

THE RELEVANCE OF
TEACHING PRACTICE PROGRAMMES
WITH SPECIAL REFERENCE TO
TEACHER TRAINING COLLEGES
IN TRANSKEI AND
THE R TARGET SCHOOLS



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Together in Excellence

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DECLARATION

I, Blanche Nomatamba Mdledle, declare that this dissertation is the result of my own original research and that the conclusions are my own.


B.N. MDLEDLE



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I am deeply indebted to the members of my family for their encouragement and infinite patience throughout the period of my study during which this work was in progress.

I am also grateful to my friend Mrs Cordelia Makasi who gave me moral support all the way during our study together.

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B. N. MDLEDLE.

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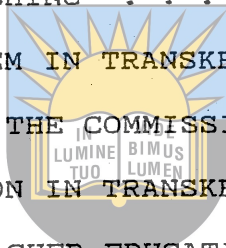


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CHAPTER 1

THE PROBLEM STATED

1.1 INTRODUCTION

1.1.1 PROBLEMATIC AREAS ENCOUNTERED THROUGH EXPERIENCE

One aspect that urged me to undertake this study is the Taylor Commission Report (1979) which specifically points out some areas which need specific attention in education in Transkei. Amongst the aspects mentioned in the report is the need to improve the teaching material used by both the colleges and the target schools.

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My involvement as a teacher and supervisor in one of the Teacher Training Colleges of Education in Transkei, particularly in the field and sphere of teaching practice programmes has prompted me to undertake research in this field.

Experience and exposure to salient problems in this field, have been a motivational factor in probing deeper into the problems encountered by teachers in various Colleges of Education.

1.2 INADEQUATE SCOPE FOR PRACTICE

The aim of this field of study is an attempt at finding suitable and tangible answers applicable to solving the

problems as they arise in day to day teaching practice.

Whilst at the Teacher Training Colleges there is a variety of planned programmes or material which students may follow, target schools offer a limited scope for teaching practice. Subjects selected by the target schools in structuring their subjects grouping only cover a few of those in which the Colleges offer methods. This is then a cause for concern, and it ultimately results in an inappropriate utilisation of teaching manpower.



1.3 HOW THESE AREAS OF CONCERN SHOW THEMSELVES IN TRANSKEI

1.3.1 LANDSCAPE AND TERRAIN

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The Republic of Transkei consists of a large consolidated land mass of 41,100 square kilo meters, boarded on the North by Lesotho, on the West and South-East by the Republic of South Africa, and on the East and South by the Indian Ocean. The country consists of twelve sparsely distributed ethnic groups inhabiting a rugged and more often impenetrable landscape. Colleges in this country are unevenly distributed, just like its people, a factor which can partly be attributed to the physical terrain as well.

1.3.2 POPULATION AND DISTRIBUTION

According to the 1980 population census, the total population of Transkei was 1997488. Comparing this figure

with the 1970 census which reflected an average growth of 1.8% (Thomas: 1970-1980). We shall find that Transkei's population would have been steadily increasing at an average of at least 2.4% by the year 2000. It is estimated to be growing at an average of 2.1% per annum. This rapid growth in population shall inevitably lead to demographic pressures, resulting in a need for more schools and ultimately more Teacher Training Colleges.

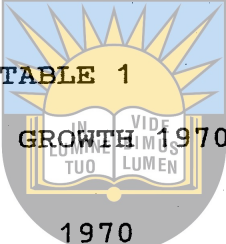


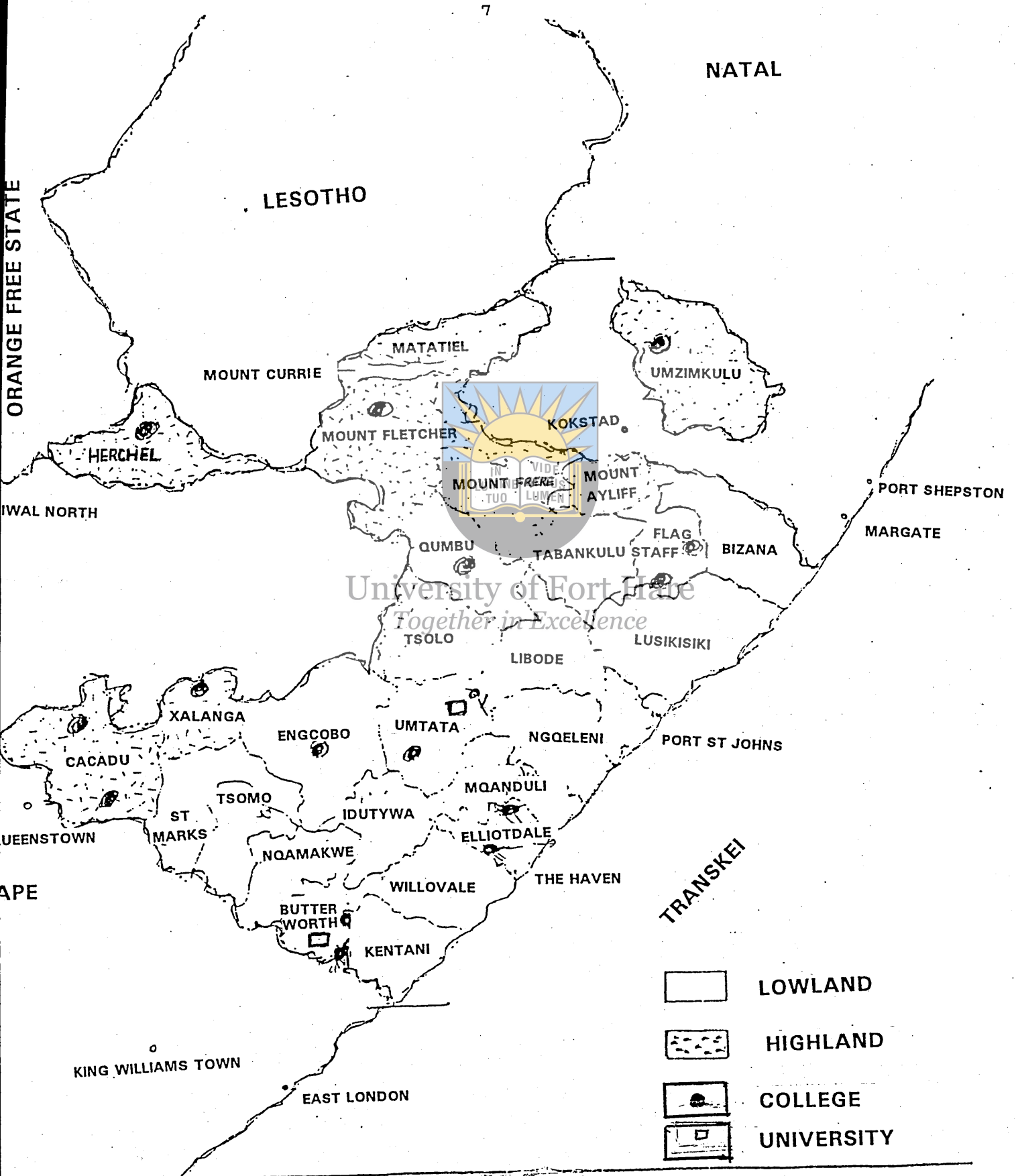
TABLE 1
POPULATION GROWTH 1970-1980

	1970	1980	Average Annual Growth
Residents population	1971877	2334946	1.7
Absent Migrants	240000	310000	2.6
Total de facto population	2211877	2644946	1.8

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SOURCE: (Thomas, W: 1981.6)

Information on the Transkei rural population distribution by sampling structure shows a total of 1997488 which has been obtained from the third survey of Tuberculosis prevalence in Transkei conducted by Fourie, P.B. et al (1982). The population distribution indicates a higher concentration in the rural areas. There is therefore a need for improvement and acceleration of the provision of educational facilities, suitable and relevant manpower to manage these facilities.



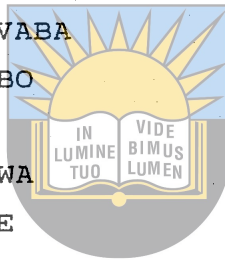
SCALE 1:25000

TRANSKEI
DISTRIBUTION OF TOPOGRAPHICAL STRATA
 SOURCE: (Fourie et al, 1982)

TABLE 2

TRANSKEI RURAL POPULATION 1980
DISTRIBUTION BY SAMPLING STRATA

STRATUM	DISTRICT	POPULATION
COASTAL 1	BIZANA	123011
	KENTANI	67005
	GATYANA	82205
	LUSIKISIKI	150046
	MQANDULI	78838
	UMZIMKULU	38616
	SUB-TOTAL	691460
LOW-LAND 11	COFIMVABA	76001
	ENGCOCO	110703
	GCUWA	42977
	IDUTYWA	58087
	LIBODE	74185
	NGQAMAKWE	64322
	QUMBU	76549
	SIPHAQENI	76031
	TABANKULU	77215
	TSOMO	94313
SUB-TOTAL	797645	
HIGH-LAND 111	KWA BHACA	81342
	MATATIELE	100188
	MAXESIBENI	45168
	MT FLETCHER	82066
	TSOLO	72127
	UMZIMKULU	100537
	XALANGA	36967
	CACADU	10000
SUB-TOTAL	2017500	

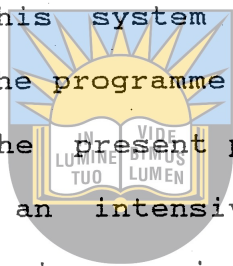


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SOURCE: (Fourie et al, 1982)

1.3.3 THE SYSTEM OF EDUCATION IN TRANSKEI

Both the College of Education and the target-schools have adopted or followed the Cape System of Education. The researcher's greatest concern here is whether this system of education is relevant in meeting the needs and aspirations of the people of Transkei in the preparation of a student. Furthermore the researcher wonders if the Teacher-trainee who has gone through this system of education adequately meets the demands of the programme of the target schools. A close observation of the present programme is needed. One also wonders whether an intensive in-service programme should not be launched to re-orientate those teachers who were trained before the inception of the Cape System of Education, in order to fit into the present programme.



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1.3.4 THE TEACHER TRAINING COLLEGES

The rapid population growth in Transkei as indicated by the survey, suggests the need for an increase in the number of schools and colleges. The researcher has also noted with interest the decline in the teacher output of the Teacher Training Colleges as indicated in Table 3 concerning the 1989 and 1988 Primary Teachers' Diploma and the 1989 Senior Primary Diploma. These are areas of concern the researcher wishes to highlight in this study.

NOTE the sharp decline for 1989 results for Senior Teachers' Diploma and more decline for 1988 and 1989 results Primary

Teachers' Diploma.

TABLE 3
STATISTICS OF TEACHERS PRODUCED BY COLLEGES (1985-1989)
SENIOR TEACHER DIPLOMA RESULTS FOR (1985-1989)

YEAR	ENTRIES	PASSES	FAILURES	SUPP	PASS %
1985	491	284	35	158	58
1986	646	401	124	116	62
1987	970	653	36	169	67
1988	763	499	41	190	67
1989	1119	323	161	600	*29

* NOTE sharp decline for 1989

TABLE 4

STATISTICS OF TEACHERS PRODUCED BY COLLEGES (1985-1989)
PRIMARY TEACHERS DIPLOMA RESULTS FOR (1985-1989)

YEAR	ENTRIES	PASSES	FAILURES	SUPP	PASS %
1985	269	155	11	100	58
1986	390	229	80	75	59
1987	524	397	27	89	76
1988	518	212	46	241	*41
1989	867	141	193	507	*16

* NOTE decline for 1988 and 1989

SOURCE: (Examination Center - University of Transkei)

1.3.5 TARGET-SCHOOLS IN TRANSKEI

There are quite a number of the Junior Primary, Senior Primary, Junior Secondary and Senior Secondary Schools which serve these Teacher Training Colleges. Similarly the area of concern is whether these schools are adequately

accommodating this teaching practice programme. The researcher's special interest is whether these schools are well equipped in terms of Teaching and learning material in creating an ideal situation in the classroom.

1.4 THE TEACHER TRAINING PROGRAMME: What the programme offers:-

1.4.1 PRIMARY TEACHERS' DIPLOMA

Six Training Colleges have been selected to offer the Primary Teachers' diploma. The Junior Primary level (Sub A-Std 1) course and Senior Primary level (Std 2-4) course are taught. All Primary Teacher Diploma courses are of three years duration.



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1.4.2 SECONDARY TEACHERS' DIPLOMA

Seven Training Colleges have been selected to offer this course. The Junior Secondary level (Std 5-7) course and Secondary level (Std 8-10) course are taught.

1.4.3 THE AIM OF THESE COURSES

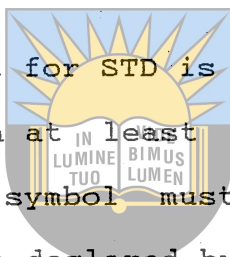
These course are to give the student teacher a sound academic and professional training which will enable him to teach two subjects efficiently for the level of training they get.

1.4.4 ADMISSION TO TEACHER TRAINING COLLEGES

Basic admission requirements are that all candidates or applicants must have successfully completed the Senior Certificate from an accredited or Accepted Senior Secondary School.

1.4.5 THE SECONDARY TEACHERS' DIPLOMA PROGRAMME

The minimum requirement for STD is that candidates must have obtained an E symbol in at least two of the subjects at Matric level. An E symbol must be obtained in the two teaching subjects to be declared by the student as intended areas of specialisation.



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1.4.6 EXPENSES AND FINANCIAL AID

The Transkei Department of Education gives loans or bursaries to every college student. The amount of a loan or bursary depends on the course and the College. This loan will have to cover tuition accommodation and books.

(Transkei Prospectus : 1984).

1.4.7 REGISTRATION

All Colleges set a date for registration by which every student is expected to register.

1.5 STRUCTURE OF COURSES

Training Colleges offer two streams, and these are Primary Teachers' Diploma and Secondary Teachers' Diploma. The following is the range of subjects offered by both streams.

1.5.1 GROUP 1 : PROFESSIONAL SUBJECTS

Principles of Education
 Educational Psychology
 School - organisation
 Teaching Practice



1.5.2 GROUP 2 : LANGUAGES

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- | | |
|---------------|--------------------|
| (1) English | (3) Southern-Sotho |
| (2) Xhosa | (4) Zulu, and |
| (5) Afrikaans | |

1.5.3 GROUP 3 : HUMANITIES AND SCIENCE

Mathematics
 Agriculture
 Biblical Studies
 Science - General Science, Physical Science
 Biology
 Geography
 History
 Music

Physical Education

1.5.3.1 HOME ECONOMICS SUBJECTS

Dressmaking and needlework

Cookery and Nutrition

Auxiliary subjects

1.5.4 GROUP 4 : COMMERCIAL SUBJECTS

Accounting

Business Economics

Economics

Typing



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1.5.5 GROUP 5 : CULTURAL SUBJECTS

Art and Craft

Gardening

Music

Needle-work

Physical Education

* Religious Education - 3 yrs

* School librarianship - 2 yrs

Practice Afrikaans

* Health Education - 1 yr

* Compulsory courses

1.5.6 GROUP 6 :

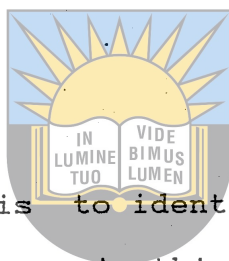
Teaching Practice

Communication Skills

Handwriting and chalkboard work

Use and Construction of Teaching Aids

SOURCE: (Transkei Teacher Training College Prospectus, 1984)



1.6 THE AIM OF THE STUDY

The aim of the study is to identify those areas which are indicated as problem areas in this study in an attempt to find suitable and tangible answers which, when applied may possibly solve some of the problems.

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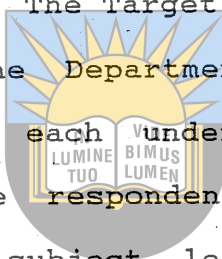
The researcher felt that possibly something in this direction had to be done with the particular needs of the Transkeian in mind.

Furthermore the researcher as one of the people or persons exposed to this programme and who has experienced these short comings has decided to undertake this study.

1.7 METHODOLOGY

1.7.1 SAMPLE

Although this study is aimed at all Black Teacher Training Colleges in Southern Africa it will be limited to Colleges and Schools in Transkei. All Colleges are affiliates of the University of Transkei but under the control of the Department of Education. The Target Schools that serve these Colleges are under the Department of Education, and are grouped into circuits each under the supervision of a Circuit Inspector. The respondents of this study are the Rectors of Colleges, subject lecturers and final year students of Training Colleges. In the target-schools the principals and teachers are respondents in this study.



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1.7.2 PILOT-STUDY

The sample study was done to ascertain any uncertainty and ambiguity in the proposed questionnaires. The study further intended to outline the conditions under which the teachers work and to estimate the time that could be taken by an average teacher to answer the questionnaire. Restructuring of the questionnaire possibly will have to undergo strict scrutiny in the areas where problems are highlighted.

1.7.3 SELECTION OF RESPONDENTS FOR THE PILOT STUDY

The respondents selected are candidates who are directly involved and affected by factors under study: namely Rectors, lecturers and the final year students of the Colleges as well as principals and teachers of target schools, as co-trainers of the teacher in training.

1.8 HYPOTHESIS

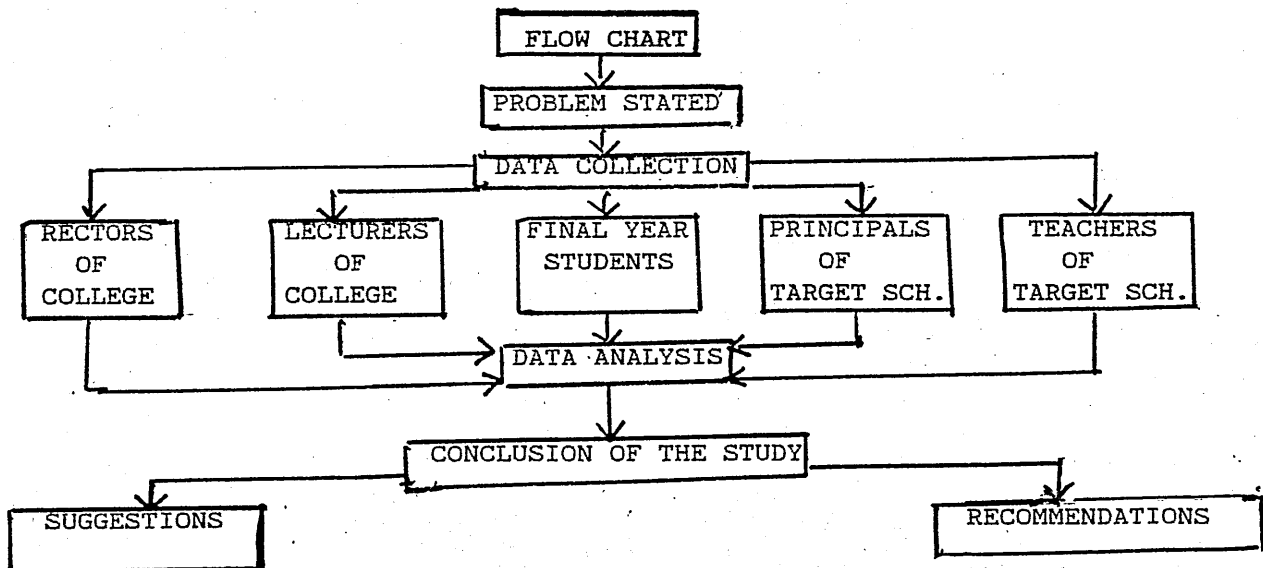


The teaching practice programme which is currently being practiced in the Teacher Training Colleges is not relevant and applicable to the classroom situation of the target-schools in Transkei. This hypothesis is based on the theoretical assumption that the teaching programmes applied by the Teacher Trainees to target schools do not take into consideration the culture and philosophy of life of the people of Transkei. Further to this, the latest technology demanded by the advanced teaching programmes cannot be utilised effectively and efficiently by both Colleges and target-schools due to poor conditions and poor distribution. Finally, the home background of some, if not all, students and pupils is different from that of their schools, therefore a psychological preparation and clearly defined principles in education are a pre-requisite if their needs are to be met.

1.9 DATA COLLECTION

The research study is chiefly descriptive in nature and this research is dealing in detail with the aspects that comprise the teaching practice programme. Supervisors of the teacher-trainees and the teaching staff of the target schools who are directly involved in this field have all specifically undergone different training programmes from one another, therefore there is a need to standardise the teaching practice programme envisaged, in order to keep uniformity. Questionnaires will be distributed to all the 13 colleges and the target-schools utilised by these Colleges. These questionnaires will be supplemented by interviews to ascertain certain aspects of the programme in relation to the target schools. A detailed analysis of the method of selection of students of the teaching profession will be made.

FIGURE 1



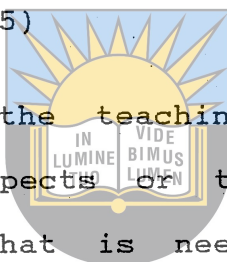
1.10 SOME SPECIFIC CONCERN REGARDING TEACHER EDUCATION

Transkei is a state with twenty-eight districts and thirteen Colleges of education. The country, if we may be allowed to label it so, has a school going population of 135,278 out of which in 1987, 3500 attended Colleges of education. Administratively. Teacher Training Colleges are monitored at local level by Circuit Inspectors while the Department of Education remains the focal point of virtually all major policy decision affecting these Colleges. It is therefore a pedagogic obligation for the department of education to see to it that these Colleges produce quality, competent teachers who have to meet the needs of the country. It is against this background that grants, loans, bursaries are offered to eligible students to train as teachers. It is also the department's duty to set minimum requirements of entry, College conduct, inspections and standards.

It is this involvement with these Colleges that has prompted the writer to undertake this field of study: **THE TEACHING PRACTICE PROGRAMME:** She seems to share Beeby's view on the quality of education and the Training of teachers. Beeby (1974) has this to say:-

"The potential of any educational system is directly related to the ability of its teachers. Hence, the more qualified and better trained teachers are, the easier it is to effect curriculum development, no matter how distinguished the members of a project team are, how carefully structured a new course is, how brilliantly the various educational media have been exploited. The success or failure of any innovation ultimately hinges on the receptive-ness and flexibility of a classroom teacher".

(BEEBY: 1974:5)



The researcher regards the teaching practice programme as one of the vital aspects or tools used by trainers in moulding a teacher that is needed by the community. Furthermore the researcher feels that these teaching programmes - properly utilised - can promote the quality of teaching or a teacher that can be used effectively in facilitating and perpetrating the process of Learning and Teaching. Systems of education have changed time and again and possibly the current teaching practice programme has been a contributory factor to such change.

Like in all other professions, the teaching practice programme offers an area where a student-teacher will operate, that is, in the pedagogic situation. Apart from the teaching programme the use of terms in education has also created an area of concern. The shift in the use of terms in education during the 19th and 20th Century has caused much concern. The terms such as "Training" and "College" have created a problem for the current approach in the teaching programme. These terms will be discussed in the following

chapters.....

Transkei offers Teaching practice programmes which embrace all the learning and experiences for a student-teacher in school. The researcher's observation is that lately there is a mis-match in the programmes offered by the Colleges and the target schools. This mis-match has created tension, which centers around teaching practice.

1.11 THE QUALITY OF TEACHING



Research studies have been undertaken in this field of the teaching aspect by some educationists who felt the need for research. One is faced with questions such as:-

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1. Are we able to meet the goals or objectives as set out by the current programme?
2. Are the present programmes presently used relevant to the present challenges? and
3. Is the quality of teaching provided by the current programmes able to measure up to the expectations of the communities?

All these are relative questions which are quite challenging. The researcher's concern regarding this aspect is that one cannot use one yardstick to measure such programmes, nor can one look at one aspect only to come to

an answer. A set of criteria to measure the quality of teaching should be utilised. There are quite a number of variables one has to look into.

The researcher feels that the quality of a teacher that is needed by the community has not been given priority. Furthermore this study intends to invite more professionals to address themselves to issues of this nature.

Biddle (1964) remarking on this issue of quality of teaching says: _

"...We do not know how to define, prepare for or measure teacher competence".

(BIDDLE: 1964:3) *in Excellence*

Teaching is an art and therefore by implication it cannot be taught, except that one should pursue those aspects which are good in a student teacher. The search for good quality teaching is a dominant theme of this century.

Locke (1979) remarking on the teaching aspect has this to say:-

"... If teaching is expected to be basic, it should be based on the needs of a particular time".

(LOCKE: 1979:68)

The researcher's remark and observation in this aspect is that the teaching profession expects a sense of commitment on the part of those that are involved in the profession.

This commitment is in the classroom situation, where both the teacher and the pupil display a great deal of their personality during the process of learning and teaching.

Plaskow (1969) observed that:-

"... It is extravagant and kinky to think that by putting students in schools for days and weeks, they will be trained to be teachers".

(PLASKOW: 1969:2)

Davis in his observation about Teaching Practice Programmes made this remark: _



"... although it is largely ceremonial in its function: its behavioural objectives, it is alleged, are seldom identified and evaluation is suspect".

(DAVIS: 1969:87)

All these remarks made by these scholars of education spell out the weaknesses and problems encountered in this field of study. All were aimed at improving the programme itself. Because teaching is an art therefore no two people can present the same lesson the same way. The researcher feels that criticisms are good, if they are constructive and for improving this programme.

The (American National Council) for accreditation of teachers education (1960) made this remark about the teaching practice programme. It was:-

"... entangled in a mass of confusion, unmade decisions, and experiences without a comprehensive definition and clear statements of goals and purposes".

(A N COUNCIL FOR ACCREDITATION: 1960)

Luthuli (1982) has this observation to make:-

"When students are brought together with the purpose of being taught, buildings, teachers and physical material need to be organised effectively in order to facilitate effective teaching. A consideration of the basic principles and theory underlying the current practices falls under education Administration".

(LUTHULI: 1982:10)

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Learning as a process in itself is not an accumulation of facts but also an observance of the forces which give direction to the lives of individuals. Teaching can also take place when the teacher has to provide a background of experience needed in cases where the background could not be built up at home.

Lastly the Taylor Commission Report (1979) made this remark on teacher quality in Transkei:-

".. with all the physical facilities available, teacher supply in Transkei leaves much to be desired: both the quality and the quantity of the teaching force".

(TAYLOR COMMISSION REPORT: 1979:133)

1.12 THE EDUCATION SYSTEM IN TRANSKEI

On the 26th October 1976 Transkei attained full political independence and was declared a republic. Following this attainment of sovereignty, progress remained rather slow and this could be attributed to a series of factors.

According to Ngubentombi (1989):

"...For the first four years, there was no meaningful developments in education but real activity was triggered off by the Report of the Commission of Inquiry into the education in the Republic of Transkei in 1979".

(NGUBENTOMBI: 1989:32)

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The Education System in Transkei has seen many changes and experienced many problems such as the shortage of teachers and the quality of teachers needed. This aspect has already been mentioned. Supporting this remark the following table should be studied:-

TABLE 5 1977

PRIMARY SCHOOL TEACHER	MAJOR EQUIVALENT	JUNIOR
11,931	749 (6.3%)	11.182 (93%)

TABLE 6 1977

POST-PRIMARY TEACHER	B.A. DEGREE	S/CERT	J/CERT
1 193	280 (23.5%)	60.4%	16.1%

SOURCE: (Taylor Report: 1979:133)

The Commission's Report further stated that:-

"... As evidenced by the higher-pupil-teacher ratio in schools (64:1) at Primary and (28:1) at Secondary schools in 1978, teacher training institutions are unable to cope with the demands for teachers".

(IBID:133)

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Some of the following recommendations by the Commission have been adhered to and acted upon with precision. For instance since 1978, the above ratios have become 28:1 and 54:1.

1.13 TABULATING SOME OF THE COMMISSION'S RECOMMENDATION ON TEACHER EDUCATION IN TRANSKEI

- I) The Post-graduate Certificate in Education be started as a full-time programme as soon as student numbers warrant it.

- II) The schedule of up-grading training schools to teachers' Colleges be either accelerated or strictly adhered to.

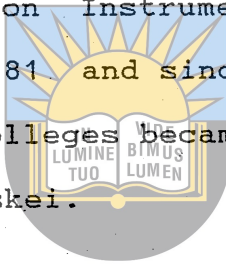
- III) Plans to affiliate teacher training schools with University of Transkei be finalised and implemented as soon as possible.
- IV) Valid selection procedures for teacher training programmes be developed and used.
- V) The annual output of teachers from Teacher Training Colleges be increased substantially.
- VI) The University of Transkei should mount programmes of training teacher-trainers for their roles in Teacher education.
- VII) Adequate laboratory facilities and necessary learning resource material should be made available in all teacher training institutions.
- VIII) The board of faculty of education should provide monitoring facilities for all types of teacher-education activity in Transkei.
- XI) An institution of education should be established as a department in the Faculty of Education, charged with the organising, in consultation with the Department of Education (Government), all extra-university teacher education programme and research activities (Ibid:138-139).



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1.14 DEVELOPMENTS IN TEACHER-EDUCATION

The commission's Report was soon followed in 1980 by the drafting, through the joint-effort of the Department of Education (Government), and the Faculty of Education, of an affiliation document which was to serve as a blue print for the organisation structure of teacher education in Transkei. On the approval by the Cabinet and University Council, the affiliation Instrument was implemented with effect from January 1981 and since then all former Teacher Training Schools and Colleges became affiliated Colleges of the University of Transkei.



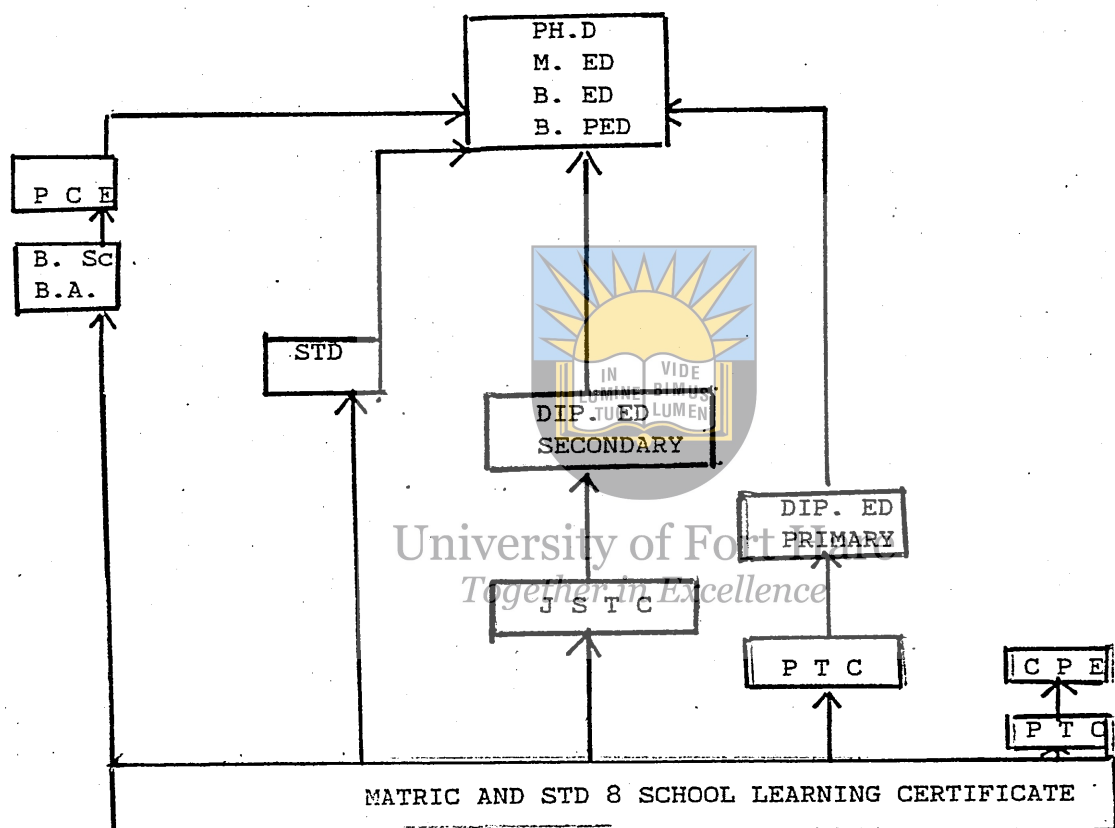
This affiliation Instrument provided for the formation of a Tripartite relationship between the University of Transkei, the Government's Department of Education and Colleges in which responsibility is being shared as provided in the following detailed form:

1. The University will provide the academic and professional component, monitor standards by providing continual support and guidance to the Colleges, conduct examinations and award certificates and diplomas.
2. The Government Department of Education would handle financing of teacher-education in the Colleges, conduct inspection, provide and pay staff maintain and develop the physical plant, provide all forms of material supplies and attend to the administration of students

affairs.

FIGURE 2

PROPOSED STRUCTURE OF TEACHER EDUCATION IN TRANSKEI



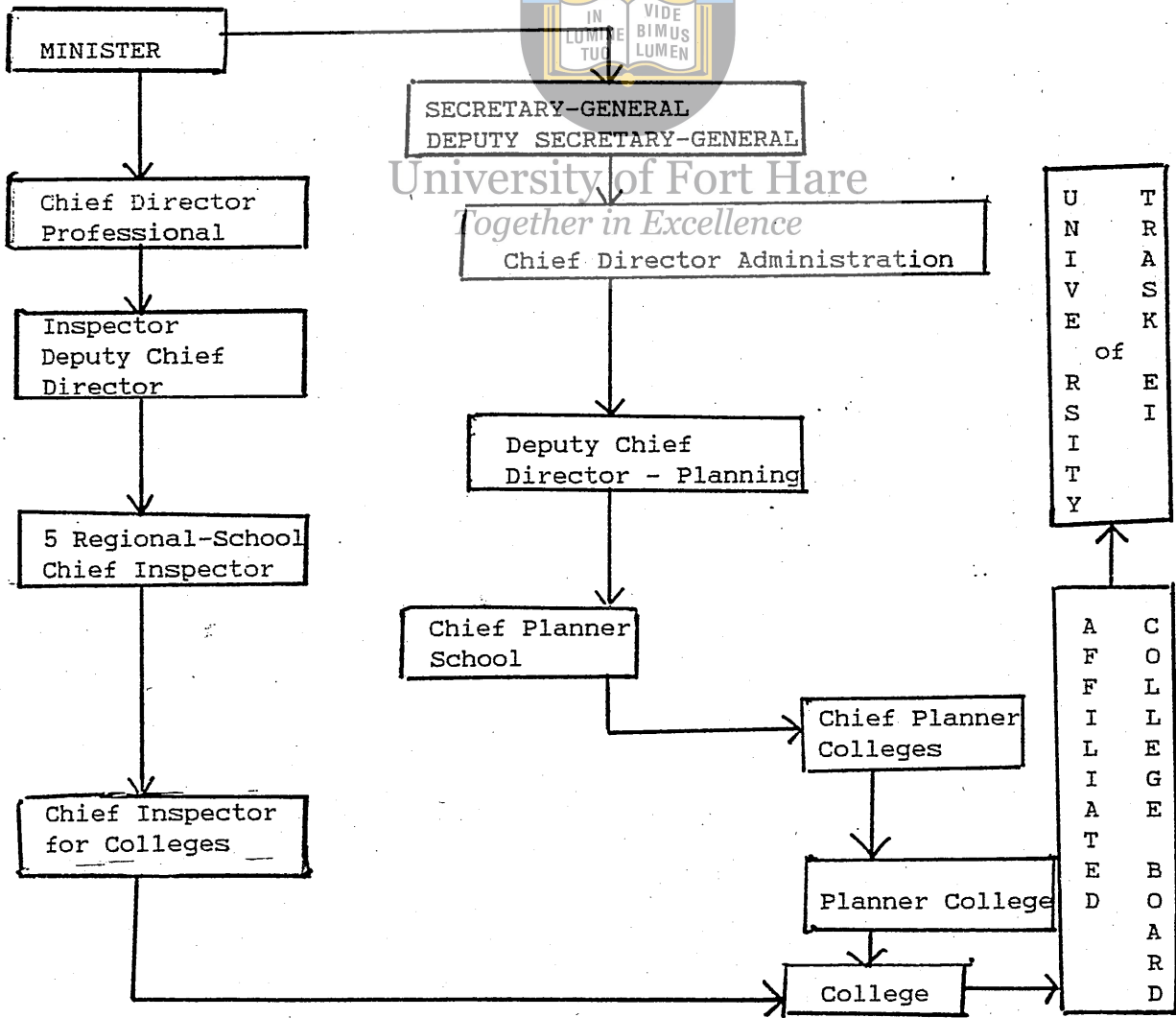
SOURCE: (Report of Commission of Inquiry 1979)

- CPE - Certificate in Primary Education
- PCE - Post Graduate Certificate in Education
- DIP ED (PRIMARY) - Diploma in Primary Education
- DIP ED (SECONDARY) - Diploma in Secondary Education
- B. PED - Bachelor of Pedagogics
- JSTC - Junior Secondary Teacher Certificate
- PTC - Primary Teacher Certificate

and

- The College would attend to actual implementation of teachers education programmes and execution of departmental policy with regard to administration of teacher education;

FIGURE 3
AN ORGANISATIONAL CHART - EDUCATION STRUCTURE UMTATA



Transkei today has 13 Teacher Training Colleges in existence. Five of these offer the Primary Teachers' Diploma Course and the remaining eight offer the Secondary Teachers' Diploma Course.

"Two of the eight Colleges have introduced an additional new four year diploma course with effect from 1988".

(NGUBENTOMBI, 1989:71)

TABLE 7

A list of Colleges in Transkei is provided and the identity of each College will be protected - therefore symbols have been used.

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1	College	A
2	"	B
3	"	C
4	"	D
5	"	E
6	"	F
7	"	G
8	"	H
9	"	I
10	"	J
11	"	K
12	"	L
13	"	M

1.15 RESULTS OF SECONDARY SCHOOLS IN TRANSKEI

The results of Secondary schools have been quite alarming. They were not only bad but reflected a poor product of these schools. This statement is supported by the extracts of results from the Department of Education Transkei.

TABLE 8

YEAR	ENTRIES	PASS	FAILURE	% PASS
1984	11 100	4 305	6 795	10.2
1985	12 853	5 149	7 704	11.2
1986	12 039	5 779	6 260	17.0
1987	13 036	6 123	6 913	16.6
1988	15 905	8 138	7 770	17.7
TOTAL	64 932	29.494	35 442	72.8

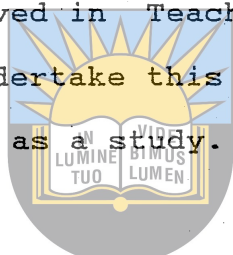
SOURCE: (Examination Section - Department of Education
Year-Book 1984-1988)

The total failure rate as interpreted by the figure 35 442 exceeds that of the pass rate 29 494. Again the failure rate still exceeds the pass rate from 1984 to 1987. The product of these schools is the present and future candidate of various disciplines including the teachers' course. The poor results later have repercussion on the future lives of these candidates.

Educationists will pose questions as to exactly where the

cause lies. Does the cause lie with the teacher as an agent of change or does it lie with the pupil as a reacting agent or is it with the processes of teaching or with the curriculum?

It becomes a vicious circle, which demands serious pedagogic attention, because, normally, a product of a poor quality of a teacher becomes poor. The researcher having been intimately involved in Teacher Training feels that it is quite fitting to undertake this study, first as a field of interest and second as a study.



1.16 THE RELATION OF THEORY OF EDUCATION TO A TEACHING PRACTICE PROGRAMME

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Further to this study the researcher wants to clarify the relationship of Theory of education to the teaching practice programme in the field of study. The researcher feels that the Theory of Education and teaching practice programme are interdependent and that the teaching practice programmes are an extension of theory of Education. The writer also wishes to point out how effective and relevant the relationship of these two is in pursuing the educational goals. Teaching may be characterised as an activity aimed at the achievement of learning and teaching also practiced in such a manner as to respect the students' intellectual integrity and capacity for independent judgement.

The Theory of Education sets about certain criteria for

learning. The list of learning principles below seemed to be universally accepted as basic to the educational process. Before a teacher embarks on his or her teaching, he must make sure that he understands the Ten Commandments of Education.

These are as follows:-

- Principle No 1 - Readiness of a learner
- Principle No 2 - Motivating of a learner
- Principle No 3 - Perception by learner
- Principle No 4 - Goals of a learner must be clearly directed in mind and accepted by the learner if adequate learning is to take place.
- Principle No 5 - Learning varies with the individual. (Individual differences).
- Principle No 6 - Learner retention and transfer
- Principle No 7 - Cognitive learning - involves recognition and or discovery.
- Principle No 8 - Learner affective learning
- Principle No 9 - Psychomotor learning involves control of muscular activity
- Principle No 10 - The kind, extent and validity of evaluation affect present and subsequent learning

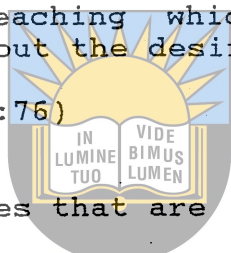
The success of a teacher will be through these laws of learning. These laws will assist or enable the teacher to apply certain skills practically and enable learning to take place.

Peters (1968) has this to say:-

"...Successful teaching would be seen to be simply teaching which does not in fact bring about the desired learning".

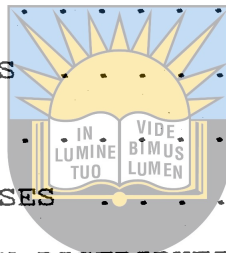
(PETERS, 1967:76)

Apart from the principles that are set forth by the Theory of education there are also instructional objectives. Objectives if they are clearly defined form a sound basis for the selection or designing of instructional material, or content or method. If one is not clear where one is going, it is difficult to select tools or means of getting to the specified destination. Theory of Education therefore prescribes what the teaching practice has to do to enable the accomplishment of goals.



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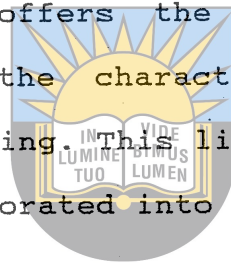
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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Outstanding Colleges have had a tremendous effect on those who have passed through them, and have contributed to their effectiveness in teaching. A large and growing body of research literature offers the inexperienced lecturers further insight into the characteristics of quality and effective College teaching. This literature ought to be read and its findings incorporated into teaching practice.



2.2 RELATED ISSUES IN THE CURRENT TEACHING PROGRAMME

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Quality of the teaching is a controversial issue. The words or statement "measure of quality" is quite questionable in terms of what is defined as quality. This point of contention has been a problem in countries such as America, in higher education, for over 200 years (Stauffer, 1981). Ernest Boyer et al (1981) have identified quality as an important matter for institutions of higher education in the decade ahead.

Lawrence et al (1981) have this to say about quality:

"Only by understanding how quality has been assessed can we know how and in what context it should be measured and which intervention should yield improvement"

(LAWRENCE et al, 1981:3)

Concern for quality is not unusual in times of financial crisis and political influences. As pressures on the economy mount during these periods, institutional decisions are likely to be influenced by the politics of survival.

Therefore the term quality in assessment can only assist to determine those aspects of the programme that can be retained or terminated.



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Further Harshman et al (1979) have this observation to make when clarifying quality as a function:-

"Quality is a function of purpose in that, the relative value of students' experience is related to various factors such as student expectations for Colleges, the Colleges' mission, behaviour and significant others in the College".

(HARSHMAN et al, 1979:6)

To arrive at an acceptable definition of quality, certain aspects have to be highlighted and substantiated by those who accept the criterion used.

Angela Rumbold (1989) commenting on the quality of teaching had this to say:-

"Learning to teach is something like learning to drive a car - until you get in and drive off, you don't know whether you are going to be a good teacher".

(British Broadcasting Co-operation News
1989.10.24 on Vol 70 No. 3 1989)

This comment contains the obvious truth that you won't know for certain whether you will be able to do something well until you actually start doing it. Linking quality to theory of teaching is another point of concern. Theory is a body of knowledge which forms the basis of the practical aspect. There can be no effective practice without the theory first. The controversy amongst authorities which involves the debate on whether Theory should be removed or discontinued and only practice be retained, creates much concern.

Jones (1989) has this contribution to make:-

"It is not by removing Theory or reducing the theory input, therefore, that we will improve teacher-training, but by making that input more directly relevant to practice. This will require a radical rethinking of the present methods of "Theory" presentation, a closer merge between educational and professional courses, a more collaboration relationship between lecturers, teachers and students and general shift away from the didactic approach...".

(JONES, 1989 Vol. 70 No. 3)

2.3 CURRICULUM

The curriculum is another area of controversy, where "Curriculum" is synonymous with educational programmes. When one discusses the quality of teaching one discusses curriculum. The term curriculum seems to answer four basic questions which are related to teaching practice.

These are:-

1. What is to be taught;
2. How is it to be taught;
3. Where it has to be taught;
4. Why it has to be taught?



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Curriculum should form part of culture. Schools as agents of education are able to teach the whole culture as required by the child. Programmes of any nature should be planned in such a way that these programmes take into consideration times when the programme is to be implemented, the economic conditions of the times, also the kind of society to be served and the political climate. All these have a direct and indirect bearing on educational programmes. Professionals and educators throughout the world have confirmed that effective teaching requires commitment, enthusiasm and a sincere desire to meet the real needs of the children and societies. Educational studies have also pointed out the importance of focussing on the needs of the client served. There is a world-wide request that the curriculum should be related to the environment and derive

its meaning and purpose from the values, needs and aspirations of the people. The values, need and aspirations rooted in their philosophy of life must serve as a basis for educational, aims, content and method. For Transkei the Taylor Commission Report (1979) made this comment on the benefits that are likely to accrue from the affiliation with University:-

"The University through the Faculty of Education would co-ordinate, set and monitor standards, in consultation with Department and give guidance at all levels of and types of teacher education in Transkei...

Pre-service programmes would be made more relevant to local problems and issues and both theory and practice and that research on problems of local educational interest would be encouraged".

(TAYLOR COMMISSION REPORT 1979)

Difficulties were encountered and are still experienced with the present Colleges in Transkei. If the quality of a Teacher trainee is the main objective of this programme, certain aspects have to be upgraded. The present situation regarding teaching and learning material leaves much to be desired in the Teacher Training Colleges of Transkei.

The Taylor Commission Report (1979) further communicated that:-

"the range of teaching and learning equipment and material in the schools and colleges was on the whole inadequate, in many cases being confined to blackboard and text-book".

(TAYLOR COMMISSION REPORT, 1979:34)

The Commission went on further to say:-

"...If the approach in pre-service training were made more practical, teachers were taught to produce their own material and use them that such a "survival kit" could be used effectively".

Ibid

With financial handicaps and escalation of costs, it is evident that the local resources should be utilised. Teachers too should be trained to exploit local resources in making teaching materials. The commission in its observation with regard to the utilisation of available resources and teaching material recommended as follows:



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"In view of the size of the problem, it is recommended that in addition to teacher made materials the possibility of local manufacture of durable aids be explored".

(TAYLOR COMMISSION REPORT, 19879:35)

This learning-teaching problem could also be solved by available media in the locality. Radio as the most commonly used medium, could be exploited for this purpose. Initiating the project with Radio Transkei and Capital Radio could alleviate the problem especially with Primary schools in subjects of social origin.

Zias (1976) remarked on the link between teaching and the belief of the teacher:-

"What a man really believes is frequently more clearly revealed in what he teaches his children".

(ZIAS, 1976:105)

The true testimony to this are names which most African people carefully select, and how they name things in accordance with their values. These values or norms clearly express the value attached to these names. The people wish that these could be respected by their children and that they continue to adhere to and uphold them. To render the teaching programme successful, it should also include culture which is basic to education.



Kneller (1965) has this to say:-
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"Today it is the responsibility of curriculum to provide the individual with understanding of those important elements with which his experience will never directly acquaint him, and in so doing give him some conception of his culture as a whole".

(KNELLER, 1965:143)

Emphasis has been placed on the process of getting local material which is near to the culture of the children. Seemingly this will enhance and expedite the participation of the pupil in a meaningful way. In support Herbert (1987) made this contribution:-

"The development and use of materials in harmony with the children's environment should be encouraged and that the local residents be involved in school programmes when they can contribute".

(HERBERT, 1987:230)

Developing states have to interpret their culture and give a meaning to their own education. These states should come to grips with their philosophy of life which will give direction, meaning and purpose to the education of their children. Thompson A.R. quoted by Wandira A (1972) says about programmes in Tanzania as follows:-

"The education system of Tanzania is under fire. The schools system, it is argued is an alien thing torn from a European environment and set down in a society to which it is unrelated. The curriculum is criticised as bookish, orientated towards higher levels of education which are beyond the reach of the majority of pupils, divorced from life of the local and national communities and failing to prepare the school-child for life within them. Education it is said has failed to decolonise itself, continues to encourage a white collar mentality and contempt for manual labour".

(C.F. PONSIOEN, 1972:32)

These comments have been heard in several African capitals voiced by educationists and politicians alike.

In Tanzania people have been praising Nyerere for having made a clever move and developed a philosophy of life known as (UJAMAA) which refers to the socialist principle which he

has chosen for the people of Tanzania and which is intended to provide a philosophical basis for, and guide all human activities, including education in that country. With all the criticism Nyerere got from his people, he could however substantiate well how he had to develop this philosophy for his people. Nyerere (1979) made this contribution.

"...The word "Ujamaa" was chosen for special reasons:- First it is an African word and thus emphasises the Africanness of policies we intend to follow. Second, its literal meaning is "Family-hood"... therefore, we state that for us socialism involves building on the foundation of our own design. We are not importing a foreign ideology into Tanzania and trying to smother our distinct social pattern with it. We have decided to grow as a society out of our own roots, but in a particular direction and towards a particular kind of objective. We are doing this by emphasising certain characteristics and extending them so that they can embrace the possibilities of modern technology and enable us to meet the challenge of life in the twentieth Century world".

(NYERERE, 1979:28)

What then of Transkei as far as interpreting its curriculum into reality? Admittedly the relationship between the education system and the philosophy of life of the society concerned requires that in order to be able to determine the principle in which curriculum development should be based in Transkei, one must first understand the kind of society that such curricula are intended to serve, that is, understand its total structure. Kgwere quoted by Duminy (1968) had this to say:-

"Education is nothing other than the whole of life of the community viewed from a particular standpoint of learning to live that life".

(DUMINY, 1968:60)

Viewed from this perspective, education should serve to maintain the status quo of the philosophy of life of the society.

2.4 SOME PROBLEMS ENCOUNTERED IN THE TEACHING PRACTICE PROGRAMME

2.4.1 SCHEDULING THE PROGRAMME



The Teaching Practice Programme is planned from February to September yearly. Colleges select months which suit their programmes. There seems to be a lack of co-ordination in the planning of the Teacher Training Programme with that of the target schools.

This lack of co-ordination is demonstrated by a strong resistance in accepting this programme to continue until the months of August and September. The reason is that the schools are faced with external and internal examinations and therefore they need time to revise with these classes, that is, from standards two to ten.

2.4.2 OPTIONAL SUBJECTS

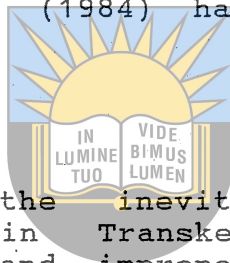
2.4.2.1 AFRIKAANS

The Taylor Commission Report (1979) has recommended some subjects to be taken as optional in Transkei. Most schools in Transkei therefore do not offer this subject, Afrikaans. One wonders, therefore why this subject is taken as a major subject in the Colleges of Education when the scope of practising it is limited. In the Junior Secondary schools, the subject is offered as a practical course in standard V, VI and VII. Some Senior Secondary schools in Transkei offer this subject, some do not. If this subject is taken as a major in Teacher Training Colleges and the student/trainee decides to pursue this course at University level what scope does he or she have to be able to make the grade needed at the degree level? This is also an area of concern. The questionnaire to various schools has addressed this problem.

2.4.2.2 BIBLICAL STUDIES

This subject is newly offered in the target schools. Previously it was offered as religious instruction and could be offered by all teachers. Later this course gained popularity with University students as a result they followed this course and there has been quite a number of University graduates offering this subject. The graduates get appointed in the Teacher Training Colleges to teach this subject where it is offered as a major subject. This subject

is hardly offered in the Junior and Secondary schools where these trainee teachers practice. The trainees are organised to go and teach this subject in a situation which is not ideal. There is a reaction from both the students and lecturers, and the lecturer becomes demoralised with such a situation. This kind of situation causes concern. These conditions also demand the involvement of the Circuit Inspector who is concerned with the schools in his or her district. Ngubentombi (1984) has this remark in his observation:-



"Some of the inevitable problems experienced in Transkei are due to overloading and improper weighting of courses, lack of organic unity amongst them and sound co-ordination in the design and implementation and readiness to accept and adopt without modification every innovation in the Republic of South Africa and the low quality of College lecturers".

(NGUBENTOMBI, 1984:20)

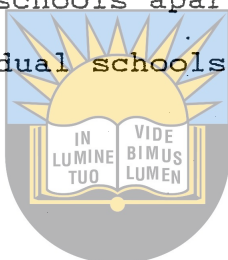
2.4.2.3 HOME ECONOMICS

This is also a practical subject which also demands the use of equipment. Because of these ill-equipped schools these subjects are taught theoretically. There is also little scope in these target-schools to enable the trainee to practice. The Taylor Commission Report (1979) has this remark to make:-

"...Currently Home Economics is in many cases confined to dressmaking with only a theoretical treatment of diet being possible due to lack of cooking facilities, whilst much agriculture and indeed science teaching is largely confined to textbook reading and exposition".

(THE TAYLOR COMMISSION REPORT, 1979:30)

There are quite a number of constraints which hinder progress in most Black-schools apart from those which affect these schools as individual schools.

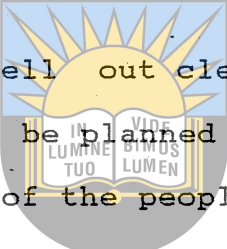


2.4.2.4 COMMERCIAL COURSES.

Economics, Business, Economics and Typing are subjects which are commonly grouped together as commercial subjects in Transkei schools. These subjects have only been taught for a very short time in some Black schools. There has been a desire to have these included in the curriculum of all schools. There have been problems encountered in offering these subjects in schools in Transkei. Firstly the teachers who offer these subjects were very few, even non-existent, the equipment attached to these courses is quite scanty. All that the schools offering the subject do is to theorise more than to expose the practical aspect. Typewriters and other equipment are still a problem to date.

There is a need to start or introduce the teaching of these courses in Teacher Training Colleges in Transkei, so that the teachers produced in these Colleges can be able to teach

these subjects, at grass-root level. Because these subjects are offered as Major courses in Colleges, the same problem of the scope of practising becomes a problem. There is a need for co-ordination in planning of subjects of Colleges and the target schools. There is a need for these courses especially when the job market demands personnel with these courses. There is a need for co-ordination between Colleges and the Circuit Office to address this problem.



The programme should spell out clearly what its objectives are. It should also be planned in accordance with needs, aspirations and values of the people who are to be served. When the programme is well understood and accepted by those involved, it means that the expectations of the people themselves are fulfilled. If there is a lack of polarisation in what is selected by the trainee as its educational priority and what is offered by the programme, there will be a negative impact on the trainee's commitment to the programme. The programme would do well if it also caters for the learning needs of the trainee such as skills, attitude and knowledge needed by the trainee so as to participate adequately in the life and activities of Transkei.

Fafunwa (1962) has this comment to make:-

"One of these factors which inevitably slow down progress in teacher training in most parts of Africa is the inclusiveness which can develop between institutions engaged in the training of Teachers".

(FAFUNWA, 1962:100)

The purpose of teacher preparation programmes should be to develop in each student, his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relation within and across national boundaries and a sense of responsibility to contribute, both by teaching and by example, to social, cultural and economic progress. The rate at which everything in society changes is rapid. Learning needs are dynamic in nature with the result that new learning needs are continuously arising. The learning needs which continue to exist are sometimes not sufficiently satisfied by some forms of education. There is a high number of teacher trainees from the Colleges compared with the number of pupils in the target schools and a number of class-rooms in the rural schools. In a case where one school is offering that subject, that special subject and at times the Colleges have a high number of students to teach in those schools this becomes problematic. This problem of accommodating all the students in their ideal areas could be solved by having a school bus where it becomes cheaper to run to schools of choice.

2.5 TRANSKEI POPULATION DISTRIBUTION AND LANDSCAPE

Evidenced by the 1979 census survey that a high density of population is in the rural outskirts of Transkei. This rapid growth and high density has resulted in many irregularities such as:- high teacher pupil ratio, lack of accommodation in the classroom; lack of opportunities to learn, and poor facilities offered in the rural schools. All these are problems experienced in Transkei. With this background the infra-structure of the country makes it impossible even to utilise the limited resources.



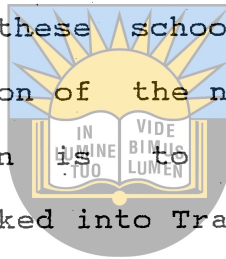
The sophisticated educational facilities and technologies cannot be supplied to rural schools due to the rugged landscape and poor routes to these schools. There is a great need to improve the educational facilities in the rural areas of Transkei. If Transkei's main objective is to improve the quality of life of its youth, it should offer adequate opportunities to all its people irrespective of whether they be urban or rural. These needs may be similar, may not be similar depending on the varying circumstances of that society.

Le Roux (1984) citing Stanley Hewitt has this to say about Great Britain:-

"Colleges were deliberately designed as second-rate institutions to produce teachers for second class sector of educational provision - The Child of the poor".

(LE ROUX, 1984:200)

This quotation seems to align itself with the situation in Transkei. A high production of teachers will come from these poor schools and Colleges of Transkei. There is a need to improve the routes to these schools, structures of these schools and acceleration of the necessary resources if the standard of education is to improve. If all these constraints can be looked into Transkei can be a better and happy place to live in.



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2.6 RELATION OF FOUNDATION COURSES TO THE PROGRAMME

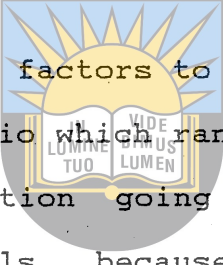
The teaching programme is not a procedure in isolation. It must be seen against the background of the professional subjects such as Principles of Education, Educational Psychology and school management. There is a high failure rate in these subjects as reflected in the previous results. (Table 3 p. 7).

This is also cause for concern. Most teacher trainees battle to express themselves in English. English as a medium of instruction, should be learnt to expedite learning.

The Taylor Commission report (1979) on the teaching of English in Transkei, has this to say:-

"...Unhappily the standard of English spoken by the younger Transkeian teacher leaves a great deal to be desired. Ideally, a language should be taught by a teacher whose language it is. This means bringing in expatriate teachers on contract to teach English in the Teacher Training Colleges, Training Schools and Universities".

(TAYLOR COMMISSION REPORT, 1979:49)



One of the contributory factors to this failure rate is the high teacher-pupils ratio which ranges between 1:17 to 1:300. This contributes to poor tuition going on. These students are accommodated in halls because classrooms could not accommodate such big numbers. What is actually happening is a mass production of unrefined material. It is very important to know how the learning process occurs so that we can devise teaching procedures that will facilitate learning.

All subjects placed in the time-table are important because they contain facts, concepts and principles which can be utilised in learning and teaching. When these concepts, facts and principles are well understood then they are used to solve problems and can be applied to relevant aspects as demanded by the problem. It is for this reason that these courses have to form the foundation of the teaching profession. Renshow quoted by Ngubentombi (1984) concerning the Colleges' curriculum has this to say:-

"Essentially the idea of professional study implies a patternship between a body of theoretical knowledge and the practical skills which are needed for achieving competence in a particular profession. The development of these critical skills, acquired through training must be informed by theoretical knowledge gained through academic study, otherwise a student is unlikely to build up authority, autonomy and breadth of understanding which are so fundamental to the making of a responsible professional judgements".

(NGUBENTOMBI, 1984:57)



2.6.1 PRINCIPLES OF EDUCATION

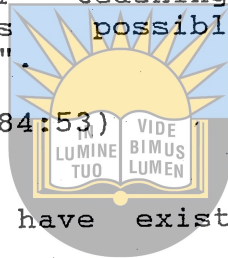
This is a study concerned with the aims and purpose of education, why and what we should teach. The method of teaching is concerned with how we should teach. Teaching and learning go hand in hand, and if we do not know how learning occurs we can not devise teaching procedures that will facilitate learning. Furthermore, if we do not know what children are capable of learning at different age levels, we can not decide on the content and depth of the subject matter to be taught in the different standards. Principles or Theory of Education form the pillar of teaching and learning in a classroom situation. The aim of learning and teaching is that there should be cumulative improvement in the behaviour.

Therefore the Theory sets about the learning objectives which will enhance learning. The mode of transmitting this knowledge is very important as well as the method in which the subject matter is arranged and developed. The

effectiveness of any instructional strategy is linked with where one is leading those being instructed to. Clark (1968) quoted by Jiya A (1984) has this to say on this issue of teaching and learning:-

"Without good diagnosis one does not have an adequate basis on which to make selection of strategy or tactics. Obviously, good diagnosis depends upon analysis of as many of the variables in a particular teaching and learning situation as possible under the circumstances".

(JIYA, A., 1984:53)



Theories of learning have existed because of experiments conducted by psychologists to enable and help in understanding how learning occurs in human beings. On the basis of these experiments two main groups of learning theories have been developed, these are:-

2.6.1.1 STIMULUS RESPONSE

Thorndike, the founder of this theory, as a result of many experiments he conducted, formulated these three famous laws of learning:-

2.6.1.1.1 THE LAW OF EXERCISE

The more often a successful action is carried out, the more strongly the stimulus response bonds or association becomes engraved.

2.6.1.1.2 THE LAW OF EFFECT

Actions that result in feelings of satisfaction are likely to occur again in the same or similar situation.

2.6.1.1.3 THE LAW OF READINESS

Whenever an individual is ready to respond then to do so is satisfying and not to respond is annoying. These laws of learning are helpful in teaching.



2.7 EDUCATIONAL PSYCHOLOGY

It is concerned with how children learn. Educational Psychology provides explanations of what concepts and principles are and what difficulties pupils experience in grasping concepts and principles. Concept is a name we give to a group of objects, ideas, or phenomenon. Principles are concerned with rules, these are derived from observations. Developmental Psychology focusses on human developments from conception to the matured end of life. It studies and examines how the child changes over time from a neonate to a full, developed adolescent. Therefore teachers need to understand as far as can be ascertained, what happens to the individual from conception to the time that he leaves high school. With this information, they are in a better position to plan classroom programmes when they understand how children of any given age learn best.

2.7.1 SCHOOL-MANAGEMENT

This is a study of environmental management, organising of pupils, furniture, books and syllabus. This course enables the teacher to be organised just before he can organise these facilities. This study is taught and is correlated with aspects related to other subjects. All the three courses are interdependent, one cannot be taught in isolation. There is no demarcation which indicates that one course starts here and the other finishes there, instead the three courses overlap.



2.7.2 LABORATORIES AND LIBRARIES

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These are resources which are very scarce in most Colleges in Transkei, yet these are vital areas to the teacher trainee because these are his or her areas of reference when preparing for practical teaching. The senior and junior schools are provided with science laboratories but they are not having equipment. They are only there as white elephants. the Taylor Commission Report (1979) has this comment to make:-

"... much of agriculture and indeed science teaching is largely confined to textbooks reading and exposition".

(TAYLOR COMMISSION REPORT, 1979:34)

If the suggestions made by the Commission are adapted, attention will have to be given to the collection of materials and the observation of processes and skills.

2.7.3 TRANSPORT

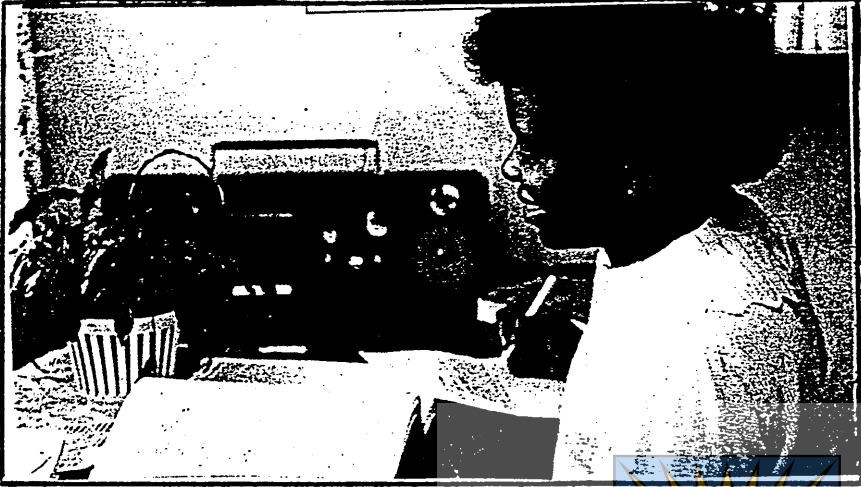
Seemingly all Colleges have no College minibus. Transport is arranged by choosing the cheapest quotation and better terms. In other words routes to these schools, are a limiting factor. Routes chosen will be determined by the financial strength. The schools which are furthest cannot be chosen easily because of the charges which can be very high. During the time of political upheavals those buses are stopped from transporting the students and these programmes have to stop abruptly. These are some of the problems encountered when colleges bank on public transport. Transport becomes costly when buses have to fetch the teacher trainees even four times each day due to big numbers being transported, this is one of the things which is being enjoyed by the students and one of the attractions in teaching practice. These constraints have to be looked into and the programmes have to address the enjoyment of transport. These questions have been addressed in the questionnaires.

Lindley et al (1974) cited three key theories. These are as follows:-

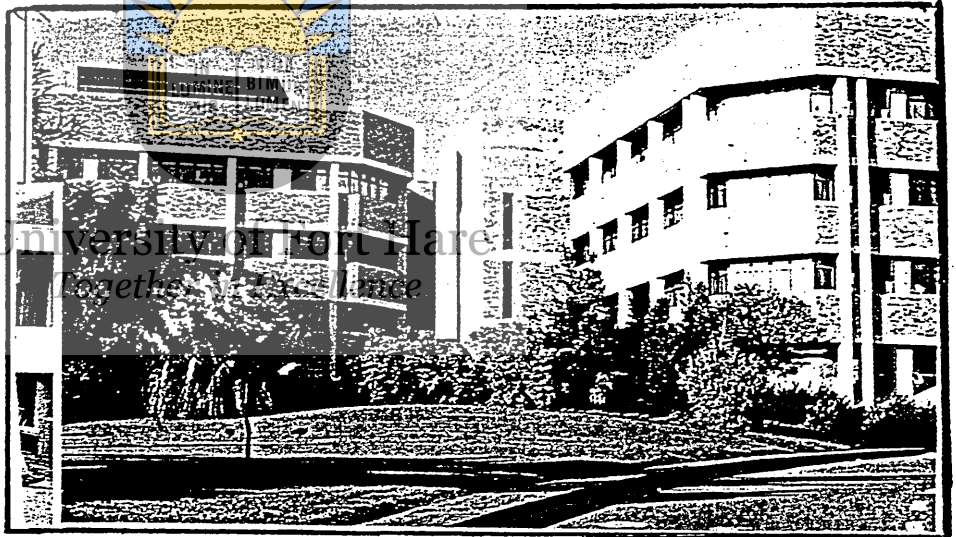
"...Awareness, practice teaching and research and teaching has been the most neglected. To improve the profession, the first priority must be to improve the effectiveness of its teaching".

(LINDLEY et al, 1974:62)

FIGURE 4
INSTRUCTIONAL COURSE



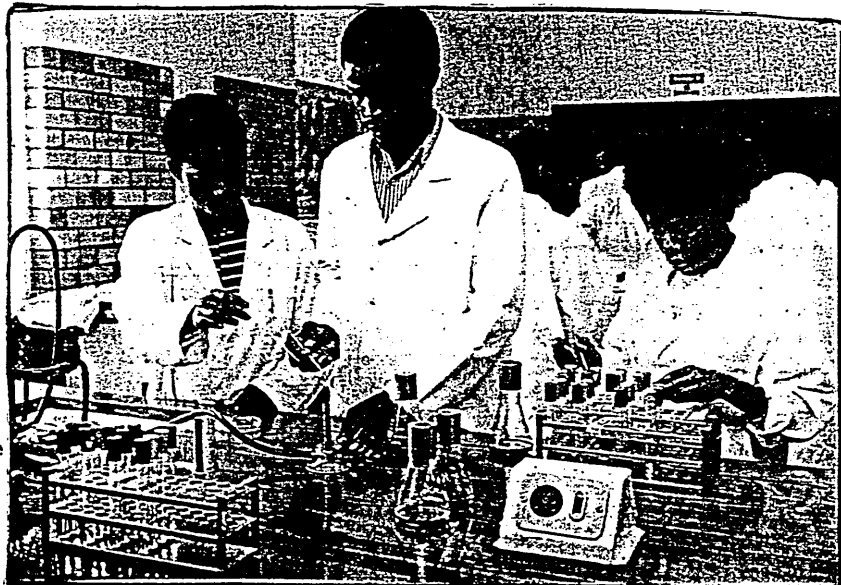
I. What a learner has to do to qualify
for this course.



II. What the course is all about.

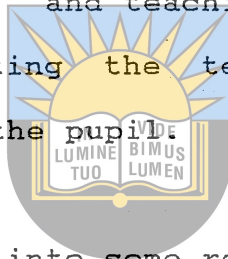
III. What successful learners
will be able to do at the
end of the course

OBJECTIVES ACHIEVED



Therefore the researcher feels that instead of thinking about what method of teaching should be adopted, we must think of what makes the learning of our student most effective.

The learning process entails two extremes, that of learning and the other of teaching. On the one extreme is the teacher as an agent of change, on the other extreme is the pupil who is a reacting agent, and teaching becomes the process or vehicle which is assisting the teacher to facilitate his work in understanding the pupil.



This study will look into some relevant tools which can be applied and their relevance in promoting the teaching practice programme.

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Again Risk (1951) has this to say in support of the teaching practice programme process:-

"...The phase of teaching procedure should follow the phase of learning process through which the student must go".

(RISK, 1951:33)

The learning process through which a student must go, entails a concept of training which has a practical application to be considered. When there is a special type of performance that has to be done or mastered the teacher has to teach skills for such performance, and practice is required for the mastery of it and emphasis is placed on the

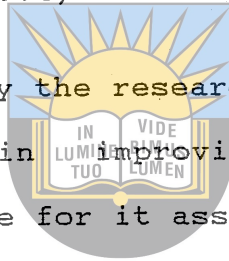
underlying rational.

Peters (1967) has this to say with regard to the passing on of the body of knowledge:-

"... If emphasis is placed on critical thought, the danger is that all processes of education will be seen in terms of what is necessary for critical attitude".

(PETERS, 1976:14)

Criticism is regarded by the researcher as one of the vital tools of assisting in improving learning procedures. Criticism is commendable for it assesses the reasoning power of students at certain levels of development.



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The specifications in teaching have to be critically analysed, closely watched and studied to find out its relevance in promoting the process of learning. To enhance this process of learning, planning has to be done, all programmes need to be planned, and closely defined for easy application. The job to be done has to be detailed and clearly defined. Also the skill to be used must be well understood and information has to be simplified and the course content should be based on an analytical approach. There can be no effective teaching and learning which can take place if there is no preparation that is done initially.


Cenck et al (1968) have this to say regarding the planning of the programme:-

"...Plan your work, then work the plan".

(CENCH et al, 1968:11)

Programmes need a lot of planning which is an administrative process and which has to be planned long before it is implemented.

2.8 CRITERIA FOR SELECTION OF STUDENT TEACHER



This forms one basic area of investigating difficulty because it is an administrative aspect, but to face reality, it has to be researched. The researcher also would like to find out if there are any departmental policies laid down in this regard. If any, the study wants to find out if any policy is used as a criterion and whether this is followed. If there are no policies then a questionnaire will be formulated and sent to 13 Colleges of Transkei. A detailed study of piloting certain colleges will be done or be conducted to ascertain any ambiguity and uncertainty.

2.9 SELECTION OF STREAMS

Another area of this study is the selection of streams. Streams are regarded as a grouping of subjects in the curriculum that a student of the Senior Teachers' Diploma or the Primary Teachers' Diploma has to follow. The concern of the research is to find out how these streams are chosen. Are these streams related to the subjects offered by the programme followed by the target schools. If there is a mis-

match between the two programmes this should be analysed and if there is any relationship, how relevant is this relationship in promoting this exercise?

2.10 AVAILABILITY OF TEACHING AND LEARNING RESOURCES

This is another field of study. Resources are vital factors in this programme because they enhance learning and teaching processes. Availability and distribution of these resources in Colleges under study is of utmost importance. The study has to find out their relevance to the programme and their effect on both the student/teacher and the Teacher. the researcher also wants to emphasise the use of local material in pursuing this process. Transkei is blessed with many natural resources which a Transkeian child must learn to appreciate. The teacher's role is to motivate the child to gain insight into the material which is in their midst which also forms part of their environment and culture. Culture forms the basis of any nation. By utilisation of the available resources one supports the old saying that emphasises that one should move from the known to the unknown area. Utilisation of such resources also forms part of the total orientation of culture. These are directed towards the realisation of adulthood. Culture helps an individual to adapt to his own needs so that he or she could be an orderly, contented and a happy member of his society.

2.11 PHILOSOPHY OF EDUCATION

The basis and foundation of any education system is always determined by the philosophy of life of the people it is serving. The philosophy should spell out, dictate and determine what is to be taught in class, relevant to the daily activities of the people. Investigations have to be conducted to verify relevance, the practical and what research should be. This can be instrumental in fulfilling the aspirations of its people.

Luthuli (1982) has this comment to make about this aspect:-

"... properly considered education should be rooted in the philosophy of life of the people concerned, such philosophy should determine what should be taught in class and even the daily decisions taken on behalf of the not yet matured".

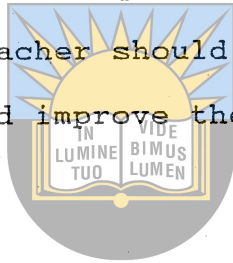
(LUTHULI, 1982:7)

One should also take into consideration when developing any programme that cultural background is of vital importance and that cultural background should be translated into reality.

2.12 COLLEGES AS RESOURCE CENTRES

Are colleges of education resource centres of governments; are they investments of the quality of teachers of their countries? These questions and many others will have to be

addressed in the questionnaires. The governments are charged with the responsibility of giving loans, bursaries to the teacher/trainee in every College. By subsidising these students the governments are placing their students as investments. In the near future their governments will be expecting some returns. Some of these returns in education are measured in terms of quality. The quality of both the teacher and the pupil is what their governments will highlight as returns. This quality in terms of expectations is that the student-teacher should take their rightful place in their societies, and improve the standard of living.



2.13 MANAGEMENT OF COLLEGES

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Lastly the study has to look into the management and structure of these Colleges in an attempt to promote the learning and teaching process. It is of vital importance to probe into the teaching practice programme for the fulfillment of educational goals. The history of these Colleges dates back from the Missionaries whose aims for these settlements were not planned for this current programme. It is regrettable that these were planned for different programmes to these current programmes. For this reason these Colleges are not able to facilitate the programme which is required.

Structures are not meant to cater for large numbers of students and facilities are nil in most of them. The infra-structures are on the verge of collapse and most of the time

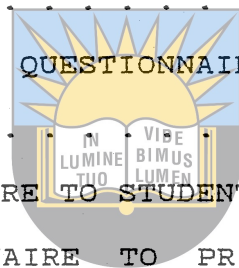
the student is disadvantaged. Some primary facilities like the library, laboratories, home-economics equipment, and commercial section where the commercial equipment is placed are not available. These problems may be categorised as long and short term. A close look into these structures is needed.

The environment in any situation of work or learning should display a conducive type of atmosphere to promote good productivity. Improvement of these structures in these Colleges may promote or breed good and refined teachers. Constraints affecting the teaching practice programme have to be studied and analysed to see if some constraints could be alleviated.

The logo of the University of Fort Hare is a shield-shaped emblem. It features a central sun with rays, a book, and a lamp. The Latin motto "IN LUMINE TUO" is on the left and "VIAE BONUS LUMEN" is on the right. The text "UNIVERSITY OF FORT HARE" is written across the top of the shield.

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CHAPTER 3

DATA COLLECTION AND DATA ANALYSIS

3.1 INTRODUCTION

3.1.1 GENERAL

This chapter deals with data from the 13 Colleges of Education and their target schools. The respondents of this study are:-

(a) From the Colleges

1. Rectors
2. Lecturers
3. Final year students (STD and PTD)



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(b) From the Target schools

1. Principals and teachers of target schools

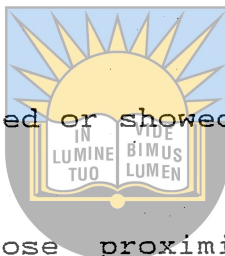
A pilot study was carried out with a selection of the respondents, who were a sample of the respondents who were to be selected for the study. This sample study highlighted, some areas which could create problems in the selection of respondents. For example, during interviews with some members of staff, the researcher detected a reluctance on the part of some members of staff to participate in the research.

The pilot study was carried out to enable the researcher to

gain insight into those areas of the questionnaires, interviews and questions that would be problematic to the respondents.

The variables that were selected were people who are directly involved in teaching and had experienced teaching at schools or colleges.

3.1.2 SOME PROBLEMS HIGHLIGHTED BY THE PILOT STUDY

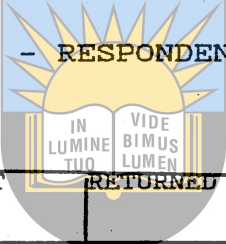


The pilot study indicated or showed that:-

1. Colleges have close proximity to one another and therefore share the same schools. This meant that the spectrum or range of schools utilised by each College is not wide enough to obtain the variety of information needed.
2. Routes leading to the target schools are in a poor condition. The researcher has noted that this could be a limiting factor as not all schools could be accessible.
3. Quotation for means of transport chosen from both the sectors, public and private transport for this programme are quite high, due to poor routes leading to these schools, and due to the ever increasing price of petrol. This was an added problem for the number of participants for the research study.

4. The political climate experienced throughout year 1990, caused a great deal of instability in most schools. These political upheavals made the study not to be very easy. The atmosphere was not conducive in some areas. With this background the research -study will be based on or be stretched as far as the factors will allow or permit.

3.1.3 TABLE OF QUESTIONNAIRE - RESPONDENT



RESPONDENT	SENT OUT	RETURNED	%	NOT RETURNED	%
Rectors	13	5	38.4	8	61.5
Subject-Lecturers	104	60	58	44	42
Final Years students	104	54	52	50	48
Principals	104	50	48	54	52
Teachers	416	175	42	241	58
Additional Questionnaires	105	55	52.3	50	4.3
% of questionnaires returned = 47% % of questionnaires not returned = 53%					

3.1.4 THE ADDITIONAL QUESTIONNAIRES

These were intended to get the respondents some aspects which could not be explained in the questionnaires sent out to the different respondents. Those who were selected for this type of questionnaire were:-

Subject lecturers and final year students of the Senior Teacher's Diploma and Primary Teacher's Diploma.

Therefore 105 Respondents of the 846 were utilised.

Therefore % respondents utilised in this questionnaire

$$= \frac{105}{846} \times 100$$

$$= 12\%$$

$$= 12\%$$

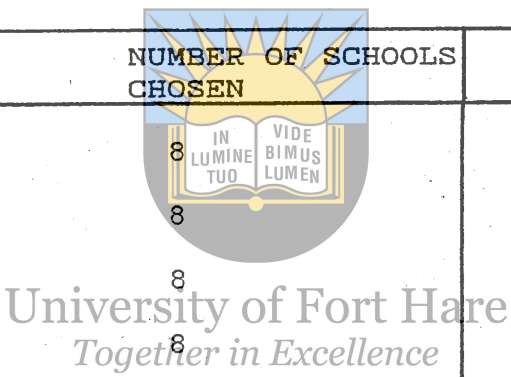


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3.2 SAMPLE ANALYSIS

(A) The schools chosen were for convenience for reasons contained in (3.1.2) with problems highlighted.

Colleges which were utilised are 13 in number and each College utilises from 12 up to 16 schools. The following table shows the sample distribution:-

COLLEGES	NUMBER OF SCHOOLS CHOSEN	TOTAL NUMBER OF SCHOOLS
C-A	8	12
C-B	8	12
C-C	8	12
C-D	8	16
C-E	8	16
C-F	8	16
C-G	8	12
C-H	8	12
C-I	8	16
C-J	8	16
C-K	8	16
C-L	8	16
C-M	8	16
	104	184
		
% OF SCHOOLS SELECTED $\frac{104}{184} \times 100$ $= 57\%$		

(B) There are 13 Colleges of Education and therefore 100% of Rectors were selected.


(C) Subject Lecturers

COLLEGES	NUMBER OF LECTURERS SELECTED	TOTAL NUMBER OF LECTURERS
C-A	8	12
C-B	8	12
C-C	8	12
C-D	8	16
C-E	8	16
C-F	8	16
C-G	8	12
C-H	8	16
C-I	8	12
C-J	8	12
C-K	8	16
C-L	8	16
C-M	8	16
	104	184
Number of Lecturers selected = 104 Total number of lecturers in Colleges = 184 $\% \text{ Number of Lecturers} = \frac{104 \times 100}{184}$ $= 57\%$		

(D) Student-Teachers

The students selected were also selected for convenience for reasons contained in (3.1.2).

COLLEGES	NUMBER OF STUDENTS SELECTED	TOTAL NUMBER OF STUDENTS IN COURSE 3
C-A	8	60
C-B	8	60
C-C	8	60
C-D	8	110
C-E	8	110
C-F	8	110
C-G	8	110
C-H	8	210
C-I	8	210
C-J	8	210
C-K	8	210
C-L	8	210
C-M	8	210
	104	1880



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Number of final year students selected = 104

% Number of final year students = $\frac{104 \times 100}{1880}$

= 6%

(E) Principals of Target Schools

COLLEGES	NUMBER OF PRINCIPALS SELECTED	TOTAL NUMBER OF PRINCIPALS
C-A	8	12
C-B	8	12
C-C	8	12
C-D	8	16
C-E	8	16
C-F	8	16
C-G	8	12
C-H	8	12
C-I	8	16
C-J	8	16
C-K	8	16
C-L	8	16
C-M	8	16
	104	184
Number of principals of schools selected = 104 $\% \text{ number of principals of schools selected} = \frac{104 \times 100}{184}$ $= 57\%$		

(F) Teachers of Target schools.

The researcher selected 4 teachers from each school of the eight selected schools used by each College.

COLLEGES	NUMBER OF SCHOOLS SELECTED	TOTAL NUMBER OF TEACHERS SELECTED FROM EACH COLLEGE
C-A	8	4 x 8 = 32
C-B	8	4 x 8 = 32
C-C	8	4 x 8 = 32
C-D	8	4 x 8 = 32
C-E	8	4 x 8 = 32
C-F	8	4 x 8 = 32
C-G	8	4 x 8 = 32
C-H	8	4 x 8 = 32
C-I	8	4 x 8 = 32
C-J	8	4 x 8 = 32
C-K	8	4 x 8 = 32
C-L	8	4 x 8 = 32
C-M	8	4 x 8 = 32
	104	416



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Number of schools selected = 104

Therefore number of schools per College = 8

Number of Teachers used per school = 4

Number of Teachers used per College = 32

Therefore number of teachers selected
for 13 Colleges = 32 x 13

= 416

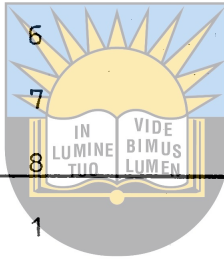
Total number of teachers in these selected schools = 1216

Therefore % of schools used = $\frac{416}{1216} \times 100$

= 34 %

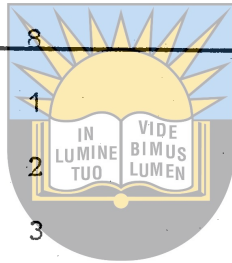
(G) Number of teachers per school per each College

COLLEGE	NUMBER OF SCHOOLS SELECTED	TOTAL NUMBER OF TEACHERS
C-A	1	10
	2	12
	3	12
	4	12
	5	10
	6	10
	7	12
	8	12 = 90
C-B	1	12
	2	13
	3	13
	4	12
	5	14
	6	12
	7	12
	8	14 = 102
C-C	1	16
	2	14
	3	12
	4	12
	5	12
	6	12
	7	12
	8	12 = 102



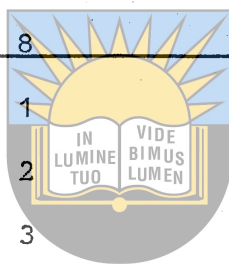
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COLLEGE	NUMBER OF SCHOOLS SELECTED	TOTAL NUMBER OF TEACHERS
C-D	1	12
	2	12
	3	10
	4	10
	5	10
	6	10
	7	10
	8	10 = 84
C-E	1	13
	2	13
	3	14
	4	15
	5	12
	6	10
	7	12
	8	12 = 101
C-F	1	16
	2	14
	3	12
	4	12
	5	14
	6	16
	7	16
	8	16 = 116



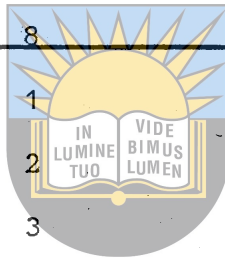
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COLLEGE	NUMBER OF SCHOOLS SELECTED	TOTAL NUMBER OF TEACHERS
C-G	1	10
	2	10
	3	8
	4	10
	5	8
	6	8
	7	8
	8	8 = 70
C-H	1	10
	2	8
	3	10
	4	10
	5	10
	6	12
	7	12
	8	10 = 82
C-I	1	12
	2	14
	3	14
	4	14
	5	12
	6	14
	7	14
	8	14 = 108



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COLLEGE	NUMBER OF SCHOOLS SELECTED	TOTAL NUMBER OF TEACHERS
C-J	1	10
	2	10
	3	12
	4	12
	5	13
	6	14
	7	12
	8	12 = 96
C-K	1	8
	2	8
	3	10
	4	10
	5	10
	6	10
	7	10
	8	12 = 78
C-L	1	12
	2	12
	3	12
	4	13
	5	13
	6	12
	7	13
	8	13 = 100



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COLLEGE	NUMBER OF SCHOOLS SELECTED	TOTAL NUMBER OF TEACHERS
C-M	1	12
	2	10
	3	10
	4	12
	5	12
	6	11
	7	10
	8	10 = 87



3.2.2 FROM RESEARCH QUESTIONNAIRES TO RECTORS OF COLLEGES

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SECTION 1

SELECTION OF STUDENTS

ITEM 1

Who selects students in your College?

1. Committee for the College (-)
2. Committee for this specific purpose of selection (-)
3. Rectors (5)
4. Head of Divisions (-)
5. All the above (-)

ITEM 2

What is the criteria followed for the selection of students?

1. Standard 10 (3)
2. Symbol D, E and F (2)

3. Age (-)
4. Capability displayed during interview (-)

ITEM 3

Then do all Rectors of Colleges select students?

1. Yes (5)
2. No (-)

ITEM 4

If the answer is "yes" why?

1. To assess performance of students (-)
2. Reasons not known (-)
3. Concerned with quality case (-)
4. To meet the required basic needs (-)
5. And according to the staff-establishment (-)
6. Involved in teacher trainee training (5)

ITEM 5

Do you think the selection method you are currently using attracts the students you want?

1. Yes (2)
2. No (3)
3. Not sure (-)

ITEM 6

Who should design the selection method?

1. Rectors (3)
2. Subject-Lecturers (2)
3. Heads of Division (-)

4. Personnel from the Department (-)
5. According to Departmental Circular (-)

ITEM 7

Are you in favour of a specific selection method?

1. Yes (3)
2. No (2)

ITEM 8

What should be the standard of formal education used for the selected students?

1. Standard 10 (5)
2. Matric exemption (-)



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ITEM 9

Are the following subjects recommended for prospective students who intend taking up teaching?

1. Language courses (5)
2. Social courses (-)
3. Commercial Courses (-)

ITEM 10

Describe how selection is done at your College?

1. According to the requirements of the Department of Education (3)
2. System of waiting list containing names of applicants (2)

SECTION 2

SELECTION OF STREAMS

ITEM 12

Do all Rectors of Colleges make selection of their streams according to the following?

1. Are the streams based on Departmental Circular (5)
2. According to choice of students' subject suggested by the staff (-)
3. According to subjects offered by the target schools (-)
4. According to subjects offered mostly by applicants (-)
5. According to the needs of the Community (-)



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ITEM 13

Are these streams related to the subjects offered by the target schools?

1. Yes (5)
2. No (0)

SECTION 3

PROGRAMME EVALUATION

ITEM 14

Do Rectors of Colleges see this teaching practice programme a success in these schools?

1. Yes (5)
2. No (-)

ITEM 15

While the programme is being implemented do you have sufficient resources?

1. Yes (5)
2. No (-)

ITEM 16

Do you sometimes utilise the local material available for this Teaching Practice Programme?

1. Yes (3)
2. No (2)



ITEM 17

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Do you have any difficulties that hinder the implementation of the Teaching Practice Programme?

1. Yes (2)
2. No (3)

ITEM 18

If the difficulties are of a long term duration, do you make any effort to have these looked into?

1. Yes (5)
2. No (-)

ITEM 19

Do Rectors of Colleges make the selection of streams according to the following?

1. Rectors (5)

2. Department of Education (-)
3. Rectors and lecturers (-)
4. All the above (-)

ITEM 20

While the Teaching Practice Programme is being implemented do you have sufficient resources?

1. Yes (5)
2. No (-)



ITEM 21

Do you have Practising schools attached to your College for this purpose?

1. Yes (5)
2. No (-)

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ITEM 22

Are the Principles of Education well understood by the students?

1. Yes (5)
2. No (-)

ITEM 23

How do you conclude that the aims of the Teaching Practice Programme have been achieved?

1. By achieving the set objective (-)
2. That there is a change in the behaviour of the pupil (5)
3. By assessing the progress of the student (-)

ITEM 24

Are the facilities and resources needed for this Teaching Practice Programme well-distributed?

1. Yes (2)
2. No (3)

ITEM 25

Do you think that the current Teaching Practice Programme is based on the needs and aspiration of the people served?

1. Yes (5)
2. No (-)



3.2.3 FROM RESEARCH QUESTIONNAIRE TO LECTURERS OF COLLEGES

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SECTION 1

SELECTION OF STUDENTS

ITEM 1

Who selects students in your College?

1. Committee from the College (-)
2. Selection committee that is specifically for this (20)
3. Rectors (30)
4. Heads of division (5)
5. Lecturers' committee (5)

ITEM 2

What criteria is followed for the selection of students?

1. Standard 10 (35)

- | | | |
|----|---------------------------------------|------|
| 2. | Symbol D, E and F | (20) |
| 3. | Capability displayed during interview | (5) |
| 4. | Language courses | (-) |
| 5. | Commercial courses | (-) |

ITEM 3

Are all the lecturers involved in the selection of students?

- | | | |
|----|-----|------|
| 1. | Yes | (20) |
| 2. | No | (40) |



ITEM 4

If the answer is "yes" why?

- | | | |
|----|-----------------------------------|------|
| 1. | To assess performance of students | (40) |
| 2. | Concerned with quality of case | (3) |
| 3. | Involved in teacher trainees | () |
| 4. | Reasons not known | (17) |

ITEM 5

Do you have a selection method in your College?

- | | | |
|----|-------------|------|
| 1. | Yes | (35) |
| 2. | No | (15) |
| 3. | No response | (10) |

ITEM 6

Do you think the selection method you are currently using attracts the student you want?

- | | | |
|----|-----|------|
| 1. | Yes | (30) |
| 2. | No | (30) |

ITEM 7

What entry standard do you use for this course?

1. Standard 10 (25)
2. Matric exemption (10)
3. Both 1 and 2 (25)

ITEM 8

Select the subject that is recommended for prospective students who wish to take up languages as major subjects?

1. Xhosa (-)
2. English (15)
3. Afrikaans (-)
4. All the above (30)
5. 1 and 2 (15)



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ITEM 9

Is the selection of students done by Rectors (yes) or subject lecturers (no)?

1. Yes (25)
2. No (25)
3. No response (10)

ITEM 10

If the answer is "yes" why?

1. Because it is an administrative work (25)
2. Because he has enough time (25)
3. Not sure (10)

ITEM 11

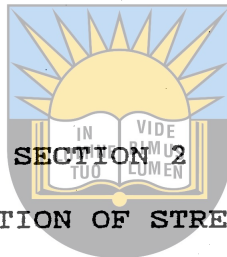
Who should design such a selection method?

1. Rectors (-)
2. Subject-lecturers (-)
3. Both Rectors and lecturers (60)

ITEM 12

Are you in favour of a specific selection method?

1. Yes (50)
2. No (10)



ITEM 13

Are the streams related to the subjects that are offered by the target-schools?

1. Yes (35)
2. No (25)

ITEM 14

If the answer is "yes" why? Who benefits?

1. The school Principal (5)
2. The teacher (-)
3. The student (15)
4. The pupil (-)
5. All the above (40)

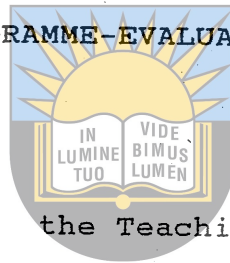
ITEM 15

In What category are these schools?

- | | |
|---------------------|------|
| 1. Junior Primary | (-) |
| 2. Junior Secondary | (30) |
| 3. Senior secondary | (8) |
| 4. Higher Primary | (12) |
| 5. 2 and 3 | (10) |

SECTION 3

PROGRAMME-EVALUATION



ITEM 16

Do the lecturers see the Teaching Practice Programme as an asset?

- | | |
|--------|------|
| 1. Yes | (45) |
| 2. No | (15) |

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ITEM 17

Do you think the present Teaching Programme is based on the aspiration of the local people?

- | | |
|--------|------|
| 1. Yes | (32) |
| 2. No | (28) |

ITEM 18

Do you think the environment is conducive enough for this type of a programme?

- | | |
|-------------|------|
| 1. Yes | (12) |
| 2. No | (40) |
| 3. Not sure | (8) |

ITEM 19

Are the Principles of Education well understood by the students?

1. Yes (35)
2. No (25)
3. Not sure (-)

ITEM 20

Do you agree that the Teaching Practice Programme is the basic tool to the teaching profession?

1. Yes (55)
2. No (5)



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ITEM 21

Do you feel that there are aspects you would like added to this programme?

1. Yes (10)
2. No (50)

ITEM 22

Do you have enough resources in your College to enable the implementation of this programme?

1. Yes (35)
2. No (25)

ITEM 23

Do your students utilise any locally available material?

1. Yes (40)
2. No (20)

ITEM 24

Do you experience any difficulties in implementing this Teaching Practice Programme?

1. Yes (40)
2. No (20)



ITEM 25

Are these difficulties of short or long term duration?

1. Yes (55)
2. No (5)

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ITEM 26

Do you propose that the period of this programme should be extended?

1. Yes (5)
2. No (55)

3.2.4 FROM QUESTIONNAIRE TO STUDENTS

SECTION 1

SELECTION OF STUDENTS AND STREAMS

ITEM 1

Give at least one reason which encouraged you to take up a teaching profession?

- | | | |
|----|---------------------------------|------|
| 1. | To further my education | (46) |
| 2. | Interest in profession advances | (-) |
| 3. | Interest in helping the nation | (8) |
| 4. | To giver service to mankind | (-) |
| 5. | To help the children | (-) |
| 6. | Earn a decent living | (-) |



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ITEM 2

Who selected you?

- | | | |
|----|-------------------|------|
| 1. | By the Rector | (46) |
| 2. | By a letter | (-) |
| 3. | By the Department | (8) |

ITEM 3

How did you choose your streams?

- | | | |
|----|---|------|
| 1. | Using your own choice of subjects | (46) |
| 2. | Using subjects taken at secondary school | (-) |
| 3. | Had no choice but to take what is offered | (8) |

ITEM 4

Is your choice of subjects corresponding to subjects offered by your target school?

- | | |
|-------------|------|
| 1. Yes | (18) |
| 2. No | (36) |
| 3. Not sure | (-) |

SECTION 2

EVALUATION OF THE PROGRAMME



ITEM 5

Does this Teaching Practice Programme meet all the requirements needed?

- | | | |
|--------|--|------|
| 1. Yes | University of Fort Hare
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| 2. No | | (27) |

ITEM 6

Should this programme cater for the needs of the local people?

- | | |
|--------|------|
| 1. Yes | (36) |
| 2. No | (18) |

ITEM 7

Is your environment conducive enough for this type of a programme?

- | | |
|--------|------|
| 1. Yes | (27) |
| 2. No | (27) |

ITEM 8

If the answer "yes" Do you think this programme needs some improvement?

- | | |
|--------|------|
| 1. Yes | (54) |
| 2. No | (-) |

ITEM 9

Do you think there are constraints which hinder the smooth running of this programme?

- | | |
|--------|------|
| 1. Yes | (36) |
| 2. No | (18) |



ITEM 10

Do you agree that Teaching Practice is an extended arm of the Theory of Education?

- | | |
|--------|------|
| 1. Yes | (54) |
| 2. No | (-) |

ITEM 11

Do you think that this relationship should be strengthened?

- | | |
|--------|------|
| 1. Yes | (54) |
| 2. No | (-) |

ITEM 12

Do you agree that Principles of Education are basic?

- | | |
|--------|------|
| 1. Yes | (54) |
| 2. No | (-) |

ITEM 13

If the answer is "yes" are the Principles of Education therefore well understood by the students?

1. Yes (36)
2. No (18)

ITEM 14

Do you think this programme caters for the aspiration and culture of the society?

1. Yes (36)
2. No (18)



ITEM 15

Is your programme long enough to accommodate all the required aspects defined by this programme?

1. Yes (18)
2. No (36)

ITEM 16

If the answer is "no" Do you propose that the period should be extended?

1. Yes (36)
2. No (18)

ITEM 17

How do you have your teaching practice programme?

1. Broken into sessions (54)
2. Continuous programme (-)

ITEM 18

Do you see the Teaching Practice Programme as an ideal aspect of this course?

1. Yes (54)
2. No (-)

ITEM 19

If the answer is "no" Is there another tool which can be used as a vehicle to convey the knowledge?

1. Yes (27)
2. No (27)



ITEM 20

If the answer is "yes" Do you agree that there are other aspects you would like to be added to this programme?

1. Yes (36)
2. No (18)

SECTION 3

EVALUATION OF RESOURCES

ITEM 21

Is your College resourceful enough to enable you to carry out this exercise?

1. Yes (36)
2. No (18)

ITEM 22

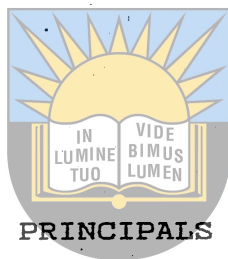
If the answer is "no" Do you utilise any home resources around you?

- | | |
|--------|------|
| 1. Yes | (27) |
| 2. No | (27) |

ITEM 23

If the answer is "yes" Do you have more than you need of these resources in your locality?

- | | |
|--------|------|
| 1. Yes | (36) |
| 2. No | (18) |



3.2.5 FROM QUESTIONNAIRE TO PRINCIPALS OF TARGET-SCHOOLS

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 PROGRAMME EVALUATION

ITEM 1

Do you find the Teaching Practice Programme an asset in your school?

- | | |
|--------|------|
| 1. Yes | (15) |
| 2. No | (35) |

ITEM 2

Does the present schedule of the programme suite you and your school programme?

- | | |
|--------|------|
| 1. Yes | (25) |
| 2. No | (25) |

ITEM 3

If the answer is "no". Do you encounter some problems?

1. Yes (35)
2. No (15)

ITEM 4

Do you know what continuous programme entails?

1. Yes (35)
2. No (15)



ITEM 5

If the answer is "yes". Do you favour it?

1. Yes (32)
2. No (10)
3. Blank (8)

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ITEM 6

What time of the year suites you?

1. 1st Semester (50)
2. 2nd Semester (-)

ITEM 7

Do you experience any problem with the number of students allocated to your school?

1. Yes (35)
2. No (15)

ITEM 8

Is this problem related to:-

1. Accommodation? or (36)
2. To the number of students allocated to
your school? or (7)
3. Both problems (7)

ITEM 9

Would you like to add more aspects to the present programme?

1. Yes (-)
2. No (50)



ITEM 10

Do you have subjects which are commonly offered in your local school?

1. Yes (50)
2. No (-)

ITEM 11

Do you have subjects which are not commonly offered in your school?

1. Yes (25)
2. No (25)

ITEM 12

Do you sometimes feel that the lesson presented by a student you need to go over it again?

1. Yes (45)
2. No (5)

ITEM 13

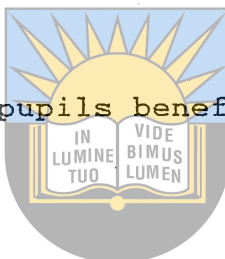
Do you sometimes have time to sit in the classroom during the teaching process?

1. Yes (15)
2. No (35)

ITEM 14

If the answer is "yes" why?

1. Student benefits (30)
2. pupil benefits (-)
3. Both student and pupils benefit (20)



ITEM 15

Do you feel at times that this teaching practice programme needs team effort? *Together in Excellence*

1. Yes (50)
2. No (-)

ITEM 16

If the answer is "yes" Would you suggest the people who should form this team?

1. Target-school staff (15)
2. College staff (10)
3. All the above (25)

SECTION 2

EVALUATION OF RESOURCES

ITEM 17

Do you have available resources to utilise for this purpose?

1. Yes (15)
2. No (35)

ITEM 18

If the answer is "yes" Can these be utilised effectively for this purpose?

1. Yes (15)
2. No (35)



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ITEM 19

Do you have enough textbooks in your school to give to the pupils?

1. Yes (25)
2. No (25)

ITEM 20

If the answer is "yes" When these are available, are they given out to the pupils?

1. Yes (35)
2. No (-)
3. Blank (15)

ITEM 21

At what time does your school commence?

- | | | |
|----|------|------|
| 1. | 7.00 | (30) |
| 2. | 7.45 | (10) |
| 3. | 8.00 | (10) |

ITEM 22

Do your students honour this time of commencement?

- | | | |
|----|-----|------|
| 1. | Yes | (25) |
| 2. | No | (25) |



3.2.6 FROM QUESTIONNAIRES TO TEACHERS

SECTION 1
 University of Fort Hare
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 EVALUATION OF PROGRAMME

ITEM 1

Do you find the Teaching Practice Programme offered in your school quite interesting?

- | | | |
|----|-----|-------|
| 1. | Yes | (147) |
| 2. | No | (28) |

ITEM 2

Do you sometimes have to change your routine programme in order to fit in the Teaching Practice Programme?

- | | | |
|----|-----|-------|
| 1. | Yes | (125) |
| 2. | No | (50) |

ITEM 3

Which programme do you favour?

- | | |
|-------------------------|-------|
| 1. Continuous programme | (147) |
| 2. A broken programme | (28) |

ITEM 4

Which time suites you best for this TEaching Practice Programme?

- | | |
|----------------------------|-------|
| 1. 1st Quarter of the year | (120) |
| 2. 2nd Quarter of the year | (55) |
| 3. 3rd Quarter of the year | (-) |



ITEM 5

Do you experience any problem with the number of students allocated to your school?

- | | |
|--------|-------|
| 1. Yes | (120) |
| 2. No | (55) |

ITEM 6

Do you have subjects which are mostly offered in your local schools?

- | | |
|--------|-------|
| 1. Yes | (175) |
| 2. No | (-) |

ITEM 7

Do you have subjects which are not commonly offered by your local schools?

- | | |
|--------|-------|
| 1. Yes | (160) |
| 2. No | (15) |

ITEM 8

Do you have subjects which are not offered at all in your local school?

1. Yes (120)
2. No (55)

ITEM 9

Do you sometimes feel that the lesson presented by the students you need to go over again?

1. Yes (161)
2. No (14)



ITEM 10

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If the answer is "yes" Why? Because:-

1. Lessons are not properly presented (147)
2. Lessons are not completed (14)
3. Both 1 and 2 (14)

ITEM 11

Do you wish sometimes to sit in the classroom during the teaching process and observe?

1. Yes (147)
2. No (28)

ITEM 12

Who should benefit in this Teaching Practice Programme?

- | | |
|------------------|-------|
| 1. Pupils | (14) |
| 2. Students | (14) |
| 3. Teachers | (-) |
| 4. All the above | (147) |

ITEM 13

Do you feel at times that this teaching practice programme needs the co-ordination of the practising school and the College?

- | | |
|--------|-------|
| 1. Yes | (161) |
| 2. No | (14) |



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ITEM 14

If the answer is "yes" Do you wish that the selection of staff members should be done to form this co-ordinating team?

- | | |
|--------|-------|
| 1. Yes | (175) |
| 2. No | (-) |

SECTION 2

EVALUATION OF RESOURCES

ITEM 15

Do you have enough resources available to utilise for this purpose?

- | | |
|--------|-------|
| 1. Yes | (55) |
| 2. No | (120) |

ITEM 16

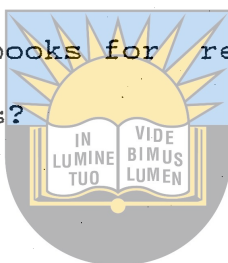
If the answer is "yes" Can these resources be utilised effectively for this purpose?

- | | |
|----------|-------|
| 1. Yes | (70) |
| 2. No | (-) |
| 3. Blank | (105) |

ITEM 17

Do you have enough books for reading to utilise for this purpose by your pupils?

- | | |
|--------|-------|
| 1. Yes | (14) |
| 2. No | (161) |



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ITEM 18

If the answer is "yes" Are these books made available to pupils?

- | | |
|----------|------|
| 1. Yes | (90) |
| 2. No | (28) |
| 3. Blank | (57) |

ITEM 19

What time does your school commence?

- | | |
|---------|-------|
| 1. 7.00 | (120) |
| 2. 7.45 | (35) |
| 3. 8.00 | (20) |

ITEM 20

Do the students honour this time of commencement?

1. Yes (120)
2. No (35)
3. Not sure (20)

ITEM 21

If the answer is "no" How do you handle this situation?

1. Punish (20)
2. Report to authority (35)
3. Blank-answers (120)



ITEM 22

Is the environment conducive for this purpose and does it attract the students?

1. Yes (75)
2. No (100)

ITEM 23

If the answer is "no" Do you have aspects that need to be there but are not there?

1. Yes (120)
2. No (35)
3. Blank-answers (20)

3.3 ANALYSIS OF RESULTS

3.3.1 INTRODUCTION

The information dealt with in this section is an analysis of the replies from Research questionnaires given out to the Rectors, subject-lecturers, students of Colleges principals and teachers of target-schools. This section is divided into sub-sections which deal with Rectors, subject-lecturers and students of colleges, principals and teachers of target-schools. In this analysis the results of items included in the research questionnaire will be followed by comments which will be expanded on in the subsequent chapters.

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In this chapter parallels will be drawn between the questionnaire of Rectors, subject-lecturers and related items will also be drawn from Rectors and subject lecturers.

3.3.1.1 RESEARCH QUESTIONNAIRES TO RECTORS AND LECTURERS OF COLLEGES

SELECTION OF STUDENTS

ITEM 1

Who selects students in your Colleges?

Rectors
Heads of Division
College Committee



	RECTORS	LECTURERS
Rectors	100%	50%
Heads of Division	-	8.3%
College Committee	-	33.4%

The statistics have reflected some doubt as to how the selection of students is done. Rectors are all in agreement that the procedure is purely done by them. This shows therefore that there is little or no involvement of lecturers in this procedure of selection. In other words, superficially, lecturers may interview students to appear as if the lecturers are involved but in true essence, it is the Rectors who have the last word. Consequently some students who would have qualified for entry were more often left out because the lecturers have no direct say in the whole process.

ITEM 2

What is the criteria followed for the selection of students?

	RECTORS	LECTURERS
Standard 10	60%	50%
Use symbols D, E & F in Std 10 certificate	40%	41.6%
Display during interview	-	8.4%

Both Rectors and lecturers seemed to agree on an entry standard. Symbol D, E and F are used especially when there is a high percentage of passes and failure rate when there is a higher demand for College entrance and when it is not easy to make a proper selection.

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ITEM 3

Do all Rectors and lecturers select students?

	RECTORS	LECTURERS
Yes	100%	66.7%
No	-	33.3%

100% of Rectors agree that they do the selection, 66.7% of lecturers agree and 33.3% of lecturers disagree that they are involved. This shows that there is some inconsistency in the selection of students.

ITEM 4

If the answer is "yes" why?

	RECTORS	LECTURERS
To assess performance of students	-	66.7%
Concerned with quality case	-	33.3%
Involved in teaching trainee	100%	-

When critically analysed this is not a true reflection of the status quo as much of the teaching and training is done by lecturers. The Rectors' duties are mostly administrative and their involvement in the recruitment of students should be largely seen from that perspective i.e. controlling numbers, allocating lecturers and processing documents.

ITEM 5

Do you think the selection method you are currently using attracts the students you want?

	RECTORS	LECTURERS
It does attract the students	40%	50%
Does not attract students	60%	50%

The fact that 60% of the Rectors still remain displeased with the quality of students they want, reflect some amounts of disagreement with the Methodology they are using. The lecturers response is understandable. Most of them have shown a lukewarm response to this matter because the

lecturers are not involved in the selection of students.

ITEM 6

Who should design the selection method?

	RECTORS	LECTURERS
Rectors	60%	-
Rectors & lecturers	-	100%
Lecturers	40%	-

In this response, one reads the general attitude of the lecturers throughout this research. A 100% feel they should be involved at the exclusion of even the Rectors. But the 60% response from the Rectors also reminded us of the Rectors' responsibility in administration to the selected students. All in all the lecturers feel they should have a say in the task - for they are involved at grass-root level.

ITEM 7

Are you in favour of a specific selection method?

	RECTORS	LECTURERS
Standard 10	80%	50%
Std 10 with exemption	20%	50%

The percentage for Rectors and lecturers for standard 10 is very high, while the percentage for standard 10 with exemption is low with Rectors and lecturers. This may indicate that there are colleges which are in more demand than others hence they try to make a very tight selection so

as to exclude.

ITEM 9

Are the following subjects recommended for prospective students who intends taking up teaching?

	RECTORS	LECTURERS
English	-	25%
Xhosa	-	25%
English, Xhosa & Afrikaans	100%	50%

There is a high percentage of Rectors and lecturers who support that all three languages be included in the teaching profession. Therefore this also reminds us of the Afrikaans language which was put in as an optional subject in Transkei in 1979 by the Taylor Commission Report. There is a need therefore to put Afrikaans on par with other languages such as English and Xhosa

ITEM 10

Describe how the procedure is done at your college?

According to the requirements
of the Dept. of Education
System of waiting list containing
names of applicants

RECTORS
60%
40%

The percentage above shows that most Rectors are executing Departmental regulations. It seems the system of waiting

list must be looked into, taking into account the large numbers that are reflected in some Colleges, and may not get preference in the coming year.

ITEM 11

Is the selection of stream done by Rectors and subject-lecturers?

Yes

No



RECTORS	LECTURERS
100%	58.3%
-	41.7%

There is a correlation here with the lecturers' acknowledgement of their involvement with stream-selection. But the 41.7% which say "no" should not be overlooked. In fact in some Colleges, there is nothing like stream selection. This could be explained by the fact that stream selected candidates do not agree with the programme of some schools and none of those streams are offered in other schools.

ITEM 12

If the answer is "yes" Why?

	RECTORS	LECTURERS
Teachers to benefit	-	-
Pupils to benefit	-	-
Principal to benefit	-	8.3%
Teacher trainee to benefit	60%	25%
All the above	40%	66.7%

The majority of Rectors show that student teachers should benefit while 40% of the Rectors also indicated that all the above should benefit. There is some inconsistency here. A high percentage of lecturers agree that there is no proper co-ordination and joint planning and designing of the programme concerned.

PROGRAMME EVALUATION

ITEM 14

Do Rectors and lecturers of Colleges see the Teaching Practice Programmes a success in these target-schools?

	RECTORS	LECTURERS
Yes	100%	91.7%
No	-	8.3%

All the Rectors agree that to a large extent Teaching Practice is a success (whatever the odds). The 8.3% discrepancy can possibly be traced from these odds that is

transport, curricular facilities. All agree that the teaching practice programme should go on.

ITEM 15

While the programme is being implemented do you have sufficient resources?

	RECTORS	LECTURERS
Yes	100%	58.3%
No	-	41.7%

A high percentage of Rectors and lecturers support the available resources. These lecturers feel that sufficient resources are not available. The 41.7% is quite a large percentage when closely analysed. The apathy is possibly due to the mal-administration, under-staffing and the shortage of physical facilities in most of these colleges. Most Transkeian colleges are products of political changes without any planning. Consequently most of them lack the basis for functioning - may be the 41.7% apathy is as a result of this.

ITEM 16

Do you sometimes utilise the local material available for this Teaching Practice Programme?

	RECTORS	LECTURERS
Yes	60%	66.7%
No	40%	33.3%

Rectors and lecturers show that they try to utilise

material, only in those subjects where it is feasible to use local material.

ITEM 17

Do you have any difficulties that hinder the implementation of this Teaching Practice Programme?

	RECTORS	LECTURERS
Yes	40%	66.7%
No	60%	33.3%



There is a high percentage from the lecturers indicating difficulties with the programme while Rectors do not. There is again a hidden version of difficulties encountered. Lecturers expose these as they are all people mostly involved in the Teaching Practice Programme.

ITEM 18

If these difficulties are of a long term duration, do you have any effort to have this looked into?

	RECTORS	LECTURERS
Yes	100%	91.7%
No	-	8.3%

A high percentage of both Rectors and lecturers indicate that efforts have been made to solve these problems, a small percentage of lecturers indicate they do not. This could be due to the fact that those are the exceptional colleges that

do not experience problems.

ITEM 19

Do Rectors of Colleges make selection of their streams according to the following?

	RECTORS
Rectors	-
Department of Education	60%
Rectors and lecturers	-
All the above	40%



This question was addressed to Rectors as it is of an administrative nature. A high percentage of Rectors indicate that streams are selected as per departmental prescription. The rest of the Rectors indicate that a combination of all the above are involved. This shows some inconsistency among Colleges. This issue should be addressed by all those who are involved.

ITEM 20

How do you conclude or see that the aim of the TEaching Practice Programme has been successful or achieved or not?

	RECTORS
By achieving the set objective	-
There is a change in the behaviour of the pupil	100%
By assessing the progress of the student	-

ITEM 21

Are the facilities and resources needed for this programme well-distributed in these colleges?

Yes

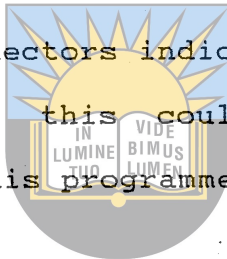
40%

No

60%

RECTORS

A high percentage of Rectors indicate that the resources are not well-distributed, this could be a handicap to most colleges in running this programme.



ITEM 22

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Are the Principles of Education understood by the students?

Yes

58.3%

No

41.7%

LECTURERS

A high percentage of lecturers agree that this aspect of the course is understood by students. This most probably could be traced to the teaching practice marks obtained by students. There is still a high percentage which has a contrary view to the previous one.

ITEM 23

Do you feel that there should be aspects, you would like added to the teaching practice programme?

Yes

no

LECTURERS

16.7%

83.3%

A high percentage of lecturers indicate that there should be no other aspects added. This is possibly due to problems encountered with the present teaching practice programme. This issue needs to be addressed.

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3.3.2 RESEARCH QUESTIONNAIRE TO STUDENTS

SELECTION OF STUDENTS AND STEAMS

ITEM 1

Give at least one reason which encouraged you to take up the teaching profession?

1. To further my education
2. Interest in profession advances
3. Interest in helping the nation
4. To giver service to mankind
5. To help the children

STUDENTS

85%

-

15%

-

-

This response emphasises the fact of furthering one's

education as being the main objective in registering for a teaching career. Experience has shown and oral interviews have stressed that most students see a career in education as the only viable way to a better future as an added incentive are the bursaries that are offered. The 15% respondents interested in helping the nation is quite minimal. This could also implicate that the 85% of respondents who wanted to further their education are not as dedicated as 15%. Because teaching profession is a service profession with a dedicated mind. This could be attributed to the problems encountered in the teaching profession, because they came because of money and not because of liking the profession.


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ITEM 2

Who selected you?

1. By the Rector
2. By a letter
3. By the Department
4. No responses

STUDENTS

85%
-
-
15%

The Rectors still do the selection as is depicted by the 85%.

ITEM 3

How did you choose your stream?

	STUDENTS
1. According to streams offered by the Colleges	85%
2.	
3. According to special dispensation	15%

Most students qualified for the streams as laid out by the Colleges. Only a few have had to get special streams created for them because their passes did not allow them entry with the already established streams.



ITEM 4

Is your choice of subjects corresponding to subjects offered by your target schools?

	STUDENTS
1. Yes	33.3%
2. No	66.7%

The 66.7% reflects one agreement with that of lecturers/principals and teachers. The percentage of respondents saying that there is a mis-match between what the Colleges offer and the schools teach tallies with responses by lecturers and principals.

ITEM 5

Does this Teaching Practice Programme meet all the requirements?

1. Yes
2. No

STUDENTS

50%

50%

The respondents are divided on whether the Teaching Practice Programme meets all their requirements. This is not very helpful in arriving at any conclusion of importance.



ITEM 6

Does this programme cater for the needs of the local people?

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1. Yes
2. No

STUDENTS

66.7%

33.3%

There is a strong feeling that the programme caters for the needs of the local people - a clearer indication of whether the programme meets the requirements (item 5) or not, while the 33.3% shows a negative answer. Most probably there are shortfalls in the programme. An indication perhaps to review the programme.

ITEM 7

Is your environment conducive enough for this type of a programme?

1. Yes
2. No

STUDENTS

50%

50%

Half of the students feel that the environment leaves a lot to be desired. The 50% is in itself indicative of the shortcomings in the Teacher Training Colleges in Transkei. The environment here ranges from lack of basic implements to well-qualified staff, so pupils still feel something is wrong somewhere. This is not very helpful in arriving at any conclusion of importance.

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ITEM 8

If the answer is "yes" Do you think this programme needs some improvement?

1. Yes
2. No

STUDENTS

100%

-

All students feel that the programme demands massive attention from the authorities and or any educational body of importance in Teacher Training.

ITEM 9

Do you think there are constraints which hinder the smooth running of this programme?

1. Yes
2. No

STUDENTS

66.7%

33.3%

Items 7 and 8 are in essence the same as item 9. All these seem to indicate or suggest that something towards the direction of improving the programme is a prerogative.



ITEM 10

Do you agree that Teaching Practice is an extended arm of the Theory of Education?

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1. Yes
2. No

STUDENTS

100%

-

All respondents seem to realise the line between Teaching Practice and Theory of Education.

ITEM 11

Do you think that the relationship between the Teaching Practice and the Theory of Education should be strengthened?

1. Yes
2. No

STUDENTS

100%

-

ITEM 12

Do you agree that Principles of Education are basic?

1. Yes
2. No

STUDENTS

100%

-

All the respondents seem to agree that Principles of Education are basic.

ITEM 13

If the answer is "yes" are the Principles of Education well understood by the students?



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1. Yes
2. No

STUDENTS

66.7%

33.3%

A high percentage of students seem to accept the fact that students understood the Principles of Education.

ITEM 14

Do you think this programme caters for the aspiration and culture of the society?

1. Yes
2. No

STUDENTS

66.7%

33.3%

If we really agree that students' interest in education implies a grasp of their community's aspirations, the 33.3%

indicate that there are some loopholes in their education. Students feel that the type of education they receive leaves many problems unsolved.

ITEM 15

Is your programme long enough to accommodate all the required aspects defined by this Teaching Practice Programme?

1. Yes
2. No



STUDENTS

33.3%
66.7%

Students feel that a much longer period is required to accommodate most required aspects defined in the Teaching Practice programme. But whether these aspects are personal or Educational is subject to future research in this area, because the personal side involves students' problems.

ITEM 16

If the answer is "no" Do you propose that the period should be extended?

1. Yes
2. No

STUDENTS

66.7%
33.3%

This item concurs with the item which supported that the programme should be extended.

ITEM 17

How do you have your teaching practice programme?

1. Broken into sessions
2. Continuous programme

STUDENTS

100%

-

For all, the Teaching Practice Programme is broken up into sessions. It seems Colleges prefer to run the Teaching Practice Programme in session as this is more convenient.

ITEM 18

Do you see the Teaching Practice Programme as an ideal aspect of the Teacher Training course?



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1. Yes
2. No

STUDENTS

100%

-

This item is accepted by the students as being ideal.

ITEM 19

If the answer is "no" Is there another tool which can be used as a vehicle to convey this information?

1. Yes
2. No

STUDENTS

50%

50%

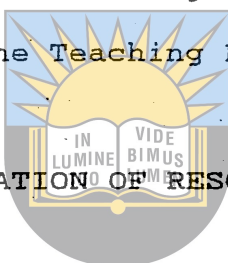
Since no people said "no" in item 18. This is a surprise response that can only be attributed to some misunderstanding on the part of the respondents.

ITEM 20

If the answer is "yes" Do you agree that there are other aspects you would like to be added to this programme?

	STUDENTS
1. Yes	66.7%
2. No	33.3%

There is an outcry from the majority of students that there be aspects added to the Teaching Practice Programme.



EVALUATION OF RESOURCES

ITEM 21

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Is your College resourceful enough to enable you to carry out the Teaching Practice Programme?

	STUDENTS
1. Yes	50%
2. No	50%

50-50 means a division in the middle. This can be explained as a reflection of the setting of the Colleges the respondents come from.

ITEM 22

If the answer is "no" Do you utilise any home resources around you?

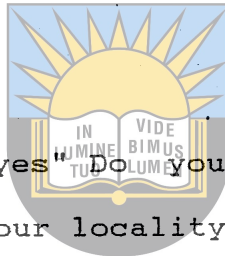
1. Yes
2. No

STUDENTS

66.7%

33.3%

Students tend to improvise to augment on available resources.



ITEM 23

If the answer is "yes" Do you have more than you need of these resources in your locality?

1. Yes
2. No

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STUDENTS

66.7%

33.3%

There is a high percentage of students who indicate that there is a great exposure of students to the local resources, and it is also possible for them to improvise where necessary.

3.3.3 PRINCIPALS AND TEACHERS OF TARGET SCHOOLS

EVALUATION OF THE TEACHING PRACTICE PROGRAMME

ITEM 1

Do principals and teachers find the Teaching Practice Programme offered in their schools an Asset?

	PRINCIPALS	TEACHERS
1. Yes	30%	84%
2. No	70%	16%



There is an inconsistency in the responses of both categories. Teachers are the grassroot agents and principals are administrative or bureaucratic agents. This inconsistency can only be explained in terms of administrative interferences where most likely the principals feel their freedom to administer curriculum progress is being interfered with. In another tone one really doubts the sincerity of the principals' responses. Most likely one ought to base his or her conclusion upon the teachers' responses.

ITEM 2

Do principals and teachers have to change their routine programme in order to fit in the Teaching Practice Programme?

	PRINCIPALS	TEACHERS
1. Yes	60%	71.4%
2. No	40%	28.6%

A majority of teachers by 71.4% agree on the fact that their teaching programme has to change during the Teaching Practice Programme while 40% of principals disagree while a significant 60% agree. On the average this is consistent to both principals and teachers, the school programme more often has to change so as to fit in the Teaching Practice Programme.

ITEM 3

Which times suite you best for the Teaching Practice Programme?

	PRINCIPALS	TEACHERS
1. First semester	100%	68.6%
2. Second semester	-	31.4%

A high percentage for 1st semester is shown by both the principals and teachers. During the 1st semester there are quite a number of activities:- Admission of new students, writing of supplementary examinations by students, preparation of house and inter-institution sports and major games. While the second semester comprises the internal and external examinations. Therefore it is quite understandable that principals and teachers prefer the former one than the later because of reasons mentioned.

ITEM 4

Do you experience any administrative or teaching problems with the number of students allocated to your school?

	PRINCIPALS	TEACHERS
1. Yes	70%	68.6%
2. No	30%	31.4%

Both principals (70%) and Teachers (68.6%) indicate that they experience problems relating to accommodating the large numbers of students allocated to them. There is irrelevance of subject combination for an example Colleges tend to offer subjects which are not offered in the target schools. Student-trainees show unacceptable behaviour and sometimes below the expected acceptable performance. Because of lack of accommodation in the target schools, student/trainees are accommodated and loiter and student trainees do not teach syllabus provided and only select that aspect of the lesson they prefer.

ITEM 5

Do you have those subjects which are not commonly offered in your school?

	PRINCIPALS	TEACHERS
1. Yes	50%	91.4%
2. No	50%	8.6%

Both the principals and teachers agree that there are

subjects which are not commonly offered in their schools. This indicates that because of these subjects not commonly offered in the target schools, use of peer group teaching is embarked upon. This peer-group teaching is not effective as teaching in the target schools.

ITEM 6

Do you feel sometimes the lessons presented by teacher-trainees require further explanation for the pupils?



1. Yes
2. No

	PRINCIPALS	TEACHERS
1. Yes	90%	92%
2. No	10%	8%

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The principals and teachers both agree that the lessons presented need to be repeated by the teachers because they are not completed. Some teacher/trainees have to give their lessons quickly so as to allow the supervisors, access to other teacher/trainees which in a way demands more attention to traditional in that class. Teaching methods by both teacher/trainees and colleagues in their target schools tend to differ in one way or another. The difference in lesson presentation is sometimes an interference into the pupils mode of thinking. In the end therefore, pupils still need clarity from the traditional teacher.

ITEM 7

Do you sometimes wish to sit in the classroom during the teaching process and observe?

	PRINCIPALS	TEACHERS
1. Yes	30%	84%
2. No	70%	16%

The majority of teachers agree. This indicates therefore that there is a wish to observe teacher/trainees. We may ponder upon this because Teacher/trainees have their respective lecturers supposed to supervise them. Most likely out of curiosity and a need to improve upon their teaching skills, the tradition teachers wish to sit and observe these teacher/trainees. This is reflected by high percentage of 84%.

ITEM 8

Who benefits from this Teaching Practice programme?

	PRINCIPALS	TEACHERS
1. Pupils	-	8%
2. Students	60%	8%
3. Pupils and students	40%	84%

Both principals and teachers indicate that pupils and students really benefit. The programme should be set in such a manner that the Colleges and schools benefit. Co-ordination between the Teaching Practice Department and

target schools in planning such a programme is a pre-requisite. The statistics impress upon us the relevance of a Teaching Practice Programme. We can only improve and strive to improve on Methodology upon teacher/trainee through teaching aids and redress aspects such as relation between Target schools and Colleges; over-admitting, lack of facilities and joint planning which is still giving problems in implementing the Teaching Practice Programme.

ITEM 9

Do you feel at times that this Teaching Practice Programme needs team effort?



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1. Yes
2. No

	PRINCIPALS	TEACHERS
1. Yes	100%	92%
2. No	-	8%

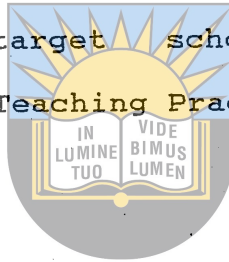
A high percentage of both principals and teachers seem to agree that team effort is needed in this teaching programme. Most likely the principals wish to be involved together with their teachers in a much more meaningful way.

ITEM 10

If the answer is "yes" Can these target schools be utilised effectively for this purpose?

	PRINCIPALS	TEACHERS
1. Colleges	20%	-
2. Target schools	30%	-
3. Both 1 & 2	50%	100%

Both Colleges and target schools could be utilised effectively for this Teaching Practice Programme.



ITEM 11

Do you have sufficient available resources to utilise for this purpose?

	PRINCIPALS	TEACHERS
1. Yes	30%	31.4%
2. No	70%	68.6%

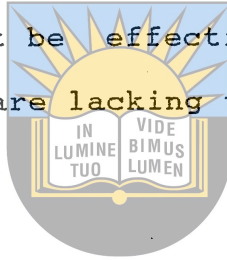
A high percentage for both principals and teachers indicate that there are no resources readily available for this purpose. Resources such as teaching aids; audio-visual equipment, classrooms and laboratories were found to be lacking in most of these schools.

ITEM 12

If the answer is "yes" Can these scarce resources be utilised effectively for this purpose?

	PRINCIPALS	TEACHERS
1. Yes	30%	40%
2. No	70%	60%

A high percentage of principals and teachers seem to agree that resources cannot be effectively used - All resources relevant to teaching are lacking throughout.



ITEM 13

Does the school provide sufficient reading books or text books to the pupils?

	PRINCIPALS	TEACHERS
1. Yes	50%	8%
2. No	50%	92%

Principals seem to be very indecisive over this item. Again the matter of administration also seems to creep in here. The principals do not want to admit to an element of being inefficient as far as ordering of these books. An example of this is that in one school pupils were found to be sharing text books amongst them 10 books to 3 pupils.

ITEM 14

If the answer is "yes" when these books are available are they given to the pupils?

	PRINCIPALS	TEACHERS
1. Yes	70%	51.4%
2. No	30%	16%
3. Not returned	-	32.5%

There seems to be a shortage of books. This statement seems to concur with this. "When available books are given out to the pupils".



ITEM 15

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At what time does your school commence?

	PRINCIPALS	TEACHERS
1. 7.00	60%	85.7%
2. 7.45	20%	11.4%
3. 8.00	20%	2.9%

More schools start at 7.00hrs. Schools differ in the commencement due to the length of their short and long breaks. On the other hand student teachers from the Colleges are also delayed at times due to administrative problems such as delays in their meals or transport at times delays and at times does not turn up at all for the day.

ITEM 16

Do the teacher trainees honour this time?

	PRINCIPALS	TEACHERS
1. Yes	50%	68.6%
2. No	50%	20%
3. Open answer	-	11.4%

There is a general feeling that trainees honour this time.

ITEM 17

How do you handle instances of late coming by teacher trainee in your school?



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	PRINCIPALS	TEACHERS
1. Report to Authority	30%	20%
2. Student reprimanded	-	11.4%
3. No response	70%	68%

This item is somehow evaded by both principals and teachers. This is shown by the high percentage of 70% and 68% respectively. One wonders if the principal and teacher fear to break relations with the teacher/trainee.

ITEM 18

Is your school environment conducive enough to attract the interest of the student trainee?

1. Yes
2. No

	PRINCIPALS	TEACHERS
1. Yes	50%	42.9%
2. No	50%	57.1%

There is corresponding agreement both from the principals and teachers that the environment is not conducive. These schools lack classrooms, no recognisable staff-room and laboratories.



ITEM 19

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If the answer is "yes" Do you have aspects which are lacking?

1. Yes
2. No
3. No response

	PRINCIPALS	TEACHERS
1. Yes	50%	68.6%
2. No	50%	20%
3. No response	-	11.4%

Principals (50%) and Teachers (65.6%)?? agree on this item that there are aspect which are lacking and these could also handicap the programme's goals and objectives.

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CHAPTER 4

FINDINGS

ITEM 1

Who selects students at your college?

	RECTORS	LECTURERS
1. Rectors	100%	50%
2. Heads of division	-	8.3%
3. College Committee	-	33.4%



The statistics have reflected some doubt as to how the selection of students is done. Rectors are all in agreement that the procedure is purely done by them. This shows therefore that there is little or no involvement of lecturers in this procedure of selection. In other words superficially lecturers may interview students to appear as if lecturers are involved, but in true essence, it is the Rectors who have the last word. Consequently some students who would have qualified for entry were more often left out because the lecturers have no direct say in the whole process. The lecturers are simply facilitators of admission but not the overall decision makers. It is quite understandable that their responses borders on a 50-50 basis. If lecturers are fully involved in the overall admission of students, some problems of, for instance admitting under qualified students, street vagabonds and simply impossible characters would probably have been minimised. When there is such loose screening of students intending to take the teacher's course problems of both an

academic and managerial nature may surely arise. One of the major causes of failure in Transkei Colleges of Education partly rests upon the haphazard approach to admissions to Teacher Colleges.

ITEM 2

What is the criteria followed for the selection of students?

	RECTORS	LECTURERS
1. Standard 10	60%	50%
2. Use symbols D, E & F in std 10 certificate	40%	41.6%
3. Display during interview	-	8.4%



As the statistics reflect the basis of selection is the Matric certificate. Experience and common-sense seem to bear this out, this obsession with matric passes. One of the current cries in most South African Black universities, for an example is the presence of students (Black) whenever ability at University studies is suspect. Prof Nkuhlu of the University of Transkei even suggested a post-matric year, so as to orientate new functionally illiterate students, who are found on campuses without any academic records. As for the Rectors of Colleges of Education and particularly Teacher Training Colleges, a symbol E may warrant admission. Most students simply join colleges either due to lack of funds or simply due to low passes. The campuses are usually reflected even in their post college studies. Statistics of passes in Teacher Training Colleges are appalling and this problem can be linked to an obsession with Matric

Certificates, certificates which carry no weight - more particularly when measured against a student's input during his or her stay at the College. The researcher suggests more relevant selection methods to be employed for an example, College entry examination administered by the Colleges of Education, an experience in some relevant skills, for instance community care - teacher aid, community nurse and so on. All this is open to further research and enquiry.

ITEM 3

Do all Rectors and lecturers select students?



- 1. Yes
- 2. No

	RECTORS	LECTURERS
1. Yes	100%	66.7%
2. No	-	33.3%

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The statistic here reflecting a 33.3% which insists on a "no affirmation" should definitely not be overlooked. Rectors are involved in this exercise for the obvious reasons that they are administrators and part of the administration lies in the selection of who is to attend Teachers' Training for, or on a specific year. For the lecturers much of their administration work lies within the delivery system and preparation of lectures for their respective subjects.

One of the major reasons for the 33.3% "No affirmation" was in fact that Transkei has no uniform policy for the selection of College entry. Each College employs its own discretion and procedure. To the current researcher, this is

a tragedy which leads to a series of setbacks that are reflected in much of Transkei's institutions. In one essence, a college prescribed for 100 students, received an admission of 600. The situation reached such levels of crisis that the Department of Education in Umtata had to freeze all admission for a period of 3 years.

In so far as admission to Colleges of Education remains haphazard and lacking in unity, we shall have the 33.3% No affirmation.



ITEM 4

If the answer is "yes" Why?

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	RECTORS	LECTURERS
1. To assess performance of students	-	66.7%
2. Concerned with quality case	-	33.3%
3. Involved in Teacher-Trainee	100%	-

The percentage here emphasises on the discussion above (Item 3). For the Rectors their direct involvement, more particularly in the running of these Colleges, leaves the "No affirmation" except to be directly involved in the exercise. For the lecturers their emphasis is upon quality. But the fact that most lecturers insist on quality is understandable, as much of the teaching is done by them. Surely no teacher would wish to start from a zero. All lecturers wish that the type of admission that has been admitted should be qualitative so that by the end of the day

their results reflect some amount of credible input.

ITEM 5

Do you think the selection method you are currently using attracts the students you want?

	RECTORS	LECTURERS
1. It does attract the student	40%	50%
2. Does not attract the students	60%	50%

The fact that 60% of the Rectors still remain displeased with the quality of students they want reflects some amount of disagreement with the methodology they are using. For the Rectors most likely the use of matric as a means of College admission remains vague, unpredictable and not relevant in some cases. Maybe they are also tied down by bureaucratic departmental procedures. Anyway whichever the case, experience has shown that massive failure of College students can partly be attributed to the selection criteria. For the lecturers, their feeling of alienation from admission procedure can be reflected in this item, as well. Lecturers still feel the methodology employed in the recruitment of students still has a lot to be put right or a long way to go.

ITEM 6

Who should design the selection method?

	RECTORS	LECTURERS
1. Rectors	60%	-
2. Rectors and lecturers	-	100%

3. Lecturers

40%

-

In this item one can read the general attitude of the lecturers. By 100% of lecturers feel without any reservation that both Rectors and lecturers should be involved in designing the Method of selection. This item has been expressed in different overtones over the subject.

ITEM 7

Are you in favour of a specific selection method?

1. Standard 10
2. Std 10 with exemption



	RECTORS	LECTURERS
1. Standard 10	80%	50%
2. Std 10 with exemption	20%	50%

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An exemption is low with rectors and significantly high with the lecturers. This is partly a reflection of the point the researcher emphasised in (Item 4) that a standard in the Colleges of Education is determined by the criteria employed in selecting students. For the lecturers who teach, matric only will not do. At least an exemption is required so we get the 50%. For the Rectors the 80% is equally understandable, they do not lecture. Their job is administrative work. But the 20% is also a vindication that the exemption is necessary. For some Rectors also, admission involves a critical evaluation of students' performance not only with regard to the present but also the past.

ITEM 9

Are the following subjects recommended for prospective students who intend taking up teaching?

	RECTORS	LECTURERS
1. English	-	25%
2. Xhosa	-	-
3. English & Xhosa	-	25%
4. Afrikaans, English & Xhosa	100%	50%

Despite the diversity in their responses to this item, it can be analysed that both Rectors and Lecturers feel that language should be included/recommended for prospective teachers. This is understandable as language has remained a vehicle for ideas throughout human history. In South Africa, Afrikaans and English are official languages. It will therefore be a mistake not to recommend such crucial aspects of the child's development. As for Xhosa, this is understandable as most Teacher Trainees have a considerable grounding in this language. But as time goes on, some of these languages shall have to change. For instance, the Taylor Commission Report of 1979 recommended the teaching of Afrikaans in Transkei schools/colleges as optional. But Afrikaans as a language has political overtones. This the researcher will not pursue, but will leave it open for further research or investigation.

ITEM 10

Describe how selection is done at your college?

	RECTORS
1. According to requirements of the Department of Education	60%
2. System of waiting list containing names of applicants	40%

A 60% figure for Rectors vindicates our suspicions through out our research. Rectors are involved in the recruitment of students as a Department of Education, which for instance stipulates a Matric Certificate, then the waiting list approach is in line with this partly due to large numbers of applicants. But the waiting list approach remains vague and is misused as it is irrelevant to students' performance. Students with symbol D are left out simply because they are late on the waiting list. In addition experience shows that waiting lists can be a source of abuse by other sources.

ITEM 11

Is the selection of streams done by Rectors and lecturers?

	RECTORS	LECTURERS
1. Yes	100%	58.3%
2. No	-	47.7%

Students are selected in mass and often they are sent to their respective classes/lecturers. As little attempt is made to screen these students and to decide in which stream they ought to fall, you find students with irrelevant

combination of subjects which do not even fit into the general school time table. In addition, one is not surprised to find in some instances students taking subject combinations which have no relevance to any of the target schools within a particular circuit. Consultation with circuit officers is highly recommended.

PROGRAMME EVALUATION

ITEM 14

Do Rectors and lecturers of colleges see the Teaching Practice Programme a success in the target schools?

1. Yes
2. No



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	RECTORS.	LECTURERS
1. Yes	100%	91.7%
2. No	-	8.3%

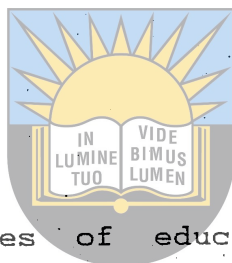
The statistics that show an 8.3% discrepancy can possibly be traced from these odds mentioned before which at times render the exercise quite complicated. Transport breakdown, may lead to three or four days of absence by student teachers from their respective schools. In the end the teachers of target schools may feel betrayed, hostile and at times reluctant to give up their lessons. The same applies to lecturers. Large numbers of students for supervision might lead to the whole exercise turning into a mockery of social pedagogic principles, for an example:- Sitting in a class for 3 minutes might seem absurd when a lecturer has to supervise about 45 students within a span of 10 school days. If the lecturer sits for a full lesson not all the students will be supervised. Another mockery occurs with those

students whose subject combinations are not offered in the target schools. These students have to do much of their teaching within the college premises - an aspect which is artificial.

ITEM 15

While the programme is being implemented do you have sufficient resources?

	RECTORS	LECTURERS
1. Yes	100%	58.3%
2. No	-	41.7%



The Transkei colleges of education are products of the political change. One instance is that of 1987 when the Prime Minister of Transkei ordered a transformation of a once Catholic Training College for Roman Catechist into a Teacher Training College. Here lies a situation where a structure meant for 20-30 students was made to accommodate about 400. In such an event, the 41.7% responses is liable to feature. Another point is that of understaffing. Since there are literally no facilities for meaningful teaching, the Department finds it irrelevant and economical (so we feel) to appoint lecturers. In the end, overloading ensues and the whole exercise then becomes a dream for those involved. In essence then lecturers, students and rectors work under severe conditions. Thus the 100% affirmation by Rectors. It simply cannot be anything else particularly given the third world nature of educational facilities in South African homelands.

ITEM 16

Do you sometimes utilise the local material available for this Teaching Practice Programme?

	RECTORS	LECTURERS
1. Yes	60%	66.7%
2. No	40%	33.3%

Local material ranges from Biology specimens to manpower utilisation from the target schools. Because of the large numbers of teacher trainees some lecturers find it in order to utilise local teachers (Head of Departments and principals) to assess some student teachers. With an insufficiency of laboratory facilities pupils are made to collect veld plants. In a biology lesson they borrow gas stoves and so on, so that the lesson is made as much relevant as possible. But given the general climate of Transkei schools, local material might as well be difficult to acquire - so the 40% and the 33.3%, respectively use of local material is a natural process of teaching practice.

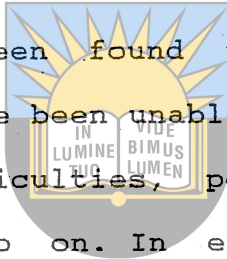
ITEM 17

Do you have any difficulties that hinder the implementation of the Teaching Practice Programme?

	RECTORS	LECTURERS
1. Yes	40%	66.7%
2. No	60%	33.3%

There is a significant percentage, more particularly of

lecturers, in as far as problems are concerned. Even the Rectors 40% is quite significant to be ignored. As already highlighted in (Item 16) problems encountered in Teaching Practice are many. These problems range from internal disorder in Colleges and target schools to external factors of a logistical nature. For the lecturers, more particularly, the programme is a challenge. It is an exercise to see one's input. But what the teacher trainees teach is sometimes a reflection of their lecturers' input. Some students have been found to perform below expected standards, others have been unable to complete the programme due to transport difficulties, poor co-operation with the target schools and so on. In essence then, these problems can simply not be wished away. They are part of a mirror through which reforms may spring.



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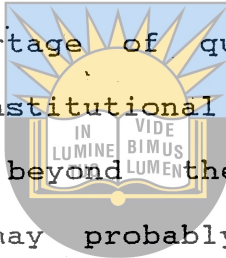
For the Rectors, the 40% is significant, more particularly with their managerial positions, organisation and administration of the whole programme partly rests upon their shoulders. Finance may be inadequate, co-operation with target schools is low and the general tempo inhibiting a convincing success. From whatever direction, one may look at this programme problems are simply unavoidable.

ITEM 18

If the difficulties are of a long term duration do you make any effort to have these looked into?

	RECTORS	LECTURERS
1. Yes	100%	91.7%
2. No	-	8.3%

Long term problems stem from the ambitious evolution of Transkei Colleges. They range from an absence of physical structures to the shortage of qualified manpower; from a lack of finance to institutional bureaucracy. In most cases these problems are beyond the rector's parameters of jurisdiction. They may probably be looked into within a broad framework of education together with a new political dispensation.



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ITEM 19

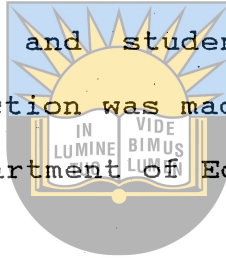
Do Rectors of Colleges make the selection of streams according to the following?

	RECTORS
1. Rectors	-
2. Department of Education	60%
3. Rectors and Lecturers	-
4. all the above	40%

From the administrative angle, this selection of stream per Departmental circular may credit the Rector and the Department may be dangerous if there are no guidelines affecting stream selection, the rector's may find it easy to

abuse these powers. Imagine a case where a Rector admits students without relevant streams, a case where numbers far surpass facilities and so on. These are ramparts in the Transkei Colleges of Education. They are not sheer figments of imagination.

Although Rectors may be offered the opportunity of using their own discretion, in this case (Transkei) this has proved a disaster. It will therefore serve the Department, community, lecturers and students some peace of mind if admission/stream selection was made per strict and alterable guidelines by the Department of Education.



The Transkei Education system has not yet reached that stage of self-sufficiency where major decisions may be handed over to the local levels. It is a system still growing. It is therefore a mistake to leave such decisions in the hands of the Rectors.

ITEM 22

Are the principles of education well understood by the students?

1. Yes

2. No

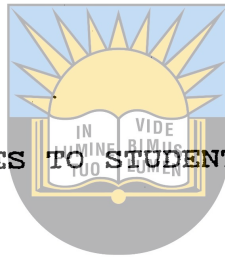
LECTURERS

58.3%

41.7%

A high percentage of lectures agree that this aspect of the course is understood by the students. This most probably could be traced to the Teaching Practice marks obtained by

the students. There is still a high percentage which has a contrary view to the previous one and this is the 41.7% renders an earlier 58.3% highly contestable. Principles of Education may not be easily understood from the marks obtained from the Teaching Practice Programme only. The problem highlighted throughout our discussions cannot be wished away. These problems make it difficult for the students' motivation to understand the principles of education and so the 41.7% becomes more illuminating than the 58.3%



4.1 RESEARCH QUESTIONNAIRES TO STUDENTS

4.1.1 GENERAL CONCLUSION

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As already highlighted above in my outgoing comments upon the respective respondents., it is not a simple task to determine conclusive answers from students, teachers and principals of target schools, as their responses remain highly vague, paradoxical and inconsistent. For students more particularly, their responses have a lot to be desired.

But whatever the researcher's scepticism in as far as the responses of these respondents is concerned, a number of issues are highlighted with regard to the success, problems and areas of future attention to the teaching practice programmes. The following, therefore, may be summarised as some of the points which these respondents bring to one's attention.

1. Most students are motivated into a teaching profession as a result of an internal drive towards material self-realisation. This is indicated by the 82% responses for furthering their education. Secondly bursaries are easy to solicit, and lastly the academic requirements still remain comparatively low.
2. Whatever their problems, most students still see the teaching practice programme as the only way through which they may qualify as respectable professionals.
3. In conjunction with their problems, most students feel that a lot remains to be done or to be improved both on their own part, and that of the lecturers, together with the Department of Education.



4.2 RESEARCH QUESTIONNAIRES TO PRINCIPALS OF TARGET SCHOOLS

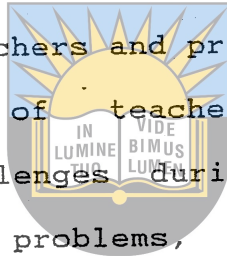
4.2.1 GENERAL CONCLUSION

Nothing much may be added here, other than stating that for the principals of target schools, the Teaching Practice Programme is both a challenge and an experience worth undergoing, so just like their teachers, principals feel that:-

1. Whatever the problems, the teaching Practice programme ought to continue.

2. Experience has shown that administrative problems arise as a result of student influx into the target schools.
3. By large, problems are a consequence of both internal and external factors within the target school, for an example, the lack of text books and equipment.

We may therefore go on further than this, other than stating that teachers and principals of target schools and students of teacher training colleges face tremendous challenges during this programme. But whatever these problems, we may not fail to admire their genuine sense of optimism whatever the odds.



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4.3 RESEARCH QUESTIONNAIRES TO TEACHERS OF TARGET SCHOOLS

As for the teachers of the target schools, a series of questions remains still unanswered. For instance, do these teachers really feel part of this programme? What innovations may take them out of their slumber. Whatever one may construe from their responses, the following may not be overlooked.

4.4 SPECIAL CONCLUSION

1. Teachers of target schools feel that the teaching practice programme in one way or another, distorts their teaching programme at schools. Consequently some

teachers feel that they ought to be in class when the student-teachers are delivering the lessons, and others feel that they should be left uninterrupted to continue with their daily routines.

2. The relationship between student-teachers and teachers demands a considerable amount of attention.
3. Some feel the programme has something new to offer. In other words, just like the students the teachers' responses are not convincing evidence about their interest in this teaching practice programme.



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CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 GENERAL CONCLUSION AND SPECIFIC RECOMMENDATIONS

The involvement with planners and policy-makers, directly and indirectly both at National and international levels, has made the researcher aware of how it is possible to come up with meaningless recommendations without relating them to the problems highlighted in the study. What the researcher has in mind here is a system of complex problems found within a given societal setting. The study therefore partly is aimed at orchestrating these problems to all the affected persons within the profession, to address and redress these problems. Again it aims at reshaping the schools as institutions in entirety and to afford the teaching profession a dignified innovational role. Education therefore cannot operate in a vacuum but operates within a social setting. It is for this reason therefore that educational reforms cannot be realised without social reforms. Educational reforms should be an integral part of the societal reforms if any innovation is to have a lasting effect. The researcher has attempted throughout this study to expose and cite those areas from the many settings in which these problems have accrued.

5.2 CONCLUSION 1

It is clear that there is no uniform method used by Teacher

Training Colleges of Transkei when choosing and selecting candidates for the teaching profession.

RECOMMENDATION 1

It is therefore recommended that all Colleges get together to design and formulate a suitable uniform methodology for the selection of students.

CONCLUSION 2

It has been suggested that personnel or lecturers directly involved with the training of students are not participating in the process of selection.



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RECOMMENDATION 2

It is therefore recommended that selection committees be started, and a criteria used in constituting these committees is important.

CONCLUSION 3

Both Rectors and Lecturers should be held accountable for the training of students by the Department of Education and the Community it is serving.

RECOMMENDATION 3

Therefore both Rectors of Colleges and lecturers should be members of the selection Committee. This gives them an opportunity to exploit student potential and be objective about the selection of a student. This ensure co-ordination and co-operation. The lecturer as a person dealing with the theoretical and practical aspects of training, must know about the student he or she is to teach.

5.3 CONCLUSIONS AND RECOMMENDATIONS ON HOW TO DETERMINE THE CRITERIA TO BE FOLLOWED FOR ENTRY TO TEACHER TRAINING COLLEGES IN TRANSKEI



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CONCLUSION

The matriculation certificate determines the standard of entry in all the Colleges of Education in Transkei.

RECOMMENDATION

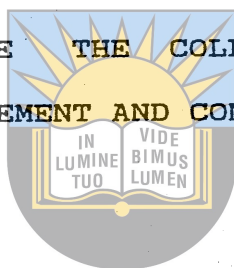
Colleges of education should in addition draw up entrance examinations or tests which will be based on the following:-

Past experience of the student especially if he or she has been serving the community for an example - a teacher aid, first aider and so on - General aspects which made him or her take up a teaching profession.

- Future aspects that will help her or him if she or he is serving this profession. There are suggestive aspects but not binding as such.

- Matriculation Certificate has not much bearing on the entrance if it is not supplemented or complemented by other educational aspects.

5.4 CONCLUSION AND RECOMMENDATION IN THE RELATIONSHIP TO BE ADOPTED TO IMPROVE THE COLLEGES STANDARD CONCERNING ADMINISTRATION, MANAGEMENT AND CONTROL.



CONCLUSION

Much power or authority is vested on Rectors by the Department of Education. The policy of Colleges in terms of admission, pass, failure need closer observation.

RECOMMENDATION

There should be a closer co-ordination between the officials of the Department of education and College Rectors. These officials should check if the policies are properly implemented, to avoid over admitting and they should assist where necessary. Administration is a course on its own and therefore these Rectors need to undergo a special training of management to be competent in this field. There should also be close and good relationship between the circuit officials and the Rectors to clarify certain aspects which

may crop up.

5.5 CONCLUSIONS AND RECOMMENDATIONS REGARDING EQUIPMENT AND STAFFING OF THE COLLEGES IN TRANSKEI.

CONCLUSION

Colleges are ill-equipped both in terms of staff and logistical potential i.e. students are many, equipment not available and physical facilities badly lacking.



RECOMMENDATION

The ratio of student to lecturer is quite unproportional. Therefore the quota set forth in the Taylor Report of 1979, should be adhered to and be implemented. Most probably this also makes it difficult to plan for physical structures that are required. The supply of teaching material also falls short due to the overpopulation of students in these colleges. The Department must in no uncertain terms define the ratios required and strictly adhere to them. Defined figures will also assist the Department in planning for the Colleges.

5.6 CONCLUSIONS AND RECOMMENDATION CONCERNING THE MIS-MATCH OF COLLEGE SUBJECTS TO THAT OF THE TARGET SCHOOLS

CONCLUSION

There is a mis-match between some Colleges of Education and target schools concerning the subject choices. This is occurring due to aspects where students do not qualify for academic entrance to the College but where only qualification is cultural aspects or sport or music. Most of these students with cultural subject, these groups have to compete for entry on these aspects. The Department must clearly define if these aspects mentioned qualify students for colleges as a sound or alternative choice. Streams are created on the basis of the groups mentioned above. It is evident that Rectors do not co-ordinate with the circuit offices when planning for their streams of subjects. This problem is discovered at the delivery level of the programme whereas it could be discovered at the planning stage.

Secondly, the subjects which were recommended by the Taylor REport as optional do not get much attention in the target schools, for an example Afrikaans, and other subjects which also created problems are Home-economics and physical science, where equipment is not adequately supplied in schools. Biblical Studies also falls in this group because of reasons to follow.

RECOMMENDATION

Planning of the programme at the initial stage and joint planning of Rectors and circuit office and the Department of Education is recommended. Those optional subjects recommended by the Taylor Report of 1979 need to be reviewed in terms of the demands made by the changing world. Biblical Studies need to be planned at junior schools before it is given a major role in the senior schools. These need special review. These and a series of inter-related factors stand out prominently through the researcher's analysis of the study. The problems encountered with the teaching practice programme cannot be attributed to any one simple factor in Transkei Colleges of Education. They are part of a broad spectrum of problems facing black education in Southern Africa. But to some extent, these problems may have been addressed sometime ago.

One cannot attribute an influx of college entrants to backlog only the apparent failure by the Department to draw up systematic guidelines of policy more often than not contributes to this influx. Education is an area where the violation of ratio may lead to catastrophic consequence.

Partly, one of the reasons of massive failure in these Colleges rests upon the unmanageable numbers, of course one may not rule out other historical and current chaotic situations within the South African social milieu.

Secondly, the researcher's experience while working in this field is that students, lecturers, Rectors of Colleges and teachers and principals of target schools are all ready for this exercise. For the teacher trainee more particularly, it is a challenge, an opportunity to put theory into practice. Whatever their responses therefore regarding the success or otherwise of this Teaching Practice programme, it remains a ripe opportunity for each one involved to exercise his area of jurisdiction as credibly as possible. Problems may arise, but these problems may never be used to suspend the teaching practice programme. There is a general feeling that in certain areas in Transkei, schools that were earmarked for being pilot schools to pursue certain objectives have not received the fullest attention over the years. This resulted in poor teaching where equipment and facilities were needed for tuition, these were not available. This has created a very poor foundation of these subjects mentioned above, hence some subjects such as in the higher classes lacked specialisation.

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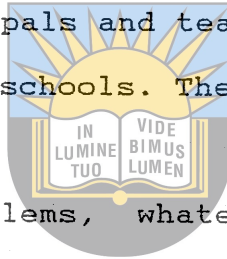
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CHAPTER 6

OMISSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 INTRODUCTION

Throughout my discussion and in almost all the preceding chapters, there has been a lot of evidence to suggest that all subjects in this research wish to see an improvement effected to The Teaching Practice Programme. Rectors' lecturers' and students' responses point to this. The same applies to the principals and teachers and most likely the pupils of the target schools. The argument here is that:-

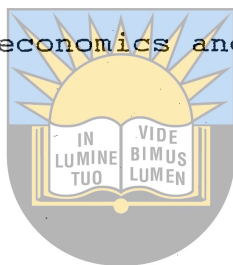


Whatever their problems, whatever the shortcomings all respondents wish to see the teaching practice programme not suspended but modified extended in scope.

From all the above and more evidence from the questionnaires, come implications for future research-inquiry and discussion. It is the feeling of the current researcher that a wide and highly crucial area in the Teacher Training practice requires much more and earnest research. The researcher therefore wishes to suggest that some of the following areas ought to be looked into by any future researcher, so that some of the answers given in this research and many more answers to come may be strengthened, widened and qualified. The following will serve as areas for future research:-

There are some schools which were not accessible during the study. These schools may render some convincing answers, for an example on the availability of resources, when included into the future area of inquiry in this field. The inaccessibility of some schools complicates some solutions given in this research and also leaves much room for future researchers to prove some of the findings for an example:- Scope of practising some subjects whose scope is limited. like Afrikaans, Home economics and so on.

6.2



Another area of possible future research is that of criteria employed during the selection of subject choice. Who determines a teacher trainee's subject combination? Is it the rectors, lecturers or Department of Education? Is there any form of control as regards this criteria? What consistency lies beneath this process? These, and quite a number of related questions can only be satisfactorily answered through further research. One other aspect of this area is the over-production of subject teachers whose areas of specialisation are apparently saturated; thus complicating problems for some schools which need teachers who offer subjects which are needed badly.

6.3

Another aspect may probably be an attempt towards ascertaining as to whether Transkei's Teacher Training Colleges are mostly rural or mostly urban based. Do these Colleges cater for mostly urban students or mostly rural students? What are the effects upon standards maintained and pupil commitment?

6.4

In line with paragraph (3) is the question of teacher production in the Transkei. Is there any over-production or under-production of teachers in the Transkei? Is the demand for Teaching Colleges high in the Transkei? If so what can be projected by the year 2000 if the current trends are left to continue? What contribution would teacher education in Transkei make towards teacher education in a New South Africa?

6.5

An area which may probably not attract a sceptic researcher is the question of Educational material in both Teacher Training institutions and the target schools. Research ought to be carried out so as to ascertain whether Teaching-learning material does not contribute to the poor state of these Colleges.

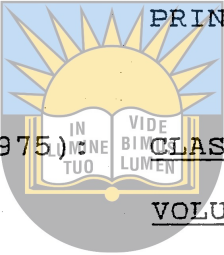
CONCLUSION

It is impossible for the current researcher to list down all those areas, found in the research worth the effort of research. The field of teaching and more specifically teacher training is larger than life. The above-mentioned suggestions may therefore not be absolutely binding. They are simply intended to highlight those aspects which the current researcher found demanding a closer look. For certain research is carried out not to enact some form of Biblical injunctions, but simply to break up more ground for a further search for the truth. This is the outgoing view of the current researcher.



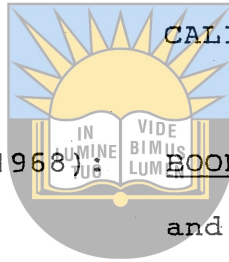
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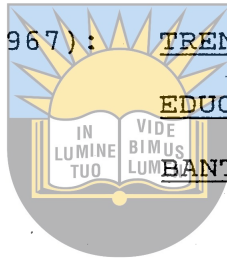
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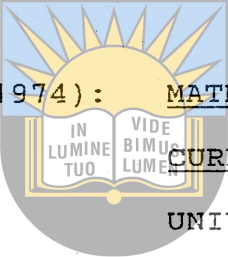


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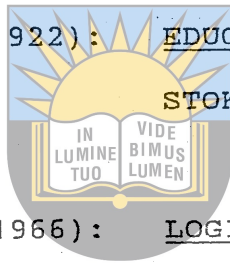
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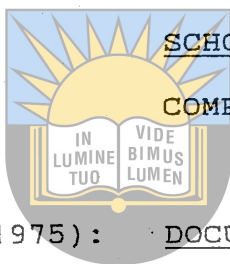
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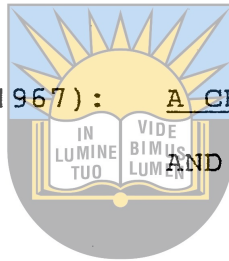
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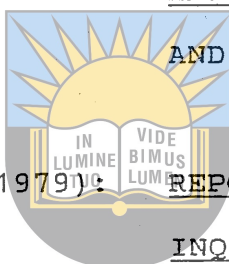
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INTERVIEWS - TRANSKEI

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PLANNING OFFICERS: DEPARTMENT OF EDUCATION

STATISTIC DIVISION DEPARTMENT OF INTERIOR

STATISTICS DIVISION: DEPARTMENT OF COMMERCE, INDUSTRY AND TOURISM.

UNIVERSITY OF TRANSKEI: EXAMINATION SECTION

CIRCUIT INSPECTORS: DEPARTMENT OF EDUCATION.

APPENDIX A

PO Box 109

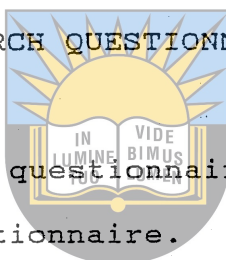
Lady Frere

2nd July 1990

TO: RECTORS OF COLLEGES

Sir,

RESEARCH QUESTIONNAIRES



Enclosed herewith is a questionnaire the purpose of which is clearly stated in the questionnaire.

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This investigation concerns the relevance of teaching practice programmes applied by the teacher training Colleges in the target schools in Transkei.

The information gained on the basis of your answers will be treated as confidential. It will be used in connection with the requirements of obtaining a Masters Degree in Education at the University of Fort Hare.

Hoping to receive positive response to the questionnaires.

Thank you very much for your kind co-operation.

BLANCHE MDLEDLE

LECTURER: LUMKO COLLEGE OF EDUCATION, LADY FRERE.

APPENDIX B: QUESTIONNAIRES

1. TO RECTORS OF COLLEGES OF EDUCATION

SECTION 1

SELECTION OF STUDENTS

ITEM 1

Who selects students for your College?

- | | |
|---|----|
| 1. Committee for the College | [] |
| 2. Committee for this specific purpose of selection | [] |
| 3. Rectors | [] |
| 4. Head of Divisions | [] |
| 5. All the above | [] |



ITEM 2

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What is the criteria followed for the selection of students?

- | | |
|--|----|
| 1. Standard 10 | [] |
| 2. Symbol D, E and F | [] |
| 3. Age | [] |
| 4. Capability displayed during interview | [] |

ITEM 3

Then do all Rectors of Colleges select students?

- | | |
|--------|----|
| 1. Yes | [] |
| 2. No | [] |

ITEM 4

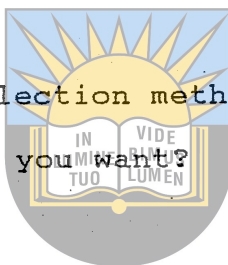
If the answer is "yes" why?

- | | | |
|----|--|----|
| 1. | To assess performance of students | [] |
| 2. | Reasons not known | [] |
| 3. | Concerned with quality case | [] |
| 4. | To meet the required basic needs | [] |
| 5. | And according to the staff-establishment | [] |
| 6. | Involved in teacher trainee training | [] |

ITEM 5

Do you think the selection method you are currently using attracts the students you want? []

- | | | |
|----|----------|----|
| 1. | Yes | [] |
| 2. | No | [] |
| 3. | Not sure | [] |



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ITEM 6

Who should design the selection method?

- | | | |
|----|------------------------------------|------|
| 1. | Rectors | [[]] |
| 2. | Subject-Lecturers | [] |
| 3. | Heads of Division | [] |
| 4. | Personnel from the Department | [] |
| 5. | According to Departmental Circular | [] |

ITEM 7

Are you in favour of a specific selection method?

- | | | |
|----|-----|----|
| 1. | Yes | [] |
| 2. | No | [] |

ITEM 8

What should be the standard of formal education used for the selected students?

1. Standard 10 []
2. Matric exemption []

ITEM 9

Are the following subjects recommended for prospective students who intend taking up teaching?

1. Language courses []
2. Social courses []
3. Commercial Courses []



ITEM 10

Describe how selection is done at your College?

1. According to the requirements of the Department of Education []
2. System of waiting list containing names of applicants []

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SECTION 2

SELECTION OF STREAMS

ITEM 12

Do all Rectors of Colleges make selection of their streams according to the following?

1. Are the streams based on Departmental Circular
2. According to choice of students' subject suggested by the staff
3. According to subjects offered by the target schools
4. According to subjects offered mostly by applicants
5. According to the needs of the Community



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ITEM 13

Are these streams related to the subjects offered by the target schools?

1. Yes
2. No

SECTION 3

PROGRAMME EVALUATION

ITEM 14

Do Rectors of Colleges see this teaching practice programme a success in these schools?

1. Yes
2. No

ITEM 15

While the programme is being implemented do you have sufficient resources?

1. Yes
2. No

ITEM 16

Do you sometimes utilise the local material available for this Teaching Practice Programme?

1. Yes
2. No



ITEM 17

Do you have any difficulties that hinder the implementation of the Teaching Practice Programme?

1. Yes
2. No

ITEM 18

If the difficulties are of a long term duration, do you make any effort to have these looked into?

1. Yes
2. No

ITEM 19

Do Rectors of Colleges make the selection of streams according to the following?

1. Rectors
2. Department of Education
3. Rectors and lecturers
4. All the above

ITEM 20

While the Teaching Practice Programme is being implemented do you have sufficient resources?

1. Yes
2. No



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ITEM 21

Do you have Practising schools attached to your College for this purpose?

1. Yes
2. No

ITEM 22

Are the Principles of Education well understood by the students?

1. Yes
2. No

ITEM 23

How do you conclude that the aims of the Teaching Practice Programme have been achieved?

1. By achieving the set objective []
2. That there is a change in the behaviour of the pupil []
3. By assessing the progress of the student []

ITEM 24

Are the facilities and resources needed for this Teaching Practice Programme well-distributed?

1. Yes []
2. No []



ITEM 25

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Do you think that the current Teaching Practice Programme is based on the needs and aspiration of the people served?

1. Yes []
2. No []

2. TO LECTURERS OF COLLEGES OF EDUCATION

SECTION 1

SELECTION OF STUDENTS

ITEM 1

Who selects students in your College?

- | | |
|--|----|
| 1. Committee from the College | [] |
| 2. Selection committee that is specifically for this | [] |
| 3. Rectors | [] |
| 4. Heads of division | [] |
| 5. Lecturers' committee | [] |



ITEM 2

What criteria is followed for the selection of students?

- | | |
|--|----|
| 1. Standard 10 <i>Together in Excellence</i> | [] |
| 2. Symbol D, E and F | [] |
| 3. Capability displayed during interview | [] |
| 4. Language courses | [] |
| 5. Commercial courses | [] |

ITEM 3

Are all the lecturers involved in the selection of students?

- | | |
|--------|----|
| 1. Yes | [] |
| 2. No | [] |

ITEM 4

If the answer is "yes" why?

1. To assess performance of students []
2. Concerned with quality case []
3. Involved in teacher-trainee []
4. Reasons not known []

ITEM 5

Do you have a selection method in your College?

1. Yes []
2. No []
3. No response []



ITEM 6

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Do you think the selection method you are currently using attracts the student you want?

1. Yes []
2. No []

ITEM 7

What entry standard do you use for this course?

1. Standard 10 []
2. Matric exemption []
3. Both 1 and 2 []

ITEM 8

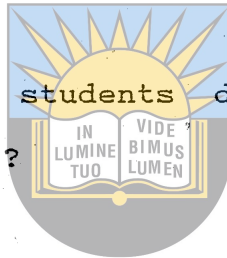
Select the subject that is recommended for prospective students who wish to take up languages as major subjects?

1. Xhosa
2. English
3. Afrikaans
4. All the above
5. 1 and 2

ITEM 9

Is the selection of students done by Rectors (yes) or subject lecturers (no)?

1. Yes
2. No
3. No response



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ITEM 10

If the answer is "yes" why?

1. Because it is an administrative work
2. Because he has enough time
3. Not sure

ITEM 11

Who should design such a selection method?

1. Rectors
2. Subject-lecturers
3. Both Rectors and lecturers

ITEM 12

Are you in favour of a specific selection method?

- | | | |
|----|-----|----|
| 1. | Yes | [] |
| 2. | No | [] |

SECTION 2

SELECTION OF STREAMS

ITEM 13

Are the streams related to the subjects that are offered by the target-schools?

- | | | |
|----|-----|----|
| 1. | Yes | [] |
| 2. | No | [] |



ITEM 14

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If the answer is "yes" why? Who benefits?

- | | | |
|----|----------------------|----|
| 1. | The school Principal | [] |
| 2. | The teacher | [] |
| 3. | The student | [] |
| 4. | The pupil | [] |
| 5. | All the above | [] |

ITEM 15

In What category are these schools?

- | | | |
|----|------------------|----|
| 1. | Junior Primary | [] |
| 2. | Junior Secondary | [] |
| 3. | Senior secondary | [] |
| 4. | Higher Primary | [] |
| 5. | 2 and 3 | [] |

SECTION 3

PROGRAMME-EVALUATION

ITEM 16

Do the lecturers see the Teaching Practice Programme as an asset?

1. Yes

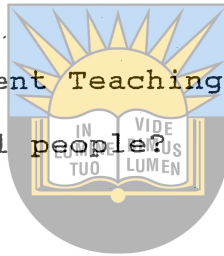
2. No

ITEM 17

Do you think the present Teaching Programme is based on the aspiration of the local people?

1. Yes

2. No



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ITEM 18

Do you think the environment is conducive enough for this type of a programme?

1. Yes

2. No

3. Not sure

ITEM 19

Are the Principles of Education well understood by the students?

1. Yes

2. No

3. Not sure

ITEM 20

Do you agree that the Teaching Practice Programme is the basic tool to the teaching profession?

1. Yes
2. No

ITEM 21

Do you feel that there are aspects you would like added to this programme?

1. Yes
2. No



ITEM 22

Do you have enough resources in your College to enable the implementation of this programme?

1. Yes
2. No

ITEM 23

Do your students utilise any locally available material?

1. Yes
2. No

ITEM 24

Do you experience any difficulties in implementing this Teaching Practice Programme?

1. Yes
2. No

ITEM 25

Are these difficulties of short or long term duration?

1. Yes []
2. No []

ITEM 26

Do you propose that the period of this programme should be extended?

1. Yes []
2. No []



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3. TO FINAL YEAR STUDENTS OF COLLEGES

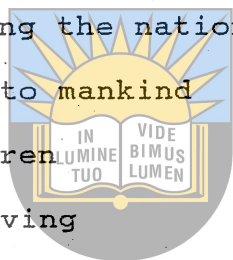
SECTION 1

SELECTION OF STUDENTS AND STREAMS

ITEM 1

Give at least one reason which encouraged you to take up a teaching profession?

- | | |
|------------------------------------|----|
| 1. To further my education | [] |
| 2. Interest in profession advances | [] |
| 3. Interest in helping the nation | [] |
| 4. To give service to mankind | [] |
| 5. To help the children | [] |
| 6. Earn a decent living | [] |



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ITEM 2

Who selected you?

- | | |
|----------------------|----|
| 1. By the Rector | [] |
| 2. By a letter | [] |
| 3. By the Department | [] |

ITEM 3

How did you choose your streams?

- | | |
|--|----|
| 1. Using your own choice of subjects | [] |
| 2. Using subjects taken at secondary school | [] |
| 3. Had no choice but to take what is offered | [] |

ITEM 4

Is your choice of subjects corresponding to subjects offered by your target school?

1. Yes []
2. No []
3. Not sure []

SECTION 2

EVALUATION OF THE PROGRAMME

ITEM 5

Does this Teaching Practice Programme meet all the requirements needed?

1. Yes []
2. No []



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ITEM 6

Should this programme cater for the needs of the local people?

1. Yes []
2. No []

ITEM 7

Is your environment conducive enough for this type of a programme?

1. Yes []
2. No []

ITEM 8

If the answer "yes" Do you think this programme needs some improvement?

1. Yes
2. No

ITEM 9

Do you think there are constraints which hinder the smooth running of this programme?

1. Yes
2. No



ITEM 10

Do you agree that Teaching Practice is an extended arm of the Theory of Education?

1. Yes
2. No

ITEM 11

Do you think that this relationship should be strengthened?

1. Yes
2. No

ITEM 12

Do you agree that Principles of Education?

1. Yes
2. No

ITEM 13

If the answer is "yes" are the Principles of Education therefore well understood by the students?

1. Yes []
2. No []

ITEM 14

Do you think this programme caters for the aspiration and culture of the society?

1. Yes []
2. No []



ITEM 15

Is your programme long enough to accommodate all the required aspects defined by this programme?

1. Yes []
2. No []

ITEM 16

If the answer is "no" Do you propose that the period should be extended?

1. Yes []
2. No []

ITEM 17

How do you have your teaching practice programme?

1. Broken into sessions []
2. Continuous programme []

ITEM 18

Do you see the Teaching Practice Programme as an ideal aspect of this course?

1. Yes
2. No

ITEM 19

If the answer is "no" Is there another tool which can be used as a vehicle to convey the knowledge?

1. Yes
2. No



ITEM 20

If the answer is "yes" Do you agree that there are other aspects you would like to be added to this programme?

1. Yes
2. No

SECTION 3

EVALUATION OF RESOURCES

ITEM 21

Is your College resourceful enough to enable you to carry out this exercise?

1. Yes
2. No

ITEM 22

If the answer is "no" Do you utilise any home resources around you?

1. Yes []
2. No []

ITEM 23

If the answer is "yes" Do you have more than you need of these resources in your locality?

1. Yes []
2. No []



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4. TO PRINCIPALS OF TARGET SCHOOLS

SECTION 1

PROGRAMME EVALUATION

ITEM 1

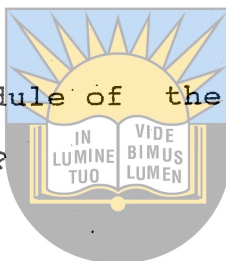
Do you find the Teaching Practice Programme an asset in your school?

1. Yes []
2. No []

ITEM 2

Does the present schedule of the programme suite you and your school programme?

1. Yes []
2. No []



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ITEM 3

If the answer is "no". Do you encounter some problem?

1. Yes []
2. No []

ITEM 4

Do you know what continuous programme entails?

1. Yes []
2. No []

ITEM 5

If the answer is "yes". Do you favour it?

1. Yes []
2. No []
3. Blank []

ITEM 6

What time of the year suites you?

1. 1st Semester []
2. 2nd Semester []



ITEM 7

Do you experience any problem with the number of students allocated to your school?

1. Yes []
2. No []

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ITEM 8

Is this problem related to:-

1. Accommodation? or []
2. To the number of students allocated to your school? or []
3. Both problems []

ITEM 9

Would you like to add more aspects to the present programme?

1. Yes []
2. No []

ITEM 10

Do you have subjects which commonly offered in your local school?

1. Yes []
2. No []

ITEM 11

Do you have subjects which are not commonly offered in your school?

1. Yes []
2. No []



ITEM 12

Do you sometimes feel that the lesson presented by a student you need to go over it again?

1. Yes []
2. No []

ITEM 13

Do you sometimes have time to sit in the classroom during the teaching process?

1. Yes []
2. No []

ITEM 14

If the answer is "yes" why?

1. Student benefits []
2. Pupil benefits []
3. Both student and pupils benefit []

ITEM 15

Do you feel at times that this teaching practice programme needs team effort?

1. Yes
2. No

ITEM 16

If the answer is "yes" Would you suggest the people who should form this team?

1. Target-school staff
2. College staff
3. All the above



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SECTION 2

EVALUATION OF RESOURCES

ITEM 17

Do you have available resources to utilise for this purpose?

1. Yes
2. No

ITEM 18

If the answer is "yes" Can these be utilised effectively for this purpose?

1. Yes
2. No

ITEM 19

Do you have enough textbooks in your school to give to the pupils?

1. Yes []
 2. No []

ITEM 20

If the answer is "yes" When these are available, are they given out to the pupils?

1. Yes []
 2. No []
 3. Blank []



ITEM 21

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At what time does your school commence?

1. 7.00 []
 2. 7.45 []
 3. 8.00 []

ITEM 22

Do your students honour this time of commencement?

1. Yes []
 2. No []

5. TO TEACHERS OF TARGET SCHOOLS

SECTION 1

EVALUATION OF PROGRAMME

ITEM 1

Do you find the Teaching Practice Programme offered in your school quite interesting?

1. Yes
2. No

ITEM 2

Do you sometimes have to change your routine programme in order to fit in the Teaching Practice Programme?

1. Yes
2. No



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ITEM 3

Which programme do you favour?

1. Continuous programme
2. A broken programme

ITEM 4

Which time suites you best for this Teaching Practice Programme?

1. 1st Quarter of the year
2. 2nd Quarter of the year
3. 3rd Quarter of the year

ITEM 5

Do you experience any problem with the number of students allocated to your school?

1. Yes
2. No

ITEM 6

Do you have subjects which are mostly offered in your local schools?

1. Yes
2. No



ITEM 7

Do you have subjects which are not commonly offered by your local school?

1. Yes
2. No

ITEM 8

Do you have subjects which are not offered at all in your local school?

1. Yes
2. No

ITEM 9

Do you sometimes feel that the lesson presented by the students you need to go over again?

1. Yes
2. No

ITEM 10

If the answer is "yes" Why? Because:-

1. Lessons are not properly presented
2. Lessons are not completed
3. Both 1 and 2

ITEM 11

Do you wish sometimes to sit in the classroom during the teaching process and observe?

1. Yes
2. No



ITEM 12

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Who should benefit in this Teaching Practice Programme?

1. Pupils
2. Students
3. Teachers
4. All the above

ITEM 13

Do you feel at times that this teaching practice programme needs the co-ordination of the practising school and the College?

1. Yes
2. No

ITEM 14

If the answer is "yes" Do you wish that the selection of staff members should be done to form this co-ordinating team?

1. Yes []
2. No []

SECTION 2

EVALUATION OF RESOURCES



ITEM 15

Do you have enough resources available to utilise for this purpose?

1. Yes []
2. No []

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ITEM 16

If the answer is "yes" Can these resources be utilised effectively for this purpose?

1. Yes []
2. No []
3. Blank []

ITEM 17

Do you have enough books for reading to utilise for this purpose by your pupils?

1. Yes []
2. No []

ITEM 18

If the answer is "yes" Are these books made available to pupils?

- | | |
|----------|----|
| 1. Yes | [] |
| 2. No | [] |
| 3. Blank | [] |

ITEM 19

What time does your school commence?

- | | |
|---------|----|
| 1. 7.00 | [] |
| 2. 7.45 | [] |
| 3. 8.00 | [] |



ITEM 20

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Do the students honour this time of commencement?

- | | |
|-------------|----|
| 1. Yes | [] |
| 2. No | [] |
| 3. Not sure | [] |

ITEM 21

If the answer is "no" How do you handle this situation?

- | | |
|------------------------|----|
| 1. Punish | [] |
| 2. Report to authority | [] |
| 3. Blank-answers | [] |

ITEM 22

Is the environment conducive for this purpose and does it attract the students?

1. Yes []
2. No []

ITEM 23

If the answer is "no" Do you have aspects that need to be there but are not there?

1. Yes []
2. No []
3. Blank-answers []



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6. SUPPLEMENTARY QUESTIONNAIRES TO LECTURERS AND STUDENTS OF COLLEGES

Please give your honest opinion(s) to the following questions. These will greatly help in working out of the best possible programme of improving our teaching skills in the schools.

This information will be treated as highly confidential information:-



1. What problems do you have with the teaching practice programme?

- (a)
- (b)
- (c)
- (d)
- (e)

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2. What are the resources commonly used in your college?

- (a)
- (b)
- (c)
- (d)
- (e)

3. What are the subjects that are commonly offered in the target schools?

- (a)
- (b)
- (c)
- (d)
- (e)

4. What are the subjects which are not commonly offered in these target schools?

- (a)
- (b)
- (c)
- (d)
- (e)



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5. What are the subjects which are not offered at all in these target schools?

- (a)
- (b)
- (c)
- (d)
- (e)

6. What suggestions do you have for the improvement of this programme?

- (a)
- (b)
- (c)
- (d)
- (e)

7. What do you actually do in a case where you are short of equipment?



- (a)
- (b)
- (c)
- (d)
- (e)

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8. What do you do in a case where the equipment problem is short for a long duration?

- (a)
- (b)
- (c)
- (d)
- (e)

