Report on the 2013 survey of final year initial teacher education students

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List of acronyms and abbreviations

ABET	Adult Basic Education and Training
BEd	Bachelor of Education degree
BTech	Bachelor of Technology degree
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
CUT	Central University of Technology
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	(Former) Department of Education
DPME	Department of Performance Monitoring and Evaluation
DUT	Durban University of Technology
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
FET	Further Education and Training Phase
FP	Foundation Phase
HEQC	Higher Education Quality Committee
HoD	Head of Department
HSRC	Human Sciences Research Council
ICT	Information and Communication Technologies
IP	Intermediate Phase
ITE	Initial Teacher Education
ITERP	Initial Teacher Education Research Project
JET	JET Educational Services
LOLT	Language of Learning and Teaching
LSEN	Learners with Special Educational Needs
LTSM	Learning and Teaching Support Materials
MTech	Master of Technology degree
NCV	National Certificate Vocational
NEEDU	National Education Evaluation and Development Unit
NMMU	Nelson Mandela Metropolitan University
NPC	National Planning Commission
NQT	Newly Qualified Teacher
NSC	National Senior Certificate (post-2007)
NWU	North West University

OECD	Organisation for Economic Co-operation and Development
PGCE	Postgraduate Certificate in Education
RPL	Recognition of Prior Learning
RU	Rhodes University
SC	Senior Certificate (pre-2008)
SP	Senior Phase
SUN	University of Stellenbosch
TIMSS	Trends in International Mathematics and Science Study
TPA	Teacher Preparation in Africa
TUT	Tshwane University of Technology
UCT	University of Cape Town
UFH	University of Fort Hare
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UNISA	University of South Africa
UNIVEN	University of Venda
UP	University of Pretoria
UWC	University of the Western Cape
UZ	University of Zululand
Wits	University of the Witwatersrand
WSU	Walter Sisulu University

Summary of key findings

Approximately one-fifth (3 465) of all 2013 final year (i.e. BEd 4th year and PGCE) student-teachers completed the survey.

Most respondents were female (71.5%), African (76%) and 18-25 years of age (53.2%). More than half were studying at formerly historically disadvantaged universities and even more were on small town or rural campuses.

Most (83.3%) speak English as their second language and over 80% speak, hear and read English often or always.

Most (61.15%) were enrolled in BEd programmes.

Only 33% of PGCEs attended the same university for their undergraduate studies.

Almost half (49.4%) matriculated between 2007 and 2009 inclusive.

Almost 40% did not achieve a level of school pass sufficient to allow them immediate access to degree-level studies.

44.1% (mostly PGCE students) had post-school qualifications.

410 respondents were currently employed, of whom 42% were employed fulltime and 252 (62%) were employed in teaching.

24% had been awarded a Funza Lushaka bursary for 2013.

65.2% were specialising in the FET Phase. Life Orientation (767), English (734), Business Economics (627), the collective African Languages (531) and Mathematics (489) made up the top five student subject specialisations in terms of enrolment numbers.

Respondents' top three reasons for becoming a teacher were altruistic and/or intrinsic: 'help improve the quality of education in South Africa' (90.2% agreed or strongly agreed), 'share my knowledge and enjoyment of a subject' (89%) and 'help make a difference' (88.2%).

84% felt well or very well prepared by their teacher education programme and 92% were confident or very confident that they would be able to teach effectively from the start of the next year.

Most (89%-94%) were confident or very confident of their subject content knowledge in both their specialisations. Only 44.6% were confident or very confident of teaching using a language other than English.

The single largest proportion of students (82.7%) felt confident or very confident in teaching in schools located in rural areas.

Three quarters (73.3%) felt confident or very confident in teaching in under resourced schools.

Most (67%) indicated that, during 2012, they spent three or more weeks engaged in teaching practice, while during 2013, 60% spent more than six weeks on teaching practice.

Prior to 2013, i.e. before their final year of study, the single largest proportion of students (21.7%) undertook teaching practice in rural or farm schools and during their final year (2013) 39% undertook teaching practice in rural or farm schools.

During their most recent teaching practice 80.7% of student-teachers spent 5 or more hours per week teaching classes.

During the course of their teaching practice 86.6% of respondents received feedback on their performance from a supervising teacher, 77% from a university-appointed lecturer or assessor and 71.3% from a HoD or principal. The majority of student-teachers rated the feedback they received from teachers the highest.

The vast majority (90.4%) of respondents planned to start teaching in a school immediately after graduation. A teaching post in a rural/farm school topped the list of preferences amongst the greatest number of respondents (78%).

81.1% planned to study further in an education-related field in the next three to five years.

Most (72.3%) wished to remain within the teaching profession for the next five years, although only 56.4% wanted to remain there for their entire careers.

1 Introduction

As a part of the Initial Teacher Education Research Project (ITERP), a project designed to examine the extent to which initial teacher education (ITE) programmes offered by universities are adequately preparing teachers to teach in South African schools, JET Education Services (JET) undertook a large-scale survey of all final year Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE) students in 2013.

The purpose of the survey was to gather information on final year students' educational backgrounds, their motivations for becoming teachers, their perceptions of teacher education programmes, their feeling of preparedness and confidence in their readiness to teach, their teaching practice experiences, and their career plans.

Future research will involve tracking these students into the workplace for two years, investigating the distribution of those who choose to teach and their progress in adapting to school life, and analysing the extent to which their ITE training facilitated this process.

The next section reviews some of the relevant literature pertaining to student-teachers' motivations and perceptions with regard to teaching, teacher education programmes and the teaching profession. A brief discussion of the survey methodology then precedes an in depth discussion of the findings.

2 Background

International research shows that teacher quality is a key determinant of learner achievement (Darling-Hammond 2000; Rice 2003; OECD 2005; Hanushek and Rivkin 2006; Mourshed and Barber 2007). In South Africa the low levels of learner achievement are directly attributable to, albeit not caused solely by, "many teachers' poor conceptual and content knowledge" (DoE 2007: 5; see also Morrow 2007: 85).

Until recently many initial teacher education programmes were not providing new teachers with adequate subject or pedagogical knowledge (ELRC 2009: 142), with most of these programmes failing to achieve full accreditation after being reviewed by the Higher Education Quality Committee (HEQC) in 2007 (CHE 2010). With regard to BEd programmes, for instance, the HEQC found that

> the greatest problems in programme design result from institutions' incapacity to meet minimum standards of internal coherence, alignment with purpose, and intellectual credibility in terms of the relationship between theoretical, practical and experiential knowledge (CHE 2010: 95).

Since then, however, all ITE programmes have been and are continuing to be revised and improved, with almost all those which had been initially reviewed subsequently achieving full accreditation (CHE 2010: viii). These improvements are mainly in response to government insistence that universities focus much more concertedly on what is to be taught (subject knowledge) and how to teach it (pedagogical content

knowledge), at the same time specifying properly supervised and mentored school based teaching practice (6-8 weeks for the PGCE and 16-24 weeks for the BEd degree) (DHET 2011: 6, 16, 28).

Against this background, the ITERP sought to investigate the nature and quality of initial teacher education programmes offered by universities and the extent to which these programmes are now meeting the needs of the South African schooling system, in part by surveying and tracking ITE students from their final year of study through to their second year of teaching. The four components of ITERP are:

1. An examination of the contents of teacher education programmes for students training as Intermediate Phase (IP) teachers at five selected public universities, together with the instruments used to assess the practice teaching undertaken by these students.
2. Case studies of newly qualified teachers (NQTs) in their first two years of teaching.
3. A survey of all final year teacher education (BEd and PGCE) students at all public universities, thereafter tracking them into the workplace for two years.
4. Formulating recommendations for ITE in the IP and actions arising from the findings and recommendations.

The present report provides a description of the first (2013) iteration of component 3 above.

The ITERP's questions and processes are also informed by a review (Deacon 2012) of national and international research on the initial professional development of teachers, including their reasons for becoming teachers, their feelings of preparedness and levels of confidence with regard to teaching in the near future, their teaching practice experiences, and their future career plans: the remainder of this section draws extensively on this review.

For over a decade South Africa's universities have had sole responsibility for the training of teachers. In keeping with global trends, there is strong emphasis in teacher education on the completion of degree level studies (DBE/DHET 2011: 11), either through the four-year BEd degree or the one-year Postgraduate Certificate in Education which caps an initial three-year degree. Great strides have been made in increasing the number of teachers graduating from the universities, with 13 708 new teachers graduating in 2012, double the number produced in 2007 (DHET 2013a: 4).

Since 2007 teacher education has also been supported by full-cost Funza Lushaka bursaries aimed particularly, but not exclusively, at increasing the quantity and quality of teachers for particular phases (such as the Foundation Phase), high priority subjects (such as mathematics, sciences, languages and technology) and under-served locations (such as schools in rural areas) (DBE/DHET 2011: 39). Top performing learners in quintile 1-3 schools and rural schools are especially targeted. Data from 2013 shows that 93.7% of bursaries were awarded to BEd students (in one or other of their four years of study), with around 54% of funding allocated to students specialising in the

Further Education and Training (FET) and FET/Senior Phases (DBE 2013: 15, 23-4; for similar figures for 2010, see DBE 2010a: 3). In 2013 14 512 Funza Lushaka bursaries were made available (DBE 2013: 12; DPME/DBE 2014: 5), intended to support some 25% of ITE students.

The ITERP research at the five case study institutions shows that all ITE programmes aspire to produce knowing, caring and committed teachers armed with strong subject content knowledge. However, entrance requirements are low in comparison with most other university disciplines. Staff have low expectations of the academic quality of entering students, especially their subject content knowledge and general English proficiency. Programmes often seem to lack a strong underlying logic and coherence, with limited staff collaboration and module integration (Taylor et al 2014: 7-8).

Moreover, the ITERP has found very wide variations in all dimensions of ITE programmes and curricula on offer for students specialising in Intermediate Phase (IP) (grades 4-6) teaching, including in key areas such as language, mathematics and teaching practice. At several institutions, IP students, despite their low levels of school-leaving proficiency in literacy and numeracy are being provided with comparatively little or even no in-depth exposure to either subject knowledge or pedagogical knowledge in English (Read 2014) and mathematics (Bowie 2014). Nevertheless, many, if not most, of these students will be required to teach through the medium of English – the dominant language of learning and teaching (DBE 2014b: 22) – and also at some stage in their careers be required to teach mathematics. Even those students specialising in English or mathematics may not be being sufficiently equipped in the foundations of these disciplines to make a significant difference to the schooling system (Taylor et al 2014).

In addition, while the amount of time that students spend engaged in teaching practice has increased in recent years and evened out across institutions, students receive limited exposure to the diversity of the country's schools, university supervisors are seldom specialists in the subjects of the students they are supervising, and in some cases it is possible for students to pass teaching practice without being assessed or despite performing poorly in a classroom (Rusznyak 2014).

These initial findings outline the context within which one of ITERP's particular foci, namely, the professional identity formation of the teachers currently being trained at South Africa's universities, can be better understood. A prospective teacher's professional identity begins to coalesce at the point at which he or she decides to enter a teacher education programme. The candidate's motivation to become a teacher is likely to be a combination of intrinsic, extrinsic and altruistic factors (such as the inherent satisfaction of teaching or working with children; the desire for external rewards like a salary and job security; and/or the wish to contribute to society, respectively). Past research in South Africa has suggested that extrinsic factors, including the possibility of studying further or using a teaching qualification as a stepping stone to another career, hold greater sway than intrinsic and altruistic ones (Chuene et al 1999: 25; Lemmer 1999: 44-6), whereas in more developed countries intrinsic and altruistic motivations have been found to be more common (Thomson et al 2012: 325; Kyriacou et al 1999:

374). In addition, prospective teachers' perceptions of teaching are often strongly influenced by their long 'apprenticeship of observation' (Lortie 1975), or the way in which they were taught when at school.

Teacher educators need to be aware of these motivations and take them into account when selecting or admitting applicants. These factors should be integrated into the manner in which teacher educators ensure that new teachers have expert knowledge of the school subjects in which they are specialising, are aware of the characteristics, needs and learning capabilities of the children that they are teaching, employ appropriate pedagogical techniques and ways of managing the learning environment, and utilise various forms of assessment which enable learning to take place (Feiman-Nemser 2001: 1016-19). Moreover, in South Africa, newly qualified teachers are expected to conform to a minimum set of competences required by the Department of Higher Education and Training (DHET), which includes being able to teach in at least one official language and converse in at least one other official language apart from English or Afrikaans (DHET 2011: 16, 55).

ITE programmes' practical teaching component also significantly influences students' perceptions of teaching, not to mention the development of their teaching skills (Roness 2011: 633; Rots et al 2007; 544; Feiman-Nemser 2001: 1020; Akyeampong et al 2011: 30; Arends and Phurutse 2009: 17). Ideally, student-teachers must be both well-prepared to teach in a school environment and *perceive* themselves to be well-prepared, for this perception directly affects their confidence (Ashby et al 2008: 29-30).

Other research in South Africa has found that new teachers commonly have very positive perceptions of their own subject and pedagogical competences, feeling highly confident of their classroom abilities (Arends and Phurutse 2009: 18; Gravett et al 2011: S131; Henning and Gravett 2011: S28). Much the same applies to teachers already in the system (Arends 2013: 25), despite widespread teaching inefficiencies, poor learner performance and findings that show that many teachers have weak subject knowledge and pedagogical skills (Carnoy et al 2012: 12; Taylor and Taylor 2013: 223-4).

Of particular concern internationally is that between 25% and 50% of new teachers leave the profession within a few years (Jensen et al 2012: 3; Haigh and Anthony 2012: 1). South Africa is unlikely to be an exception to this trend, although there is little recent data (but see Bertram et al 2006: 11, and ELRC 2005: 38). Some newly qualified teachers do not enter the profession immediately or at all, preferring to continue studying, to travel or to pursue other career options. Research both in South Africa and internationally (in Ghana and Norway) has found that many student-teachers do not necessarily plan to teach, but seek the upward mobility and enhanced study opportunities (often towards another career) which a university qualification can provide (Cosser 2009: 84, 106; Lemmer 1999: 44-6; Mtika and Gates 2011: 426, 430; Roness and Smith 2009: 111).

3 Methodology

Between July and October 2013 survey questionnaires (Appendix A) were distributed and/or made available online to all PGCE and 4th year BEd student-teachers at all 21 public universities offering initial teacher education qualifications.

Table 1: Final year ITE student numbers (2013), survey respondents and response rates, by university

University	Number of PGCE and final year BEd students	Number of survey respondents	Response rate
Cape Peninsula University of Technology (CPUT)	934	19	2.0%
Central University of Technology (CUT)	693	380	54.8%
Durban University of Technology (DUT)	180	138	76.7%
Nelson Mandela Metropolitan University (NMMU)	342	12	3.5%
North West University (NWU)	1 515	469	31.0%
Rhodes University (RU)	129	89	69.0%
University of Stellenbosch (SUN)	419	53	12.6%
Tshwane University of Technology (TUT)	570	8	1.4%
University of Cape Town (UCT)	145	111	76.6%
University of Fort Hare (UFH)	210	5	2.4%
University of the Free State (UFS)	493	139	28.2%
University of Johannesburg	678	2	0.3%
University of KwaZulu-Natal (UKZN)	1 143	14	1.2%
University of Limpopo (UL)	474	372	78.5%

University of South Africa (UNISA)	5 225	84	1.6%
University of Venda (UNIVEN)	503	173	34.4%
University of Pretoria (UP)	833	99	11.9%
University of the Western Cape (UWC)	344	20	5.8%
University of Zululand (UZ)	1 402	729	52.0%
University of the Witwatersrand (Wits)	435	41	9.4%
Walter Sisulu University (WSU)	896	508	56.7%
TOTAL	**17 563**	**3 465**	**19.7%**

A total of 3 465 students responded to the survey, the vast majority (2 981) by responding to the paper questionnaires and the remainder (484) by completing an online electronic questionnaire. The paper questionnaire (Appendix A) as well as the online survey were available in English and Afrikaans, while the information letter to the students was also available in five additional languages, namely isiXhosa, isiZulu, Sesotho, Setswana and Tshivenda.

This total of 3 465 students constitutes just under one-fifth (19.7%) of the total number of final year (i.e. PGCE and 4th year BEd) student-teachers (17 563) at South Africa's universities in 2013, based on enrolment figures supplied by the universities.

The three single largest numbers of respondents were studying at UZ (729), WSU (508) and NWU (469), being 21%, 14.6% and 13.5% of the total number of respondents on these campuses, respectively.

Response rates per institution varied hugely, from 0.3% at UJ to 78.5% at UL. Responses were received from only 1.6% of final year student-teachers studying through UNISA, the largest single provider of new teachers in the country and with by far the greatest enrolment of final year students (30% of the total).

It is worth noting that 51.4% of all respondents were from UL, UZ, WSU and UNIVEN, all former historically disadvantaged institutions located in small town or rural settings. Noting further the comparatively large response rates from other institutions with rural campuses (such as DUT's Indumiso campus and UFS' QwaQwa campus) and the fact that institutions such as NWU and RU are located in small towns, it can be said that the survey is least reflective of the views of respondents from the campuses of the large city universities.

Before examining the main findings from the survey, a number of limitations related to the study should be noted. First, despite a fairly substantial overall response rate of 19.7%, these responses are skewed institutionally, with large numbers of respondents from just a few universities and negligible numbers of responses from other institutions. As noted above, these under-represented institutions include, significantly, UNISA.

Second, it must be noted that several questions involved respondents' perceptions or beliefs. Moreover, all data was self-reported and in most cases could not be verified with universities or schools. In a few instances, mainly where respondents answered 'Other' to a particular sub-question, manual counting of responses was required. This, however, is not considered to be a major limitation, since the majority of items related to students' perceptions.

Finally, results may also be slightly skewed in that questionnaires written only in English (albeit with an Afrikaans version also available online) were answered by respondents most of whom only speak English as a second language.

4 Findings

4.1 Gender

Of the 3 465 respondents, 2 477, or 71.5%, were female. This broadly correlates with the proportion of females in the teacher workforce, at 69.2% in 2012 (DBE 2014a: 18).

In terms of ITE programmes, there was a slightly higher proportion of males in PGCE programmes than in BEd programmes (29.3% versus 27.2%).

4.2 Age

Just over half (53.2%) of respondents were in the 18-25 age group, 25% were 26-29 years of age and 17.3% were 30-35 years of age. An additional 75 students (2.2%) indicated that they were 36 or older. There is thus an age range of almost two decades between the youngest and oldest student-teachers.

The age profile of PGCE students is somewhat older than that of BEd students: 54% of PGCE students were older than 25, compared to 38% of BEd students.

As will be noted at various points below, age differences between student teachers may help to partially explain their relative frequencies of speaking, hearing or reading English, their likelihood of prior employment, their reasons for studying to be a teacher, and their perceptions of the quality of feedback and advice they received while on teaching practice.

Table 2: Age, by programme

Age	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%

18-25	1266	59.75	575	42.88	3	60.00	1844	53.22
26-29	459	21.66	406	30.28	0	0.00	865	24.96
30-35	313	14.77	284	21.18	1	20.00	598	17.26
36+	36	1.70	38	2.83	1	20.00	75	2.16
Refuse to answer	36	1.70	22	1.64	0	0.00	58	1.67
Missing	9	0.42	16	1.19	0	0.00	25	0.72
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

4.3 Race

The majority of respondents were African (76%). White, Coloured and Indian respondents totalled 18%, 4%, and 0.7%, respectively. In terms of South Africa's current demographics, these figures represent an over-representation of white students and a slight under-representation of each of the other groups.

Table 3: Race, by programme

Race	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
African	1 613	76.12	1 005	74.94	3	60.00	2 621	75.64
White	389	18.36	225	16.78	1	20.00	615	17.75
Coloured	69	3.26	56	4.18	1	20.00	126	3.64
Indian/ Asian	11	0.52	12	0.89	0	0.00	23	0.66
Other	3	0.14	6	0.45	0	0.00	9	0.26
Refuse to answer	30	1.42	34	2.54	0	0.00	64	1.85
Missing	4	0.19	3	0.22	0	0.00	7	0.20
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

4.4 Home and second languages

The respondents' home language (defined as the language the respondent speaks most frequently) varied widely. The three largest single proportions of students spoke isiZulu (28.1%), isiXhosa (15.38%) and Afrikaans (15.32%). English was spoken as a home language by 9.8% of respondents.

The vast majority of respondents (83.3%) listed English as their second most spoken language, with 6.7% listing Afrikaans.

Universities' geographical locations and socio-historical backgrounds were in many instances reflected in the predominance of particular home languages at particular institutions: isiZulu speakers predominated at DUT and UZ; Afrikaans speakers at NWU; isiXhosa speakers at WSU; English speakers at RU; Sesotho speakers at CUT; Tshivenda speakers at UNIVEN; and Sepedi speakers at UL.

Table 4: Home language, by age

Home Language	Age ≤ 25 yrs.		Age > 25 yrs.		Refuse to answer		Missing		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Afrikaans	468	25.38	61	3.97	1	1.72	1	4.00	531	15.32
English	252	13.67	83	5.40	1	1.72	2	8.00	338	9.75
isiNdebele	6	0.33	5	0.33	0	0.00	0	0.00	11	0.32
isiXhosa	212	11.50	316	20.55	4	6.90	1	4.00	533	15.38
isiZulu	372	20.17	577	37.52	20	34.48	5	20.00	974	28.11
Sepedi	133	7.21	125	8.13	1	1.72	7	28.00	266	7.68
Sesotho	212	11.50	103	6.70	3	5.17	0	0.00	318	9.18
Setswana	76	4.12	59	3.84	3	5.17	8	32.00	146	4.21
SiSwati	33	1.79	25	1.63	0	0.00	0	0.00	58	1.67
Tshivenda	29	1.57	104	6.76	16	27.59	0	0.00	149	4.30
Xitsonga	43	2.33	70	4.55	4	6.90	0	0.00	117	3.38
Other	4	0.22	3	0.20	3	5.17	0	0.00	10	0.29

Home Language	Age ≤ 25 yrs.		Age > 25 yrs.		Refuse to answer		Missing		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Refuse to answer	2	0.11	1	0.07	2	3.45	1	4.00	6	0.17
Missing	2	0.11	6	0.39	0	0.00	0	0.00	8	0.23
Total	1 844	100.00	1 538	100.00	58	100.00	25	100.00	3 465	100.00

4.5 Frequency of speaking, hearing or reading English

Respondents were asked how often, on average, they speak English, watch TV and/or listen to the radio in English, or read English books, magazines or other texts. Over 80% said that they speak, hear and read English often or always.

Nevertheless, even though the vast majority listed their second language as English, some 13.8% of respondents indicated that they commonly speak very little or no English, 17.6% spend little or no time watching TV or listening to the radio in English, and 15.4% hardly ever or never read books, magazines or other reading material in English.

These low frequency figures also tended to be more pronounced at institutions where the most prominent of respondents' home languages were found to predominate, especially NWU (Afrikaans) and UZ (isiZulu): of those who commonly speak little to no English, 29% were enrolled at NWU, primarily its Potchefstroom campus, and 20% were enrolled at UZ; of those who hear little to no English, 13% were enrolled at NWU and 30% at UZ; and of those who read little to no English, 24% were enrolled at NWU and 23% at UZ.

This overall finding, that around 1 out of every 6 or 7 intending teachers has very little if any exposure to English, can be seen as problematic at several levels. First, English is the de facto language of government and commerce and indeed the lingua franca of the country (Alexander 2001: 146), despite the fact that isiXhosa, isiZulu and Afrikaans and several other official languages are spoken as home languages by many more people. All teachers should therefore be able to instruct learners adequately in and through the medium of English.

Second, the most common language of learning and teaching (LOLT) chosen by schools and their parent bodies across the country is English. In 2007 65% of learners learnt via the medium of English, a figure which is closer to 80% in the IP, with the majority of schools (approximately 80%) being officially English medium (either single- or parallel-medium) (DBE 2010b: 17, 23-8). As the recent Ministerial Report on the National Senior Certificate (DBE 2014b: 22) observed, "over 80% of South Africans have English as their LOLT", and teachers therefore need an adequate command of English in order for their skills to be best utilised across the schooling system.

Third, this finding is problematic given that English (sometimes accompanied by Afrikaans) is the language of instruction at all universities and hence in all the initial teacher education programmes. Students with limited English proficiency are not likely to excel in these programmes (unless they are also proficient in Afrikaans). It should be borne in mind, too, that these respondents are, for the most part, in their fourth year of study at a tertiary institution, at which they will have already completed academic literacy modules aimed at improving their exposure to and competence in English (Read 2014).

Finally, it does not bode well for the future that this phenomenon appears to be more acute among younger students. Of those respondents who indicated that they speak, hear and read little to no English, more than half in each case (61.2%, 57.2% and 56.9%,

respectively) were in the 18-25 age category. If younger students, the most recent products of the schooling system, are less familiar with English than the older students, it points to a relative decline in English language teaching and learning at both school and university level. The correlation between age and frequency of English language usage is thus worth investigating further.

Table 5: Frequency of speaking English, by programme

Frequency of speaking English	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
All the time	330	15.57	357	26.62	2	40.00	689	19.88
Often	1 411	66.59	808	60.25	2	40.00	2221	64.10
Very little	326	15.38	143	10.66	0	0.00	469	13.54
Never	5	0.24	3	0.22	0	0.00	8	0.23
Don't know	20	0.94	15	1.12	1	20.00	36	1.04
Refuse to answer	6	0.28	6	0.45	0	0.00	12	0.35
Missing	21	0.99	9	0.67	0	0.00	30	0.87
Total	2 119	100.00	1 341	100.00	5	100.00	3465	100.00

Table 6: Frequency of watching TV and listening to the radio in English, by programme

Frequency of hearing English	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
All the time	591	27.89	464	34.60	1	20.00	1 056	30.48
Often	1 098	51.82	652	48.62	3	60.00	1 753	50.59
Very little	386	18.22	194	14.47	1	20.00	581	16.77
Never	17	0.80	10	0.75	0	0.00	27	0.78
Don't know	18	0.85	13	0.97	0	0.00	31	0.89

Frequency of hearing English	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
Refuse to answer	4	0.19	3	0.22	0	0.00	7	0.20
Missing	5	0.24	5	0.37	0	0.00	10	0.29
Total	2 119	100.00	1341	100.00	5	100.00	3 465	100.00

Table 7: Frequency of reading English books, magazines or other texts

Frequency of reading English	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
All the time	677	31.95	548	40.87	3	60.00	1 228	35.44
Often	1 057	49.88	615	45.86	1	20.00	1 673	48.28
Very little	338	15.95	158	11.78	1	20.00	497	14.34
Never	22	1.04	13	0.97	0	0.00	35	1.01
Don't know	11	0.52	1	0.07	0	0.00	12	0.35
Refuse to answer	5	0.24	2	0.15	0	0.00	7	0.20
Missing	9	0.42	4	0.30	0	0.00	13	0.38
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

4.6 Teacher education programme

Of the 3 465 respondents, most (2 119, or 61.15%) were enrolled in BEd programmes with the remainder (1 341, or 38.7%) enrolled in PGCE programmes.

By comparison, in 2012 there were 81 905 students enrolled in BEd programmes (all four years) at all South Africa's universities, being 87% of all ITE students in that year, with 12 332 (or 13%) being PGCE students (DHET 2013a: 4).

While almost every BEd respondent (around 96%) was enrolled at a university and participating in a programme from its start, a small minority of BEd respondents (124, or 3.6%) indicated that they had 'entered their university part way through the programme' (i.e. after the start of first year).

While the number of respondents who joined a programme after its start is probably too small to warrant deeper investigation, various explanations are possible. Some students experience delays due to difficulties securing financing for their studies and universities can also take a long time to fully register students. Some of these students could have transferred from a BEd programme at another institution (or even at the same institution), thus entering the programme in mid-year, or even in second or third year if perhaps they were able to obtain recognition of prior learning (RPL) credits. Alternatively, these respondents could be practising but underqualified teachers returning to complete a programme, or students who started a BEd programme in a previous year, but then were excluded or dropped out for some reason and were now in a position to return. Finally, it is also possible that this question was simply misunderstood.

PGCE students were also asked whether they had attended the same university for their undergraduate studies. Only 33% of PGCEs indicated this. Bearing in mind that many students left this question blank, the significance of possibly large numbers of PGCE students having left the institution where they completed their first degree to study teacher education at another institution is worth investigating further. It might shed light on the nature of student mobility and which students are more likely to move; it might also be usefully compared against these individuals' home languages (as part-proxy for provincial residence, so as to determine from and to where students moved) as well as the nature of their first degree (and whether students with a first degree in a particular academic discipline are more likely to move than those with other academic specialisations).

4.7 Year of matriculation and category of matriculation pass

While close to two-thirds (63.9%) of all respondents indicated that they had finished school in 2005 or later, the greatest single proportion of respondents (802, or 23.1%) matriculated in 2009. Approximately half (49.4%) matriculated between 2007 and 2009 inclusive. At the other end of the scale, 126 students (3.6%) matriculated before or in 1994. The 18 students who claimed to have matriculated from 2010 to as recently as 2013, probably made this claim in error.

Table 8: Year of matriculation, by programme

Matric year	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
Before or in 1994	54	2.55	72	5.37	0	0.00	126	3.64
1995-1999	129	6.09	106	7.90	0	0.00	235	6.78

Matric year	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
2000-2004	289	13.64	325	24.24	1	20.00	615	17.75
2005-2009	1 439	67.91	754	56.23	3	60.00	2196	63.38
2010-2013	13	0.61	5	0.37	0	0.00	18	0.52
Missing	195	9.20	79	5.89	1	20.00	275	7.94
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

The largest single proportion of respondents (38.4%) attained a Senior Certificate with university exemption. The second largest single proportion (22.7%) attained a National Senior Certificate Bachelor's degree pass. It follows that a significant minority of respondents (almost 40%) did not achieve a level of school pass sufficient to allow them immediate access to degree-level studies.

Some of those who did not immediately qualify to enrol for a BEd degree may have completed diplomas, higher certificates or other post-school qualifications and thereby made themselves eligible for selection into that degree programme or into a PGCE. Others, despite lacking a degree-level matriculation pass, may have been considered qualified for degree-level studies on the basis of their overall admission points scores (which vary from institution to institution and may also have differed from year to year); and a few may have been accepted on the basis of mature age exemption mechanisms. However, it appears that some students are being accepted into BEd or other degree programmes without meeting the formal entrance requirements for such qualifications: for example, 87 respondents in their fourth and final year of BEd studies indicated that they had matriculated only four years previously (in 2009) with only a diploma or higher certificate pass.

While similar proportions of PGCE and BEd students held a Senior Certificate with university exemption, only 18% of PGCE students in comparison with 26% of BEd students had attained a National Senior Certificate Bachelor's degree pass. This corresponds with the finding that PGCE students are somewhat older than BEd students, and the fact that the National Senior Certificate was only introduced at matriculation level in 2008. The largest single proportion of PGCE students (527, or 39.3% of PGCE respondents) indicated that they held a (pre-2008) Senior Certificate with exemption; a further 239 PGCE students (17.8%) held a Senior Certificate without university exemption, and the same number (239) attained a National Senior Certificate Bachelor's degree pass.

There were only four NCV matriculants in the final year class of 2013, one of whom also had a post-school teaching qualification. Nevertheless, 3.6% (or 124) respondents, generally older students, indicated that they already had one or other technical post-

school qualification – mainly N3 to N6, T1 to T4 and/or S1 or S2 certificates or diplomas, with a few having BTech and MTech degrees.

Further research should be undertaken to determine the level of pass of each subject in these university-entrance matriculation passes for purposes of shedding further light on the academic quality of newly qualified English and Mathematics teachers being tracked by the ITERP.

Thus, given the respondents' matriculation characteristics (associated with low expectations at school level – Taylor 2008: 2; Carnoy et al 2011: 135; NEEDU 2013: 12) and leaving aside the low level of entrance requirements (admission point scores) and the paucity, inadequacy or sheer non-existence of university selection mechanisms such as programme entrance exams or interviews (Taylor et al 2014: 8) as well as the apparent ineffectiveness of in-programme academic development or remediation modules (NPC 2011: 15; see also Lewin and Mawoyo 2014), it can be said that, in terms of getting 'the right people to become teachers' (Mourshed and Barber 2007: 13), the academic quality of aspiring teachers is poor.

Table 9: Category of matriculation pass, by programme

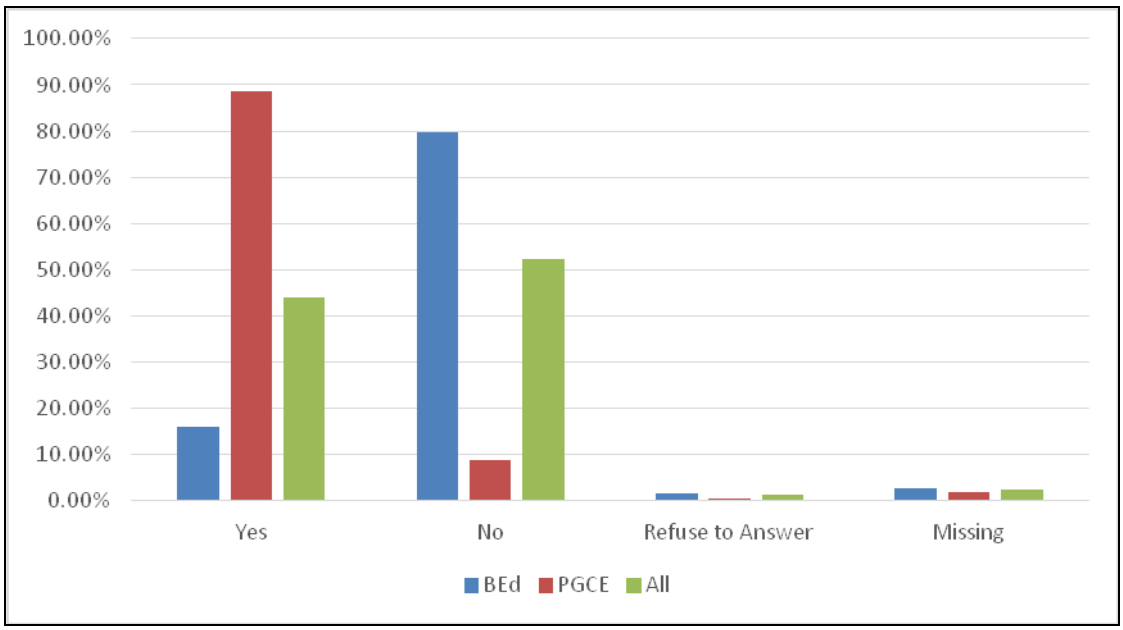
Category of Pass	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
NSC Higher Certificate	293	13.83	191	14.24	1	20.00	485	14.00
NSC Diploma	93	4.39	57	4.25	1	20.00	151	4.36
NSC Bachelors	548	25.86	239	17.82	1	20.00	788	22.74
SC with Exemption	803	37.90	527	39.30	1	20.00	1331	38.41
SC without Exemption	258	12.18	239	17.82	0	0.00	497	14.34
NCV	4	0.19	0	0.00	0	0.00	4	0.12
Foreign matric	5	0.24	26	1.94	0	0.00	31	0.89
Other	3	0.14	9	0.67	0	0.00	12	0.35
Don't know	39	1.84	32	2.39	0	0.00	71	2.05
Refuse to answer	21	0.99	5	0.37	0	0.00	26	0.75
Missing	52	2.45	16	1.19	1	20.00	69	1.99
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

Notes: NSC = National Senior Certificate; SC = Senior Certificate; NCV = National Certificate Vocational.

4.8 Post school qualifications

44.1% or 1 528 respondents indicated that they had post-school qualifications. (Some, unfortunately, misunderstood the question or answered incorrectly, listing their current but unfinished BEd or PGCE as if it was a completed post-school qualification.)

Figure 1: Post-school qualification, by programme



Note: 'Yes' indicates possession of a post-school qualification.

As expected, most (1 189, or 77.8%) of these 1 528 respondents were PGCE students who already held a degree or degree-equivalent. The largest single type of post-school qualification was a three year Bachelor's degree, held by 716 (43.2%) respondents, with another 188 holding a four year degree (including 12 with a BTech degree). A three year undergraduate degree is therefore typical amongst ITE students who have post-school qualifications and this, in conjunction with output from BEd degree programmes, indicates that teaching is on its way to becoming a graduate profession as per government emphasis (DBE/DHET 2011b: 11).

Approximately 111 students held technical certificates or diplomas (N3 to N6, T1 to T4 and/or S1 or S2, including apprenticeships and trade tests); 79 had Honours, Masters or doctoral degrees; 43 had an Adult Basic Education and Training (ABET) certificate and/or diploma; and 23 held various Early Childhood Development (ECD) certificates and/or diplomas.

4.9 Current and prior employment

Of the 410 respondents who indicated that they were currently employed, 172 (42%) were employed fulltime. Also of the 410 currently employed, 252 (62%) were engaged in teaching, with few listing professional, managerial/administrative, clerical/sales or services occupations.

One-fifth of respondents (731, or 21.1%) had been employed prior to enrolling for their teacher education qualification and 57.3% of those with previous employment were 26 years of age or older. Prior employment, in light of the fact that just under half of all respondents (46%) were 26 years of age and older, thus appears to be a feature of the class of 2013.

4.10 Bursaries (Funza Lushaka and others)

Eight hundred and thirty four respondents (or 24%) indicated that they had been awarded a Funza Lushaka bursary for 2013; 635 (18.3%) had been awarded such a bursary in previous years.

Of the latter, 249 indicated that they had been awarded a Funza Lushaka bursary for four years, while 16.8% of all respondents indicated that they had received a teaching bursary from another organisation.

Fifteen students indicated that they had been awarded a Funza Lushaka bursary for five years, suggesting that they had first received this bursary during their prior undergraduate studies on the grounds of their intention to study to teach. According to Funza Lushaka data for 2013, some 3% of bursaries were awarded to students completing an undergraduate degree other than the Bed (DBE 2013: 23-4.)

Exactly 50% (417) of those holding a Funza Lushaka bursary in 2013 had also obtained a degree-level matriculation pass (i.e., a Senior Certificate with university exemption or a National Senior Certificate Bachelor's degree pass). Of the 417 2013 bursary holders, 173 (41.4%) had been awarded a Funza Lushaka bursary in a previous year of study.

In addition, 45.6% of the 2013 Funza Lushaka bursary holders were specialising in the FET Phase. Given that most survey respondents indicated that they were specialising in this phase, which – as discussed under the next sub-heading, 'Phase and subject specialisation' – is not as urgently in need of new teachers (DBE/DHET 2011: 66-7), it would appear that university admission processes, in tandem with Funza Lushaka bursary award processes, should consider aligning themselves more closely with national priorities.

For instance, earlier and more focused career guidance coupled with closer scrutiny of applicants would make it possible for universities to encourage more intending teachers to specialise in the Foundation or Intermediate Phases which, in the schooling system as a whole, are in greater need of new teachers (DBE/DHET 2011: 55-6, 64). That said, universities' leeway in this regard might be limited: 398 (68.3%) of respondents who had received a bursary from another organisation (i.e., not a Funza Lushaka bursary) were also specialising in the FET Phase and the conditions attached to some of these bursaries might prevent these students from being directed into a different phase.

Table 10: Funza Lushaka bursary, by programme

Funza Lushaka bursary	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	628	29.64	205	15.29	1	20.00	834	24.07
No	1 404	66.26	102	82.18	4	80.00	2 510	72.44
Refuse to answer	15	0.71	7	0.52	0	0.00	22	0.63
Missing	72	3.40	27	2.01	0	0.00	99	2.86
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

4.11 Phase and subject specialisation

Almost two-thirds (65.2%) of respondents indicated that they were specialising in the FET Phase (either alone or in combination with another phase or phases), with 27%, 16% and 11% similarly specialising in the Senior, Intermediate and Foundation Phases, respectively.

Broken down according to ITE programme, approximately 54.7% of BEd students were specialising in the FET Phase (alone or in combination with other phases), 29% in SP, 21% in IP and 16% in the Foundation Phase. Only 2.8% of PGCE students were specialising in the Foundation Phase (alone or in combination with other phases), with 8.2% in IP, 24% in SP and 82% in FET, indicating the extent to which both BEd and especially PGCE programmes tend to cater for FET level studies.

Teacher supply and demand data suggest that it is the Foundation Phase, followed by the Intermediate Phase and thereafter selected subjects within the FET Phase which have the greatest need for new teachers (DBE/DHET 2011: 66-7). Given this, it is clear that the FET Phase remains oversubscribed relative to the other three phases and that demand among students and provision by universities (and, indeed, Funza Lushaka bursary allocations – DBE 2013: 14) continue to focus on this phase.

A closer inspection of some of these findings suggests that few Foundation Phase teachers are being produced who may be able to teach in any one of the official languages apart from Afrikaans, isiZulu or English. Of the 386 Foundation Phase students, 130 (34%) had Afrikaans as their home language, 119 (31%) had isiZulu and 61 (16%) had English, with the remaining 76 FP students spread across the eight other languages.

Table 11: Phase specialisation, by programme

Phase	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
FET	968	45.68	889	66.29	3	60.00	1 860	53.68
SP-FET	181	8.54	200	14.91	0	0.00	381	11.00
SP	161	7.60	89	6.64	0	0.00	250	7.22
IP-FET	2	0.09	2	0.15	0	0.00	4	0.12
IP-SP	265	12.51	22	1.64	0	0.00	287	8.28
IP-SP-FET	6	0.28	5	0.37	0	0.00	11	0.32
IP	168	7.93	77	5.74	2	40.00	247	7.13
FP-SP-FET	0	0.00	1	0.07	0	0.00	1	0.03
FP-IP-SP-FET	1	0.05	3	0.22	0	0.00	4	0.12
FP-IP	2	0.09	0	0.00	0	0.00	2	0.06
FP-IP-SP	0	0.00	1	0.07	0	0.00	1	0.03
FP	345	16.28	33	2.46	0	0.00	378	10.91
Missing	16	0.76	15	1.12	0	0.00	31	0.89
Refuse to answer	4	0.19	4	0.30	0	0.00	8	0.23
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

Notes: FET = Further Education and Training Phase; SP = Senior Phase; IP = Intermediate Phase; FP = Foundation Phase.

In terms of subject specialisation, Life Orientation (767), English (734), Business Economics (627), the collective African Languages (531) and Mathematics (489) made up the top five student subject specialisations in terms of enrolment numbers. Table 12 that follows also clearly reflects the general weighting towards the FET Phase and, to a lesser extent, the Senior Phase.

Table 12: Subject specialisations, by phase

Subject	Phase												Missing or Refuse to answer	Total
	FP	FP-IP	FP-IP-SP	FP-IP-SP-FET	FP-SP-FET	IP	IP-FET	IP-SP	IP-SP-FET	SP	SP-FET	FET		
Mathematics	4	1	0	1	0	73	1	76	2	50	65	213	1/2	489
Mathematical Literacy	1	0	0	0	0	5	2	7	0	10	14	145	2/1	187
Numeracy (FP)	57	0	1	0	0	1	0	0	0	0	0	3	0/0	62
English Language	9	1	0	1	0	87	0	110	4	43	91	384	4/0	734
Afrikaans	9	0	0	0	0	34	0	7	0	3	20	39	1/0	113
Literacy (FP all lang.)	54	0	0	0	0	2	0	1	0	1	2	3	0/0	63
African Languages	1	0	0	0	1	22	1	52	3	26	43	380	2/0	531
Accountancy	0	0	0	0	0	6	0	28	5	38	33	208	5/0	323
Business Economics	1	0	0	0	0	20	1	53	6	61	80	401	2/2	627
Economics	1	0	0	0	0	14	0	14	2	50	51	308	5/1	446
Technology	0	0	1	1	0	22	0	18	0	14	15	65	2/0	138

Subject	Phase												Missing or Refuse to answer	Total
	FP	FP-IP	FP-IP-SP	FP-IP-SP-FET	FP-SP-FET	IP	IP-FET	IP-SP	IP-SP-FET	SP	SP-FET	FET		
Social Sciences	1	0	0	2	0	25	0	10	1	11	6	16	2/0	74
Geography	3	0	0	2	0	14	0	6	0	19	29	160	1/0	234
History	3	0	0	1	0	13	0	5	0	8	20	126	0/0	176
Computer Studies	1	0	0	0	0	8	0	9	0	9	19	122	0/0	168
Natural Sciences	0	1	0	0	0	33	0	59	1	30	56	69	2/0	251
Physical Science	2	0	0	0	0	3	0	6	0	9	24	141	0/0	185
Arts and Culture	3	0	0	1	0	9	0	2	0	11	4	62	2/0	94
Life Orientation	5	1	0	3	1	105	2	117	2	49	79	395	7/1	767
Travel and Tourism	0	0	0	0	0	1	1	3	1	8	16	65	1/0	96
Religious Studies	0	0	0	1	0	6	0	3	0	4	4	27	1/0	46

4.12 Reasons for wanting to be a teacher

Of the 15 reasons for studying to be a teacher with which respondents were asked to indicate the extent of their agreement or disagreement, the top three reasons with which respondents *agreed or strongly agreed* were: 'help improve the quality of education in South Africa' (90.2%), 'share my knowledge and enjoyment of a subject' (89%) and 'help make a difference' (88.2%). All three reasons, together with the fourth most preferred reason ('like working with children': 85.1%), constitute altruistic and/or intrinsic motivations for becoming a teacher and accord with the findings of much international research on prospective teachers (Thomson et al 2012; Kyriacou et al 1999); at the same time they are at odds with past research in South Africa which found that extrinsic motivations were more prominent (Chuene et al 1999; Lemmer 1999).

Extrinsic reasons combined with intrinsic elements received moderate to strong support among respondents, including wanting to 'work in a respected profession' (79.3%), seeing teacher education as 'a step to further study' (71.2%) and being 'inspired by teachers who taught me' (70.2%). A similarly moderate to strong preference was accorded to the purely intrinsic reason of having 'always wanted to be a teacher' (71.4%), a reason given somewhat stronger preference by BEd students rather than PGCE students.

Clearly extrinsic reasons for becoming a teacher, such as 'job security and a way of supporting my family' (61.5%), 'holidays and working hours' (59.7%) and 'opportunities to travel and work in other countries' (44.4%), received only average support.

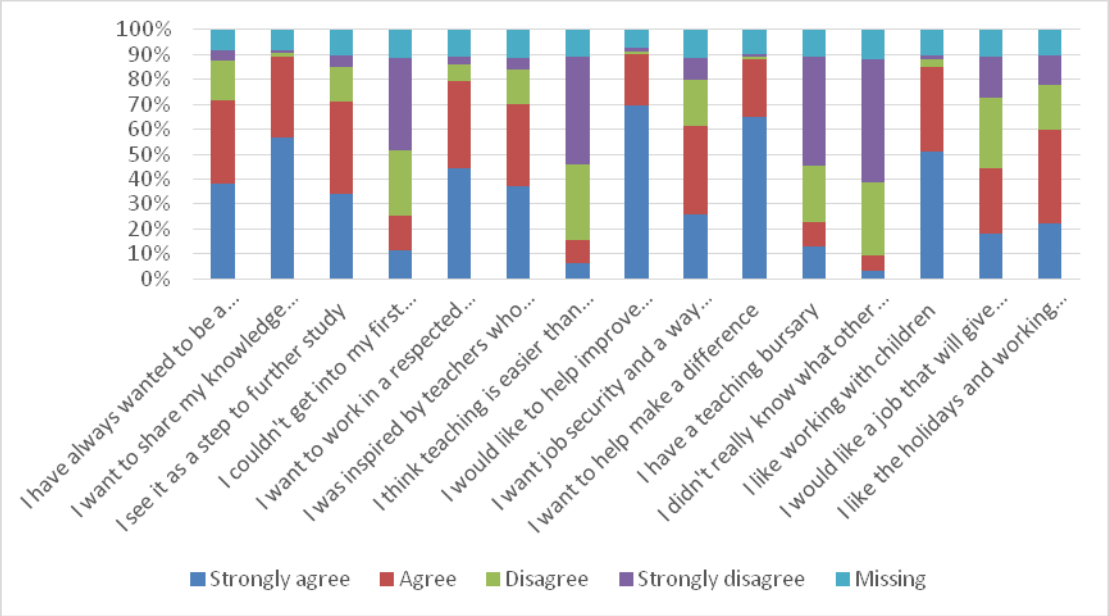
The reasons with which respondents were most *strongly in disagreement* included not knowing what other job to do (to which 49.2% strongly disagreed), holding a teaching bursary (43.8%), thinking teaching is easier than most other jobs (43%) and being unable to get into their first choice of study (37.3%).

From the above it can be said that most respondents are studying to be teachers primarily for altruistic and/or intrinsic reasons and less so for extrinsic reasons. More generally, it is worth noting the following implications of the overall findings. First, almost three quarters of final year student-teachers consider their current studies to be a step to further studies. This finding, which is strongly supported by other results of the survey (namely, that four-fifths do in fact plan to study further in the education field: see below) has both positive and negative ramifications: further study may enable better quality teaching, but may distract teachers from their primary classroom focus and may even remove them from the profession entirely. Second, respondents' perceptions of teaching as a respected profession is a view on which efforts to recruit and retain teachers and to market the teaching profession can build.

Third, a quarter (25.5%) of all respondents indicated that their reason for studying to become a teacher was because they could not get into their first choice of study. Better marketing and incentivisation of the teaching profession (as a national priority) and stricter selection of students into teacher education programmes would seem to be in order. Lastly, even though half of all respondents were (it can be inferred) vociferous

that teaching was their occupation of choice, almost 10% acknowledged that they were training to teach because they didn't know what other job to do. This finding suggests the need for greater career guidance at school and undergraduate university levels, which the White Paper for Post-School Education and Training (DHET 2013b: 6, 18) has placed back on the agenda after years of neglect, under-resourcing and 'makeshift implementation', notwithstanding its inclusion in the Life Orientation curriculum (Maree 2013: 416-7).

Figure 2: Reasons for wanting to be a teacher



Note: For the full wording of each category, see Appendix A, Section E, Question 24.

4.13 Perceptions of preparedness and confidence to begin teaching

Hardly any respondents (1.85%) felt poorly prepared by their teacher education programme, with 12.5%, 34% and 50% feeling sufficiently, well or very well prepared, respectively (Table 13). A slightly higher percentage of BEd students than PGCE students felt 'very well prepared'.

Table 13: Preparedness for teaching, by programme

Level of preparedness	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
Very well prepared	1 107	52.24	622	46.38	3	60.00	1 732	49.99
Well prepared	718	33.88	460	34.30	2	40.00	1 180	34.05

Level of preparedness	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
Sufficiently prepared	235	11.09	198	14.77	0	0.00	433	12.50
Poorly prepared	30	1.42	34	2.54	0	0.00	64	1.85
Don't know	11	0.52	15	1.12	0	0.00	26	0.75
Refuse to answer	8	0.38	5	0.37	0	0.00	13	0.38
Missing	10	0.47	7	0.52	0	0.00	17	0.49
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

Breaking respondents' perceptions of preparedness down in terms of race indicates that African students felt substantially more prepared than others: 90% of African students felt well or very well prepared, compared to 65% of White, 71% of Coloured and 73% of Indian students.

This resounding endorsement of the quality and relevance of teacher education programmes across the country should be extremely encouraging to teacher educators, but needs to be tested against how these views change or remain stable during the two follow-up years of the ITERP survey. Such additional evidence is all the more necessary given South African learners' very poor academic performance in terms of both national standards and expectations when compared against other countries, and international research findings which closely associate quality learning with quality teaching (Mourshed and Barber 2007, among others) as well as local research which has identified among teachers "a now deeply ingrained culture of inefficiency in producing learner achievement" (Carnoy et al 2012: 12).

In conjunction with their feelings of having been more than adequately prepared by their studies, most respondents (62%) were also 'very confident' that they would be able to teach effectively from the start of the next year (Table 14). Another 30% were 'confident'. Only 6% were a little reticent, indicating that they were 'somewhat confident', and almost none – 14 respondents, or 0.4% of the sample – were 'not confident'.

Table 14: Confidence in readiness to teach next year, by programme

Confidence in readiness to teach	BEd		PGCE		Refuse to answer		Total	
	No.	%	No.	%	No.	%	No.	%
Very confident	1 338	63.14	808	60.25	3	60.00	2 149	62.02
Confident	640	30.20	400	29.83	1	20.00	1 041	30.04
Somewhat confident	103	4.86	108	8.05	1	20.00	212	6.12
Not confident at all	6	0.28	8	0.60	0	0.00	14	0.40
Don't know	11	0.52	5	0.37	0	0.00	16	0.46
Refuse to answer	6	0.28	2	0.15	0	0.00	8	0.23
Missing	15	0.71	10	0.75	0	0.00	25	0.72
Total	2 119	100.00	1 341	100.00	5	100.00	3 465	100.00

A slightly higher percentage of BEd students than PGCE students felt 'very confident'. In terms of race, African students felt more confident than others: 96% of African students were confident or very confident that they would be able to teach effectively, compared to 83% of Coloured, 79% of White and 74% of Indian students.

Other recent research in South Africa has also found "a surprisingly positive picture of what students think they are able to do in practice" (Gravett et al 2011: S131). In Kenya, too, it has been found that student-teachers, mistaking theoretical knowledge about teaching for teaching competence, "leave the colleges confident about their ability to teach reading and mathematics" (TPA 2011: x).

These high levels of confidence amongst student-teachers mirror similar reported self-beliefs among new teachers in South Africa. Ninety per cent of 530 new teachers surveyed across 340 schools felt "more than adequate" in their pedagogical classroom competence (Arends and Phurutse 2009: 18), while a separate study of 34 new teachers found that between two-thirds and eight-tenths felt confident or very confident about their subject knowledge and teaching skills (Henning and Gravett 2011: S28). And it is not just new teachers who are self-assured: mathematics and science teachers of learners assessed as part of the 2011 Trends in International Mathematics and Science Study (TIMSS) felt both very ready and extremely confident in teaching TIMSS-related

content, with more than 80% of learners (10% more than the international average) having teachers who were "very confident in teaching mathematics and science to their respective classes" (Arends 2013: 25).

All these positive self-perceptions, however, run directly against the grain of most research findings in South Africa which indicate the poor quality of teachers' knowledge and classroom competence (Taylor et al 2013: 7-9). This vast mismatch between student-teachers' perceptions of their abilities and teachers' actual abilities to improve learner academic performance begs explanation and will be the focus of ITERP follow up research over the next two years.

Parker's (2012: 24-5) findings with regard to students trained at a rural university, who, despite limited mathematics curriculum knowledge, felt empowered on the basis of the confidence shown in them by their lecturers, may be pertinent here: student-teacher confidence may be in part an effect of teacher educators' own (untested) assumptions, (poor) practices or (over)expectations. In other words, students' high degree of confidence in their ability to teach effectively 'next year' may be understandable if in fact they have been exposed to or encountered few challenges, or received only positive feedback, during their studies. If, perhaps, lecturer and ITE programme expectations of student-teachers were average to low – as other ITERP findings have suggested – then these student-teachers might well believe themselves easily able to rise to the challenges of South African schooling. Similarly, if the teachers or classroom practices that these student-teachers encountered during teaching practice were perceived to be mediocre, student-teachers might assess their own abilities more highly in comparison.

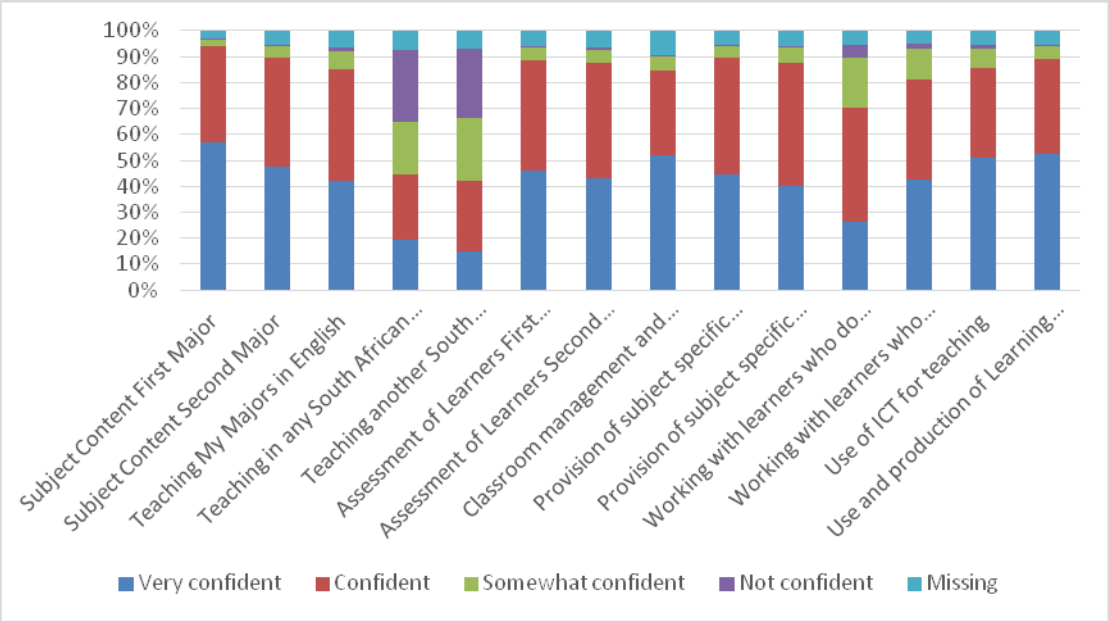
It should be noted that students' belief in their preparedness seems to jar with the oft-expressed view that new teachers are not and should not be expected to be able to 'hit the ground running' in their first years of teaching, but still need to 'learn the ropes', 'get a feel for the situation', be inducted formally and informally, and above all adapt to the school climate and to specific learners' needs. In this view, universities neither can nor should ensure that new teachers are fully prepared. For example:

> the expectation that universities should prepare teachers fully for practice is not feasible, since the school itself as a place of work is the optimal setting for getting to know, in an authentic and non-trivialising way, the hardships and challenges of what constitutes teaching in a country like South Africa (Henning and Gravett 2012: ii).

Yet in this survey, students' overwhelmingly positive responses give little sense or awareness of such a gradualist approach: they believe that they are supremely prepared for whatever 'hardships and challenges' they might encounter.

It appears, too, that those very few final year students who indicated a complete lack of confidence in their ability to teach effectively the next year did not associate this with feelings of lack of preparedness. For instance, of the 64 who felt poorly prepared by their teacher education programme, the vast majority still expressed a degree of confidence in their ability to teach effectively (22 being 'somewhat confident', 17 being 'confident', and 20 being 'very confident') and only 5 were not confident at all in their teaching ability.

Figure 3: Confidence in knowledge of teaching subject and skill areas



Note: For the full wording of each category, see Appendix A, Section F, Question 27.

Respondents were also asked, in relation to their teacher training, how confident they felt of their knowledge of specific subject and skill areas. Figure 3 above shows that 80% of all respondents were confident of their teaching knowledge and skills across the board.

Table 15 below isolates the percentages of BEd and PGCE respondents who felt confident or very confident.

Table 15: Confident and very confident in knowledge of teaching subject and skill areas, by programme

Subject/skill area	Confident and very confident		
	BEds (%)	PGCEs (%)	Total (%)
Subject content (1st major)	94.2	94.3	94.2
Subject content (2nd major)	89.1	89.8	89.4
Teaching majors in English	84.0	87.4	85.3
Teaching in any SA language except English	43.0	47.1	44.6
Teaching another SA language (as a subject)	40.4	45.2	42.2
Assessment (1st major)	88.9	88.4	88.6

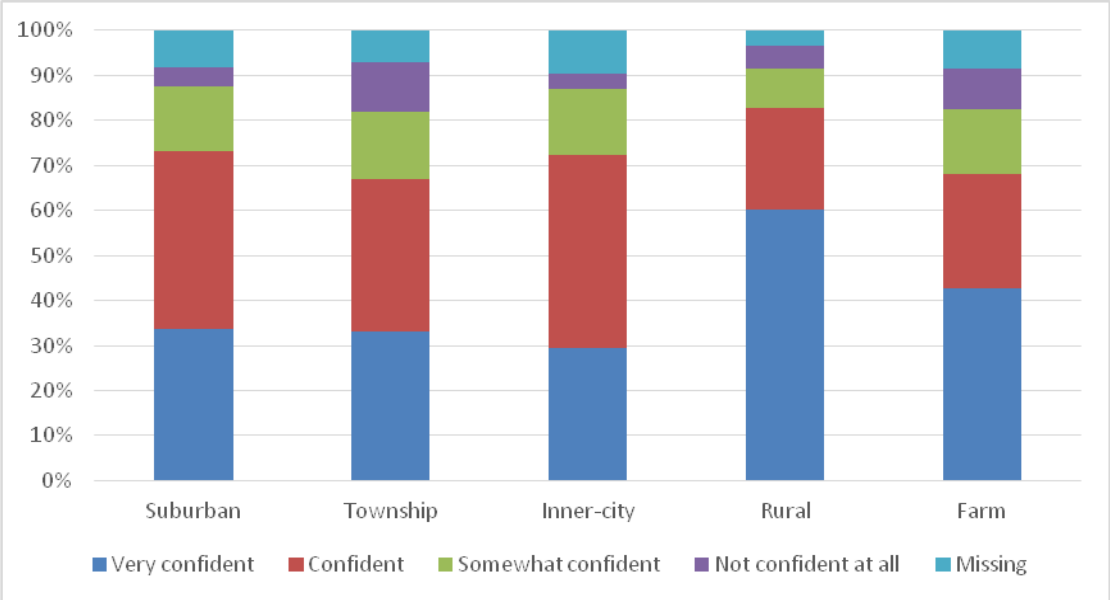
Subject/skill area	Confident and very confident		
	BEds (%)	PGCEs (%)	Total (%)
Assessment (2nd major)	87.5	87.6	87.5
Classroom management/discipline	85.9	83.0	84.8
Provision of support and guidance (1st major)	88.8	90.2	89.3
Provision of support and guidance (2nd major)	87.3	88.6	87.7
Working with learners with different home language	68.3	73.8	70.4
Working with learners requiring counselling/care	82.1	80.2	81.3
Use of ICT for teaching	85.4	86.5	85.8
Use/production of LTSMs	89.6	88.6	89.2

There is just one composite area where confidence is comparatively low and that is in the realm of language: teaching in a language other than English, teaching another South African language, and, to a lesser extent, working with learners who do not speak the same home language as the teacher. In fact, teaching in a language other than English is the only area where the category of 'not confident' contained the single biggest proportion of respondents (27.8%).

4.14 Confidence in teaching in schools in different locations

At least 8 out of every 10 students, regardless of programme, felt at least 'somewhat confident' about teaching in any location. Schools in rural locations, followed by schools on farms, were more preferred than others, with 60% of all respondents very confident about teaching in rural schools. By contrast, only about 30% of respondents were very confident about teaching in inner-city schools.

Figure 4: Confidence in teaching in schools in different locations



Broken down by programme, 84.1% of BEd students and 80.6% of PGCE students (altogether 82.7% of all respondents and including 86.5% of African students and 74.6% of white students) felt confident or very confident in teaching in schools located in rural areas. However, 11.4% of BEds and 10% of PGCEs were not at all confident about teaching in township schools.

Table 16: Confidence in teaching in schools in different locations, by programme

Level of confidence	Suburban		Township		Inner-city		Rural		Farm	
	BEd (%)	PGCE (%)	BEd (%)	PGCE (%)	BEd (%)	PGCE (%)	BEd (%)	PGCE (%)	BEd (%)	PGCE (%)
Very	33.46	33.71	32.80	33.48	29.45	29.08	61.44	58.46	44.08	40.79
Confident	38.08	42.28	32.89	35.35	42.24	44.59	22.65	22.15	24.63	26.03
Somewhat	15.29	12.53	15.67	14.02	14.49	14.32	7.36	10.74	13.31	16.41
Not at all	5.05	3.43	11.42	10.07	4.06	2.54	4.62	5.89	9.49	8.50
Missing	8.12	8.05	7.22	7.08	9.77	9.47	3.92	2.76	8.49	8.28
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Overall responses in relation to the four other school locations were grouped quite closely together: 72.4% of students of all programmes (including 70.2% African and 79% White) felt confident or very confident in teaching in schools located in inner-city areas; 72.2% (including 100% Indian, 94.3% White, 89.7% Coloured and 67% African) felt the same about teaching in schools in suburban areas; 68% (68.9% African, 70.1% White) about schools located on farms; and 66.9% (77.7% African, 27% White) about teaching in schools in township areas.

Students' confidence in teaching in rural schools is somewhat surprising given that (not just in South Africa but all over the world) most – though not all – rural schools tend not to have the same levels of resources, staffing and access to amenities as does the average urban school. However, it might be ascribed to the fact that more than half and as many as two-thirds of all respondents were studying at institutions located in rural areas or small towns – where many in addition engaged in teaching practice at rurally-situated schools (21.7% did teaching practice in rural and farm schools prior to their final year of study and 39% during their final year of study) – and that there were very few survey respondents from the major city universities.

In fact, a comparison of the seven universities where in each case more than 50% of final year students responded (CUT, DUT, RU, UCT, UL, UZ and WSU) suggests that students on university campuses located in small towns or rural areas are more confident about teaching in rural schools than students from large towns or cities, as shown in Table 17 that follows.

Table 17: Confidence in teaching in schools in rural locations, by selected universities

University	Survey response rate (%)	Largest race group %	Level of confidence				Missing %	Total	
			Very %	Confident %	Somewhat %	Not at all %		No.	%
CUT	55	African 94%	57.63	24.21	10.26	3.16	4.74	380	100
DUT	77	African 97%	57.97	20.29	14.49	3.62	3.62	138	100
RU	69	White 61%	19.10	31.46	30.34	19.10	0.00	89	100
UCT	77	White 47%	12.61	23.42	36.94	27.03	0.00	111	100
UL	79	African 98%	80.11	13.71	3.23	0.54	2.42	372	100
UZ	52	African 98%	66.12	18.79	5.49	3.98	5.62	729	100
WSU	57	African 99%	71.06	21.46	0.98	0.59	5.91	508	100

Of these seven universities UCT (in Cape Town) is the most urban, followed by CUT (three quarters of whose respondents being from its Bloemfontein campus), with the other five universities (DUT, RU, UL, UZ and WSU) all in small towns or rural areas. At UCT only 13% of students were very confident and 27% were not confident at all about teaching in rural schools. In comparison 80% of students at UL, 71% at WSU and 66% at UZ were very confident, with very small percentages not at all confident.

The possible exceptions to this line of argument are the rather more urban CUT campus (where just a bit more than half of students were very confident) and the rather more rural campus RU (where 19% were not confident at all). However, in these two instances it appears that the factor of race weighs in: few (3%) amongst the predominantly African CUT students were not confident at all about teaching in rural schools, while few (19%) amongst the predominantly white RU students were very confident about doing so.

Finally, another comparatively large difference also pertaining to race and location has to do with White students being especially confident and African students relatively less confident in relation to teaching in suburban schools: 94.3% of White versus 67% of African students felt confident or very confident about teaching in suburban schools.

At the same time, African students felt much more confident than White students about teaching in township schools: 77.7% of African versus 27% of White students felt confident or very confident about teaching in township schools. (While 40.6% of White students also indicated that they were not at all confident about teaching in township schools, only 5.4% of African students indicated the same about teaching in suburban schools.)

In part perhaps the historical legacy of segregation, African and White students' differing levels of confidence in these instances might also be ascribed to their receiving very little exposure to such schools during the teaching practice components of their ITE programmes (see below, under 'Teaching practice').

It is not clear why respondents' confidence with regard to teaching in rural schools (82.7%) seems to differ quite markedly from that in regard to teaching in farm schools (68%) when it might be assumed that such schools would have similar contexts, albeit subject to varying jurisdictions. Race does not seem to play a strong role, with African and White students exhibiting similar degrees of confidence or lack thereof with regard to teaching in farm schools. Nevertheless, farm schools are often small, multi-grade and serve the most impoverished communities (NEEDU 2014: 2) and these features, together with the need to liaise with both the school and the farmer when arranging school visits or teaching practice, may mean that many universities simply do not consider these schools student placements and students receive little exposure to them. (Other questions in the survey do not distinguish between farm and rural schools but refer to them as a single category.)

4.15 Confidence in teaching in different types of schools

Asked about their confidence in teaching in fully resourced, under resourced, multi-grade and special needs schools, respondents overwhelming rated the first as the highest, with 96.1% feeling confident or very confident in teaching in fully resourced schools.

This very high level of confidence in teaching in fully resourced schools was probably to be expected and may also have something to do with respondents' general confidence in their ability to use ICT and LTSMs in teaching (in which fully resourced schools would be replete by definition).

Less expected, however, was students' rather considerable confidence in teaching in under resourced schools: 73.3% (70.9% African, 81.5% White) felt confident or very confident in teaching in such schools, while a very similar number (73.2%) expressed confidence with regard to teaching in multi-grade schools.

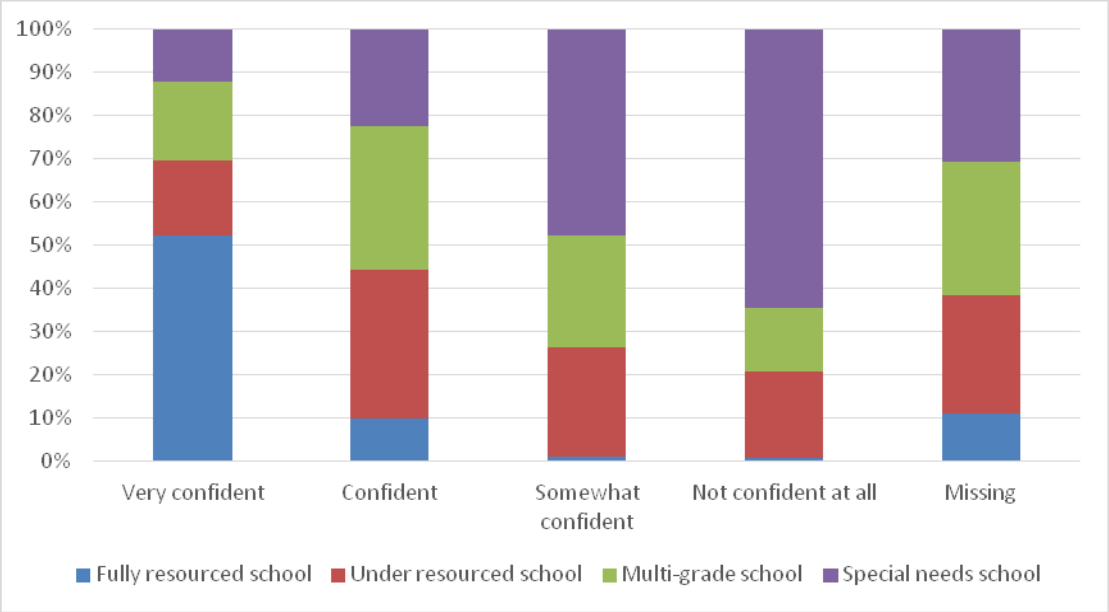
Only in relation to special needs schools was the slightest lack of confidence apparent, with just under half (48.6%) feeling confident or very confident.

These comparatively low levels of confidence in teaching in special needs schools probably reflect a general lack of exposure, combined with a lack of training during their teacher education programme (fewer than 5% of students indicated that they had spent any time at all in such schools during their studies; see Table 18 and Figure 5), as well as a lack of clarity about government policy with regard to inclusive education.

Table 18: Confidence in teaching in different types of schools

Level of confidence	Fully resourced		Under resourced		Multi-Grade		Special needs	
	No.	%	No.	%	No.	%	No.	%
Very	2 870	82.83	953	27.50	1 009	29.12	661	19.08
Confident	459	13.25	1 587	45.80	1 529	44.13	1 025	29.58
Somewhat	22	0.63	483	13.94	501	14.46	912	26.32
Not at all	7	0.20	180	5.19	131	3.78	573	16.54
Missing	107	3.09	262	7.56	295	8.51	294	8.48
Total	3 465	100.00	3 465	100.00	3 465	100.00	3 465	100.00

Figure 5: Confidence in teaching in different types of schools



4.16 Teaching practice

Two-thirds of respondents (67%) indicated that during 2012 they spent three or more weeks engaged in teaching practice. During 2013 almost 60% of respondents spent more than six weeks engaged in teaching practice. (For a breakdown of time spent in teaching practice in 2012 and in 2013, by university, see Appendices B3 and B4.)

Table 19: Time spent in teaching practice during 2012 and 2013

Time spent	2012		2013	
	No.	%	No.	%
None	300	8.66	75	2.16
1-2 weeks	110	3.17	19	0.55
3-6 weeks	1 372	39.59	796	22.97
More than 6 weeks	951	27.45	2 064	59.57
Don't know	115	3.32	78	2.25
Refuse to answer	167	4.82	271	7.82
Missing	450	12.99	162	4.68
Total	3 465	100.00	3 465	100.00

Respondents were also asked to indicate the kinds of schools – suburban, township, rural and farm, inner-city, multi-Grade and special needs schools – in which they engaged in teaching practice (a) before their final year of 2013 and (b) during 2013 (up to the time the survey was conducted). A caveat in regard to this data is that large numbers of respondents either missed or ignored answering the questions relating to where they completed their teaching practice during or prior to 2013. Hence, while some general trends may be discerned, no firm conclusions can be reached in this regard.

Prior to 2013, i.e. before their final year of (BEd) study, the single largest proportion of students (21.7%) undertook teaching practice in rural and farm schools. Township schools hosted 14.3% of students and suburban schools 13.6%. Inner-city, multi-grade and special needs schools accounted for 8.3%, 7% and 4.1% of student teaching practice experiences, respectively.

Similarly, during 2013, i.e. during their final year of (BEd and PGCE) study, the single largest proportion of students (39%) undertook teaching practice in rural and farm schools. Township schools hosted 29.4% of students and suburban schools 23.2%. Inner-city, multi-grade and special needs schools accounted for 11.8%, 7.5% and 3.2% of student teaching practice experiences, respectively.

It is worth noting that only 6.3% of African students spent time in a suburban school prior to their final year and only 8.9% during their final year. This suggests that at least 80% of African students did not get any exposure to suburban schools. Apart from rural and farm schools, African students were exposed mostly to township schools (14.7% prior to 2013 and 33% during 2013).

White students are exposed mainly to suburban schools (41.6% prior to 2013 and 70% during 2013). In turn, this means that White students did not get much exposure to township schools (11.2% prior to 2013 and 13.5% during 2013). As much as most African students weren't exposed to suburban schools, most (around 75% of) White students weren't exposed to township schools. Apart from suburban schools, White students were exposed mostly to rural and farm and inner-city schools (both 23.3%, prior to 2013; and 20.2% and 33.8%, respectively, during 2013).

Interestingly, prior to 2013 White students (23.3%) got more exposure to rural and farm schools than all other students, the closest being African students (21.7%). During 2013 African students got the most exposure to rural and farm schools: 45.3% in comparison to 20.2% for Whites, 16.7% for Coloureds and 8.7% for Indians.

The school type to which all students generally got by far the least exposure was special needs schools (4.1% before 2013 and 3.2% during 2013).

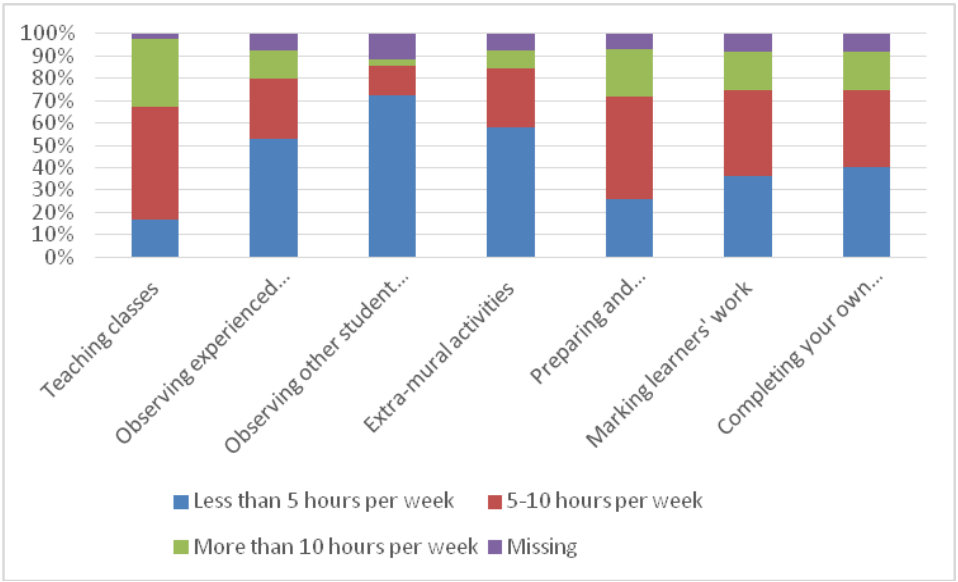
During their most recent teaching practice the main activity which consumed most student-teachers' time (for 5 or more hours per week) was the actual teaching of classes: 80.7% of student-teachers spent this amount of time on this activity (with 50.4%, the largest single proportion, spending between 5 and 10 hours per week) (Table 20).

Table 20: Time spent on particular activities during last teaching practice

Activity	Time spent		
	<5 hours/week	5-10 hours/week	>10 hours/week
Teaching classes	16.8%	50.4%	30.3%
Observing experienced teachers	53.0%	27.0%	12.1%
Observing student-teachers	72.4%	13.0%	2.9%
Extra-mural activities	57.8%	26.8%	7.8%
Preparing/researching lessons	26.0%	46.0%	21.0%
Marking learners' work	36.1%	38.5%	17.3%
Completing own assignments	40.2%	34.3%	17.6%

Almost a third of student-teachers (30.3%) spent more than 10 hours per week teaching classes. Experienced teachers were observed more than 10 hours per week by 12.2% of respondents and fellow student-teachers by 3%, while 7.8% of respondents engaged in extramural activities, 21% prepared and researched lessons, 17.3% marked learners' work, and 17.6% worked on completing their own assignments for more than 10 hours per week.

Figure 6: Time spent on particular activities during last teaching practice



Together, preparing for lessons and actually teaching them were the two areas to which the greatest proportion of students' time was devoted during each week of teaching practice. (For a breakdown of time spent teaching classes and preparing and researching lessons, by university, see Appendices B1 and B2, respectively.)

Table 21: Five or more hours spent per week by African and white students on particular activities during last teaching practice

Activity (≥ 5 hours/week)	African students		White students	
	No.	%	No.	%
Teaching classes	2 037	77.7	550	89.4
Observing experienced teachers	792	30.2	452	73.5
Observing other student teachers	388	14.8	117	19.0
Extra-mural activities	804	30.7	292	47.5
Preparing and researching lessons	1 638	62.5	497	80.8
Marking learners' work	1 453	55.4	346	56.3
Completing own assignments	1 358	51.8	314	51.0

A higher percentage of White students than African students consistently spent 5 or more hours per week on each listed teaching practice activity, except for completing one's own assignments (on which a slightly higher percentage of African students (51.8%) than White students (51%) spent 5 or more hours per week). In general, too, higher percentages of female students than male students spent 5 or more hours per week on all activities.

It may be asked, given that almost one-fifth of student-teachers are teaching less than 5 hours per week, whether this amount of time, which translates into less than an hour a day, is sufficient experience for a final year student who may soon be expected to take on a full teaching load.

Another issue worth investigating further is whether there is an ideal balance between actually practising one's craft in a classroom (and/or observing others' practise), on the one hand, and preparing lessons, marking and assisting with extramurals, on the other; and what that balance might be in the light of a growing emphasis in international research on the importance (for both NQTs and established teachers) of observing other students and teachers teach (Ashby et al 2008: 38-9, 51; Education World 2013).

During the course of their teaching practice, 86.6% of respondents received feedback on their performance from a supervising teacher, 77% from a university-appointed lecturer or assessor and 71.3% from a HoD or principal. (For more details of the number and

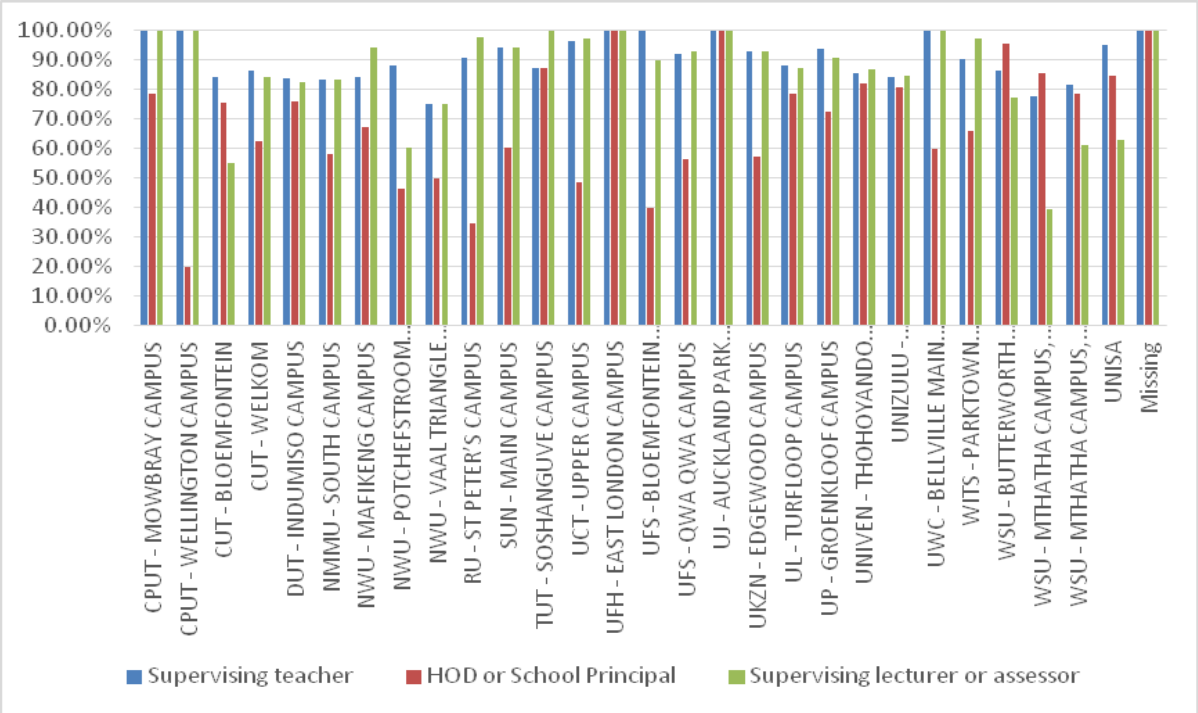
proportion of student teachers who received feedback during the course of teaching practice, broken down by source and university campus, see Appendix B5.)

Table 22: Sources of feedback during the course of teaching practice

Source of feedback	% respondents who received feedback	% respondents who deemed feedback 'very useful'
School-appointed supervising teacher	86.6	73.8
HoD or principal	71.3	54.3
University lecturer or assessor	77.0	65.7

Bearing in mind that response rates varied widely, and that in only a few cases did the majority (i.e. more than 50%) of an institution's final year students respond to the survey (these cases being CUT, DUT, RU, UCT, UL, UZ and WSU), Figure 7 nevertheless reveals substantial differences between university campuses in the proportions of respondents who received feedback.

Figure 7: Feedback received, by source and university campus



For instance, only 40% of students from WSU's Mthatha (Nelson Mandela Drive) campus reported feedback from a university lecturer, compared to over 80% of DUT, UL and UZ students and over 90% of RU and UCT students. Students from all three WSU campuses nevertheless reported much higher levels of feedback from HoDs and principals than did

students at UCT, with only about one-third of RU students reporting feedback from this source. Eighty per cent or more of students on almost all campuses reported feedback from a supervising teacher.

With regard to the quality of the feedback and advice received, 73.8% of respondents received 'very useful' feedback from supervising teachers, 54.3% received 'very useful' feedback from HoDs or principals and 65.7% received 'very useful' feedback from university lecturers.

However, 1.8% received no feedback from supervising teachers, 10.2% received nothing from an HoD or principal, and a substantial 5.7% (or 200 students, from multiple institutions and campuses) claimed to have received no feedback at all from a university lecturer or assessor.

Comparing programmes, there is little difference in the usefulness of feedback given by supervising teachers to either BEd or PGCE students. However, 57% of BEd students, as opposed to 50% of PGCE students found HoD and principal feedback very useful, while 74% of PGCE students as opposed to 61% of BEd students found lecturer feedback very useful.

Overall, it is promising that the majority of student-teachers rated highly the feedback they received from all quarters and rated the feedback from teachers the highest.

The differences in the quality of feedback might be ascribed to a number of factors, particularly time and proximity. Supervising teachers spend time every day working with student-teachers during teaching practice in the same environment and dealing with similar issues. HoDs and principals share the same environment, but are more likely to delegate others to spend time with and give feedback to student-teachers than to do so themselves on a regular basis. University lecturers spend comparatively less time with student-teachers on teaching practice and are usually supervising several students distributed amongst several schools, are comparatively isolated from the school environment and must deal with rather different pressures (such as research).

Other ITERP research has found that, while most universities emphasise the importance of both formative and summative assessment, and the use of appropriate assessment tasks and feedback to learners, the quality and purpose of this 'continuous feedback' is not assessed (Rusznyak 2014). It appears that in some instances 'continuous feedback' is no more than lip service.

To what can be ascribed the finding that substantially more PGCE students than BEd students found lecturer feedback 'very useful'? Is it a case of novelty versus familiarity – given that PGCE students spend only a quarter of the time that BEd students spend with lecturers? Is it because PGCE students are somewhat older than BEd students and hence perhaps a little more experienced and worldly wise, and also slightly closer in age to university lecturers? Or perhaps it is because PGCE students have a degree or at least previously completed studies?

It can be speculated that apprentices' self-reporting on their engagement in a relatively brief work-integrated learning component alongside and under the supervision of specialist accredited practitioners (i.e. supervising teachers) may be more attentive to these practitioners than to relatively removed generalists (i.e. university lecturers, who are seldom specialists in the disciplinary fields they are supervising). Apprentices in the form of student-teachers may also give more credence to supervising teachers as a result of what might be called the Lortie-effect, or the strong influence of the way in which student-teachers were themselves taught during their long 'apprenticeship of observation' when at school. Given, too, that hardly any of these teacher-apprentices received no feedback or useless feedback from supervising teachers, it can be said that the latter are doing their job well.

Comparatively speaking, however, it might be asked: is there room for improvement with regard to the feedback that university lecturers give? (Indeed, is there room for improvement with regard to the time and feedback that HoDs and principals give?) Differently put, should the quality of the feedback (here defined in terms of usefulness) provided by university lecturers more closely approximate that provided by supervising teachers?

4.17 Career plans

The vast majority (90.4%) of respondents planned to start teaching in a school immediately after graduation. These included more African students (94.4%) than White students (75.6%).

A third (33.8%) had applied for teaching posts (including 64.5% of White students, but only 25% of African students) and 9.4% (or 324 student-teachers) stated that they had already been appointed to a post.

A teaching post in a rural/farm school topped the list of preferences amongst the greatest number of respondents (78%). A greater proportion of African students (83%) than White students (65.4%) made up these respondents. (For a detailed breakdown of the number and proportion of respondents willing to accept posts in particular types of schools, by university, see Appendix B6.)

Table 23: Willing to accept posts in particular types of schools

School type	% respondents willing to accept posts
Public suburban	74.9
Public township	67.5
Public inner-city	70.5
Private/independent	61.6
Rural/farm	78.0

School type	% respondents willing to accept posts
Multi-Grade	62.5
Special needs (LSEN)	42.3

This general preference for teaching in a rural/farm school – which correlates with the finding that most students also expressed confidence teaching in schools located in rural areas (see above) – is likely to have been influenced by the fact that most respondents were studying at rural or small town campuses, where they would also have had more practical teaching experiences in rurally-situated schools. Nevertheless, at all universities where the survey response rate was greater than 50% respondents expressed a preference for rural/farm school posts – with one exception, this being urban (Cape Town) UCT, where only one-third of respondents exhibited this preference, with most of these respondents favouring posts in suburban and independent schools. (However, somewhat counter-balancing this finding was the preference of urban (Bloemfontein) CUT students for rural/farm school posts.) This overall preference for teaching posts in rural/farm schools should thus be of interest to government planners who are considering the utility of mechanisms such as internships and incentives to attract more teachers to rural schools (DBE/DHET 2011: 44-5).

At the same time, three quarters (74.9%) of respondents would accept a teaching post in a public suburban school (but only 70% of African students as opposed to 90.6% of White students), while 70.5% would accept being posted to a public inner-city school, 67.5% to a public township school (but only 17% of White students as opposed to 80.7% of African students) and 61.6% to a private/independent school (but only 53.6% of African students as opposed to 89.8% of White students). Multi-grade schools were acceptable to 62.5%, but special needs (LSEN) schools to only 42.3%.

The respondents who indicated that they intend teaching in another country in the next two years amounted to 28.2% (of whom 30.5% were African and 20% White), with another 13% being undecided ('don't know'). This is a significant proportion of newly qualified teachers who would be almost immediately – if, in some cases, only temporarily – lost to the South African teaching profession.

A massive 81.1% of respondents plan to study further in an education-related field in the next three to five years. (This correlates with the finding above in relation to students' reasons for studying teaching, where 71% of respondents agreed or strongly agreed that their current studies were a step to further studies.) A far greater proportion of African students (90%) than White students (46%), and more males (85.7%) than females (79.5%), made up these respondents.

Generally speaking, this ardent desire to study further is a good thing if it enhances and extends teachers' classroom-based knowledge and skills, but bad if the engagement in these studies distracts them from their everyday teaching activities or even takes them out of the classroom or out of the profession altogether. As noted above, research has

found that many student-teachers may never teach, or teach only briefly and instead pursue other careers.

The question should therefore be asked: to what extent do newly qualified teachers need to study further just a few years after graduating? And to what extent would newly qualified teachers be capable of furthering their studies even while continuing to teach full-time?

More positively, 72.3% of respondents indicated that they wished to remain within the teaching profession for the next five years, with almost 8% (268) undecided. This accords with international research findings that a quarter to a half of new teachers leave the profession early in their careers.

Finally, only 56.4% of respondents thought that they would remain within the field of education for their entire careers, with a substantial proportion (16.9%) undecided. This need not be interpreted negatively, so long as opportunities are made available to these new teachers – characterised as 'highly engaged switchers' (Watt and Richardson 2008: 425) – to exert and be rewarded for giving of their best efforts while in the system.

5 Conclusion: Profile of a 2013 final year student-teacher

Bearing in mind the limitations mentioned at the beginning of this report regarding the composition of the respondent sample, a profile of the average 2013 final year student-teacher's background, motivations, perceptions, experiences and future plans can be constructed.

South Africa's final year student-teachers are most likely to be female, African and below the age of 26. English is their second language, but they often speak, hear and read it.

They will have matriculated around six or seven years ago, with a bachelor's degree pass, and will most likely be registered for a BEd degree, in which they are specialising as an FET Phase teacher. They are not very likely to have a bursary.

They are altruistically and intrinsically motivated to teach, aiming to make a positive difference to the quality of education in the country. They feel that their ITE studies have prepared them well and they are supremely confident of their ability to teach as soon as they have graduated.

They feel especially confident about teaching in schools located in rural areas, in part perhaps because they have had experience in such schools during teaching practice.

During their most recent teaching practice they spent around 2 hours a day teaching classes. Most received their most useful feedback from supervising teachers.

They plan to start teaching immediately, preferably in a rural or farm school and probably for at least the next five years, if not their entire careers. They also intend to study further within the next few years.

In short, the 2013 final year student-teacher is a young African woman, who has recently matriculated, speaks English as a second language, is altruistically and intrinsically motivated, feels confident and well prepared, and aims to teach in a rural or farm school in South Africa while studying further.

6 Recommendations

6.1 Recommendations for further research

Further or follow-up surveys which include substantially more respondents from the large urban universities and, above all, UNISA – the largest single provider of new teachers in the country – will help to temper and provide additional nuances to the findings of this survey.

Follow up research, comparing and contrasting survey responses by younger students (under 26 years of age) versus older students (over 30 years of age), might be fruitful.

One out of every six or seven intending teachers has very little if any exposure to English, whether spoken, heard or read, despite the need for teachers in most South African schools to teach in and through the medium of English. Further research into the effectiveness of English language modules and academic literacy modules for intending teachers of all subjects (not just English language teachers) will be useful.

The finding that perhaps as many as two-thirds of PGCE students left the institution where they completed their first degree (or degree-equivalent) to study teacher education at another institution is worth investigating further so as to shed light on the nature of student mobility.

Further research should be undertaken to determine the percentages or levels of pass in English and Mathematics obtained by each respondent who obtained a degree-level matriculation pass, for purposes of shedding further light on the academic quality of newly qualified English and Mathematics teachers being tracked by ITERP.

Final year students' resoundingly high confidence levels and feelings of well-preparedness should be examined further and in more detail by ITERP, both amongst newly qualified teachers currently being tracked in the schools and amongst future cohorts of student-teachers. For instance, what is the nature of this 'confidence'? Is it a blind, unreflecting attitude, or is it grounded on particular experiences or expectations? In what areas, or given what factors, does it change? (Relevant factors might include relations with learners, relations with colleagues and principals, relations with parents, the impact of school or bureaucratic structures or policies, or the weight of the administrative or marking burden.) Furthermore, when does this confidence or feeling of well-preparedness change, under the impact of which factors or circumstances, and how quickly does it change? In addition, is it possible that confidence and feelings of well-preparedness can remain high, even when newly qualified teachers confront poor

learner performance? Can NQTs separate themselves, as (self-confident) teachers, from learners and their (poor) performance? A future research project might also examine confidence levels at the start and the end of a teacher education programme; and what factors might cause these levels to increase or decrease.

Given the language-related findings from the survey – such as the fact that 83.3% of respondents have English only as a second language, that some 15% hardly ever or never speak, hear and read English, and that the only area where student-teachers appeared to lack confidence was in the realm of language – further research should be undertaken as to the specific effects on learner performance in all subjects of English second-language speakers with limited English exposure self-confidently teaching through the medium of English.

Follow up surveys which include substantially more respondents from urban universities and UNISA should be undertaken to test the extent to which respondents' confidence in teaching in rural schools can be ascribed to them being enrolled at rural and small town campuses rather than large urban campuses.

Further research should be undertaken to determine why African and White students appeared to differ substantially with regard to their feelings of confidence in teaching in under resourced schools.

6.2 Recommendations for universities

Universities should consider raising the entrance requirements for applicants to teacher education programmes, so as to improve the overall academic quality of prospective teachers. At the very least, students should not be accepted into BEd or other first degree programmes without being in possession of a degree-level matriculation pass or otherwise meeting the formal entrance requirements for such qualifications.

Universities should investigate the utility and feasibility of conducting entrance exams into teacher education programmes and other quality improvement selection mechanisms such as interviews in an effort to improve the quality of aspiring teachers.

Universities should investigate the effectiveness of academic literacy, academic development and remediation modules intended to overcome ITE students' poor quality basic education.

Where ITE students claimed to have received no feedback at all from a university lecturer or assessor, or indeed in some cases also not from a school-based teacher or HoD, this should be investigated further. Feedback is an essential learning mechanism and procedures need to be in place to ensure that it is provided.

University selection, admission and career guidance processes need to align themselves as closely as possible with national priorities regarding the demand for teachers of particular phases and subjects, such as the Foundation and Intermediate Phases or otherwise as determined by government.

In the interests of ensuring that students receive diverse teaching experiences, university faculties and schools of education need to consider the finding that around 80% of African students did not get any practical teaching exposure to suburban schools and around 75% of White students weren't exposed to township schools.

University faculties and schools of education should consider the implications of the findings that student-teachers receive hardly any exposure to special needs schools, are least confident about teaching in such schools and are not very likely to accept a posting there, with an eye to developing or expanding programmes which directly support special needs schools and thereby assist government's inclusive education policies.

6.3 Recommendations for government

Government should consider making it a requirement that applicants to teacher education programmes have achieved a matriculation pass of at least 60% in each of the subjects they intend to teach.

Funza Lushaka bursary award processes need to consider whether relatively more bursaries ought to be awarded to Foundation Phase and Intermediate Phase students and relatively fewer bursaries to Senior Phase and FET Phase students, so as to ensure that the phases (and within these, priority subjects) most in need of more teachers are better supported.

Earlier and more focused career guidance at school level will help to ensure that prospective teachers specialise in those phases and subjects for which teachers are in greatest demand.

Government should consider ways of linking efforts to establish professional learning communities in schools, to improve teacher continuing professional development and also to implement and improve teacher induction programmes. Newly qualified teachers' strong aspirations and intentions to study further in education should be channelled in directions which simultaneously improve teacher quality in the classroom and teachers' knowledge of their subjects as well as enhance career path opportunities for teachers and teacher retention.

Better marketing and incentivisation of the teaching profession (as a national priority), and stricter selection of students into teacher education programmes may help to increase the number of applicants who see teaching as their first choice profession and reduce the number of applicants who choose it only as a last and temporary resort.

Teacher recruitment, retention and marketing efforts should seek to build on student-teachers' perceptions of teaching as a respected profession.

Government should consider the implications of the findings that student-teachers are hardly exposed to special needs schools, are least confident about teaching in such schools and are not very likely to accept a posting there, with an eye to developing mechanisms to strengthen and otherwise improve its avowed inclusive education policies.

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Appendix A

SURVEY OF ALL FINAL-YEAR STUDENTS IN TEACHER EDUCATION PROGRAMMES

Informed Consent Form for Student Questionnaire ITEP

Please fill in the information below indicating your willingness to complete a questionnaire for the national research project called: Initial Teacher Education Research Project (ITERP), and your consent to participate in the study for the next two years.

I, _____ (Full Name),

Identity/ Passport Number_____

Voluntarily give my consent to complete a questionnaire for the Initial Teacher Education Project.

I fully understand that:

- The research aims and potential benefits of the study and my role in the research has been explained to me.
- There is no material compensation for participating in the study and that there is no penalty for non-participation.
- This is a multi-institution study and that all final year students will be surveyed over a project duration of three years, to track the transition from university to professional teaching.
- I may withdraw from the study at any time and that I will not be advantaged or disadvantaged in any way if I choose to withdraw from the study.

- The researcher will keep all information confidential in all academic writing, and I am assured that no student will be named in the writing.
- My completed questionnaire will be destroyed between 3 to 5 years after completion of the project.
- I can access the project results at the end of the research, and I have the contact details to contact the researcher and/or an education staff member at my university if I have any queries during the study.

Email address (personal)	
Residential address	
Telephone number (cell phone)	Daytime:
	Evening:
Telephone number (landline)	Daytime:
	Evening:

Participant Signature: _____ Date: _____

A. Biographic information

1. Gender [Tick (✓) only one]

Male	Female	Refuse to answer
1	2	99

2. Age [Tick (✓) only one]

18-25	26-29	30-35	Refuse to answer

1	2	3	99

3. Race [Tick (✓) only one]

Black	White	Coloured	Indian/Asian	Other	Refuse to answer
1	2	3			99

4. Home Language [Tick (✓) only one – the language you speak most frequently]

Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	Sepedi	Sesotho
1	2	3	4	5	6	7
Setswana	SiSwati	Tshivenda	Xitsonga	Other	Refuse to answer	
8	9	10	11	12	99	

5. Second Language [Tick (✓) only one. If you speak more than one language, please indicate your second most spoken language]

Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	Sepedi	Sesotho
1	2	3	4	5	6	7
Setswana	SiSwati	Tshivenda	Xitsonga	Other	Refuse to answer	
8	9	10	11	12	99	

6. On average, how often do you speak English? [Tick (✓) only one]

Never	Very little	Often	All the time	Don't know	Refuse to answer
0	1	2	3	66	99

7. On average, how often do you watch TV and/or listen to the radio in English? [Tick (✓) only one]

Never	Very little	Often	All the time	Don't know	Refuse to answer
0	1	2	3	66	99

8. On average, how often do you read English books, magazines, etc.? [Tick (✓) only one]

Never	Very little	Often	All the time	Don't know	Refuse to answer
0	1	2	3	66	99

B. Current University and teaching qualification in which you are enrolled

9. At which University are you currently enrolled?

9.1 University	9.2 Campus

10. In which teacher education programme are you currently enrolled? [Tick (✓) only one]

B.Ed.	PGCE	Refuse to answer
1	2	99

☝ *B.Ed. students ONLY*

11. Did you enter at this university at the start of the programme or part way through the programme (i.e. after the start of first year)? [Tick (✓)only one]

Start of programme	After the start of the programme	Refuse to answer
1	2	99

☝ *PGCE students ONLY*

12. Did you attend the same university for your under-graduate studies? [Tick (✓)only one]

Same university	Different university	Refuse to answer
1	2	99

C. Educational background, qualifications and employment history

13.In which year did you matriculate?

14.What category of pass did you obtain in your Senior Certificate/Matric examination?

[Tick (✓) only one]

National Senior Certificate Higher Certificate Pass	1
National Senior Certificate Diploma pass	2
National Senior Certificate Bachelor's pass	3
Senior Certificate **with** Exemption or Endorsement Pass (university entrance pass)	4
Senior Certificate **without** Exemption or Endorsement Pass	5
National Certificate Vocational (Level 4)	6
Matric equivalent from another country	7
Don't know	66
Refuse to answer	99
Other (specify):	

15.Do you have any post school qualifications (diplomas/ degrees/certificates)? [Tick (✓) only one]

No	Yes	Refuse to answer
0	1	99

15.1 If YES to Q14, please tick all the qualifications you have attained. [Indicate with a tick (✓) in the relevant block ALL the qualification types that you have attained. You can select more than one qualification type provided in the list below, and leave the space blank where the qualification does not apply to you.]

Two-year Teachers' Certificate	1
Three-year Teachers' Diploma/National Professional Diploma in Education	2
Four-year Higher Diploma in Education	3
Four-year professional teaching degree	4
Higher Diploma in Education (Post-Graduate)/Post-Graduate Certificate in Education	5
One-year Post-Professional Teachers' Certificate (with specialization)	6
One-year Higher Diploma in Education	7
Diploma in Specialized Education (sign language, remedial education, blind & visually	8
Further Diploma in Education	9
Advanced Certificate in Education	10
One-year National Higher Diploma/Bachelor of Technology (Education	11
Partially completed first Bachelor's degree	12
Three-year Bachelor's degree	13
Four-year Bachelor's degree	14
Four-year Bachelor of Technology degree	15
Three-year National Diploma	16
Four-year National Higher Diploma	17
Post-Graduate Diploma (other than a HDE Post-Graduate)	18
Honours degree (including an old one-year B Ed/B.Ed. Honours)	19
Master's degree	20
Master of Technology degree	21
Doctorate/PhD	22
ABET Practitioner Certificate	23
ABET Practitioner Diploma	24
National N3 – N6 Certificates (No Practicals)	25
National N6 Diploma (Practicals)	26
Completed apprenticeship/passed trade test (N2 + Practicals)	27
T1-T4 Certificates	28
T3 Diploma	29
T4 Higher Diploma	30
S1 or S2 Certificates	31
Further Education and Training Certificate: Early Childhood Development	32
National Certificate: Early Childhood Development Level 4	33
Higher Certificate: Early Childhood Development Level 5	34
National Diploma: Early Childhood Development Level 5	35
Basic Certificate: Early Childhood Development Level 1	36
Other (specify):	37
Don't know	66

Refuse to answer	99

16.Are you currently employed while completing your studies? [Tick (✓) only one]

No	Yes	Refuse to answer
0	1	99

☞ *IF YES to Q16, answer questions 16.1 to 16.2.*

☞ *IF NO to Q16, move on to question 17*

16.1 Are you employed in a full-time or part-time position? [Tick (✓) only one]

Full Time	Part Time	Refuse to answer
0	1	99

16.2 Please indicate the nature of work in which you are engaged: [Tick (✓) only one]

Teaching (in a school or other educational setting)	1
Professional	2
Managerial/administrative	3
Clerical/sales	4
Services (eg. police, municipality, ambulance, waitressing, call centre, bank, etc.)	5
Refuse to answer	6
Other (specify):	

17. Were you ever employed prior to enrolling for a teacher education qualification? [Tick (✓) only one]

No	Yes	Refuse to answer
0	1	99

18. Were you awarded a <u>Funza Lushaka</u> bursary for <u>this</u> year? [Tick (✓) only one]

No	Yes	Refuse to answer
0	1	99

19. Were you awarded a <u>Funza Lushaka</u> bursary for <u>in previous</u> years? [Tick (✓) only one]

No	Yes	Refuse to answer
0	1	99

20. IF YES, for how many years of your study were you awarded the bursary? (e.g. 2 years) | |

21. Have you been awarded a teaching bursary by any other organisation? [Tick (✓) only one]

No	Yes	Refuse to answer
0	1	99

D. Teacher education programme

22. For which Phase have you specialised or are specialising? [Tick (✓) all that apply]

Foundation Phase	1
Intermediate Phase	2
Senior Phase	3
FET	4
Refuse to answer	99

23. If you are specialising in the Intermediate, Senior or FET Phase, please tick the TWO majors in which you are specialising or have specialised in. [Tick (✓) only TWO]

Mathematics	1	Social Sciences	12
Mathematical Literacy (FET only)	2	Geography	13
Numeracy (FP)	3	History	14
English Language	4	Computer Studies	15
Afrikaans	5	Natural Sciences	16
Literacy (FP all languages)	6	Physical Science	17
African Languages (Setswana, IsiZulu etc.)	7	Arts and Culture	18
Accountancy	8	Life Orientation	19
Business Economics	9	Travel and Tourism	20
Economics	10	Religious/Biblical Studies	21
Technology	11	Refuse to answer	99
Other (specify):			

E. Reasons for wanting to become a teacher

24. Please indicate how strongly you agree/ disagree with the following statements. [Tick (✓) only ONE option for each reason]

I am studying to be a teacher because ……:	Strongly Disagree	Disagree	Agree	Strongly agree
I have always wanted to be a teacher	1	2	3	4
I want to share my knowledge and enjoyment of a subject	1	2	3	4
I see it as a step to further study	1	2	3	4
I couldn't get into my first choice of study	1	2	3	4
I want to work in a respected profession	1	2	3	4
I was inspired by teachers who taught me	1	2	3	4
I think teaching is easier than most other jobs	1	2	3	4
I would like to help improve the quality of education in SA	1	2	3	4
I want job security and a way of supporting my family	1	2	3	4
I want to help make a difference	1	2	3	4
I have a teaching bursary	1	2	3	4
I didn't really know what other job to do	1	2	3	4
I like working with children	1	2	3	4
I would like a job that will give me opportunities to travel and work in other countries	1	2	3	4
I like the holidays and working hours	1	2	3	4

F. Perceptions of the quality of your initial teacher education programme

25. How well has your teacher education programme prepared you to become a teacher? [Tick (✓) only one]

I feel poorly prepared	I feel sufficiently prepared	I feel well prepared	I feel very well prepared	Don't know	Refuse to answer
1	2	3	4	66	99

26. How confident do you feel that you will be able to teach effectively from the start of next year? [Tick (✓) only one]

Not confident at all	Somewhat confident	Confident	Very confident	Don't know	Refuse to answer
1	2	3	4	66	99

27. As a result of your teacher training, how confident are you in your knowledge, of the following areas: [Tick (✓) only ONE option for each statement]

	Not confident	Somewhat confident	Confident	Very confident
Subject content (in your ***first*** major/subject specialisation)	1	2	3	4
Subject content (in your ***second*** major/subject specialisation)	1	2	3	4
Teaching my majors/ subject specialisation in English	1	2	3	4
Teaching in any South African language except English	1	2	3	4
Teaching another South African language (as a subject)	1	2	3	4
Assessment of learners (in your ***first*** major or subject specialisation)	1	2	3	4

	Not confident	Somewhat confident	Confident	Very confident
Assessment of learners (in your ***second*** major/subject specialisation)	1	2	3	4
Classroom management and learner discipline	1	2	3	4
Provision of subject specific support and guidance to learners (in your ***first*** major/subject specialisation)	1	2	3	4
Provision of subject specific support and guidance to learners (in your ***second*** major/subject specialisation)	1	2	3	4
Working with learners who do not speak the same home language as you	1	2	3	4
Working with learners who may require counselling and care because they live in difficult circumstances	1	2	3	4
Use of Information Communication Technology (ICT) for teaching (eg. Internet, projectors, PowerPoint, electronic communication, etc.)				
Use and production of Learning and Teaching Support Materials (LTSM)				

28. Please rate how confident you feel in teaching in schools in the different locations listed below: [Tick (✓) only ONE option for each of the listed locations]

	Not confident at all	Somewhat confident	Confident	Very confident
Suburban	1	2	3	4
Township	1	2	3	4
Inner-city	1	2	3	4
Rural	1	2	3	4
Farm	1	2	3	4

29. Please rate how confident you feel about teaching in different types of schools listed below: [Tick (✓) only ONE option for each of the listed school types]

	Not confident at all	Somewhat confident	Confident	Very confident
Fully resourced school	1	2	3	4
Under resourced school	1	2	3	4
Multi-Grade school	1	2	3	4
Special needs school (LSEN)	1	2	3	4

G. Role of practice teaching in professional preparation

30. During 2013, how much time have you spent engaged in practice teaching? [Tick (✓) only one]

1-2 weeks	3-4 weeks	4-6 weeks	More than 6 weeks	Don't know	Refuse to answer
1	2	3	4	66	99

31. In what kinds of schools have you completed teaching practice during your studies? [Tick (✓) ALL that apply per year for each of the categories listed]

	2013	Prior to 2013
Suburban schools		
Township schools		
Rural and farm schools		
Inner-city schools		
Multi-Grade schools		
Learners with Special Education Needs (LSEN) schools		

Other (specify):		

32. During your last teaching practice, how much time did you spend on the following activities? [Tick (✓) only ONE option per activity listed]

	Less than 5 hours per week	5-10 hours per week	More than 10 hours per week
Teaching classes	1	2	3
Observing other experienced teachers	1	2	3
Observing other student-teachers	1	2	3
Extra-mural activities	1	2	3
Preparing and researching lessons	1	2	3
Marking learners' work	1	2	3
Completing your own university assignments or assessment tasks	1	2	3
Other (specify):	1	2	3

33. During the course of your practice teaching, did you receive feedback on your performance from a …? [Tick (✓) only ONE option per category listed]

	No	Yes
Supervising teacher (appointed by the school)	0	1
HOD or School Principal?	0	1
Supervising lecturer or assessor (appointed by the university)?	0	1
Other (specify)		

34. During practice teaching, to what extent did you find the feedback and advice that you received useful? [Tick (✓) only ONE option per category listed]

	No feedback received	Not useful	Somewhat useful as only SOME feedback was useful to improve my teaching	Very useful as ALL feedback allowed me to improve my teaching
Supervising teacher (appointed by the school)?	0	1	2	3
HOD or School Principal?	0	1	2	3
Supervising lecturer or assessor (appointed by the university)?	0	1	2	3
Other (specify)				

35. What feedback did you find most useful during your teaching practice? Provide an <u>example of advice</u> that you found useful and used to improve your teaching.

H. Career path

36. Do you plan to start teaching in a school immediately after graduation from university? [Tick (✓) only one]

No	Yes	Don't know	Refuse to answer
0	1	66	99

37. Have you applied for teaching posts? [Tick (✓) only one]

No	Yes	Don't know	Refuse to answer
0	1	66	99

38. Have you been appointed to a teaching post? [Tick (✓) only one]

No	Yes	Don't know	Refuse to answer
0	1	66	99

39. Would you be willing to accept a teaching post in the following types of schools? [Tick (✓) only one per category listed]

	No	Yes	Don't know
Public suburban	0	1	66
Public township	0	1	66
Public inner-city	0	1	66
Private / independent	0	1	66
Rural / farm	0	1	66
Multi-Grade	0	1	66
Special needs (LSEN)	0	1	66

40. Do you intend teaching in another country in the next two years? [Tick (✓) only one]

No	Yes	Don't know	Refuse to answer
0	1	66	99

41. Are you planning to study further in an education-related field in the next 3-5 years? [Tick (✓) only one]

No	Yes	Don't know	Refuse to answer
0	1	66	99

42. Do you want to remain within the teaching profession for the next 5 years? [Tick (✓) only one]

No	Yes	Don't know	Refuse to answer
0	1	66	99

43. Do you think that you will remain a teacher (or part of the education sector) for your entire professional life? [Tick (✓) only one]

No	Yes	Don't know	Refuse to answer
0	1	66	99

Alternate Telephone number (Parents, aunt, uncle, brother, sister, etc.) Please specify relationship to yourself.	Telephone Number:
	Relationship to you:

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.

Appendix B1

Time spent teaching classes during last teaching practice (2013), by university

University	Less than 5 hours per week	Less than 5 hours per week	5-10 hours per week	5-10 hours per week	More than 10 hours per week	More than 10 hours per week
	No.	%	No.	%	No.	%
CPUT	0	0.00%	11	57.89%	8	42.11%
CUT	53	13.95%	185	48.68%	128	33.68%
DUT	32	23.19%	65	47.10%	38	27.54%
NMMU	2	16.67%	8	66.67%	2	16.67%
NWU	56	11.94%	238	50.75%	168	35.82%
RU	5	5.62%	38	42.70%	46	51.69%
SUN	6	11.32%	26	49.06%	21	39.62%
TUT	0	0.00%	5	62.50%	3	37.50%
UCT	3	2.70%	60	54.05%	48	43.24%
UFH	0	0.00%	1	20.00%	4	80.00%
UFS	19	13.67%	79	56.83%	40	28.78%
UJ	0	0.00%	0	0.00%	2	100.00%
UKZN	0	0.00%	9	64.29%	5	35.71%
UL	56	15.05%	191	51.34%	117	31.45%
UNISA	7	8.33%	35	41.67%	42	50.00%
UP	9	9.09%	45	45.45%	45	45.45%
UWC	2	10.00%	9	45.00%	9	45.00%
VEN	39	22.54%	71	41.04%	57	32.95%

WITS	3	7.32%	9	21.95%	29	70.73%
WSU	134	26.38%	305	60.04%	55	10.83%
ZULU	156	21.40%	357	48.97%	182	24.97%
Total	582	16.80%	1747	50.42%	1049	30.27%

Appendix B2

Time spent preparing and researching lessons during last teaching practice, by university

University	Less than 5 hours per week	Less than 5 hours per week	5-10 hours per week	5-10 hours per week	More than 10 hours per week	More than 10 hours per week
	No.	%	No.	%	No.	%
CPUT	2	10.53%	13	68.42%	4	21.05%
CUT	96	25.26%	182	47.89%	70	18.42%
DUT	41	29.71%	59	42.75%	24	17.39%
NMMU	1	8.33%	8	66.67%	3	25.00%
NWU	146	31.13%	225	47.97%	80	17.06%
RU	6	6.74%	46	51.69%	37	41.57%
SUN	4	7.55%	30	56.60%	19	35.85%
TUT	1	12.50%	5	62.50%	2	25.00%
UCT	4	3.60%	70	63.06%	37	33.33%
UFH	0	0.00%	2	40.00%	3	60.00%

UFS	35	25.18%	76	54.68%	21	15.11%
UJ	0	0.00%	0	0.00%	2	100.00%
UKZN	4	28.57%	7	50.00%	3	21.43%
UL	121	32.53%	158	42.47%	66	17.74%
UNISA	7	8.33%	44	52.38%	33	39.29%
UP	15	15.15%	52	52.53%	32	32.32%
UWC	2	10.00%	10	50.00%	8	40.00%
VEN	43	24.86%	70	40.46%	39	22.54%
WITS	3	7.32%	16	39.02%	22	53.66%
WSU	122	24.02%	251	49.41%	88	17.32%
ZULU	246	33.74%	272	37.31%	135	18.52%
Total	899	25.95%	1596	46.06%	728	21.01%

Appendix B3

Time spent on teaching practice during 2012, by university

University	None	None	1-2 weeks	1-2 weeks	3-4 weeks	3-4 weeks	4-6 weeks	4-6 weeks	More than 6 weeks	More than 6 weeks	Don't know	Don't know	Refuse to answer	Refuse to answer	Missing	Missing	Total	To
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CPUT	2	10.53%	0	0.00%	3	15.79%	4	21.05%	10	52.63%	0	0.00%	0	0.00%	0	0.00%	19	10
CUT	0	0.00%	8	2.11%	47	12.37%	112	29.47%	85	22.37%	28	7.37%	45	11.84%	55	14.47%	380	10
DUT	0	0.00%	0	0.00%	113	81.88%	12	8.70%	10	7.25%	0	0.00%	3	2.17%	0	0.00%	138	10
NMMU	3	25.00%	2	16.67%	0	0.00%	1	8.33%	4	33.33%	1	8.33%	1	8.33%	0	0.00%	12	10
NWU	0	0.00%	2	0.43%	38	8.10%	143	30.49%	187	39.87%	18	3.84%	30	6.40%	51	10.87%	469	10
RU	7	7.87%	8	8.99%	0	0.00%	1	1.12%	8	8.99%	12	13.48%	4	4.49%	49	55.06%	89	10
SUN	14	26.42%	1	1.89%	1	1.89%	2	3.77%	34	64.15%	1	1.89%	0	0.00%	0	0.00%	53	10
TUT	0	0.00%	0	0.00%	1	12.50%	5	62.50%	2	25.00%	0	0.00%	0	0.00%	0	0.00%	8	10
UCT	67	60.36%	11	9.91%	4	3.60%	4	3.60%	20	18.02%	5	4.50%	0	0.00%	0	0.00%	111	10

UFH	1	20.00%	0	0.00%	0	0.00%	2	40.00%	2	40.00%	0	0.00%	0	0.00%	0	0.00%	5	10
UFS	13	9.35%	14	10.07%	12	8.63%	29	20.86%	18	12.95%	6	4.32%	18	12.95%	29	20.86%	139	10
UJ	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	2	10
UKZN	3	21.43%	0	0.00%	8	57.14%	2	14.29%	1	7.14%	0	0.00%	0	0.00%	0	0.00%	14	10
UL	131	35.22%	2	0.54%	113	30.38%	20	5.38%	22	5.91%	9	2.42%	11	2.96%	64	17.20%	372	10
UNISA	24	28.57%	0	0.00%	1	1.19%	13	15.48%	44	52.38%	0	0.00%	2	2.38%	0	0.00%	84	10
UP	12	12.12%	3	3.03%	70	70.71%	7	7.07%	6	6.06%	1	1.01%	0	0.00%	0	0.00%	99	10
UWC	0	0.00%	1	5.00%	14	70.00%	3	15.00%	2	10.00%	0	0.00%	0	0.00%	0	0.00%	20	10
VEN	0	0.00%	47	27.17%	4	2.31%	12	6.94%	31	17.92%	18	10.40%	20	11.56%	41	23.70%	173	10
WITS	7	17.07%	0	0.00%	0	0.00%	18	43.90%	16	39.02%	0	0.00%	0	0.00%	0	0.00%	41	10
WSU	0	0.00%	3	0.59%	28	5.51%	386	75.98%	59	11.61%	3	0.59%	2	0.39%	27	5.31%	508	10
ZULU	16	2.19%	8	1.10%	6	0.82%	132	18.11%	389	53.36%	13	1.78%	31	4.25%	134	18.38%	729	10
Total	300	8.66%	110	3.17%	464	13.39%	908	26.20%	951	27.45%	115	3.32%	167	4.82%	450	12.99%	3465	10

Appendix B4

Time spent on teaching practice during 2013, by university

University	None	None	1-2 weeks	1-2 weeks	3-4 weeks	3-4 weeks	4-6 weeks	4-6 weeks	More than 6 weeks	More than 6 weeks	Don't know	Don't know	Refuse to answer	Refuse to answer	Missing	Missing	Total	Tota
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CPUT	0	0.00%	0	0.00%	3	15.79%	1	5.26%	15	78.95%	0	0.00%	0	0.00%	0	0.00%	19	100
CUT	0	0.00%	0	0.00%	17	4.47%	127	33.42%	199	52.37%	11	2.89%	10	2.63%	16	4.21%	380	100
DUT	0	0.00%	1	0.72%	0	0.00%	4	2.90%	133	96.38%	0	0.00%	0	0.00%	0	0.00%	138	100
NMMU	0	0.00%	2	16.67%	0	0.00%	0	0.00%	10	83.33%	0	0.00%	0	0.00%	0	0.00%	12	100
NWU	0	0.00%	1	0.21%	20	4.26%	277	59.06%	161	34.33%	3	0.64%	4	0.85%	3	0.64%	469	100
RU	0	0.00%	0	0.00%	0	0.00%	2	2.25%	87	97.75%	0	0.00%	0	0.00%	0	0.00%	89	100
SUN	2	3.77%	0	0.00%	1	1.89%	2	3.77%	48	90.57%	0	0.00%	0	0.00%	0	0.00%	53	100
TUT	2	25.00%	1	12.50%	0	0.00%	0	0.00%	5	62.50%	0	0.00%	0	0.00%	0	0.00%	8	100
UCT	1	0.90%	0	0.00%	0	0.00%	2	1.80%	106	95.50%	2	1.80%	0	0.00%	0	0.00%	111	100

UFH	0	0.00%	0	0.00%	0	0.00%	3	60.00%	2	40.00%	0	0.00%	0	0.00%	0	0.00%	5	100
UFS	0	0.00%	6	4.32%	29	20.86%	60	43.17%	43	30.94%	0	0.00%	1	0.72%	0	0.00%	139	100
UJ	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2	100
UKZN	0	0.00%	0	0.00%	9	64.29%	3	21.43%	2	14.29%	0	0.00%	0	0.00%	0	0.00%	14	100
UL	1	0.27%	0	0.00%	91	24.46%	38	10.22%	231	62.10%	2	0.54%	3	0.81%	6	1.61%	372	100
UNISA	7	8.33%	0	0.00%	1	1.19%	17	20.24%	58	69.05%	0	0.00%	1	1.19%	0	0.00%	84	100
UP	0	0.00%	0	0.00%	1	1.01%	1	1.01%	97	97.98%	0	0.00%	0	0.00%	0	0.00%	99	100
UWC	0	0.00%	0	0.00%	1	5.00%	0	0.00%	19	95.00%	0	0.00%	0	0.00%	0	0.00%	20	100
VEN	0	0.00%	3	1.73%	3	1.73%	17	9.83%	145	83.82%	2	1.16%	1	0.58%	2	1.16%	173	100
WITS	0	0.00%	1	2.44%	0	0.00%	14	34.15%	25	60.98%	1	2.44%	0	0.00%	0	0.00%	41	100
WSU	0	0.00%	2	0.39%	4	0.79%	28	5.51%	442	87.01%	5	0.98%	8	1.57%	19	3.74%	508	100
ZULU	62	8.50%	2	0.27%	2	0.27%	18	2.47%	234	32.10%	52	7.13%	243	33.33%	116	15.91%	729	100
Total	75	2.16%	19	0.55%	182	5.25%	614	17.72%	2,064	59.57%	78	2.25%	271	7.82%	162	4.68%	3,465	100

Appendix B5

Number and proportion of student teachers who received feedback on teaching practice, by source and university campus

UNIVERSITY CAMPUS	Supervising teacher		HOD or school principal		University lecturer or assessor		Total
	No.	%	No.	%	No.	%	
CPUT - MOWBRAY CAMPUS	14	100.00%	11	78.57%	14	100.00%	14
CPUT - WELLINGTON CAMPUS	5	100.00%	1	20.00%	5	100.00%	5
CUT - BLOEMFONTEIN	238	84.10%	214	75.62%	156	55.12%	283
CUT - WELKOM	83	86.46%	60	62.50%	81	84.38%	96
DUT - INDUMISO CAMPUS	116	84.06%	105	76.09%	114	82.61%	138
NMMU - SOUTH CAMPUS	10	83.33%	7	58.33%	10	83.33%	12
NWU - MAFIKENG CAMPUS	59	84.29%	47	67.14%	66	94.29%	70
NWU - POTCHEFSTROOM CAMPUS	348	88.32%	182	46.19%	238	60.41%	394
NWU - VAAL TRIANGLE CAMPUS	3	75.00%	2	50.00%	3	75.00%	4
RU - ST PETER'S CAMPUS	81	91.01%	31	34.83%	87	97.75%	89

SUN - MAIN CAMPUS	50	94.34%	32	60.38%	50	94.34%	53
TUT - SOSHANGUVE CAMPUS	7	87.50%	7	87.50%	8	100.00%	8
UCT - UPPER CAMPUS	107	96.40%	54	48.65%	108	97.30%	111
UFH - EAST LONDON CAMPUS	5	100.00%	5	100.00%	5	100.00%	5
UFS - BLOEMFONTEIN CAMPUS	10	100.00%	4	40.00%	9	90.00%	10
UFS - QWA QWA CAMPUS	118	92.19%	72	56.25%	119	92.97%	128
UJ - AUCKLAND PARK CAMPUS	2	100.00%	2	100.00%	2	100.00%	2
UKZN - EDGEWOOD CAMPUS	13	92.86%	8	57.14%	13	92.86%	14
UL - TURFLOOP CAMPUS	328	88.17%	293	78.76%	325	87.37%	372
UP - GROENKLOOF CAMPUS	93	93.94%	72	72.73%	90	90.91%	99
UNIVEN - THOHOYANDO CAMPUS	148	85.55%	142	82.08%	150	86.71%	173
UNIZULU - KWADLANGEZWA CAMPUS	613	84.09%	589	80.80%	616	84.50%	729
UWC - BELLVILLE MAIN CAMPUS	20	100.00%	12	60.00%	20	100.00%	20
WITS - PARKTOWN EDUCATION CAMPUS	37	90.24%	27	65.85%	40	97.56%	41

WSU - BUTTERWORTH CAMPUS, IBIKA SITE	38	86.36%	42	95.45%	34	77.27%	44
WSU - MTHATHA CAMPUS, NELSON MANDELA DRIVE SITE	136	77.71%	150	85.71%	69	39.43%	175
WSU - MTHATHA CAMPUS, ZAMUKULUNGISA SITE	236	81.66%	227	78.55%	177	61.25%	289
UNISA	80	95.24%	71	84.52%	53	63.10%	84
Missing	3	100.00%	3	100.00%	3	100.00%	3
Total	3,001	86.61%	2,472	71.34%	2,665	76.91%	3,465

Appendix B6

Number and proportion of respondents willing to accept posts in particular types of schools, by university

University	Public Suburban		Public Township		Public inner-city		Private/ Independent		Rural/ Farm		Multi-Grade		Special Needs		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
CPUT	18	94.74%	8	42.11%	19	100.00%	17	89.47%	16	84.21%	14	73.68%	11	57.89%	19
CUT	288	75.79%	333	87.63%	291	76.58%	217	57.11%	285	75.00%	248	65.26%	156	41.05%	380
DUT	70	50.72%	99	71.74%	76	55.07%	59	42.75%	101	73.19%	65	47.10%	26	18.84%	138
NMMU	12	100.00%	7	58.33%	12	100.00%	11	91.67%	9	75.00%	9	75.00%	5	41.67%	12
NWU	389	82.94%	145	30.92%	344	73.35%	352	75.05%	348	74.20%	240	51.17%	165	35.18%	469
RU	82	92.13%	32	35.96%	67	75.28%	82	92.13%	46	51.69%	51	57.30%	33	37.08%	89
SUN	49	92.45%	14	26.42%	43	81.13%	44	83.02%	39	73.58%	33	62.26%	24	45.28%	53
TUT	7	87.50%	7	87.50%	7	87.50%	7	87.50%	4	50.00%	6	75.00%	2	25.00%	8
UCT	106	95.50%	38	34.23%	86	77.48%	102	91.89%	37	33.33%	76	68.47%	40	36.04%	111
UFH	5	100.00%	3	60.00%	5	100.00%	3	60.00%	4	80.00%	4	80.00%	5	100.00%	5

UFS	107	76.98%	120	86.33%	108	77.70%	85	61.15%	108	77.70%	95	68.35%	51	36.69%	139
UJ	2	100.00%	1	50.00%	2	100.00%	2	100.00%	2	100.00%	2	100.00%	1	50.00%	2
UKZN	12	85.71%	11	78.57%	11	78.57%	10	71.43%	10	71.43%	12	85.71%	3	21.43%	14
UL	295	79.30%	324	87.10%	273	73.39%	218	58.60%	334	89.78%	277	74.46%	200	53.76%	372
UNISA	79	94.05%	53	63.10%	61	72.62%	64	76.19%	58	69.05%	56	66.67%	35	41.67%	84
UP	92	92.93%	39	39.39%	71	71.72%	84	84.85%	56	56.57%	65	65.66%	41	41.41%	99
UWC	19	95.00%	11	55.00%	15	75.00%	16	80.00%	13	65.00%	13	65.00%	10	50.00%	20
VEN	125	72.25%	135	78.03%	108	62.43%	94	54.34%	149	86.13%	110	63.58%	96	55.49%	173
WITS	40	97.56%	22	53.66%	29	70.73%	28	68.29%	17	41.46%	16	39.02%	14	34.15%	41
WSU	372	73.23%	403	79.33%	378	74.41%	303	59.65%	453	89.17%	358	70.47%	252	49.61%	508
ZULU	426	58.44%	535	73.39%	437	59.95%	337	46.23%	612	83.95%	417	57.20%	297	40.74%	729
Total	2595	74.89%	2340	67.53%	2443	70.51%	2135	61.62%	2701	77.95%	2167	62.54%	1467	42.34%	3465