bantu languages) to 7.1 per cent (History/Geography), as may be seen from Table 5.4.

In regard to the various education authorities, the interest on the part of the prospective teachers in Afrikaans and English, the biological subjects, Physical Science and Chemistry, commercial subjects, practical subjects and Geography as subjects for teaching is greater than in the other subjects.

5.5.2 The boy prospective secondary school teachers

On the basis of percentages (Table 5.5), the largest group of boy prospective secondary school teachers wish to be trained as teachers in the official languages (Afrikaans and English) (18.6%). This group is followed by the boys who wish to be trained as teachers in Physical Science and Chemistry (15.1%), commercial subjects (14.0%), biological subjects (11.9%) and History/Geography (9.1%). The percentages of boys who wish to be trained in the teaching of other subjects are small, ranging from 1.1 per cent (Art and Music) to 7.7 per cent (practical subjects), as may be seen from Table 5.5. Generally speaking, this picture also applies in the case of the various education authorities.

5.5.3 The girl prospective secondary school teachers

According to Table 5.6, the largest group of girls (23.5%) wish to be trained as teachers in the official languages (Afrikaans and English). This group is followed by the girls who wish to be trained as teachers in the practical subjects (15.9%), commercial subjects (15.9%), and the biological subjects (13.1%). The percentages of girls who wish to be trained in the teaching of other subjects are small, ranging from 0.3 per cent (Bantu languages) to 7.3 per cent (other subjects). Generally speaking the same picture applies in the case of the various education authorities.

5.6 HOME LANGUAGE OF PROSPECTIVE TEACHERS

The following conclusions may be drawn from Table 5.7 in regard to the home language of the prospective teachers.

(a) Prospective teachers as a group

- (i) More than three quarters (78.1%) of the prospective teachers are Afrikaans-speaking, while only 16.0 per cent are English-speaking, 4.4 per cent Afrikaans and English-speaking and 1.5 per cent speak other languages.
- (ii) In the case of the non-departmental schools, the English-speaking prospective teachers are in the majority (96.3%), with 3.7 per cent who speak other languages and no pupils who are Afrikaans-speaking or Afrikaans and English-speaking. In respect of the other education authorities, the Afrikaans-speaking pupils are in the majority (53.7% in Natal and 93.0% in the Orange Free State), followed by the English-speaking prospective teachers as the second largest group.

(b) Boy prospective teachers

- (i) Of this group 79.9 per cent are Afrikaans-speaking, 15.7 per cent English-speaking, 3.7 per cent Afrikaans and English-speaking and 0.6 per cent speak other languages.

TABLE 5.4

PROSPECTIVE SECONDARY SCHOOL TEACHERS: SUBJECTS IN WHICH THEY WISH TO BE TRAINED FOR TEACHING AT SECONDARY SCHOOLS

Subjects		Cape	Natal	Orange Free State	Transvaal	South West Africa	E. A. & Sc.	Non-departmental	Total
Afrikaans and English	N	28	14	17	60	5	4	9	121
	%	27.7	29.2	26.6	20.5	27.8	21.1	52.9	21.1
Foreign languages	N	-	-	2	10	1	-	3	16
	%	-	-	3.1	3.4	5.6	-	17.6	2.8
Bantu languages	N	-	-	1	3	-	1	-	5
	%	-	-	1.6	1.0	-	3.0	-	0.9
Biological subjects	N	10	8	4	42	4	1	3	72
	%	9.9	16.7	6.2	14.3	22.2	3.0	17.6	12.5
Physical Science and/or Chemistry	N	8	7	9	31	1	-	2	58
	%	7.9	14.6	14.1	10.6	5.6	-	11.8	10.1
Mathematics/Arithmetic	N	3	3	6	17	-	2	-	31
	%	3.0	6.2	9.4	5.8	-	6.1	-	5.4
Agricultural subjects	N	5	-	-	-	-	-	-	5
	%	5.0	-	-	-	-	-	-	0.9
Commercial subjects	N	9	3	7	45	1	21	-	86
	%	8.9	6.2	10.9	15.4	5.6	63.6	-	15.0
Practical subjects	N	21	2	8	35	-	2	-	68
	%	20.8	4.2	12.5	11.9	-	6.1	-	11.8
Art/Music	N	7	3	3	11	1	1	-	26
	%	6.9	6.2	4.7	3.8	5.6	3.0	-	4.5
History and Geography	N	11	6	7	13	4	-	-	41
	%	10.9	12.5	10.9	4.4	22.2	-	-	7.1
Technical subjects	N	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-
Other subjects	N	8	3	5	17	1	1	-	35
	%	7.9	6.2	7.8	5.8	5.6	3.0	-	6.1
Do not know	N	3	-	1	13	-	-	-	17
	%	3.0	-	1.6	4.4	-	-	-	3.0
TOTAL	N	101	48	64	293	18	33	17	574
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5.5

BOY PROSPECTIVE SECONDARY SCHOOL TEACHERS: SUBJECTS IN WHICH THEY WISH TO BE TRAINED FOR TEACHING AT SECONDARY SCHOOLS

Subjects		Cape	Natal	Orange Free State	Transvaal	South West Africa	E. A. & Sc.	Non-departmental	Total
Afrikaans and English	N	12	6	5	21	2	2	5	53
	%	25.5	25.0	14.7	14.4	16.7	18.2	50.0	18.6
Foreign languages	N	-	-	1	6	1	-	1	9
	%	-	-	2.9	4.1	8.3	-	10.0	3.2
Bantu languages	N	-	-	1	2	-	11	-	4
	%	-	-	2.9	1.4	-	9.1	-	1.4
Biological subjects	N	5	1	3	21	2	-	2	34
	%	10.6	4.2	8.8	14.4	16.7	-	20.0	11.9
Physical Science and/or Chemistry	N	4	6	7	23	1	-	2	43
	%	8.5	25.0	20.6	15.8	8.3	-	20.0	15.1
Mathematics/Arithmetic	N	-	3	2	12	-	1	-	18
	%	-	12.5	5.9	8.2	-	9.1	-	6.3
Agricultural subjects	N	5	-	-	-	-	-	-	5
	%	10.6	-	-	-	-	-	-	1.8
Commercial subjects	N	4	-	6	22	1	7	-	40
	%	8.5	-	17.6	15.1	8.3	63.6	-	14.0
Practical subjects	N	5	1	2	14	-	-	-	22
	%	10.6	4.2	5.9	9.6	-	-	-	7.7
Art/Music	N	2	1	-	-	-	-	-	3
	%	4.3	4.2	-	-	-	-	-	1.1
History and Geography	N	7	3	4	8	4	-	-	26
	%	14.9	12.5	11.8	5.5	33.3	-	-	9.1
Technical subjects	N	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-
Other subjects	N	4	1	3	5	1	-	-	14
	%	8.5	4.2	8.8	3.4	8.3	-	-	4.9
Do not know	N	-	-	-	5	-	-	-	5
	%	-	-	-	3.4	-	-	-	1.8
TOTAL	N	47	24	34	146	12	11	10	285
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5.6

GIRL PROSPECTIVE SECONDARY SCHOOL TEACHERS: SUBJECTS IN WHICH THEY WISH TO BE TRAINED FOR TEACHING AT SECONDARY SCHOOLS

Subjects		Cape	Natal	Orange Free State	Transvaal	South West Africa	E. A. & Sc.	Non-departmental	Total
Afrikaans and English	N	16	8	12	39	3	2	4	68
	%	29.6	33.3	40.0	26.5	50.0	9.1	57.1	23.5
Foreign languages	N	-	-	1	4	-	-	2	7
	%	-	-	3.3	2.7	-	-	28.6	2.4
Bantu languages	N	-	-	-	1	-	-	-	1
	%	-	-	-	0.7	-	-	-	0.3
Biological subjects	N	5	7	1	21	2	1	1	38
	%	9.2	29.2	3.3	14.3	33.3	4.5	14.3	13.1
Physical Science and/or Chemistry	N	4	1	2	8	-	-	-	15
	%	7.4	4.2	6.7	5.4	-	-	-	5.2
Mathematics/Arithmetic	N	3	-	4	5	-	1	-	13
	%	5.5	-	13.3	3.4	-	4.5	-	4.5
Agricultural subjects	N	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-
Commercial subjects	N	5	3	1	23	-	14	-	46
	%	9.3	12.5	3.3	15.6	-	63.6	-	15.9
Practical subjects	N	16	1	6	21	-	2	-	46
	%	29.6	4.2	20.0	14.3	-	9.1	-	15.9
Art/Music	N	5	2	3	11	1	1	-	23
	%	9.3	8.3	10.0	7.5	16.7	4.5	-	8.0
History and Geography	N	4	3	3	5	-	-	-	15
	%	7.4	12.5	10.0	3.4	-	-	-	5.2
Technical subjects	N	-	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-	-
Other subjects	N	4	2	2	12	-	1	-	21
	%	7.4	8.3	6.7	8.2	-	4.5	-	7.3
Do not know	N	3	-	1	8	-	-	-	12
	%	5.5	-	3.3	5.4	-	-	-	4.2
TOTAL	N	54	24	30	147	6	22	7	289
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5.7

HOME LANGUAGE OF THE PROSPECTIVE TEACHERS

Education authorities		Boys					Girls					Total				
		Afri- kaans	Eng- lish	Afr. and Eng.	Other	Total	Afri- kaans	Eng- lish	Afr. and Eng.	Other	Total	Afri- kaans	Eng- lish	Afr. and Eng.	Other	Total
Cape	N	52	8	5	-	65	116	19	9	2	146	168	27	14	2	211
	%	80.0	12.3	7.7	-	100.0	79.4	13.0	6.2	1.4	100.0	79.6	12.8	6.6	0.9	100.0
Natal	N	7	16	2	-	25	29	12	-	1	42	36	28	2	1	67
	%	28.0	64.0	8.0	-	100.0	69.0	28.6	-	2.4	100.0	53.7	41.8	3.0	1.5	100.0
Orange Free State	N	40	1	1	-	42	53	2	2	1	58	93	3	3	1	100
	%	95.2	2.4	2.4	-	100.0	91.4	3.4	3.4	1.7	100.0	93.0	3.0	3.0	1.0	100.0
Transvaal	N	137	14	3	1	155	202	41	12	4	259	339	55	15	5	414
	%	88.4	9.0	1.9	0.6	100.0	78.0	15.8	4.6	1.5	100.0	81.9	13.3	3.6	1.2	100.0
South West Africa	N	12	-	-	1	13	14	1	-	2	17	26	1	-	3	30
	%	92.3	-	-	7.7	100.0	82.4	5.9	-	11.7	100.0	86.7	3.3	-	10.0	100.0
Education, Arts and Science	N	11	1	1	-	13	25	2	4	-	31	36	3	5	-	44
	%	84.6	7.7	7.7	-	100.0	80.6	6.5	12.9	-	100.0	81.8	6.8	11.4	-	100.0
Non-departmental	N	-	11	-	-	11	-	15	-	1	16	-	26	-	1	27
	%	-	100.0	-	-	100.0	-	93.7	-	6.3	100.0	-	96.3	-	3.7	100.0
TOTAL	N	259	51	12	2	324	439	92	27	11	69	698	143	39	13	893
	%	79.9	15.7	3.7	0.6	100.0	77.1	16.2	4.7	1.9	100.0	78.1	16.0	4.4	1.5	100.0

- (ii) In respect of the Cape, Orange Free State, Transvaal, South West Africa and Education, Arts and Science, the Afrikaans-speaking pupils constitute the largest group, while in the case of Natal and the non-departmental schools, the English-speaking prospective teachers form the largest group.
- (c) Girl prospective teachers
 - (i) Of this group 77.1 per cent are Afrikaans-speaking, 16.2 per cent English-speaking, 4.7 per cent Afrikaans and English-speaking and 1.9 per cent speak other languages.
 - (ii) Except for the non-departmental schools where the English-speaking girl prospective teachers form the largest group, the Afrikaans-speaking girl prospective teachers are in the majority in the case of the other education authorities.
- (d) Conclusion

The prospective teachers consist for the most part of Afrikaans-speaking pupils, which indicates that the Afrikaans-speaking pupils are more interested in teaching as a career than the other home-language groups.

5.7 THE SOCIO-ECONOMIC STATUS OF THE PARENTS OF PROSPECTIVE TEACHERS

According to Table 5.8 it appears that:

- (a) the parents of almost half of the prospective teachers as a group (49.2%), i.e. the largest group, fall under the lower administrative occupational group. This group is followed by the prospective teachers whose parents fall under the semi-skilled occupational group (14.2%) and the professional occupational group (12.5%). The distribution of the remainder of the prospective teachers, according to the socio-economic status of the parents, appears to be represented by small percentages, as may be seen from Table 5.8;
- (b) the parents of 49.6 per cent of the boy prospective teachers fall under the lower administrative occupational group, followed by the boys whose parents fall under the semi-skilled occupational group (16.9%), the professional occupational group (9.6%) and the skilled trades occupational group (8.3%);
- (c) the parents of 49.0 per cent of the girl prospective teachers fall under the lower administrative occupational group, followed by the girls whose parents fall under the professional occupational group (14.2%) and the semi-skilled occupational group (12.7%).

5.8 PROSPECTIVE TEACHERS WITH MATRICULATION EXEMPTION CERTIFICATES AND NON-MATRICULATION EXEMPTION CERTIFICATES

Since the prospective teachers had not yet written the final Std. 10 examinations, they could not be regarded as holders of a specific Standard 10 certificate. For the purposes of this discussion, it will be assumed that the prospective teachers will pass the examinations and obtain the specific Std. 10 certificate.

According to Table 5.9 approximately two-thirds (65.5%) of the prospective teachers as a group are in possession of a matriculation exemption certificate, and the prospective teachers with matriculation exemption certificates are in the majority in the case of all education authorities except Education, Arts and Science (45.5%), the percentages ranging from 57.4% in the case of the Transvaal to 93.8% in the case of the non-departmental schools. Prospective teachers with non-matriculation exemption certificates form relatively large groups in respect of Education, Arts and Science (54.5%) and the Transvaal (42.6%).

The boy prospective teachers with matriculation exemption certificates are decidedly in the majority (77.3%) and this picture also applies in the case of the education authorities (63.2% in the Transvaal - 98.0% in Natal).

TABLE 5.8
SOCIO-ECONOMIC STATUS OF THE PARENTS OF PROSPECTIVE TEACHERS

Occupational group	Home language															
	Afrikaans			English			Afrikaans & English			Other			Total South Africa			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Professional occupational group	N	27	53	80	3	20	23	1	3	4	-	5	5	31	81	112
	%	10.4	12.0	11.4	5.9	21.7	16.0	8.3	11.1	10.3	-	45.5	38.5	9.6	14.2	12.5
Higher administrative occupational group	N	12	21	33	7	16	23	-	4	4	-	-	-	19	41	60
	%	4.6	4.8	4.7	13.7	17.4	16.0	-	14.8	10.3	-	-	-	5.9	7.2	6.7
Lower administrative occupational group	N	126	221	347	29	41	70	6	14	20	-	3	3	161	279	440
	%	48.6	50.3	49.7	56.8	44.6	48.9	50.0	51.8	51.2	-	27.3	23.1	49.6	49.0	49.2
Skilled trades	N	22	41	63	3	10	13	1	1	2	1	1	2	27	53	80
	%	8.5	9.3	9.0	5.9	10.9	9.0	8.3	3.7	5.1	50.0	9.0	15.4	8.3	9.3	9.0
Semi-skilled occupational group	N	49	66	115	4	3	7	1	3	4	1	-	1	55	72	127
	%	18.9	15.0	16.4	7.8	3.3	5.0	8.3	11.1	10.3	50.0	-	7.7	16.9	12.7	14.2
Unskilled occupational group	N	4	3	7	-	1	1	1	1	2	-	-	-	5	5	10
	%	1.5	0.9	1.0	-	1.0	0.8	8.3	3.7	5.1	-	-	-	1.5	0.9	1.1
No occupation	N	19	34	53	5	1	6	2	1	3	-	2	2	26	38	64
	%	7.3	7.7	7.7	9.8	1.0	4.2	16.7	3.7	7.7	-	18.2	15.3	8.0	6.7	7.2
TOTAL	N	259	439	698	51	92	143	12	27	39	2	11	13	324	569	893
	%	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

TABLE 5.9

PROSPECTIVE TEACHERS TAKING MATRICULATION EXEMPTION COURSES AND NON-MATRICULATION EXEMPTION COURSES

Education authorities	Exemption		Non-exemption		Total	
	N	%	N	%	N	%
1 BOYS						
Cape	44	67.7	21	32.3	65	100.0
Natal	25	100.0	-	-	25	100.0
Orange Free State	34	80.9	8	19.0	42	100.0
Transvaal	103	66.4	52	33.5	155	100.0
South West Africa	13	100.0	-	-	13	100.0
Education, Arts and Science	3	23.1	10	76.9	13	100.0
Non-departmental schools	11	100.0	-	-	11	100.0
TOTAL	233	71.9	91	28.1	324	100.0
2 GIRLS						
Cape	85	58.2	61	41.8	146	100.0
Natal	27	64.3	15	35.7	42	100.0
Orange Free State	37	63.8	21	36.2	58	100.0
Transvaal	152	58.7	107	41.3	259	100.0
South West Africa	15	88.2	2	11.8	17	100.0
Education, Arts and Science	15	48.4	16	51.6	31	100.0
Non-departmental schools	14	87.5	2	12.5	16	100.0
TOTAL	345	60.6	224	39.4	569	100.0
3 TOTAL						
Cape	129	61.1	82	38.9	211	100.0
Natal	52	77.6	15	22.4	67	100.0
Orange Free State	71	71.0	29	29.0	100	100.0
Transvaal	255	61.6	159	38.4	414	100.0
South West Africa	28	93.3	2	6.7	30	100.0
Education, Arts and Science	18	40.9	26	59.1	44	100.0
Non-departmental schools	25	92.6	2	7.4	27	100.0
TOTAL	578	64.7	315	35.3	893	100.0

The girl prospective teachers with matriculation exemption certificates are in the majority in the case of all the education authorities, except the Transvaal (49.6%) and Education, Arts and Science (24.3%), with percentages ranging from 53.3% in the Cape to 85.4% in South West Africa, the average for girls with matriculation exemption certificates for the country being 48.3 per cent.

The above data indicate that a relatively large group of girls have non-matriculation exemption certificates, while a relatively large group of boys have matriculation exemption certificates.

5.9 SCHOOL PERFORMANCE OF PROSPECTIVE TEACHERS

Tables 5.10 and 5.11 indicate the school performance of the prospective teachers, as a group and of the boy and girl prospective teachers, respectively.

5.9.1 School performance of the prospective teachers as a group (Table 5.10)

According to Table 5.10, the school performance of 35.5 per cent of the prospective teachers in the group is from 50 to 59 per cent. If the group from 50 to 59 per cent is taken as the average-performance group, the performance of 39.2 per cent of the prospective teachers is below average, with 25.3 per cent of the prospective teachers who do better than average.

In regard to the various education authorities, the prospective teachers with a school performance of 50 to 59 per cent are in the majority except in the case of South West Africa where 43.3 per cent of the prospective teachers have a school performance of 40 to 49 per cent. It also appears that the pupils with a school performance of 59 per cent and less are in the majority, i.e. prospective teachers with a school performance of 60 per cent and higher are in the minority and constitute approximately one-quarter of the prospective teachers.

5.9.2 School performance of the boy and girl prospective teachers (Table 5.11)

The distribution of the boy and girl prospective teachers, according to home language, indicates that 81.5 per cent of the boys have a school performance of 59 per cent and less, with the boys with a school performance of 40 to 49 per cent (40.4%) as the largest group, while 70.9 per cent of the girls have a school performance of 59 per cent and less, with the girls who have a school performance of 50 to 59 per cent as the largest group (35.7%).

5.9.3 Conclusion

The school performance of the largest group of prospective teachers is 59 per cent and less, and the prospective teachers with a school performance of 40 to 59 per cent are in the majority. It therefore appears that prospective teachers with an outstanding school performance constitute a small group.

TABLE 5.10

SCHOOL PERFORMANCE OF THE PROSPECTIVE TEACHERS

Education authorities		School performance							Total
		29% and less	30 - 39%	40 - 49%	50 - 59%	60 - 69%	70 - 79%	80% and more	
Cape	N	-	6	72	78	36	14	5	211
	%	-	2.8	34.1	37.0	17.1	6.6	2.4	100.0
Natal	N	1	7	19	28	7	4	1	67
	%	1.5	10.4	28.4	41.8	10.4	6.0	1.5	100.0
Orange Free State	N	1	2	34	41	17	3	2	100
	%	1.0	2.0	34.0	41.0	17.0	3.0	2.0	100.0
Transvaal	N	3	22	155	137	71	22	4	414
	%	0.7	5.3	37.4	33.1	17.1	5.3	1.0	100.0
South West Africa	N	1	3	13	7	6	-	-	30
	%	3.3	10.0	43.3	23.3	20.0	-	-	100.0
Education, Arts and Science	N	-	3	4	18	17	1	1	44
	%	-	6.8	9.1	40.9	38.6	2.3	2.3	100.0
Non-departmental schools	N	-	-	4	8	7	8	-	27
	%	-	-	14.8	29.6	25.9	29.6	-	100.0
TOTAL	N	6	43	301	317	161	52	13	893
	%	0.7	4.8	33.7	35.5	18.0	5.8	1.5	100.0

TABLE 5.11
SCHOOL PERFORMANCE OF THE BOY AND GIRL PROSPECTIVE TEACHERS

Education authorities		School performance							Total
		29% and less	30-39%	40-49%	50-59%	60-69%	70-79%	80% and more	
1 BOYS									
Cape	N	-	1	26	28	9	1	-	65
	%	-	1.5	40.0	43.1	13.8	1.5	-	100.0
Natal	N	-	4	8	10	1	2	-	25
	%	-	16.0	32.0	40.0	4.0	8.0	-	100.0
Orange Free State	N	1	1	18	13	6	2	1	42
	%	2.4	2.4	42.8	30.9	14.3	4.8	2.4	100.0
Transvaal	N	-	10	68	51	16	9	1	155
	%	-	6.5	43.9	32.9	10.3	5.8	0.6	100.0
South West Africa	N	-	1	8	3	1	-	-	13
	%	-	7.7	61.5	23.1	7.7	-	-	100.0
Education, Arts and Science	N	-	1	2	5	5	-	-	13
	%	-	7.7	15.4	38.5	38.5	-	-	100.0
Non-departmental schools ..	N	-	-	1	4	4	2	-	11
	%	-	-	9.1	36.4	36.4	18.2	-	100.0
TOTAL	N	1	18	131	114	42	16	2	324
	%	0.3	5.6	40.4	35.2	13.0	4.9	0.6	100.0
2 GIRLS									
Cape	N	-	5	46	50	27	13	5	146
	%	-	3.4	31.5	34.2	18.5	8.9	3.4	100.0
Natal	N	1	3	11	18	6	2	1	42
	%	2.4	7.1	26.2	42.8	14.3	4.8	2.4	100.0
Orange Free State	N	-	1	16	28	11	1	1	58
	%	-	1.7	27.6	48.3	19.0	1.7	1.7	100.0
Transvaal	N	3	12	87	86	55	13	3	259
	%	1.2	4.6	33.6	33.2	21.2	5.0	1.2	100.0
South West Africa	N	1	2	5	4	5	-	-	17
	%	5.9	11.8	29.4	23.5	29.4	-	-	100.0
Education, Arts and Science	N	-	2	2	13	12	1	1	31
	%	-	6.5	6.5	41.9	38.7	3.2	3.2	100.0
Non-departmental schools	N	-	-	3	4	3	6	-	16
	%	-	-	18.8	25.0	18.8	37.5	-	100.0
TOTAL	N	5	25	170	203	119	36	11	569
	%	0.9	4.4	29.9	35.7	20.9	6.3	1.9	100.0

CHAPTER 6

MAIN FINDINGS

6.1 FACTORS DETERMINING THE INTEREST OF STD. 10 PUPILS IN TEACHING AS A PROFESSION

6.1.1 The Std. 10 pupils

- (a) The factor of service to nation and country would encourage the largest group of Std. 10 pupils (58.7%) to become teachers, while the conditions of service, namely holidays (58.6%), length of the working week (50.9%) and working day (49.7%), in this order, are factors which would, to a great extent, encourage the Std. 10 pupils to become teachers. Teachers' salaries (25.7%) and the teachers' leading role and prestige in the community (19.4%) are factors which, in this order, would least encourage the Std. 10 pupils to become teachers.
- (b) In regard to the Std. 10 boys, holidays (61.1%) is the factor which would influence them most to become teachers, followed by the factors of service to nation and country (53.7%), length of the working week (53.5%) and working day (52.3%) which would encourage the Std. 10 boys to become teachers to a fairly large extent. Most Std. 10 girls would be encouraged to become teachers by the factor of service to nation and country (65.9%), followed by the factors in regard to conditions of service, namely holidays (54.8%), length of the working week (47.3%) and working day (45.8%). Both the boys and the girls would be least influenced to become teachers by the factors of teachers' salaries and the teachers' leading role and prestige in the community.

6.1.2 The prospective teachers and the non-teachers

- (a) The factors which influenced the prospective teachers to become teachers, are, in order of importance, service to nation and country (83.0%), bursaries, loans and bursary loans at training colleges (58.8%), working conditions (school buildings, facilities) (52.6%) and holidays (52.4%).
- (b) The factors which would encourage the non-teachers to become teachers are, in order of importance, holidays (59.9%), service to nation and country (53.3%), length of the working week (51.3%) and working day (50.3%).
- (c) The non-teachers emphasised particularly the conditions of service as factors which would influence them to become teachers, while the prospective teachers laid greater emphasis on the idea of service, financial assistance and working conditions as factors which encouraged them to decide to become teachers.
- (d) The prospective and non-teachers would, however, least be influenced to become teachers by the teachers' salary, status and prestige.

6.1.3 The attitude of the Std. 10 pupils towards teaching as a career

The attitude of the Std. 10 pupils and particularly of the girls and of the prospective teachers in comparison with the non-teachers, is extremely favourable, since service to nation and country is strongly emphasised as a factor which would encourage or has encouraged them to become teachers.

6.2 FACTORS WHICH DISCOURAGE STD. 10 PUPILS FROM BECOMING TEACHERS

On the basis of the percentages of non-teachers as a group who indicated the factors which would discourage them from becoming teachers, the most important of the nine factors are the following:

1. Agitation by teachers for higher salaries as reported in the press	88.4 per cent
2. Large numbers in classes	80.5 per cent
3. Extra-curricular activities	77.7 per cent
4. Maintenance of discipline	75.2 per cent

For the boy and girl non-teachers the first two factors are those which would particularly discourage them from becoming teachers. Extremely high percentages of non-teachers indicated that the nine factors would discourage them from becoming teachers (percentages range from 56.3% to 86.9%). The conclusion drawn is that these nine factors could decidedly have influenced the non-teachers against becoming teachers. The fact that the agitation by teachers for high salaries as reported in the press was mentioned by 88.4 per cent of the non-teachers as a factor which discouraged them from becoming teachers, indicates that there may be a feeling on the part of the non-teachers that the status and prestige of teachers is adversely affected by reporting the agitation for higher salaries in the press. The agitation for higher salaries may also lead the pupils to the conclusion that teachers' salaries are poor, hence the continual agitation for higher salaries, which results in pupils' not wishing to become teachers.

6.3 SALARIES IN THE TEACHING PROFESSION

The fact that almost half (47.5%) of the Std. 10 pupils evaluated teachers' salaries as fair (i.e. neither good nor poor) and that this group of pupils, together with the 20.1 per cent who evaluated the salaries as poor or very poor, constitutes 67.6 per cent of the Std. 10 pupils, indicates that teachers' salaries are described as not good by more than two-thirds of the Std. 10 pupils.

It may, however, be accepted that the salaries in the teaching profession discourage the Std. 10 pupils from becoming teachers, since 29.2 per cent of the non-teachers stated that they would become teachers if a teacher could earn up to R400 a month. The fact that 44.8 per cent of the non-teachers considered that they might become teachers if a teacher could earn up to R400 a month, also indicates that the salary is a determining factor in the choice of the teaching profession. In this connection it should also be mentioned that the non-teachers placed teachers' salaries seventh as a factor which would encourage them in favour of the teaching profession, which indicates that the salary is not given a high rating.

If salaries in the teaching profession could have encouraged the pupils to become teachers, there could, on the basis of the data in the preceding tables, have been more pupils who would have chosen the teaching profession.

Table 2.17 shows the present number of prospective teachers as well as the possible number of prospective teachers who would have chosen the teaching profession on the basis of a good salary.

It therefore appears from Table 2.17 that whereas there were only 18.0 per cent of the Std. 10 pupils who wanted to become teachers, there could have been 42.0 per cent, i.e. a further 23 per cent would have chosen the teaching profession if the salary had been attractive. The percentage of Std. 10 boys would have risen from 11.0 per cent to 38.5 per cent and of Std. 10 girls from 28.2 per cent to 47.0 per cent, which positively indicates that if salaries in the teaching profession were attractive, more Std. 10 pupils would choose the profession.

6.4 PROMOTION IN THE TEACHING PROFESSION

6.4.1 Promotion posts for men in the teaching profession

It is striking that the prospective teachers and especially the boys, compared with the non-teachers, consider that there are sufficient promotion posts for men. The fact that, relatively speaking, there are large percentages of prospective teachers and non-teachers who do not know whether or not there are sufficient promotion posts for men, indicates that a large group of the Std. 10 pupils are not familiar with the prospects of promotion and promotion posts available, which might possibly account for the little interest taken in teaching as a career.

6.4.2 Promotion posts for women in the teaching profession

It is striking that the prospective teachers and especially the girls, compared with the non-teachers, consider that there are sufficient promotion posts for women in the teaching profession. The fact that relatively speaking large percentages of prospective teachers and non-teachers do not know whether or not there are sufficient

promotion posts for women, indicates that a large group of the Std. 10 pupils are not acquainted with the prospects of promotion and promotion posts available for women, which might account for the little interest taken in teaching as a career.

6.4.3 Appointment of married women to attractive teaching posts

The conclusion drawn is that more than 80 per cent of the girl non-teachers would not be encouraged to choose the teaching profession as a career by attractive teaching posts for women. A possible reason for this state of affairs is that to the majority of women a career is merely a temporary matter, since they marry within a few years of starting their career and consequently do not aspire to promotion posts.

6.5 THE STD. 10 CERTIFICATE REQUIRED FOR ADMISSION TO TEACHERS' TRAINING INSTITUTIONS

Since approximately half of the non-teachers are discouraged from becoming teachers because pupils with a school-leaving certificate are admitted to teachers' training institutions, it may be accepted that the non-teachers as such regard the matriculation certificate (university entrance) as of a higher status than the school-leaving certificate. It may therefore be possible that some non-teachers did not choose the teaching profession because there are pupils with a school-leaving certificate who are admitted to teachers' training institutions, and that there may be a feeling that the status of the teaching profession is adversely affected by this state of affairs. The fact that, in addition to the matriculation certificate, the school-leaving certificate is also accepted by teachers' training institutions for admission, might prevent pupils from becoming teachers, and must not be regarded as unimportant. On the contrary, it must be accepted that pupils could be influenced against choosing the teaching profession by the fact that the school-leaving certificate is accepted for admission to teachers' training institutions.

6.6 THE PARENTS' ATTITUDE TOWARDS THE TEACHING PROFESSION

The fact that 69.8 per cent of the parents of the Std. 10 pupils would approve if they became teachers indicates that the parents are well disposed towards the teaching profession.

In addition it may be concluded that the Afrikaans-speaking, English-speaking and Afrikaans and English-speaking parents as well as parents who speak other languages have a favourable attitude towards teaching as a career for their sons and daughters, and particularly as a career for their daughters. It also appears that the English-speaking parents have, to a certain extent, a better attitude towards the teaching profession than the Afrikaans-speaking parents, since 77.7 per cent of the parents of the English-speaking pupils would approve if their children became teachers, as compared with the parents of 66.0 per cent of the Afrikaans-speaking pupils. Since the parents of 75.5 per cent of the English-speaking non-teachers would approve if they became teachers, as compared with the parents of 57.8 per cent of the Afrikaans-speaking non-teachers, it may be accepted that even the parents whose children do not become teachers are well disposed towards the teaching profession and that the attitude of the English-speaking parents towards teaching as a career is better than that of the Afrikaans-speaking parents.

On the basis of the parents' attitude towards teaching as a career for their children, it may be expected that the parents will not discourage their children from becoming teachers.

6.7 REASONS WHY STD. 10 PUPILS DO NOT BECOME TEACHERS

An evaluation of the reasons, according to the percentages of non-teachers, indicates that the principal three reasons why the non-teachers do not wish to become teachers, are the following:

- | | | |
|----|---|---------------|
| 1. | Just not interested in teaching as a career | 72.5 per cent |
| 2. | Do not wish to hear a school bell for the rest of my life | 54.1 per cent |
| 3. | The teacher's salary is poor | 54.0 per cent |

For the boy non-teachers the three principal reasons why they do not wish to become teachers are just not interested in teaching as a career (74.2%), the teachers' salary is poor (61.4%) and do not wish to hear a school bell for the rest of my life (55.1%), while for the girl non-teachers the three main reasons are the following: just not interested in teaching as a career (69.5%), do not wish to hear a school bell for the rest of my life (52.3%) and the teachers' salary is poor (40.9%).

It should be mentioned here that the reasons just not interested in teaching as a career, should not be viewed as a groundless negative attitude, since all these pupils made a note on the questionnaire opposite this reason implying that the teaching profession was an exacting profession for which the remuneration was poor. The reason do not wish to hear a school bell for the rest of my life should also not be regarded as a meaningless reason; on the contrary, one should much rather see this reason as evidence of a state of tension between the pupils and the school.

6.8 PERSONS WHO ENCOURAGE STD. 10 PUPILS TO BECOME TEACHERS

6.8.1 Are there any teachers who encourage Std. 10 pupils to become teachers?

The conclusion which can be drawn from Table 3.1 is that:

- (a) there are teachers who encourage pupils to become teachers (77.3% of the Std. 10 pupils know of teachers who encourage pupils);
- (b) more girls than boys are encouraged to become teachers since larger percentages of girls (81.5%) than boys (74.4%) know of teachers who encourage pupils to become teachers.

6.8.2 Evaluation of the teachers who encourage pupils to become teachers

Tables 3.3, 3.4 and 3.5 given above indicate that the pupils who consider that the teachers who encourage pupils to become teachers are good teachers are definitely in the majority in comparison with the pupils who consider that the above-mentioned teachers are not good teachers, and that the pupils who do not know whether or not the above-mentioned teachers are good teachers form a relatively large group and constitute a larger percentage than the pupils who describe the above-mentioned teachers as not good teachers. It therefore appears that a relatively large group of the Std. 10 pupils as well as of the prospective teachers and the non-teachers consider that the teachers who encourage pupils to become teachers are good teachers. It also appears that the prospective teachers who describe the above-mentioned teachers as good teachers constitute a larger percentage than the non-teachers who are of this opinion.

6.8.3 Persons who encourage Std. 10 pupils to become teachers

On the basis of the data contained in Tables 3.9 to 3.17, the following conclusions may be drawn:

- (a) The Std. 10 pupils as a group
 - (i) The influence exerted on the Std. 10 pupils as a group, as well as on the Std. 10 boys and girls, is greater from the community than from the school.
 - (ii) The parents as a group have the largest share in exerting an influence on the Std. 10 pupils as a group, as well as on the Std. 10 boys and Std. 10 girls, followed by friends and relatives as groups who influence the pupils to a greater extent than the staff at schools.
 - (iii) The influence exerted by both the community and the school is concentrated more on the Std. 10 girls than on the boys, i.e. more girls than boys have been advised to become teachers, which indicates that teaching is regarded as a career for girls.
- (b) The prospective teachers
 - (i) The influence exerted on the prospective teachers as a group, as well as on

the boy and girl prospective teachers, to become teachers is greater from the community than from the school.

- (ii) The parents as a group decidedly have the largest share in influencing the prospective teachers to become teachers, followed by relatives, friends and the teacher-counsellor who have a fair share in influencing pupils to become teachers.
 - (iii) The influence exerted by both the community and the school is concentrated more on the girls than on the boys.
- (c) The non-teachers
- (i) Although the non-teachers are not interested in teaching as a career, it appears that both the group and the boys and girls have been advised to become teachers to a greater extent by the community than by the school.
 - (ii) Friends also appear to have played a larger role in influencing the pupils in favour of teaching than the parents and relatives, with the staff at schools in a secondary role.
- (d) General

It may be accepted that parents, relatives and friends are more inclined to advise the Std. 10 pupils to become teachers than the class teacher, teacher-counsellor other teachers and the principal.

In addition, it may be accepted that the above-mentioned groups of persons are also more inclined to advise girls to become teachers than boys.

6.9 PERSONS WHO DISCOURAGE STD. 10 PUPILS FROM BECOMING TEACHERS

6.9.1 Are there any teachers who discourage pupils from becoming teachers?

The data indicate that there are teachers who discourage pupils from becoming teachers. The percentage of Std. 10 pupils who know that there are such teachers is relatively large (approximately two-thirds), and this means that an extremely large group of pupils are exposed to unfavourable influences in regard to the teaching profession.

6.9.2 Evaluation of the teachers who discourage pupils from becoming teachers

Tables 4.3, 4.4 and 4.5 given above indicate that the Std. 10 pupils as a group as well as the prospective teachers and non-teachers as groups who describe the teachers who discourage pupils from becoming teachers as good teachers are decidedly in the majority, compared with the pupils who describe the above-mentioned teachers as not good teachers. The conclusion drawn is the same in the case of the various education authorities in respect of the Std. 10 pupils as a group and the non-teachers as a group as for the country as a whole. In regard to the prospective teachers the conclusion, except in the case of the non-departmental schools where more pupils describe the above-mentioned teachers as not good teachers, than those who describe them as good teachers is the same for the other education authorities as for the country as a whole.

6.9.3 Persons who discourage Std. 10 pupils from becoming teachers

On the basis of the data contained in Tables 4.9 to 4.17 the following conclusions may be drawn:

- (a) The Std. 10 pupils as a group
- (i) The influence exerted on the Std. 10 pupils as a group as well as on the Std. 10 boys and girls is greater from the community than from the school.
 - (ii) The friends as a group have the largest share, and other teachers the second largest share, in discouraging pupils from becoming teachers, while the parents and relatives have a larger share than the rest of the school staff in this process of discouragement.

- (iii) The persons concerned tend to discourage the boys rather than the girls from becoming teachers.
- (b) The prospective teachers
- (i) Discouragement of the prospective teachers, as well as of the boy and girl prospective teachers, from becoming teachers is greater from the community than from the school.
 - (ii) The friends as a group have the largest share, and other teachers the second largest share, in discouraging prospective teachers from becoming teachers, while the parents and relatives have a larger share than the rest of the school staff in the process of discouragement.
 - (iii) It will be seen that the persons concerned will discourage the boys rather than the girls from becoming teachers.
- (c) The non-teachers
- (i) Discouragement of the non-teachers, as well as of the boy and girl non-teachers, from becoming teachers, is greater from the community than from the school.
 - (ii) The friends as a group have the largest share, and other teachers the second largest share, in discouraging non-teachers from becoming teachers, while the parents and relatives have a larger share than the rest of the school staff in the process of discouragement.
 - (iii) It will be seen that the persons concerned will discourage the boys rather than the girls from becoming teachers.
- (d) General

It may be accepted that friends, relatives and parents will discourage pupils from becoming teachers to a greater extent than the class teacher, teacher-counsellor and school principal, while other teachers will discourage pupils from becoming teachers to a greater extent than the relatives and parents and the above-mentioned school staff. In addition there also appears to be a tendency to discourage boys rather than girls from becoming teachers.

6.10 THE NUMBER OF STD. 10 PUPILS WHO WISH TO BECOME TEACHERS

According to Table 5.1 altogether 18.0 per cent of the Std. 10 pupils wish to become teachers, the percentages of prospective teachers for the seven education authorities ranging from 5.9 per cent (Education, Arts and Science) to 23.2 per cent (Orange Free State). Eleven per cent of the Std. 10 boys and 28.2 per cent of the girls intend to become teachers. According to these figures a larger percentage of boys than girls appear to be interested in teaching as a career.

6.11 PROSPECTIVE TEACHERS WHO WISH TO BECOME NURSERY SCHOOL, PRIMARY SCHOOL AND SECONDARY SCHOOL TEACHERS

Although the largest group of the boy prospective teachers (88.0%) and girl prospective teachers (50.8%) wish to become secondary school teachers, more boys than girls, on a percentage basis, wish to become secondary school teachers. The percentage of girls (38.7%) who wish to become primary school teachers is larger than the percentage of boys (11.4%) who wish to become primary school teachers.

6.12 TRAINING INSTITUTIONS AT WHICH PROSPECTIVE TEACHERS WISH TO BE TRAINED

In regard to the training institutions preferred by the boys and girls the data indicate that the largest group of girls (57.8%) wishes to study at teachers' training colleges, while the largest group of boys (39.8%) wishes to study at a university and teachers' training college. In the case of both the boys and girls the largest single group is composed of those who wish to undergo their professional training at teachers'

colleges, namely 74.7 per cent of the boys and 76.8 per cent of the girls.

6.13 SUBJECTS IN WHICH SECONDARY SCHOOL TEACHERS WISH TO BE TRAINED

On the basis of percentages (Table 5.5) the largest group of boy prospective secondary school teachers wishes to be trained as teachers in the official languages (Afrikaans and English) (18.6%). This group is followed by the boys who wish to be trained as teachers in Physical Science and Chemistry (15.1%), Commercial subjects (14.0%), biological subjects (11.9%) and History/Geography (9.1%).

According to Table 5.6, the largest group of girls (23.5%) wishes to be trained as teachers in the official languages (Afrikaans and English). This group is followed by the girls who wish to be trained as teachers in the practical subjects (15.9%), commercial subjects (15.9%) and biological subjects (13.1%).

6.14 HOME LANGUAGE OF PROSPECTIVE TEACHERS

The prospective teachers consist for the most part of Afrikaans-speaking pupils, which indicates that the Afrikaans-speaking pupils are more interested in teaching as a career than the other home-language groups.

6.15 SOCIO-ECONOMIC STATUS OF THE PARENTS OF PROSPECTIVE TEACHERS

According to Table 5.8 it appears that:

- (a) the parents of almost half of the prospective teachers as a group (49.2%), i.e. the largest group, fall under the lower administrative occupational group;
- (b) The parents of 49.6 per cent of the boy prospective teachers fall under the lower administrative occupational group, followed by the boys whose parents fall under the semi-skilled occupational group (16.9%), the professional occupational groups (9.6%) and the skilled trades occupational group (8.3%);
- (c) the parents of 49.0 per cent of the girl prospective teachers fall under the lower administrative occupation group, followed by the girls whose parents fall under the professional occupational group (14.2%) and the semi-skilled occupational group (12.7%).

6.16 PROSPECTIVE TEACHERS WITH MATRICULATION EXEMPTION AND NON-MATRICULATION EXEMPTION

The boy prospective teachers with matriculation exemption certificates are decidedly in the majority (77.3%) and this picture also applies in the case of the education authorities (63.2% in the Transvaal - 98.0% in Natal). The girl prospective teachers with matriculation exemption certificates are in the majority in the case of all the education authorities, except in the Transvaal (49.6%) and Education, Arts and Science (24.3%), with percentages ranging from 53.3% in the Cape to 85.4% in South West Africa, the average for girls with matriculation exemption certificates for the country being 48.3 per cent.

6.17 SCHOOL PERFORMANCE OF PROSPECTIVE TEACHERS

The school performance of the largest group of prospective teachers is 59 per cent and less, and the prospective teachers with a school performance of 40 to 59 per cent are in the majority. It therefore appears that prospective teachers with an outstanding school performance form a small group.

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A P P E N D I X

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 with regard to the teachers to whom questionnaire N.B. 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 on 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 on the recruitment, selection and wastage of prospective teachers during training.
6. QUESTIONNAIRE NB. 487: Questionnaire to principals of schools to obtain information on the recruitment and conditions of service of teachers.
7. QUESTIONNAIRE NB. 488: Questionnaire to vice-principals and assistants to obtain information on 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 from bodies which train teachers).
10. QUESTIONNAIRE NB. 491: Questionnaire to Std. 10 pupils to determine their attitude towards and interest in teaching as a profession.

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