PUPILS' PERCEPTIONS OF TEACHER EDUCATION PRACTICUM IN THE FREE STATE SECONDARY SCHOOLS

by

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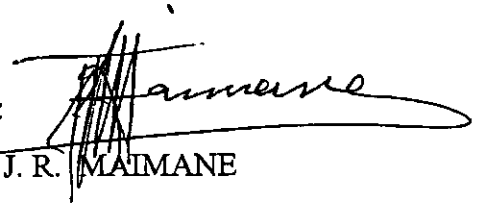
Above all, I thank God for giving me health and strength. May His name be praised.

DECLARATION

"I declare that:

PUPILS' PERCEPTIONS OF TEACHER EDUCATION PRACTICUM IN FREE STATE SECONDARY SCHOOLS

Is my work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this thesis was not previously submitted by me for a degree at another university."

Signed: 

J. R. MAIMANE

Dedicated to my late mother and sister: Mampole and Morwa.

SUMMARY

Title: PUPILS' PERCEPTIONS OF TEACHER EDUCATION PRACTICUM IN THE FREE STATE SECONDARY SCHOOLS

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Governments all over the world regard teacher education as an important institution in the development of the economic and social reconstruction of the country, regardless of the multitude of views that engulf it. The initial phase of teacher development has been considered as an area of concern by the government, the business sector, and by parents. This concern needs to be attended to in order to supply the country with knowledgeable, competent, skilful and professional role models for the youth.

The purpose of this study is to investigate pupils' perceptions of student teachers during teaching practice session in the Free State secondary schools with the aim of suggesting a model

that may bring about some difference in the current perceptions pupils hold of student teachers. The other important factor is to add to the available knowledge of teacher education with the aim of placing it on the same pedestals as other professions.

In an attempt to meet the purpose of the study, a literature review concerning teacher education in England, the United State of America, Australia and Zambia is undertaken. The perceptions of pupils regarding student teachers during practicums session are also highlighted. With this in mind, a comparison is done in Chapter 2 with the South Africa teacher education.

In Chapter 3 a historical survey of the South African education system and the perceptions of pupils regarding teachers is covered with a view of making the reader aware of how the philosophy of life of the minority group impacted on the social fabric of the country and teacher education.

Chapter 4 deals with the brief discussions of the philosophical foundations and trends which have influenced teacher education and the related perceptions. This is done so that student teachers will make a sound choice from them when developing their personal philosophy of education.

Chapter 5 deals with the administration and procedures of the study, including the collating, analysis and interpretation of the data. The questionnaire and semi-structured interviews were used with the purpose of obtaining the relative validity of what other researchers had said about pupils' perceptions of student teachers.

In Chapter 6 the research findings, their implications, contributions, and possible limitations are elucidated. A model of teaching practice, which is similar to the Zimbabwe Integrated Teacher Education Course (ZINTEC) model, is provided and suggestions for future research are made.

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CHAPTER 1

ORIENTATION, FORMULATION OF THE PROBLEM, CLARIFICATION OF CONCEPTS AND PROGRAMME ANNOUNCEMENT

1. ORIENTATION

Teacher education plays a very important role in the preparation of the teacher who will have an influence on the development of the children. The community always expects its children to be brought up in such away that they should be able to participate in the activities of the society and to be able to realise their potentials. The future life and existence of the society depend entirely on the type of individuals produced. The individual is thus expected to behave in such a manner that no harm will befall other people. Certain rules and regulations as prescribed by the community are to be adhered to and should always be taken into cognisance by the community members. Various institutions are engaged in the broadcasting of these rules and regulations of the society. The society views and accepts teacher education as the avenue through which its aspirations could be reached because of its peculiar approaches in attaining them.

For a profession to be considered as being unique, it means that it has met an international criteria to be judged as a profession. Muller (1996: 20) and (Oermann 1991: 1) mention the following criteria: specialised theory; specialised preparation over a long period at a recognised education institution; high degree of accountability for professional acts; ethical control of professional conduct; a feeling of exclusiveness and a sustained striving towards excellence, etc. These are the characteristics which nursing should meet. These criteria are similar to those that characterise

teacher education and make it a profession.

The function of teacher education then, is to educate and train teachers who will be skilled enough to transfer the wishes of the society. In the act of educating and training the student teachers, time is to be allocated for the gaining of theoretical knowledge by the student teachers in order that they could be able to articulate about their profession with confidence. "A profession refers to a specific career where work of intellectual nature is performed. This career makes a public statement in respect of its uniqueness, the career- specific training, education required, as well as the career-specific values and norms which are pursued" (Muller 1996: 20). A profession is also defined as a concept that "encapsulates the idea of expertise and knowledge to be deployed in the service of the communities and individuals". Time is also allocated for practical work with the purpose of allowing student teachers an opportunity of practising certain skills in order to be competent and effective teachers when they practise their profession. The professionalisation of protégés could be undertaken by two cooperating institutions.

The institution where the student teacher studies, works in partnership with the school where the student teacher has been placed. In this manner, student teachers are afforded the opportunity of practising what they have been taught at their institutions in the real classroom setting. The experience of having to face pupils with different perceptions and attitudes and having to interact with them on a professional level, has an enormous influence on their development as student teachers and can have devastating consequences. One of the experiences the student teachers encounter is the attitude of the pupils towards them. The institution where the student teachers receive their training is entrusted with the authority of preparing them in order to understand and be able to handle pupils' attitude and perceptions.

1.1 Analysis of the theme

The purpose of the study is to elucidate the perceptions of the pupils towards student teachers during teaching practice sessions. It is mentioned in the above discussion that the community expects its children to be taught in such a manner that they should be accepted as responsible adults when they reach adulthood. Teacher education is viewed as a vehicle which is important in addressing the aspirations of the community, as it is regarded as an agent of change (Bagwandeen 1995:12). The student teachers are expected to be sensitive, effective and reflective in their professional development in order to have a clear understanding of the norms and values of the community.

1.2 FORMULATION OF THE PROBLEM

Teaching is an activity that is characterised by the mutual cooperation of the learners and the teacher. The relationship thus experienced "involves the study of the nature of the child, developmental and learning psychology, the nature of the society in which the child lives and in which he is taught, the nature of knowledge (epistemology) and the most effective ways in which this can be implemented in the educational process" (Turner 1993:11). The researcher has already indicated that in teacher education student teachers are being afforded the opportunity of facing the classroom and that problems are being encountered in such an exercise. Learners do not understand the student teachers and the student teachers do not understand the way the pupils behave towards them. This leaves everybody in a fix. The behaviour of the pupils and the complaints of the student teachers leave one with the impression that more is to be done in bringing the most radical approaches in the learning situation, that is, doing more than what student teacher practicum is all about.

Practice teaching as a means of affording the beginner teacher an opportunity of being faced with the real situation (Müller 1986:4) "presents them with sets dilemmas which co-exist and are engaged with simultaneously. Some of these are recognised, some are not" (Maguire 1995:121). The dilemmas which the student teacher could experience are those related to rapid change of societal circumstances and the expansion of knowledge (Otto 1993:7; Liston & Zeichner 1991:38) which they are to tackle head on. In his experience as the organiser of practice the researcher discovered that, what compounds the dilemmas of the student teachers could also be associated with the preparation of the practice teaching session before student teachers go out to schools.

Teacher education, according to Bagwandeen (1995:12), concerns itself with the development of teachers as changing agents who will be able to tackle and confront issues that are in contrast with the broad aims of education. McGill (1992:1) avers that teacher education prepares teachers to be knowledgeable and capable of creative thought in a rapidly changing world. Densmore in Popkewitz (1987:131) states that teacher education has long been recognised as facing difficult problems occurring from different contexts and that those problems should be understood as interrelated and arising from a number of factors. In teaching practice these factors could be understood if there is cooperation between the schools and the institutions where the student teachers come from.

It is important to mention that the classroom is the place where the dilemmas pertaining to teaching and learning could be resolved because they do not exist in a vacuum. They are experienced by the pupils and the student teacher. Learners sometimes perceive student teachers as not being as knowledgeable as their class teachers and thus they "try" them to find out how much they know. Student teachers, on the other hand, do not know how to approach disruptive pupils. Problems such as these should be discussed together by the student teacher and the pupils in an attempt to find a way

in which their contradictory evaluations and insights could be made to cohere (Cronk 1987:6). Coherence should be entrenched on the value systems of the classroom in order that everybody should be satisfied.

In the light of the above, the following inferences could be made: What are the perceptions of the learners regarding student teachers doing practice teaching at their schools? What do pupils think about student teacher practice sessions?

1.3 THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the pupils' perceptions towards student teachers and how their perceptions affect the development of student teachers and the teacher education practicum. Another purpose is to suggest a programme that would enhance the interests of the student teachers so as to create the love for teaching practice and to show the pupils the importance of student teacher practicals in Free State secondary schools. Thirdly, the purpose of the study is to add to the existing knowledge in teacher education. Consequently, the following aspects: perceived time for teaching practice; perceived student teachers' knowledgeability of the subject matter and perceived social behaviour of the student teachers are to be investigated.

As the aim of this study is to try to understand the pupils' perceptions of student teachers during practice session with the aim of improving on quality of teaching and teacher training programme in the Free State, pupils are to indicate their perceptions of student teachers' behaviour and attitude that prevail during instructional- learning encounter with them and during extra mural activities of the school.

Teaching has been viewed as a demanding and anxiety-inducing activity. Teachers are to utilise and manage their own and pupils' emotions and try to form relationships with them (Liston & Zeichner 1991:88). The emotional pressure, as well as the rate of intellectual and political changes force the teacher or the student teacher to be equipped with new skills which could help in the manipulation of the circumstances he or she could find him-self or herself in. In that case, teacher education is thus forced to be innovative in order to deal with the prevailing changes.

In South Africa, the broad **aims** and **objectives** pertaining to teacher education are clearly defined in the **Committee on Education Policy Document (COTEP) (1996:13-27).** These objectives are guidelines of what is to be expected of student teachers. On account of this, it would be appropriate to link the purpose of the study with those of the **COTEP** document.

In the light of the above it is deemed necessary to highlight the following specific aspects:

* The aims and objectives of the **COTEP** document (see paragraph 3.9).
* An investigation into the modalities of teaching practice which are applied in South Africa and other countries with emphasis on **teaching practice.**
* A survey to determine pupils' perceptions regarding student teacher practicals in the **Free State** secondary schools.

1.4 DELIMITATION OF THE AREA OF STUDY

1.4.1 The need for the research

The need for the research was found to be necessary in terms of the literature reviewed. The dearth of insufficient literary information on the study, the feedback of the student teachers after their initial visits to the schools, as well as and the discussions with fellow lecturers evoked some concern which prompted the researcher to undertake a research regarding the perceptions of the pupils regarding teacher education practicum.

1.4.2 The need to focus on a particular area of study

A need to clearly delimit the focus of the investigation is considered as important. The investigation is based on the tenets of **didactics** because we are to deal with ways which are used in the effective training of adults at the university or other institutions in order to teach effectively in secondary schools. The component which the study concentrated on, is subject didactic: **teaching science,** that is the art and science of teaching. The focus helps in the understanding of concepts, principles, laws, rules and the procedures of the subject concerned. Pupils' perceptions could be understood by the student teacher who has a thorough grasp or knowledge of the concepts used in the subject didactics **psychology of education**. According to Prinsloo, Vorster and Sibaya (1996:16): "Psychology of education can be described as an explanation of the dynamic modes of learning and becoming of both educators and children in educational and educationally related relationships".

A meticulous identification and an incisive scientific study and interpretation of the relevant sources of information are essential for scientifically valid research"(Smit 1995:9).

1.5.2 Research method and methodology

A **survey research** is the epicentre of gathering information from the intended population. The reason for using a survey is that it is intended to sample large and important populations concerning topics which are pervasive and relevant to these populations (Yarger & Smith 1990:30). Survey research also aims at identifying problems not included in the survey in question and are used in gathering information from the natural conditions (Steyn 1981:27). It gathers the data from a relatively large number of cases, but with overall statistics from which abstractions and conclusions can be drawn (Behr 1983:91; Fraenkel & Wallen 1990:10). The **questionnaire** is the primary instrument which is used in gathering data. The reason is that the same set of questions is asked and the answers to these questions by the sample selected constitute the data of the study (Bailey 1982:110; Fraenkel & Wallen 1990:331). Some of the questions used in the questionnaire were taken from the research work of Danaher as indicated in *Journal of Education for teaching* 20(2) 1994. The researcher formulated some questions under the guidance of the joint promoter after a lengthy discussions to determine their relevance in respect of time and. The **semi-structured interview** is used to consolidate some of the responses of the participants. The questions for the interview are based on some of the questions of the questionnaire. Through the interview the interviewer can ensure that all the questions are answered and that flexibility in dealing with the participant is guaranteed (Bailey 1982:182-183).

1.6 CLARIFICATION OF CONCEPTS

Clarification of concepts is important because the reader is to be introduced to the terms used in the particular area of study. This, in turn, helps in the cognitive preparation of the reader in order to be able to read with clarity and understanding. In this study the following concepts in particular are regarded as essential to forming an understanding of the problem under investigation:

1.6.1 Perception

The concept is derived from the Latin word "**perceptio**" which means **act** or **faculty of perceiving, or intuitive recognition as cause** (Sykes 1976:819). According to Silverman (1982:16), perception is the process by which we perceive the world in which we live. He further avers that in social psychology the object of perception is a person, who is capable of responding as a subject, implying that the relationship between the perceiver and the perceived is a dynamic activity and that the variables involved in social perception are extremely complex (Silverman 1982:376-377). The reciprocity experienced is the fundamental mode of organising experience. In the teaching-learning situation it is the basis of the **elemental-fundamental thrust** and the opening up of reality to the learner (Krüger & Müller 1988:61-62; Engelbrecht,Yssel,Griessel & Verster 1982:4-6; Pearson 1989:68).

1.6.2 Teaching practice

Teaching practice is a metaphor associated with teacher education. It is sometimes referred to as teacher training. For uniformity, the former term will be used predominantly in the research. Teaching practice is not a component that is independent of the total professional development of the student teacher. It should be expressed as a continuum. Student teacher practice is a component of the subject didactics **Teaching Science**. During teaching practice student teachers are afforded the opportunity of interacting with the pupils in a real teaching-learning situation at the schools in order to exercise the theoretical knowledge into practice (Krüger & Müller 1988:11-14). According to Pearson (1989:142), those opportunities and occasions that are provided to the student teachers to try out or to test their ideas and to practise the skills they have learned or are being taught, are the instances of what is meant by practical experiences.

1.6.3 Pupils

By "pupils" the researcher refers to the learners who are in the secondary school. They are referred to in this way in order to distinguish them from the tertiary institution learners who are being regarded as students. A pupil forms a component of learning activities and the effective learning efforts are supposed to revolve around him/her. Without this, individual learning is incomprehensible and non-existent. The term **learners**, will be used interchangeably with the concept **pupils** in the study, as Outcomes-based Education, the new approach to teaching and learning in South African, prefers the former.

1.6.4 Student teacher

The term "student teacher" is sometimes used synonymously as "beginning teacher", "initial teacher", "aspirant teacher" or "practising student teacher". A student teacher is that particular individual who chooses teaching as a career. Before student teachers qualify as teachers they have to undergo some initiation. They have to satisfy the predetermined requirements such as the ability to assess the performance of the learner, the skills of involving learners, the ability to identify learners' behaviour, the ability to motivate and reinforce learners actions, the ability to modify disruptive classroom behaviour, the ability to use different teaching-learning materials, and to effectively encourage learners to think critically before becoming bona fide members of the school and the teaching profession.

1.6.5 Mentor

A mentor is that particular individual who is bestowed with the authority of guiding the student teacher throughout his/her professional development. There are as many variants of the function of the mentor as there are different areas which use the concept. The common denominator about what the function of the mentor is, is that of a guide and a teacher. His/her other task is to create a conducive atmosphere in which the student teachers could prove themselves. According to Cunningham (1999:441-462), mentoring involves a more experienced professional serving as a supportive and guiding role model for another professional who is less experienced in the field. In her research, her report indicated that mentoring can benefit the protégés and the institution by enhancing the personal and professional growth of both the mentor and the protégés.

Playko (1995: 85-95) maintains that working with a mentor provides the protégés with many of the practical insights and understandings which will be needed to carry out their jobs effectively in the real world.

1.6.6 Competence

The term "competence" is regarded as being difficult to define. According to Debeila (1988:13), it refers to an individual's ability to produce agreed upon results. The most discernable thing about the concept is that various definitions are brought forward with profound disagreement as to what it really means. One common meaning is that it has to do with **performance** (Sergiovanni 1984:4; COTEP 1996:14). Competences are regarded as being equivalent to behavioural objectives and that in evaluating some interpretation is required (COTEP 1996: 14). The concept is further endorsed by Brezinka's in Spiecker & Straughan (1988:76-77) assertion that competence is connected to requirements which must be met to their full extent while individual effort should be exercised.

1.6.7 Internship

Internship is regarded as the practice period which is usually viewed from two angles, namely, the final year period before completion of the studies when practica is done. The second view is that of the first year after completing the studies, when the intern comes out as a person who has finished studying (Badenhorst 1994:12). Internship has been associated with various fields of study from a long time ago when the protégé had to work under the watchful eye of the master to whom he/she has

been assigned. The protégé had to imitate the master without having to express his/own feelings. The master to whom the student was articled, decided whether the student was competent enough to continue with the desired trade or profession. This tradition is still pursued in most professions like the legal and the medical profession and art, to mention but a few.

1.6.8 "People's Education" and "Outcomes-based Education"

It is problematic to try to define the concept "People's Education," as the term has different meanings to different people, although the common denominator is that it was perceived as an alternative education system to Bantu Education (Kruss 1988:4; Maimane 1992:18;Louw 1998: 41; Hyslop in Nasson & Samuel 1990:86). Its tenets are found in popular education programmes of Latin American countries such as Brazil, Nicaragua and Cuba, and in Southern African countries like Mozambique and Zimbabwe (Kruss 1988:2). The education of these countries is influenced by the thoughts and work of the Brazilian educator, Paulo Freire, and has made a profound impact not only in the field of education, but also in the overall struggle for national development (Freire 1970:9). "Outcomes-based Education" is a new approach to teaching and learning in South Africa and its key features are expressed in Curriculum 2005. Compared to People's Education, Curriculum 2005 reveals numerous similarities such as lifelong learning; creative thinking; the involvement of parents, learners, the state, and various stakeholders in the planning of education; the acknowledgement of human diversity; and the accountability and the needs of the learner (Van der Horst & McDonald 1997:5-6; Louw 1998:83).

1.6.9 The Free State

The Free State is one of the provinces that constitute the Republic of South Africa. It is centrally located and is surrounded by on six provinces as well as Lesotho (see Figure 1 in page 18). It consists of 52 magisterial districts (see Figure 2 in page 19). According to the surface area, it is the third largest province covering 129437 km² or 10,6% of the national surface area (Krige 1995:1). The majority of the people are Blacks with Mr Patrick Lekota as the first democratically elected Premier of the province.

1.7 SUMMARY AND PROGRAMME ANNOUNCEMENT

In the previous paragraphs it was pointed out that mutual cooperation characterises the activity of teaching. It is further asserted that practice teaching affords the student teacher the opportunity of interacting with the pupils in a real teaching-learning situation. The sudden external changes which contribute to the dilemmas inherent in teacher education are highlighted. These dilemmas are seen as being universal.

The aim of this **chapter** is not to concentrate on the details of the study but to **orientate** the reader; to **state** or **formulate the research problem;** to **clarify concepts** related to the research problem; to **indicate the rationale** or **justification for the study;** and to **highlight the nature** and **type of research methodology** that will be used to investigate the problem at hand. This introduces the reader to Chapter 2 which gives a conceptual framework of the study. Paragraph 1.8.1 is a brief **programme announcement** which gives the reader some direction of what the different chapters will concentrate on.

1.8.1 Programme announcement

Chapter 1 is concerned with the orientation of the study, the clarification of concepts which is used in the study and the methodology applied in gathering data.

Chapter 2 explores the structure of teacher education as conceived by the following countries: Australia, England, the United States of America, Zambia and South Africa.

Chapter 3 covers the historical survey of education in South Africa, with the emphasis on the professional development of student teachers and the pupils' perceptions about teachers.

Chapter 4 focuses on the philosophical foundation which influences education, particularly teacher education, in South Africa with a view to highlighting ways in which student teachers can develop their own personal philosophy, which in turn may help them understand pupils and enhance their relationship with them.

Chapter 5 concentrates on the procedures which are followed in gathering of data, identification of the target population, selection of the sample and analysis of the data collected, as well as the findings and the interpretation of the results.

Chapter 6 deals with the summary of the findings, recommendations, implications of the findings, contributions and possible limitations, a suggestion of the programme that could enhance and improve pupils' perceptions of student teacher practicum, proposals for future research, and conclusion.

1.9 FIRST FORMULATION OF THE PROBLEM

Following the preceding account and the general orientation concerning the statement of the problems regarding teaching practice, the main endeavour of this study is to elucidate the perceptions of the pupils regarding student teachers and factors that impact on teacher education in order to be able to suggest a programme that could enhance the interest of the learners. The question that could arise, is: What triggered the focus on student teacher education in other countries and South Africa?

In Chapter 2 the main focus is on a comparative study of factors which impacted on teacher education and related perceptions in suggested countries; a structure of the education model used; a teaching practice programme; as well as assessment and control with a view to understanding the dynamics embedded in teacher education in South Africa.

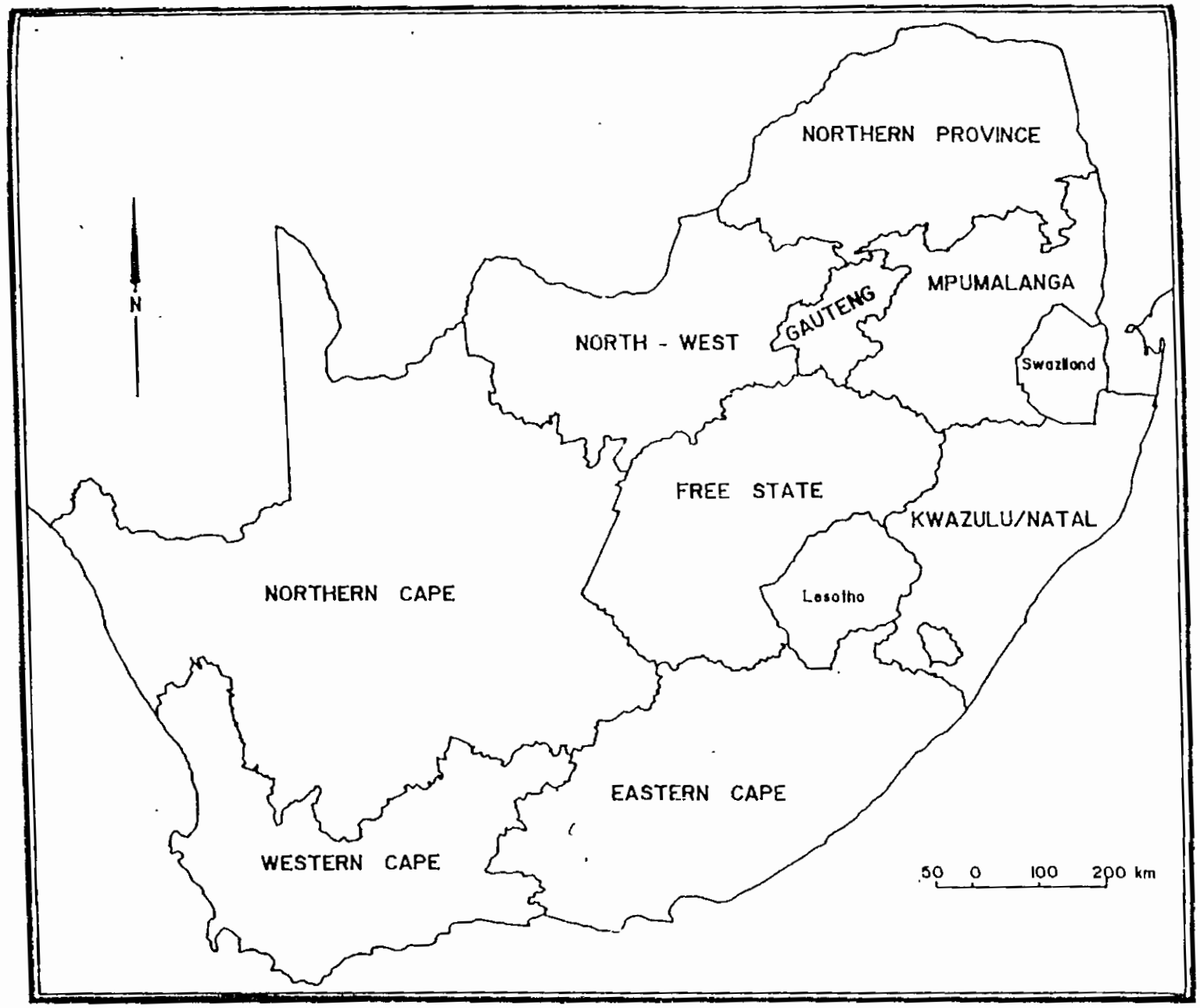

Figure 1: Location in national context.

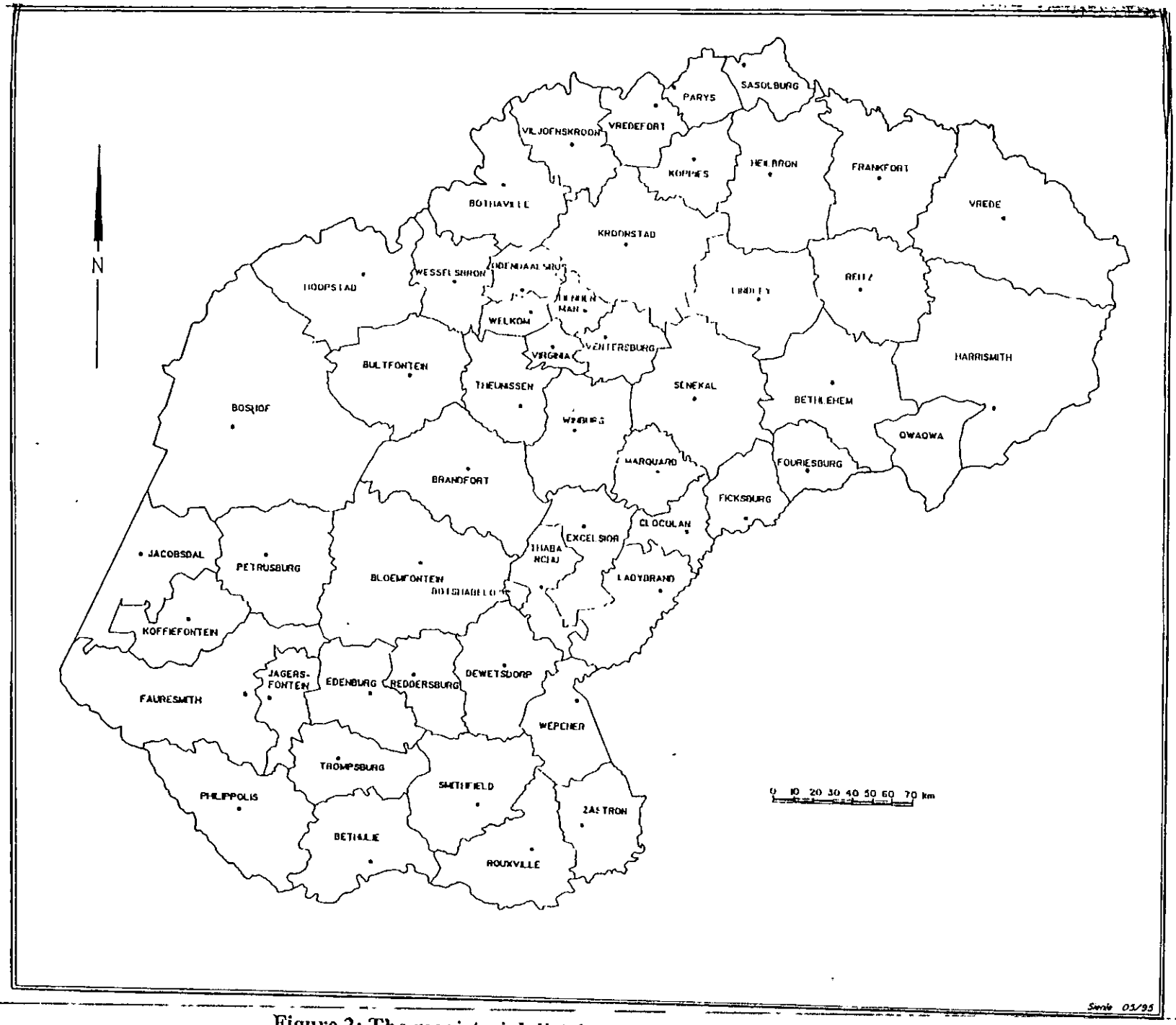

Figure 2: The magisterial districts of the Free State

CHAPTER 2

MODELS OF TEACHER EDUCATION: A COMPARATIVE STUDY AND RELATED PERCEPTIONS

2.1 INTRODUCTION

It was indicated in the previous chapter that dilemmas experienced in student teacher preparation emanate from different factors such as beliefs, values and learners expectations. Newton (1986: 77) cites what learners expect from teachers: "If do have a little more interest in the children's work, the pupils' work will improve much more. Most teachers give work to pupils and do not correct it". The dilemmas are seen as being universal and not specific to a particular country. Different countries have models which they use in the preparation of student teachers. According to Beeson (in Eltis 1987: 47):" models of teacher education are broad structures within which the curriculum of teacher education may be implemented. A model may define such parameters as the length and location of the programme, the temporal relationship between its major components, its philosophical basis, and the nature of the relationship between major contributors and participants, i. e. teacher education institutions, schools, lecturers, and student."

In this chapter, models relevant to secondary schools in **the USA**; **Australia**; **Zambia**;, and a very brief discussion on the model of **England's** student teacher education as well as related perceptions will be discussed. After the discussions, the models will be compared to **South Africa's** in order to develop a structure that will enhance the interest of the pupils towards student teacher practicum in the **Free State** secondary schools.

2.1.1 BACKGROUND TO THE MODEL OF THE UNITED STATES OF AMERICA

The American's cry for excellence in education for its nation entitled in the report *A nation at risk: the imperative for educational reform* (NCEE 1983) had an impact on student teacher education and teacher education as a whole. One of the findings of the Commission's report was that not enough of the academically able students are being attracted to teaching and that student teacher preparation programmes needed substantial improvement. "The teacher preparation curriculum is weighted heavily with courses in educational methods at the expense of courses in subjects to be taught. A survey of 1,350 institutions training teachers indicated that 41 percent of the time of elementary school teacher candidates is spent in education courses, which reduces the amount of time available for subject matter courses."(NCEE 1983:22). In the same breath the commission recommended the following:

* "Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.

* Master teachers should be involved in designing teacher preparation programs and in supervising teachers during probationary years (NCEE 1983:31-32).

The deduction the researcher is able to make from the above statement is that teaching is facing a serious problems because academically capable students are not attracted to teaching. The reason

might be that learners may be of the perception that it is an inferior field in status because of it is easy and too practical.

Many more reports which focussed on the improvement of student teacher development emerged in the 1980s. The Holmes Group of 1986, a consortium of almost hundred research institutions (Wideen & Grimmett 1995:27) can be regarded as one of the many that has had an influence on teacher education, although its influence has waned considerably in the last decade. The group proposed stronger evaluation of student teachers for entry, retention, and licensing (Houston 1990:72-82). The group developed five goals, namely to:

* make the education of teachers intellectually more solid;
* recognise teachers' knowledge, skill and commitment in their education, certification and work;
* create standards of entry to the profession (examinations and educational requirements) that are professionally relevant and intellectually defensible;
* connect institutions of higher education to schools; and
* make schools better places for teachers to work and to learn.

With regard to student teacher education it is clear that the requirements propounded by The Holmes Group do recognise them as people who will ultimately join the teaching profession. The most crucial thing they should possess at the end of their practice should be the ability to articulate the learning content, using professional skills granted to them by their respective tutors because the community might be watching them. The learners' perceptions might also be such that they doubt the credibility of student teachers.

Howey (1995:27) further states that there is a fundamental transformation in teacher preparation by 14 diverse institutions across the United States driven by John Goodlad to make teacher education the responsibility of the university and the school with the aim of producing capable teachers.

Goodlad (1995:27-28) enunciated four guiding beliefs for the school/university partnership. This being:

> * Teachers should realise that education is primarily a means to enculturate the young into a democratic society, and hence they must possess a thorough understanding of the nature of a democratic form of government.
>
> * Teachers must possess the intellectual tools and skills to meaningfully engage in conversation and in multiple ways introduce their students to that conversation; this includes the canons of reasoning that are central to an intelligent and satisfying participation.
>
> * Teachers must possess the pedagogical knowledge and skills needed to arrange more optimal learning conditions than are present for educating the young.
>
> * Teachers must have the skills to participate in the renewal of the schools in which they will teach and, in this regard, will engage in sustained inquiry about the nature, quality and relevance of the educational enterprise.

Goodlad might be of the opinion that enough is not done regarding the development of student teachers and that this inadequacy leads to the negative perceptions of student teacher by pupils.

She further asserts that, for these criteria to be achieved, the schools should play a much more important role in student teacher education. Sadovnik, Cookson and Semel (1994:260) indicate that Goodlad had a belief that student teachers should stay with the team of the faculty throughout their period of preparation and that there should be a close cooperation between the school and the universities. This position might be as a result of perceptions learners hold about student teachers who are not capable and competent enough.

The researcher fully supports this assertion, because the schools in the Republic of South Africa, for instance, do not regard themselves as part and parcel of the formative agents which should promote professional and reflexive actions amongst student teachers who might be perceived by pupils as mere learners like themselves. They completely exonerate themselves from the activities related to student teacher practice, leaving the university as the sole role-player. This behaviour then complicates the whole teaching practice programme and places the student teacher in dire strait because of lack of effective communication between the two institutions.

The Carnegie Report of 1986 in Sadovnik *et al.* (1994:533) stresses the centrality of better prepared teachers who can meet the needs of the twenty-first century. It stresses the need to maintain a good quality of life and the pursuit of standards for excellence:

> "If our standard of living is to be maintained, if the growth of a permanent underclass is to be averted, if democracy is to function effectively int the next century, our schools must graduate the vast majority of their students with achievement levels long thought possible for only the privileged few. The American mass education system, designed in the early part of the century for a mass production economy, will not succeed unless it not only raises but redefines the essential standards of excellence and strives to make quality and

equality of opportunity compatible with each other"
[Report 1986: 3 (as cited by Sadovnik *et al.* 1994:533)].

President Bush's six national goals for the United States of America's education had a tremendous impact on teacher development. Teachers were called upon to provide outstanding leadership' and to 'transform America into a nation of students (Sadovnik *et al.* 1994:538-539). This call might have been as a result of the perceptions the country hold about teachers and how learners perceived student teachers.

2.1.2 The structure of the model

The structure of student teacher preparation in America could be described as a continuum, that is pre-service - induction - in-service. The most common programmes are the undergraduate programmes, namely the four-year programme in which the first two years is devoted to general education, whereby student teachers are to do general courses with Mathematics, Literature, English, and the last two years is purely devoted to professional studies, with Education as a major. The secondary schools student teachers do about 26 hours of credit in education. By this route the student teacher can either obtain a teaching certificate and/or a degree, such as bachelor of education (B.Ed). There is also the extended five-year programme in which student teachers begin their professional work as graduates, that is complete a degree, and thereafter continue through a five years of professional study and supervised internship in schools under the watchful eye of a mentor (Houston 1990:216-217).

2.1.3 Teaching practice programme

According to (Houston 1990: 519), the findings of different researchers indicate that the time spent on practicals ranges from five to nineteen weeks for student teaching and the time spent on observation by the student teachers is 14 % only. The inadequate time provided teaching practice might have had an impact or still has an impact on the relationship of student teachers and pupils.

Before student teachers can go for practice teaching, they have to be able to demonstrate the ability to promote desirable learning behaviour by developing strategies that will enable them to deal with each learner as an individual, to facilitate learning by grouping learners, and to be able to interact with all the learners irrespective of race. Student teachers have to engage in seminars and lectures, where they are taught about administration, the management of the classrooms, demonstration lessons, portfolio-making and micro-lessons in order to gain feedback from their lecturers and colleagues. The idea of engaging student teachers in a programme of this nature is to arm them with strategies they could use against the various perceptions of learners.

2.1.4 Assessment and control

In America, different assessment instruments are being used in auditing student teachers, because different states have different needs. Regardless of this, the one instrument that is mostly used, is Georgia's Teacher Performance Assessment Instrument (TPAI). This programme is based on the assumption that certain generic skills include behaviour that all teachers should be expected to demonstrate in any course and with students of any age or ability (Houston 1990: 579).

The National Council for Accreditation of Teacher Education (NCATE) used to set the standards on programme evaluation and it was later succeeded by the new National Board for Professional Teaching Standards (NBPTS). Since the student teachers are required to demonstrate skilful and practical activities, according to the levels of their classes, the pupils may perceive them as being good. In a case study classroom conflict conducted by Cronk, "good teachers were those who recognised the need to balance work with pleasure, either by making work interesting or by providing space for alternative activities"and "bad teachers were ones who failed to make such provision, and who used inhuman methods to impose their will."(Cronk 1987: 72).

2.1.5 CONCLUSION

It is apparent from the above discussion that, what the Americans yearned for, was the need to inculcate the spirit of pride and accountability in education and the ability to compete with other countries. Skills and the enhancement of quality and equity were considered as being essential in order to meet the needs of learners and high standard of living as a whole. To attain excellence, and equal opportunity for all, the whole country had to be committed and the teachers had to be at the forefront of national transformation. Education had to play a major role; as such, student teacher development was to be embarked upon with great zest in order to meet the challenges facing the country and of the twenty-first century as stressed by the Carnegie Report.

2.2 BACKGROUND TO THE MODEL OF ENGLAND AND PREVAILING PERCEPTIONS

Britain had been shocked during the last few years by the growing incidence of violence and brutality amongst the young. Adolescents of school-going age committed desperate and cruel murder (Turner 1993: 312). These gruesome activities might have been as a result of pupils' perceptions of their schools environment and above all their teachers or education as a whole. This was one of the reasons why Britain was concerned about the social life of its citizens and embarked on a mission to improve their lives and particularly the education of the children. As such, teacher education had to be an area of concern, as teachers are viewed as the agents of transformation.

Various reports concentrated on secondary and teacher education with the aim of fulfilling the need for more high level manpower needs and the aspirations of the society. Such one report was the James Callaghan Report of 1972 which focussed on the remoteness of teacher education and training from the needs of the field, particularly after teachers had taught for several years. The report evoked public discussion and a series of other reports and papers like the White Paper of 1985 and the Department of Education and Science in 1989 which all stressed the crisis and decline in standards (Houston 1990:858-875; Campbell & Neill 1994:6; Brooks 1991:167). The answer to the decline of standards was to be found in the formation of links between the local education authorities and the government action in securing the professional effectiveness of teachers, and the management of the teaching force. The action to be taken had to be in concert with the lead taken in the clarification of the objectives, the content of the school curriculum and the reform in the examination system (Tickle 1987:7). Maintenance of standard is perceived as the core element in education and their decline be attributed to the link formed by stakeholders.

The forceful aspect of Callaghan's speech was that teacher education was to be part and parcel of the eminent change in the global structure of the socio-economic fabric, and his emphasis on literate and numerate recruits for the industry.

> "But I am concerned on my journeys to find complaints from industry that new recruits from the schools sometimes do not have the basic tools to do the job that is required...there is concern about the standards of numeracy of school leavers...There is little wrong with the range and diversity of our courses. But is there sufficient thoroughness and depth in these required in the after life to make a living?..the basic purposes of education require the same essential tools. These are to be basically literate, to be basically numerate."(Brooks 1991:9).

The perception that is accentuated this speech is that school- leavers are not vexed with basic skills such as numeracy and that industries view this hampers production. What it means is that the perception held is that teachers do not do enough in their classrooms that would help learners for the future.

Callaghan had called for a great debate to begin on education. In 1977 the Department of Education and Science (DES) published a consultative document which had noted 'fairly widespread misgivings on these issues:

> "(i) whether entrants to the teaching profession have a sufficient command of the English language and are adequately numerate;
> (ii) whether teachers have an adequate appreciation of the world outside the education system, particularly the importance of industry and

commerce to the national well- being and the problems facing an industrial society like ours in an increasingly competitive world;

(iii) whether existing courses of teacher education give enough attention to the role of teachers in a multicultural society;

(iv) whether existing courses of teacher education furnish students with the essential intellectual mastery of the subjects they will teach;

(v) whether they provide students with sufficient practical guidance to enable them to become effective teachers capable of directing children's work and ensuring their good discipline" (Macintyre 1991:5).

The above concern itself with teacher education in England. The researcher is of the opinion that such a concern needs to transcend the boundaries of England because of the perceptions held about the knowledgeability, competency, sensitivity and creativity of student teachers.

In the reformulation of in-service education and training, the advisory committee on the supply and training of teachers, began a significant move by moving away from the course-based provision to the school-based approach. Grant schemes were established e.g: the local education authority training grants scheme (LEATGS); grant -related in-service training (GRIST) and education support grants (ESGs) to promote the partnership between the school and the teacher training institutions [Aspland & Brown (in Bridges and Kerry 1993:9).], The partnership, according to (Booth, Furlong & Wilkin 1990:54) argue that it is a complex, problematic and ideological phenomenon which has been used to obscure issues pertaining to the relationship between the participants and that it could be viewed as denoting two different sets of values and perspectives.

According to Williams(1994:7-8) the criteria for the approval of secondary initial training contained in Circular 9/92 of Department of Education (DE) emphasise the competences needed by newly

qualified teachers, such as: subject knowledge; subject application, classroom management, assessment, recording progress and further professional development. Tickle (1987:17-18) asserts that this would provide the student teacher with the means to achieve "solid expertise in one or more curriculum areas". The competences would in other words enable the student teachers the use of a repertoire of teaching styles which would, in turn, promote enquiry as it would involve sharing discoveries with pupils in class management and maintenance. It is alluded that the classroom that is characterised by multi- skills of teaching enhances the interest of the learners. The perceptions held in this instance is that teachers who use different methods of teaching are held in high esteem by learners. The Circular was vital, because it offered a reassurance to the earlier Circulars which were reductionist in approach, like the 1991 National Curriculum Council (NCC) which articulated the needs of newly qualified teachers with respect to the national curriculum's exit competences. The requirements contained in Circular 9/92 promulgated the need of schools to play a much larger role in the preparation of student teachers as full partners (Williams 1994:33-38).

2.2.1 The structure of the model

The structure of the English secondary teacher training can be expressed as a continuum:
Personal experience as a school pupil----initial training---induction period---staff development---appraisal---further staff development (Shaw 1995:16).

The secondary school initial teacher training structure consists of the traditional routes through the two-, three- or four-years Bachelor of Education (B. Ed.) qualification, the one-year postgraduate certificate of education (PGCE) or the two-year school-based PGCE, known as the articled teacher scheme. Other forms of initial teacher training include the licensed teacher scheme, the "fast track"

route for teachers trained overseas, school-centred initial training, and the registered teacher scheme for the training of technology teachers by city technology colleges (CTCs), and city colleges for technology of the arts (CCTAs) (Shaw 1995:16-17).

2.2.2 Teaching practice programme

The teaching practice programme in the concurrent model is characterised by school visits, observation and limited engagement in teaching for the first year. Five weeks of teaching practice for the second year and ten weeks for the third year, plus a professional development projects focussing on some aspect of the school are required. The first two weeks of the field experience is said to be characterised by anxiety which emerged from being "on view" and constantly being evaluated as stated by Calderhead (1987: 271). What this means is that student teachers are having a feeling of insecurity which might stem from the perceptions learners have about them. A local teacher and university lecturer might be in charge for the evaluation of the student teacher (Houston 1990:861). These local teachers might also have had an impact on how learners perceive student teachers.

The concurrent courses, which might be of three or four years' duration, combine professional training with undergraduate studies leading to usually a Bachelor of Education degree (B. Ed.), though sometimes to a B.A.or a B.Sc. with a certificate of education. Concurrent courses could be general or with honours. The postgraduate certificate in education (PGCE) route is mainly used by those who want to teach in secondary schools (Macintyre 1991:x;Wideen & Grimmett 1995:51). Student teachers who acquired higher qualifications learners might perceive them as being skilful in their work.

2.2.3 Assessment and control

Courses for student teacher education had to meet certain exit criteria in order to be recommended for accreditation by the Council for the Accreditation of Teacher Education (CATE). Regarding quality in education and training, the National Council for Vocational Qualifications (NCVQ) is influential in maintaining control and recommends that the area of competence to be covered must have meaning and relevance in the context of the occupational structure in the sector of employment concerned; the statement of competence must be based on an analysis of occupational roles within the area of competence to which it relates; and the statement of competence must encompass the underpinning knowledge and understanding required for effective performance in employment (Williams 1994:30-34). The development projects which have to do with aspects of the school, may have an impact on the perceptions of the pupils because student teachers visit schools in order to get help from teachers and pupils. Their constant visits, creates a bound between the learners and themselves which in turn, makes it possible for the learners to understand how student teachers teach. Wideen & Grimmett 1995:54) maintain that it is sometimes difficult for institutions to send tutors to schools to visit student teachers due to lack of funds and because assessment of teaching competence is made by mentors and training managers in the schools. This dilemma might create a negative pupils' perceptions because they may perceive student teachers as not valuable to their institutions because they are not visited by their tutors.

2.2.4 Conclusion

Teacher education was considered a very important mechanism in the improvement of the English socio-economic fabric. It had to be on the same wave-length with the conditions and changes

experienced by the population at large. It was already mentioned that the behaviour of school going adolescents was not pleasing and that education had to play an important role in bringing about a better life in England. It was therefore imperative for the student teachers to undergo a very rigorous development at the early stage of their practice teaching under the supervision of a mentor with a view to developing strategies of how to deal with the behaviour, attitude and perceptions of pupils they would encounter.

2.3 BACKGROUND TO THE AUSTRALIAN MODEL

In the 1980s and the early 1990s the Australian education experienced some major changes, as the government had a certain perception about the role played by tertiary institutions promoting the quality of teaching themselves. The primary concern was the contributions made by education in relation to the economy of the country. Walker (in Hustler & McIntyre 1996:98-99) indicates that the quality of teaching or the standard of teachers and teaching was a focal point of criticism in Australia. This prompted the government to take action by mapping the curriculum across the state education systems to a statement agreed by all the institutions, that is federal, state, union representatives and employers representatives concerned, in order to develop an outcomes-based curriculum in national "statements" and profiles.

According to the views of the government, education has to advance the economic aspirations of the country by providing the personpower that will enhance economic growth and efficiency (Nightingale & O'Neil 1994:17; Killen 1996:1). In meeting its objectives, various bodies were established to advise the government. One such body was the Commonwealth Tertiary Education Commission (CTEC), which was in place from 1977 to 1987 when it was disbanded by the minister for

employment, education and training. The national board of Employment, Education and Training took over in advising the government (Marshall 1990:147-148; Houston 1990:864; Nightingale & O'Neil 1994:20).

The growth which was to take place, was to be in line with national priorities as defined by the government. The government's goals for the nation were:

* "to be a "fair and free society", hence, improved access to higher education and equity in the distribution of the new places;
* to be a "rich society intellectually, culturally and economically" and one "that aspires to excellence and that continually extends its skills and knowledge", hence, the importance of a strong higher education system" (Nightingale & O'Neil 1994:18).

The national project on the quality of teaching and learning (NPQTL), that is, the structure that reflected the corporatism, that is, a tripartite group made up of the government, employers' representatives, and the employees' representatives, endorsed the following competency standards for teachers, namely to:

* " provide modes of recognition and achievement of competence;
* enhance deployment of competence through labour market efficiency and equity;
* enhance effective organisation of teachers' work;
* establish links between work, training and recognition;
* facilitate and enhance career path restructuring; and
* provide the basis for communication about the quality of teaching and learning" (Hustler & McIntyre 1996:102-106).

According to Eltis (1987:2), a dramatic change in teacher education was experienced in the late 1960s and 1970s. Changes such as the change from teacher colleges controlled by the state education departments to autonomous colleges of advanced education; a dramatic rise in the amount and quality of in-service education; increasing attention to the induction process; and dramatic changes in the tasks required, were observed. Issues such as quality and quality assurance were addressed by the so-called "quality reference" in October 1991 by the Ministerof higher education, Mr Peter Baldwin, with the National Board on Employment Education and training (NBEET) and the Higher Education Council (HEC).

2.3.1 THE STRUCTURE OF THE AUSTRALIAN MODEL

The pre-service teacher education programme for Australian secondary schools is similar to that of England. Two forms are undertaken, namely the **concurrent** and the **end-on structures**. The difference between the models is that with the concurrent model, academic studies and professional studies are combined within one programme.

What actually happens, is that the academic and professional studies are present in each year of the course. The pattern is such that two years comprises academic studies and during the third and fourth years academic and professional studies are pursued. With the end-on model, the academic and professional studies are completely separated. The most common form of this model is the one in which the professional studies, in the form of a graduate diploma in education, are completed in one year following the completion of a degree programme of academic studies.

In order words, the end-on programmes are designed for students who have already completed a

Bachelor or higher degree. The end-on model in Australia is mostly for those student teachers who wish to teach in secondary schools. The student teacher would have a degree plus a Graduate Diploma in Education, and a four-year concurrent Bachelor of Education. The reader should bear in mind that there are variations between states and territories in the way in which the qualification is offered [Beeson (in Eltis 1987:48-49); Houston 1990:864-865].

2.3.2 Teaching practice programme

Teaching practice in Australia is done during the third and fourth year of study, with the cooperation of the colleges or universities and the schools where student teachers are being placed. Some variations regarding the time student teachers have to spend in practice teaching depends mostly on the individual states [Tisher (in Wideen & Grimmett 1995:35)].

2.3.3 Assessment and control

In determining that the objectives of teacher education are met, **cumulative assessment** is used to evaluate individuals' performances. Cumulative assessment as such is regarded as the norm in Australian education. The teaching practice is evaluated by a university or Colleges of Advanced Education (CAE) lecturer in conjunction with a local supervising teacher. This means that the certification of teachers is determined by the universities or CAEs [Lindsay (in Houston 1990:865)]. The National Office of Overseas Skills Recognition (NOOSR) set up work of evaluation and accreditation in the assessment of skills and competences, based on a system of credits for standards

operating at various levels, that is level seven and eight, developed and articulated by a national training board or through and in co-operation with some kind of National Teaching Council (Aspin 1993:326). Pupils' perception of student teacher in Australia might be seen as being similar to those of South Africa because it also uses the outcomes- based approach. As the learning content is child based, the learners may perceive student teachers as people who can "understand better than teachers" or people who "sit at the back corner of the room with a novel and exercise book"(Danaher 1994: 220- 221).

2.3.4 Conclusion

Student teacher education was aimed at providing the necessary skills and knowledge to pupils who were to be the future players in the socio-economic development of Australia. As teachers were needed in critical fields such as mathematics, science and English as a second language, secondary school teachers had to be provided. Isolated geographic areas where these subject were to be taught, were to be served. As Australia is a multicultural country, the diverse cultural differences of the people had to be taught to its children. Above all, skills and knowledge had to be broadcast to the society as a whole for the development of the country. The **outcomes- based approach** is viewed as the vehicle by which knowledge could be transferred to the learners.

The approach, as described by Killen during the conference at the University of South Africa in October 1996, requires teachers and students to focus their attention and efforts on the desired end results of education. He further pointed out that teachers used the focus as a guide to all their instructional decision-making, in particular their planning (Killen 1996:1). With this view in mind, it is apparent that, when the mastery approach to learning is emphasised, outcomes-based

programming is considered to be handy. Student teachers are taught in such a manner that they should be able to teach while using this new approach.

2.4 BACKGROUND TO THE ZAMBIAN MODEL

Zambia obtained its independence from Britain in 1964 and its first President was Kenneth Kaunda, who advocated the philosophy of humanism with the aim of "nation building". According to Zulu (1970: 2-3) and Nziramasanga (in NEPI 1992:8-12), Zambia chose humanism as its *modus operandi* because it is based on a fair and accurate assessment of the plight of the human condition, which is characterised by the widespread loss of the sense of tragedy and direction. Kaunda's aim regarding education was such that the education system in Zambia was to be geared to meet the needs of the nation in all stages of its development (Mwanakatwe 1968:x). This is further echoed by Kelly when he said: "Educational system which Zambia inherited at independence was by no means adequate to serve her manpower interests" (Kelly 1991:13).

Prior to independence there was disparity in Zambia, like in all the former colonised African countries. As such, after independence major problems were experienced in education such as: difficulties in introducing an integrated school system, as it had never been tried before; and the problem of technical education, which was staffed with inadequately trained instructors, and the dependence on costly expatriate teachers in secondary schools (Mwanakatwe 1968:41-43). The use of expatriate teachers compelled the government to come forth with a strategy of increasing the output of secondary teachers and the need for educated personpower. The call for these two positions was based on the fact that the country was rich in material and financial resources, but destitute in developed resources (Kelly 1991:13).

In order to control the situation the government came up with the **Emergency Development Plan** in 1964 which was to bridge the gap caused by the 1961-1965 Colonial Plan. The **Transitional Development Plan** followed in January 1965. It was intended to effect the new government policy regarding change in approaching education (Mwanakatwe 1968:49-52). Problems did not stop to overwhelm the educational terrain of Zambia. In April 1975, the Ministry of Education convened a group of educators with a view to considering the reform of Zambian education. The group considered the following issues to be detrimental to the upliftment of the people and the economy:

> * "The system encouraged young people to seek white collar employment to the exclusion of jobs requiring manual and technical skills.
> * The system responded to society's reward system, thus encouraging social stratification based on educational attainment - the education system was unable to inculcate commitment to the development of the community and the nation.
> * The system was geared mainly to the passing of examinations without transmitting knowledge relevant to pupils' daily lives.
> * The curriculum was too bookish and theoretical, with too little attention to practical skills.
> * The system has relied too heavily on foreign cultural influences and deprived itself to a great extent of Zambian culture and values" (Kelly1991:103).

In order to eliminate these unfortunate circumstances, the government undertook to minimise its dependence on expatriates. Local resources were utilised to their maximum and all those who were interested in the education of the youth, were implored to participate in "self-help" programmes under the Emergency Development Plan. Pupils were to be taught in accordance with the wishes of their

parents (Mwanakatwe 1968:53; Zambia Government 1966:237). The logic underlying this move was to cut on the expenditure of recruiting foreign teachers, who - after the end of the contract - would then leave the country with the unresolved problem of having unqualified teachers. The other factor was that the government wanted the Zambians to be in charge of their destiny. "No system of education which relies heavily on expatriate teachers can truly meet the national aspirations" (Mwanakatwe 1968:112). This statement could have had an impact on the learners population to the extent that they perceived teachers as foreigners and the Zambian teachers as ill- prepared to teach them.

2.4.1 The structure of the model

The structure of Zambian teacher education could be described as follows: initial training, followed by induction. The structure has a binary form, whereby one section follows the approach of colleges and the other is university-directed. At the universities student teachers can follow the Commonwealth stream, that is, the approach which is followed by England. Student teachers have to either obtain a plain teaching certificate at the colleges or a teaching diploma after a degree.

2.4.2 Teaching practice programme

The first-year students' practice teaching is done in the local primary schools for a period of not more than two weeks. In February, before returning to college for second-year work, students are posted to secondary schools throughout the country for practice teaching under the supervision of local teachers.

Towards the end of the second year of the course, students do practice teaching over a period of four to six weeks in secondary schools (Mwanakatwe 1968:114). Distance learning material augment the in-field programme [Nziramasanga (in NEPI 1992:11).]. Student teachers also have to do some community services like helping with the building of schools and bridges when needed. The project exposed student teachers to their learners in an informal setting and might have made it possible for learner to have first hand experience of student teachers. Learners' perceptions of student teachers might have been influence by the roles student teachers played in their communities. This model is similar to the Zimbabwean model, namely, ZINTEC model which will be unpacked in paragraph 6.5.

2.4.3 Assessment and control

Assessment is regarded as a crucial matter in the maintenance of standards which are comparable to those of Britain and other international institutions. To maintain the required standard and the control of the work of university student teachers, is the responsibility of the Institute of Education in the University of Zambia. The Ministry of Education through a Board of Governors, controls colleges (Mwanakatwe 1968:115). Skepticism seems to encompass the inclusion of teaching practice in training programmes and the organisation and evaluation of students whilst they are undergoing teaching practice (Moyo 1980:73). The attitude towards practice teaching by the officials might impact on the performance of student teachers in carrying out their obligations. Pupils would then perceive them as ill- qualified to participate in teaching- learning activities.

Commitment and attitude towards humanism were regarded as the main elements in the selection and assessment of student teachers rather than academic attainment only [Nziramasanga (in NEPI 1992:10).].

2.4.4 Conclusion

Teacher education in Zambia has an important role to play in the development of the country and its social upliftment, as people were not given the opportunities prior to independence. It is stated that through the "self-help" programmes, the antecedence experienced in education was minimised. New methods which were fully in line with modern educational practice were introduced. The **New Primary Approach** could be cited as an example in this case. The method has to do with the involvement of learners in the learning process as an active partner. Its essential character is the grouping of learners so that individual attention can be given (Mwanakatwe 1968:218). The idea of grouping the learners was to inculcate the essences of **humanism**, which are the change in the means and method of thinking and acting and the tackling and understanding of the root causes and foundations which characterise the situations Zambia finds itself in (Zulu 1970:3). In view of this, student teachers were to be developed in such a manner that new changes were to be effected appropriately and relevantly. They had to understand that, to accelerate the socio-economic progress, the anxiety caused by the transition from colonial rule should be met head-on through quality education. Student teachers who understand and give meaning to the tenets of humanism may enjoy the respect of the people as a whole and such student teachers are perceived as helpers by learners.

2.5 THE SUMMARY ABOUT THE COUNTRIES DISCUSSED

Having painted the picture of the teacher education of the countries mentioned above, it is proper to accentuate the similarities and contrasts encountered. This will help the reader to have a clear grasp of student teacher development and to have a vivid picture of what the goal of student teacher training is all about.

2.5.1 Similarities

The most common similarities the researcher observed are the following: The government is the epicentre and catalyst of change. The government always has a vision of what the needs and aspirations of the society are (see paragraphs 2.3 and 2.4.4). Overhaul of the various government bodies advising on and regulating higher education was carried as illustrated in (paragraphs 2.3 and 2.4).

* There is a reduction of resources and increase in student numbers.
* Improved access of remote areas and disadvantaged communities has occurred.
* Teacher education is regarded as the vital vehicle which the government could use in the development of the economy and the society and, as such, it has to undergo change in line with the change which takes place in the society as illustrated in paragraphs 2.1; 2.2; and 2.3.

Student teachers have to fulfil certain competences in order to be regarded as skilful and professionally developed. Cooperation between schools and universities is encouraged in order that a smooth and coherent atmosphere can prevail during teaching practice. A high standard of performance is considered to be the norm in order to produce a competent teacher who will be successful in his/her profession. Teacher education has developed greatly as a profession by striving to encourage studies beyond a junior degree.

2.5.2 Differences

Major differences can be deduced from the views of the discussed countries in respect to the aims and objectives of education. This is due to the different perception of life as practised by these countries. The way of life in the United States of America is more liberal-democratic, learners' perceptions of student teachers might be influenced by the way they view life, that is whether they exercise freedom of expression and tolerance in the classroom. The type of government in England is conservative, with the implication that education will be moulded in that form. The position in which learners find themselves in the conservative classrooms would impact on the behaviour of learners. Australia is more on the labour-related platform, thus the emphasis is on the improvement of the economy. Learners' perceptions of student teachers seem to be the same sa that of South Africa as the approach to teaching and learning is the same, that is outcomes- based education and the modular approach. Zambia, on the other hand, espouses the canons of humanism, which emphasise views about human nature and the need to answer to its demands so that a battle against poverty can be won. This could be achieved by the collective effort of the people, for the creation of a humanist socialist society, as well as for selfless service to humanity [Nziramasanga (in NEPI 1992:9)]. The perception of learners about student teachers might be grounded on the ethos of humanism.

2.6 BACKGROUND TO THE SOUTH AFRICAN MODEL

Prior to the democratically elected government of President Nelson R. Mandela, education in South Africa was grounded in the ideology of apartheid, whereby it was racially structured (Christie 1985:11; NCHE 1996:29). The rationale behind this was that Blacks were not supposed to be at the same intellectual level with their white counterparts, including socially and economically. H. F. Verwoerd, the then Minister of Native Affairs said in 1953, said: "When I have control over native

education, I will reform it so that natives will be taught from childhood that equality with Europeans is not for them" (Christie 1985:12; Maimane 1992:2).

This absurd idea was further echoed in 1980 by F. Hartzenberg, the Minister of Education and Training, who said: "Educational policies in South Africa must be dictated by the apartheid philosophy" (Christie 1985:13).

Teacher education did not escape the brunt of apartheid. Resources and capacity were allocated in such a manner that Blacks would suffer in order that they should be labourers in the country (Kallaway 1984:176; Möller & Maimane 1992: 411- 414). Teachers were inadequately trained and underqualified (NEPI 1993:236). The training and development of the black teachers had a crippling effect on the education of the black child. The reader should bear in mind that this was according to the grand master-plan of the apartheid government, which was to perpetuate inequality amongst the South African society. This did not last for ever, as the Soweto riots of 1976 brought a major quest for change in education and the socio-political set-up of the country. The call for **People's Education for People's Power** became the vital and decisive tool for the desire of radical change in education. Learners perceptions of teachers were negative as they were viewed as the agents of the Apartheid government. The National Education Crisis Committee (NECC) was the driving force in the negotiations which were held with the regime government which stuck to the perpetuation of the policies of Christian National Education (CNE), which had its grounding in education as **"own affair"** (Maimane 1992:147; Christie 1985:162-163). The "own affair" mentality is also encapsulated in the changes the then government intended to bring through **the Education Renewal Strategy (ERS).** This body was made up of a group of bureaucrats of the Committee of Heads of Education Department (CHED). Mabandla (1994:11-14), further asserts that the Education Renewal Strategy (ERS) did not change from the apartheid standpoint as it advocated regional and local diversity in the implementation of resources (1994:11-14). The researcher concurs with Mabandla's view and goes

further to say that the rationale behind the report was a futile strategy of trying to delay the quest for equality in education.

2.6.1 EDUCATION IN THE "NEW" SOUTH AFRICA

The advent of the 1994 democratic elections brought a change in the socio-political and educational scenario. The key words for the daily interactions were and are **reconstruction and development**, which were and are perceived as the pinnacle of building the economy and the social fabric of the country. In an effort to show the importance of this overwhelming undertaking, business, labour and the government tabled their position in the National Economic, Development and Labour Council (NEDLAC), which would ultimately influence education (NCHE 1996:54).

The key policy directions for higher education as spelt out in the **White Paper on Education and Training (1995)**, stress **lifelong education and training**, opening access and improving equity, democratic processes, accountability, efficiency and productivity (NCHE 1996:60). Teacher education as one of the vehicles which could be used to transport these ideas, had to undergo a total metamorphosis (Bagwandeen 1995:12). The **Outcomes- based Education** was introduced as the future model which, in the voice of Mkhatshwa (in *the Sunday Times*, 3August 1997:22) represents a " head, hands and heart approach," as learners are required to indicate what they have learnt in terms of knowledge, skills and attitudes, dispositions and values. Contrary to this, Steve Mulholland is sceptical about outcomes-based model as he vehemently declares that: "One thing is clear in the murky corridors of out-comes based education: it's not a good idea " (*Sunday Times,* 1June 1997:22).

Many people are anxious and uncertain about what the new innovation holds for them and their children. The sceptical expressions need not polarise the endeavours taken in introducing something new. Agreements and disagreements encountered should be viewed as a healthy exercise that will bring coherence, consistency and intelligibility in the academic arena (Yaxley 1991:18).

2.6.1.1 Outcomes-Based Education: a South African view

Regarding the different opinions of the two people mentioned in the above paragraphs, it would be appropriate to make mention of the fact that this approach on teaching and learning is advocated by the African National Congress (ANC) government. It stresses that the learners should be at the centre of teaching and learning. Learners are thus required to demonstrate the knowledge they have gained from teaching and learning by being able to engage themselves in group discussions, demonstrate skills like listening, appreciating and giving value to the opinions of other learners.

With this in mind, teacher education has a function to perform in developing student teachers who will be equipped with the skills which will help them in managing classroom differences and understanding the pupils. The learners' perceptions of student teachers who engage them in activities which interests them are always positive. This is supported by the research of Masutha and Ackermann (1999: 245) which indicates that 57 % of the total research group have positive perceptions of their teachers' attitude towards them.

2.6.2 Structure of the model

The model is characterised by a continuum: pre-service----induction....in-service...further staff development. The structure evolved from the binary system, that is colleges and universities as the providers of teacher education. Lately, technikons are also offering teacher education programmes.

As stated above, teacher education was founded on discriminatory assumptions and, as such, the length of the course of study differed. Colleges trained student teachers for a period of three years in the case of black student teachers and four years in the case of other racial groups (Siyoko 1993:70-74). Students teachers could follow various courses of study such as a Secondary Education Diploma (SED) and High Education Diploma (HED), to name but a few. Universities offer secondary education diplomas (UED) like colleges over a period of three years on a full-time basis. The other option is a higher education diploma done by means of distance education. The higher diploma in education is also pursued by those students who hold a bachelor's degree or a postgraduate degree for a period of one academic year.

2.6.3 Teaching practice programme

The teaching practice programme is characterised by student teachers doing a minimum period of ten weeks practical teaching during the course of study. The secondary education diploma students are expected to complete this term. On the other hand, student teachers doing a postgraduate diploma, that is, in higher education full-time, are expected to undergo a prescribed minimum period of **six weeks** practical teaching during the course of study. Student teachers with at least three years relevant teaching experience could, with the approval of the head of department concerned, be

exempted from the practical teaching requirement (Vista University Calendar 1994:11 & 19).

The practice programme is divided into two phases namely **the observational phase**, whereby the student teachers observe experienced teachers at work. The second is the **experimental phase**, which is meant to provide the student teacher with the experience in teaching by allowing him/her to present lessons (Siyoko 1993:100).

2.6 4 Assessment and control

Assessment and control play a vital role in student teacher development. This is done to maintain standards and quality in teacher education. During teaching practice student teacher evaluation is conducted by the lecturers and the school's head of department for those student teachers who could not be reached by the lecturers due to distance. A mechanism is devised to maintain a fair assessment between the marks given by the head of department of the school and those of the lecturers.

In the case of colleges, at the end of the third year, the panel-consisting of the officials of the Department of Education and Training (DET), the colleges senior staff (HODs) and senior lecturers-moderates the work of the student teachers (Siyoko 1993:128). Pupils' perceptions of student teachers are central to the study and are presented in chapter 5.

2.6.5 Conclusion

In view of the above it is clear that the South African education was characterised by injustice and that something needed to be done in order to eradicate the absurdities. One of the routes to be

followed by the discontented majority of the people was rioting which in the end, caused the apartheid government to listen.

2.7 SIMILARITIES AND DIFFERENCES BETWEEN THE SOUTH AFRICAN SYSTEM OF EDUCATION AND THOSE OF THE COUNTRIES DISCUSSED

2.7.1 Similarities

In order to understand our education system in South Africa it is proper to make a comparison of systems. This comparison will give clear meaning as to why the South African system of education is fashioned in the state it finds itself.

Similarities deduced from the comparison are:

* All the governments are at the heart of education changes. They all possess a vision of the needs and aspirations of their people (see the following paraphs 2.5.1 and 2.6).

* Different reports were proposed to bring about some changes in education. South Africa also came up with reports on the issues of education (par.2.6).

* Teacher education is regarded as the vehicle which could be used in bringing about change in the socio-economic aspect of countries. The old South Africa had this in mind albeit being dubious in nature. The "new" South Africa has changed this mentality for the better.

* Student teachers are to master certain competences in order to be regarded as skilful and competent. High standards of performance are regarded as a norm. Student teachers are required to meet the predetermined competences. South Africa has a similar approach (as illustrated in paragraphs 2.5.1 and 2.1.3).

* Partnership between teacher education institutions and the schools is encouraged so that there can be co-operation. This is also happening in South Africa.

* In order to be recognised, teacher education developed greatly as a profession by encouraging studies beyond junior degree (par.2.2.1). This has become a norm in South Africa, as the Ministry of Education is encouraging the underqualified teachers to improve their qualifications.

2.7.2 Differences

Regarding the political and educational policies of the countries discussed above, it is apparent that there are major differences. The four countries discussed, purport the socio-economic development of their countries (paragraph 2.5.2). On the other hand, the old South Africa encouraged separate development, even in education (par.2.6).

Education is viewed as a means of building the country by providing individuals with skills, while in the old South Africa it was used as an instrument of oppression. This is changing in the "new" South Africa (par.2.6.1).

Accessibility to education is regarded as the first priority to the people in need of education, irrespective of their social background. In the apartheid South Africa, inequality, inaccessibility and

total disparity prevailed. This has since taken a new turn after the general elections of 1994 when the new government came into being (par.2.6.1).

2.7.3 Conclusion

The comparison of the discussed countries above helps in finding the relationship between areas of education and the role the government plays in the development of its people. It is also clear that skills are important in the improvement of the quality of life of the people and that teacher education has a place in this regard. The experiences of other countries can help the reader in understanding the phases the student teacher has to pass through before qualifying as a teacher.

2.8 SUMMARY

In this chapter, a comparison of education systems from four countries has been conducted with the aim of elucidating the underpinning assumptions about education. What is being established, is that every country has a vision and a mission about the type of education for its people (cf. paragraphs 2.1;2.2; 2.3 and 2.4).

The role played by teacher education is also emphasised in this chapter by way of concentrating on its function as a pivotal point of social development. One major function of education is developing teachers who are to be effective and critical of the social injustices.

The programmes for the preparation and development of student teachers are discussed in order to compare them with those of South Africa. Similarities and differences are highlighted in order to help the reader to understand the South African situation and student teacher development in particular. This is also done in order to be able to understand the issues which could lead to pupils' perceptions about student teachers during practice teaching.

2.9 STATEMENT OF THE SECOND PROBLEM

In view of the above discussions, it is apparent that there are different purposes of education as perceived by the communities and that these perceptions could have an impact on student practice. The way the community perceive teaching can influence the perceptions of learner regarding student teachers.

The question that comes to mind is: What has been the position of student teacher education since the arrival of Whites in South Africa? What were the perceptions of learner about their student teachers then until now? The answer to this question will be elaborated on in **Chapter three.**

CHAPTER 3

A HISTORICAL SURVEY OF PUPILS' PERCEPTIONS ON THE SOUTH AFRICAN TEACHER EDUCATION

3.1 INTRODUCTION

Education is an activity which every individual is to be afforded with in order that the recipient concerned could be equipped with skills (Bray, Clarke & Stephens 1986:36). Communities since time immemorial have endeavoured in all possible ways to create accessible means for their individuals to enjoy the experience of formal education without taking into cognisance the perceptions of the learners about the type of education and teachers who are to teach them. South Africa is not an exception in this regard. It became involved in the education of its people irrespective of who they were as early as the time of colonisation. In 1652 the Dutch East Indian Company appointed Jan van Riebeeck as a Commander of the newly established Refreshment Station at the Cape of Good Hope. Van Riebeeck discovered that it was not an easy task to provide the passing ships with provisions without more labourers. A recommendation was made that slaves should be imported in order to work as cheap labourers. Slaves from Angola, Madagascar and Malaya were imported (Davenport 1988:26). These people could not communicate in Dutch and were regarded as heathens. They were a problem and Jan van Riebeeck saw it fit that they should be taught in order that they would be able to communicate in Dutch. Further more they should be Christianised (Rose & Tunmer 1975: 85;Van Schalkwyk 1983:22; Mescht 1965: 6). As the governor of the colony, he appointed his brother-in-

law, Pieter van der Stael, who was a sick-comforter and the first schoolmaster in South Africa, to instruct them in the elements of sound religion (Malherbe 1925:28). Those pupils who eventually passed their test for confirmation in the church were granted major qualifications for emancipation (Rose & Tunmer 1975:85). The pupils might have taken this as a means of attaining independence and as such, they might have considered their teachers as being important or alternatively some of them might have felt that the tests were used to stall their independence. Pieter van der Stael was to report back to his brother -in-law, who was a commander and the Consistory and the Scholarch. The consistory, which was a church council (ecclesiastical board) of the Dutch Reformed Church (DRC) was responsible for education (Mphahlele & Mminele 1997:2; Dreijmanis 1988:12; Behr 1988:11). The reader is made aware that there was/ is dearth of information on the action perceptions of the learners during this period as such the research mostly uses assumptions based on the interpretations of the information gathered.

The three distinct churches were: the *Nederduits Gereformeerde Kerk* (Dutch Reformed Church), the *Nederduits Hervormde Kerk in Afrika* (Dutch Reformed Church in Africa), and the *Gereformeerde Kerk van Suid-Afrika* (Reformed Church of South Africa). These churches were Calvinistic in approach and their primary duty was to look into the spiritual and social aspect of the community. For individuals to belong to these churches, they had to have a measure of literacy and a degree of education (Behr 1988:10). The churches' role in the education of the colonists was to prepare people for confirmation before they could be accepted into the community. Education, as far as the churches or missionaries were concerned, was to be regulated in accordance with the law of God (Bray *et al.* 1986:7). As such, churches prepared their own teachers. The pupils were possibly part of the Sunday school class, as they were still young and still inexperience in life and good not cope with the demands of teacher training. This might have caused pupils to doubt their credibility as teachers and as such, they perceived the pupil-teachers to be inadequately trained, as they were young like them (Behr 1988:10).

The first school was established for the slaves in 1658 and free education was offered to the slaves (Van Schalkwyk 1983:61-62). The problem was compounded further by the natives found at the Cape, who were always in conflict with the Whites. These people, namely, the Xhosas and the Khoi-Khois, were seen as troublesome and savages (Lekhela 1972:2) which were supposed to be evangelised (Van Schalkwyk 1983:23).

In 1795 Britain secured the control of the Cape of Good Hope and retained it until 1803. It went back to Britain in 1814 and it was during this stage of development that the government of the day applied the policy of Anglicisation in the public services, the courts, the schools and the churches. In schools the medium of instruction were English and Latin. Lord Charles Somerset was the Governor of the Cape at this point in time (that is in 1822). As the wish was to Anglicise education and the church still had a say in the running of education, the need to introduce a secular system of education was mooted by Dutch-speaking people. The Dutch pupils, like their parents, might have perceived the move taken by the English as being contrary to their wishes. Dutch private schools were created and to show their unhappiness, many people moved deeper into the interior of the colony because they perceived the government to be encroaching in their spiritual lives and personal lives by demanding that English should be used in the instruction of their children. Pupils, maybe as a result of the influence of their parents, perceived the teachers who had been send to teach them skeptically. This reactionary behaviour did not discourage the governor; the intensification of the anglicisation policy had to go on. The first impartial, full-time official, known as the Superintendent-General of Education, was appointed (Behr 1988:12) in order to control the affairs pertaining to education. The church remained a useful vehicle of Anglicisation and imported ministers had to have knowledge of English in order to be hired as teachers. Pupils may have also considered these teachers as foreigners who are there to turn them into English speakers instead of Dutch and as such, they might have perceived them as enemies.

3.2 THE ESTABLISHMENT OF SCHOOLS IN SOUTH AFRICA

The Cape Colony was inhabited by different people with different beliefs, language and perceptions. In order to be able to change them, it was decided by the government of the day to provide them with education irrespective of their position in the society.

3.2.1 Slave schools

It is already indicated in the introduction above that the first school in South Africa was established in 1658 for the slaves with the purpose of Christianising them. The school was opened by the sick-comforter, Pieter van der Stael. He was to teach in the mornings and afternoons, confining the studies mainly to instruction in religion and the Dutch language. Siyoko (1993:31) notes that the method of instruction was characterised by rote learning of the prayers and hymns which were needed for the church service of the day. The fact that some of the slaves had to attend school in the morning and some in the afternoon or being separated from their play mates might have caused some of the learners to play truant. They might have also perceived their teachers as wanting to keep them away from their home responsibilities.

To encourage attendance, pupils received a ration of brandy and two inches of tobacco. Sometimes clothes were provided (Mphahlele & Mminele 1997:17; Van Schalkwyk 1983:22). Hottentot pupils were admitted in 1661 because slaves had started to play truant. The pupils might have perceived their peripatetic teachers as people who roamed about without understanding the way they lived as slaves or Khoi-Khoi or perceived formal education as no part of their frame of reference (Lemmer & Badenhorst 1997:72; Malherbe 1925:28).

3.2.2 White schools

After the departure of Van der Stael, his successor, Ernestus Back, admitted both white and black pupils in free schools. In 1663 the first white school was opened. It consisted of about 17 children altogether. There were twelve white, one Hottentot and four slaves pupils. The sick-comforter, Back, was its first teacher and it was his task to catechise them. Pupils from poor families were taught free of charge (Malherbe 1925:28). There were no regular holidays for the pupils except when the fleet had docked because the hall they used as a school, had to be used to accommodate the crew and their families. The school did not last, because Ernestus Back was a drunkard and had other undesirable habits which resulted in him being banished to Batavia, together with his family, the following year. The fact that pupils did not have regular holidays and the changes they had to be subjected to, might have caused them to have a negative attitude about schooling. The pupils might have also perceived their teacher as a person who was always drunk with wayward behaviour and as such not good enough to be their teacher.

3.2.3 Black schools

Schools for blacks were started very late although missionaries tried very hard to convert them. In the Cape Colony the truly Black schools were only started in 1799 by Dr J. T. van der Kemp of the London Missionary school near King Williamstown. This move was followed by other missionaries, such as the Wesleyan Church, which opened the mission stations with schools in the eastern boarder from 1816 (Mescht 1965:6; Siyoko 1993:31-32). Missionary schools were opened by various missionaries in areas such as Grahamstown, Alice, Queenstown and Stutterheim.

Schools were further established in other provinces such as Natal, Transvaal and the Orange Free State. In Natal schools for Blacks were started in 1835 by Captain Allen Gardiner in Port Natal (the present Durban). With the encouragement of Sir Theophilus Shepstone, various schools were established. These schools had the missionary goals of converting Blacks rather than preparing them for labour (Mescht 1965:7). This idea might have had a bearing on the lives of the black community that considered farming subsistence as their livelihood and the society might have had a sceptical view about teachers and pupils' perceptions about teachers was just like that of the community at large.

In the Transvaal the London Missionary Society and the Berlin Missionary Society played an important role in the education of Blacks. As early as 1813 the London Missionary Society was involved with the education of Blacks in the region around Taung. The first mission school was founded by Reverend Robert Hamilton. Various missionaries worked with the Batswanas in the Transvaal to spread the word of God and to teach them how to read and write. Missionaries like Rev. Dr Livingstone; Rev Dr. Moffat; Rev. Inglis of the London Missionary Society; Rev. Samuel Broadbent ; Rev. Archbell of the Wesleyan Society, and Revds. Gebel, Lange and Kraut (to name a few) of the Berlin Missionary Society were tirelessly involved with the evangelization of the Blacks in the Transvaal. Black students perceived missionary education as a means that will make them have work and be respected by their communities. Because most of them were behaving in too sophisticated a manner, people hated them and did not respect them, because they rejected the authority of the elders (Kallaway 1984:68). Due to their arrogant behaviour learners might have perceived them as people who are difficult to deal with and difficult to understand.

3.2.4 Private schools

Private schools came into being in 1793 when the scholarch established Latin schools. In 1792 Jacob Ziegler (who came to the Cape to teach the grandchildren of the assistant merchant, Olof de Wet) had already been working as a private tutor for prominent citizens. His intentions were not favoured by the scholarch when he applied to the council to open a private school in 1793 because of a fear that religion would not be sufficiently catered for in his school (Mphahlele & Mminele 1997:19).

Most of the private schools were brought about by the Anglicising policy. There were 94 Dutch private schools in 1839 to the 28 English Government Schools which operated during the years 1830 and 1839 (Malherbe 1925:68). According to Mphahlele and Mminele (1997:36) one of the reasons for the establishment of private schools was the elimination of Dutch instruction in many of the "English" schools. The elimination of Dutch might have been of concern to Dutch speaking people and as such, the Dutch speaking pupils might have perceived teachers in private schools as difficult to comprehend when engaged in instructional activities.

3.2.5 Schools in the Free State

In the Free State, which is the focus point of the research, education for Whites was not well organised because the Voortrekkers were preoccupied with the Basotho problem and a lack of finance. It was only after the annexation of the territory by the British that things turned for the better. Sir George Grey, who was the Governor of the Cape at the time, made a monetary grant on behalf of the British Government to the people of the Free State for the purpose of establishing a school in

Bloemfontein. As a result, Grey College School was founded in 1859 with the Rev. Andrew Murray as the first principal (Behr 1984: 17). In 1872 an education ordinance was enacted, which provided for the appointment of an inspector-general of education with the aim of putting things in order. Rev. John Brebner was appointed the first Inspector-General of Education in 1874 with the task of bringing a new system to fruition. Soon after being appointed he toured the country and found that all educational systems were in shambles; buildings were derelict; attendance was irregular and language instruction was inadequate. He then had to hold a meeting with the principals and explained to them the regulations for establishing Government schools that had been drawn up in Bloemfontein. Brebner made a point of seeing to it that school buildings had to be erected; capable teachers had to be found and trained; school committees did not only have to be not only appointed, but also had to understand their duties and the law; and they had to exercise and carry out both. The pupil- teacher system was used in training the teachers and to ensure that they were adequate for their work they had to undergo a test (Behr 1984: 19). Due to meagre provision and output in the pupil- teacher system as indicated below, the pupils might have perceived their teachers as ill-equipped in carrying out instructional- learning activities during teaching practice because English was not their mother tongue.

The following is noteworthy:

> "1. There existed at the time no adequate provision for training teachers in South Africa . Buchanan's school in 1842 proffered no results. Sir Langham Dale's pupil-teacher system, commenced in 1859, had yielded but a meagre output and could scarcely keep pace with the demand in Cape Town, started through the encouragement of the D.R. Church in 1878.

2 The Free State was poor, and the funds available for school purposes had to be administered with very strict economy" (Memoir of the late Rev. John Brebner 1903:56-58; Behr 1984:17; Malherbe 1925:365-366).

3.3 MAJOR COMMISSIONS AND COMMITTEES OF INQUIRY INTO THE EDUCATION SYSTEM OF SOUTH AFRICA

Due to the various obstacles that manifested themselves in education, various commissions and committees of inquiry were established to look into the problems surrounding the effective functioning of the education system in our country since the arrival of Jan Van Riebeeck, and the missionaries in 1652. The reports presented were of different forms; some affected the entire country and others were for specific provinces only. Some reports were meant for particular racial groups only. People reacted against most of these commissions' findings in a negative mood because they failed to address their needs regarding their social and educational requirements.

In the following paragraphs the researcher will briefly discuss what the reports were all about and how they affected the education system of the country and student teacher development in particular, as well as how the pupils reacted to the quality of the teachers.

3.3.1 The Watermeyer Commission (1863)

This Commission was established under the chairmanship of Mr Justice E.B. Watermeyer with the purpose of inquiring into the state of established schools in the Cape Colony. It was to report on what

measures could be taken in adopting the extension of sound elementary instruction to all the people of the colony. The Commission was encouraged by Langham Dale, the man who had succeeded James Rose-Innes as the Superintendent-General of Education.

The Commission's findings were that the so-called established schools were too liberal, having no bond with the people and that an element of racism prevailed. It was only in the poorest districts where segregation did not apply. The mission schools on the other hand did not concern themselves with secular education. The chief activities of mission schools were instruction in Bible History, Geography and the knowledge of the Holy Scriptures. The singing of hymns was the chief occupation of the day. The prevailing discrimination, lack of secular education by the church and the perpetual singing of hymns might have had an impact on the lives of the communities and pupils might have had a tedious time with the monotonous singing.

The Commission recommended the gradual abolition of the"established school" system and the extension of Government aid to all schools on the **pound for pound** principle. This principle entailed that, whenever the government made a contribution, the contribution had to be met by an equal sum raised locally. The recommendations were adopted and incorporated in the Education Act No.13 of 1865 (Behr 1988:19-20). The principle of pound for pound as a contribution that was to be met by equal sum raised locally might have been welcomed by the communities which were in need of schools and teachers. The pupils might have been pleased by this arrangement as it meant that they will get a chance to attend schools and that they would receive teachers who are qualified.

3.3.2 The De Villiers Commission(1880)

This Commission emanated from the dissatisfaction of various sections of the European population at the Cape with the then existing education system. Dale, as the person in charge of education, was not worried about the significant changes which were sweeping through Europe and was not worried that only nine percent of the white children of school-going age were at school. The Cape Parliament set up a commission of inquiry under the chairmanship of Lord Justice J.H. de Villiers in 1879 and it submitted its report in June 1880 (G75/1880). Its recommendations were that a measure of compulsory education should be introduced in larger centres with a word of advice that it should not be forced onto the people. The second recommendation was a call for the appointment of an Inspector-General of Colleges and Schools. The Government accepted the recommendations and Donald Ross was appointed to this position in 1882 (Behr 1988:20-21).

The two Commissions discussed in the above paragraph could be classified as the pre-Union reports, as they were concerned with the education system of that era that characterised the welfare of the white population.

3.3.3 The Nicol Commission (1939)

This Commission was instituted in the Transvaal in 1937 under the chairmanship of the Rev. W. Nicol. Its objective was to inquire into the education system of the province with a view to making recommendations which might bring about an increase in its efficiency, putting it on the same wave-length with the modern development in educational practices and to enable it to meet the requirements

of all the sections of the population (Behr 1988:23). The report was tabled in 1939, stating that the Transvaal education was characterised by religious connotations and specifically Christian emphasis, which impacted on the whole life of the child. The report further stated that there was an exaggerated reverence for the matriculation certificate, resulting in pupils not being able to cope with the course. It also advocated the continuation and development of farm school. The communities might have agreed or disagreed with the commission on the question of matriculation as there was and there is still a perception that there should not be examinations for matriculation. Pupils might have perceived this as an answer to their dreams.

3.3.4 The Pretorius Commission Report (OFS) 1951

According to Behr (1988:25), this Commission is one of the commissions which paved the way for a system of differentiated education in South Africa. The Pretorius Commission was appointed in March 1946 under the Chairmanship of W. J. Pretorius, MEC, to investigate the education problems in the Orange Free State Province. Its report which was tabled in 1951, advocated the importance of cultivating in the pupil a Christian and national outlook. It favoured a policy of centralisation involving fewer schools by providing hostel facilities for those pupils from the outlying district. The Commission wanted the standard of instruction in Coloured schools to be raised by providing better facilities- the desired objective being that those schools should ultimately be staffed by Coloured teachers. The Coloured communities and the pupils might have perceived this report as being important to them as they would have better qualified teachers. Some of the community members might have perceived this commission as a way of excluding them from the South African population.

3.4 REPORTS ASSOCIATED WITH SEGREGATED EDUCATION

3.4.1 The De Villiers Commission Report (1948)

The Commission was appointed by the Government in 1945 under the Chairmanship of Dr J. F. de Villiers to look into the technical and vocational system of education in South Africa. Its report of 332 pages was tabled in 1948 (UG65/1948). The report presented affected all facets of education and proposed radical changes in all aspects of education from primary to university level. It did not stop there. It advocated for the identification of different abilities in groups (Behr 1988:26). It also recommended that the colleges of education, the university faculty of education, and the teacher departments of the technical colleges "be converted into training institutions which will be constituent colleges of the university". This did not come to fruition, because of the opposition from the provincial governments and most of the colleges of education (Dreijmanis 1988:29).

3.4.2 The Van Wyk overseas mission report (Transvaal) 1955

The genesis of this commission was "a feelings of disillusionment" as described by Behr (1988:27-28) with the dual system of secondary education which was advocated by the Nicol Report. In 1955 the Transvaal Education Department sent a mission under the chairmanship of its Director of Education, Dr A.H. du P. van Wyk, to study the differentiated secondary school system first-hand. Once this was back, it gave a detailed description of the system of secondary education and recommended that schools should be transformed into comprehensive schools.

The Van Wyk Commission did not advocate differentiation in separate schools like the Nicol and De Villiers Commissions. It insisted on differentiation under one roof. Its essence was a school with a heterogeneous intake of pupils, but with homogeneous groupings. It also recognised the importance of a core curriculum characterised by compulsory subjects. The communities might have had different perceptions about this commission and pupils might have perceived its implication as a way of separating them from their friends.

3.4.3 REPORTS RELATING TO THE EDUCATION OF BLACKS

Dreijmanis (1988:31) argues that the elements of apartheid date back almost to 1652, although the ideology was not fully developed until the middle of 1950. Around 1948, the National Government wanted to systematically assume greater control of education and perpetuate its programme of separate development. The National Party viewed education as part of the great plan of developing South Africa. The plan included the creation of homelands, the introduction of pass laws, restrictions on Blacks in urban areas, and job reservations (Christie 1985:54).

Commissions were set up with the intention of manifesting the ideology of segregation by inferring that non-Europeans should be given the opportunity of developing themselves in their own areas. Most of the people did not agree with the findings of the reports because they found them to be directly or indirectly perpetuating the ideology of separation. The people indicated their discontentment by embarking on national strikes (Christie 1985:55). Learners also showed their discontentment by rioting.

3.4.3.1 The Report of the Eiselen Commission (UG 53/1951)

In 1949, soon after the National Party came into power, a commission was set up under the chairmanship of Dr W. W. M. Eiselen with significant terms of reference to look into Native Education.

The Commission was to make plans for "education for Natives as an independent race," taking into account "their inherent racial qualities, their distinctive characteristics and aptitude, and their needs under ever changing social conditions" (Rose & Tunmer 1975:244; Behr 1984:178-179; Kallaway 1984:170). The Commission started its work from the premise that a distinction should be made between White and Black (Rose & Tunmer 1975:244). This was a premise which could have emanated from the victorious ascendance to political power by the National Party in 1948 which was characterised by "the combination of white workers, petit bourgeoisie, and farmers, bound together by an Afrikaner national ideology " (Kallaway 1984:170).

The Eiselen Commission Report emphasised that a planned, centrally controlled schooling for Blacks should be a priority in the development of South Africa and, in particular, in ensuring its labour needs. The Commission reflected the government thinking by recommending that the Union government should take over Black education from the provinces. According to Behr (1984:175- 176), the South African Act (1909), which laid down the constitution of the Union of South Africa, had placed the control of all matters affecting Blacks, except education, in the hands of the then Minister of Native Affairs. The control and financing of education, on the other hand, were vested in the Provincial Council. The Committee looked into the problem of language and it made some recommendations to that regard.

The main recommendations of the Eiselen Committee on language matters were:

"1. All education should be through the medium of mother-tongue for the first four years, and this principle should be progressively extended year by year to all eight years of the primary school.
2. Terminology committees should be set up to produce manuals for teachers, after which mother-tongue instruction should be introduced gradually in the secondary school.
3. Mother-tongue medium should be used in teacher training colleges for organization and method, child psychology, and subjects taught through mother-tongue in the primary school.
4. The first official language (language which is most generally used in the neighbourhood of the school) should be introduced in the second year of schooling as a subject, and the second official language not later than the fourth year.
5. ONE of the official languages should be compulsory subject in the secondary school (pupils), and where the second official language is taken as an optional subject it should have the same status as the third language (French, German, etc) in the case of white pupils.

6. In teacher training colleges both official languages were to be compulsory" [Eiselen Report 1951, 146-147(as cited by Hartshorne 1992:196-197)].

The De Lange Commission stated that the minimum standard required for admission for teacher training was to be standard ten and the minimum training was to be three years. All this was to be provided to the citizens of South Africa without any prejudice. The training at the colleges was to take place in close cooperation with universities and technikons (Behr 1984:361).

The Report was presented in 1951 and the government of the National Party reacted to it by enacting **Bantu Education Act, No.47 of 1953** [(Dreijmanis 1988:31;Tabor (in Tunmer 1968:61)].

Bantu Education Act stipulated that all Black schools had to be registered with the government and that the registration was to be at the discretion of the Minister. No new schools were to be built without the prior knowledge of the Department. Education for Blacks was to be financed by Black tax payers' money for the benefit of Black children, who were to be financed on the availability of funds. Tunmer (1968:59) states that the expansion of the service had to come from the taxation of the African themselves. He saw Black education as a very complex matter which needed co-ordination of administration and control on a wider basis because of the control which was divided between the state, provinces, missions and Africans themselves. The ultimate aim of Bantu Education Act, was as follows:

> "A Bantu pupil must obtain knowledge, skills and attitudes in the school which will be useful and advantageous to him and at the same time beneficial to his community.
> The subject matter must be presented to him in such a way that he can understand and master it easily, making it his own, to the benefit and service of his community.
> The school must equip him to meet the demands which the economic life of South Africa will impose upon him.

> The Bantu teacher must be integrated as an active agent in the process of the development of Bantu community. He must learn not to feel above his community, with a consequent desire to become integrated into the life of the European community. He becomes frustrated and rebellious when this does not take place, and he tries to make his community dissatisfied because of such misdirected ambitions which are alien to his people " (Rose & Tunmer 1975:262).

The report was not favoured by all the members of the community. Some of the people perceived it as a positive move by the government in trying to uplift the image of Black education [Matseke (in Tunmer 1968: 48)]. Other people considered the recommendations as a modified means that still perpetuated the apartheid ideology (Kallaway 1984:95-101). Louw (1998: 36) states that it evoked strong critique from black parents, teachers, students and educationists and also English-speaking communities and it was interpreted as a facade in aiding oppression and the preservation of the *status quo*.

The main recommendation of the Commission was that the control of Black education was to be removed from the provincial administration and be placed under one department which was to be under the ambit of the Central Government. The proposed Department of Bantu Education had to be decentralised by establishing six regional divisions, each with its own director and staff of administrative and professional assistants. The idea behind this move was to ensure that homogeneous populations would be grouped together. With regard to the development of student teachers, training colleges were to offer a three-year post-standard six course for those student teachers who wished to teach in primary schools, as well as two-year course after the Junior Certificate for those who should wish to teach in higher primary schools (Behr 1988:34-35). The mother-tongue was to be used as a medium of instruction and it had to be used in teacher training

colleges for school organisation, method, child psychology, and subjects taught by using mother tongue in the primary schools. The government's mission was the intensifying of the separate development ideology it advocated, that is, nationalities had to be separated in order that they should serve the communities they belonged to and language had to be a vehicle to that end (Rose & Tunmer 1975:262). Both official languages had to be compulsory (Hartshorne 1992:196-197).
Kgware (1973:15) states that one major provision of the Bantu Education Act of 1953 was the transfer of the control of the education of Blacks from the provincial administrations to central government and that a new department, the Department of Bantu Education, which took charge of administrative services, was created.

3.4.4 The Education and Training Act (Act 90 of 1979)

The period 1976 to 1980 was characterised by turbulent disturbances which sprung from various forces. These forces were of different time-spans; some were long-term and remote, while some were of an immediate, surface, in nature. The long-term ones were mostly characterised by being of a socio-political nature, like the political exclusion of black people from the socio-economic opportunities of the country. The immediate force which brought about the riots was the introduction of Afrikaans as a medium of instruction in black schools (Mphahlele & Mminele 1997:121). The fury of the riots which started in Soweto on 16 June 1976, swept across the country and forced the government to consider its stand on education. A one-man Commission was appointed to investigate the cause of the unrest. Mr Justice P.M. Cillie was given the task. His report was tabled in Parliament on 20 February 1980. One of the findings of the report was that several changes had come about in the education of Blacks since the riots and concluded that the attitude of Whites had become more accommodating towards Blacks than before the riots. Afrikaans was not the only source of

dissatisfaction with Bantu Education. Various sources like the influx control law, the Group Areas Act, and the homeland and compulsory homeland citizenship were some of the causes of protests (Behr 1988:37; Christie 1985:239-240). As a result, the **Education and Training Act, 1979 (Act 90 of 1979**) was promulgated and took effect on 1 January 1980. The act replaced the Bantu Education Act, (No.47 of 1953) and all amendments to it. It was also meant to remove the offensive word "Bantu" from the hearts and minds of Blacks (Mphahlele & Mminele 1997:137). Bantu Education was seen as a poison which had brought havoc to the body politics of the oppressed and was perceived as having downgraded the status of the teachers by providing them with incentives such as loans for their houses and causing them not to take part in what was happening in their areas (Alexander 1990: 173). According to Modiba (1996:120), Bantu Education took care of those who served it, because teachers did not promote the values which they had been made to view as worthwhile in their history.

3.4.5 The De Lange Report (1981)

Seeing that the turmoil engulfing the country was not easy to curb, the Government requested the Human Sciences Research Council (HSRC) to conduct an in-depth investigation in all aspects of education for all population groups in South Africa. The Committee was to be drawn from various education departments and all those who were interested in education. The main task of the Committee was to formulate political and institutional frameworks through which the government could control the black population. According to Kallaway (1984:21), this Commission is one of the commissions which were used as a mechanism for "modernising" apartheid in order to make it more acceptable to a section of the South African communities and the international community. This is also echoed by Mphahlele and Mminele (1997:132), who aver that the De Lange report was a part of

a "total strategy " response to the crisis, that is a formula to defuse internal and external threats, without tampering with the capitalist system and the system of white privilege and domination.

The Committee came up with eleven principles which acted as a guide and a point of departure for its recommendations regarding the provision of the system of education which would consider the racial complexity and divergency of the population.

The eleven principles are the following

"1. Equal opportunities for education, including equal standards in education, for every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the State.
2. Education shall afford positive recognition of what is common as well as what is diverse in the religion and cultural way of life and the languages of the inhabitants.
3. Education shall give positive recognition to the freedom of choice of the individual, parents and organizations in society.
4. The provision of education shall be directed in an educationally responsible manner to meet the needs of the individual as well as those of society and economic development, and shall, *inter alia*, take into consideration the manpower needs of the country.
5. Education shall endeavour to achieve a positive relationship between the formal, non-formal and informal aspects of education in the school, society and family.
6. The provision of formal education shall be a responsibility of the State, provided that the individual, parents and organized society shall have a

shared responsibility, choice and voice in this matter.

7. The private sector and the State shall have a shared responsibility for the provision of non-formal education.
8. Provision shall be made for the establishment and State subsidization of private education within the systems of providing education.
9. In the provision of education the processes of centralization and decentralization shall be reconciled organizationally and functionally.
10. The professional status of the teacher and lecturer shall be recognized.
11. Effective provision of education shall be based on continuing research"(HSRC 1981:ix-x).

The Main Committee appointed a subcommittee which synthesised the volume of information it had amassed. The report was then published in July 1981 (Behr 1988:39). The report was received with mixed emotions form various sections of the community, although simultaneously it was hailed as a milestone in the South African system of education (Christie 1985:270).

3.5 THE PERIOD AFTER 1980

During the 1980s the state of affairs in the country reached a boiling point. The liberation movements were calling for the intensification of the struggle and the unbanning of the black political leaders like Nelson Mandela and others. The years 1984/85 saw school boycotts intensifying. A call for "People's Education" was engulfing the country and a conference was held in this regard at the University of Witwatersrand in December 1985. It was officially launched by the Soweto Parents' Crisis Committee (Van den Heever 1987:1). "People's Education" was seen as the struggle against the exploitation of

the people by capitalists and could be used as a weapon which the poorest people could use in combatting capitalism. It was also considered as an instrument which could help the people in achieving "People's Power" (Alexander 1990:61; Maimane 1992:144; Mphahlele & Mminele 1997:158).

Kruss (1988:3-6) asserts that "People's Education" was a response to the education crisis and offered a scenario for a future post-apartheid.

Students were not only involved with educational matters. They campaigned with regard to daily issues in their communities (Kruss 1988:6) and by the end of 1985, the Student Representatives Council (SRC), Congress of South African Students (COSAS) and the Azanian Students Organisation (AZASO) came under the watchful eyes of the government. As the State repression intensified, COSAS was banned (Sisulu 1986:4-5). Teachers were seen more and more as a willing part of the system and they were the target of the rebellious group (cited by Alexander 1990:173). This is echoed by Möller and Maimane (1992:413) when they assert that "the relationship between the teachers and the students, teachers and principals, teachers and school-inspectors had deteriorated significantly ". They further maintain that to be accepted by the community of enraged students, teachers had to be seen as participants in the struggle.

Alexander (1990:33) expresses this clearly when he says:"The climax, for the moment, was reached in 1985 when large parts of the schooling system simply collapsed under the sustained assaults of students and mobilised working-class communities".

Regarding the teaching of "People's Education", teachers had an important role to play in the implementation thereof, because teachers were perceived by the community to be people who were trained to transmit knowledge to the young generation. Because of this, teachers were to undergo re-

orientation. They were also expected to be involved in conscientising one another with regard to the pupils while the official education was still in force. Teachers were to be progressive and they were to participate in the transformation programmes (Van den Heever 1987:9-10; Mphahlele & Mminele 1997:163). Pupils perceived the teachers who had been conscientised as being "comrades" who were involved in the struggle.

The euphoria about "People's Education" subsided and came to a dead end after the elections of 1994. The National Education Co-ordinating Committee, which was formed in March 1986 to spearhead the envisaged education system, also came to an end in 1995 because on Ministry of Education had been formed.

3.5.1 Outcomes-based education (OBE)

The African National Congress (ANC) won the democratically held elections in April 1994. It had long advocated a non-racial system of education for South Africa. To realise this wish, a new form of education had to come to the fore. In October 1995 the government appointed a ministerial task team to prepare a discussion document on the development and implementation of a national qualification framework in South Africa. This led to the appointment of the **South African Qualifications Authority (SAQA)** which, inter alia, developed a **National Qualifications Framework (NQF)** for the Country. Out of the discussions and researches conducted, **Outcomes-based Education (OBE)** came into being (Malan 1997:13-18). The key features of this new approach of teaching and learning are clearly delineated in Curriculum 2005 which was launched by Prof. Bengu (Minister of Education) on 27 March 1997 (Louw 1998:79-80). New as it is, some of the critique avers that the vision of the South African education is intrinsically wrong and set on a shifty foundation which the majority of the citizens cannot identify with and support (Makgoba 1996:179).

3.6 THE HISTORY OF TEACHER TRAINING IN SOUTH AFRICA

Introducing the history of teacher training in South Africa will help the reader to understand the changes that took place in the teacher education system and how teachers were perceived by the community as well as in particular by the pupils they served.

3.6.1 Establishment of teacher training institutions

Training teachers is necessary because it equips the student teachers with the knowledge, expertise or skills and understanding of the people they are to be involved with for most of their lives. Training them will also help them understand various changes that impinge on education because of the research they will be constantly engaged in as seekers of knowledge.

Teacher training found its first footing in the Cape Province because of the need to have local teachers who understood the needs of the community. Most of the teachers were imported from Europe and this had an impact on the development of the education system. Some of these imported teachers did not satisfy the communities because of their conduct which was found wanting because they did not satisfy the needs of the people. They had "modicum" training (Behr 1984:7) and as such a solution had to be found. On the other hand, the missionaries could not cope with the task of evangelising the Blacks without people who knew and understood their languages. It was therefore imperative that local people like Blacks had to be trained as teachers. It then decided that the ex-pupils of the missionaries were to be used as teachers. The pupil-teacher system was the innovation of Langham Dale, Superintendent-General of Education from 1859 to 1892. The pupil-teacher was required to spend some of his/ her time observing the mentor to whom he/ she had been apprenticed and he/ she

was not to be younger than13 years at the commencement of the apprenticeship (Behr 1984:7, 87). Pupils and other people perceived them to be young and immature to be teachers.

In 1838 a Coloured training institution was established by the Morovian Missionaries at Genadendal. The Anglican Church opened a training institution in 1858 at Zonnebloem ,which catered for mixed population group but at the training institution concentrated on the training of Coloureds. Horrell (1970:17) makes mention of the fact that Zonnebloem was established by the Anglican Church in Cape Town in 1855 for the purpose of educating the sons of the chiefs from beyond the borders of the Colony. Battswood was opened in 1891 by the Nederduitse Gereformeerde Mission Church at Wynberg (Horrell 1970:16-17).

The pupil-teachers were required to have attained a satisfactory standard in the three R's, and they spent five years in assisting in elementary classes (Siyoko 1993:36; Malherbe 1925:147; Horrell 1970:16).

In the above paragraphs mention was made of the need of training Blacks as teachers. The necessity of this was that schools for black children had to be staffed by people of their own colour. People and pupils perceived these teachers as unqualified because of the level of their schooling which was standard six before training as teachers. Another factor is that they were assisting the qualified teachers in elementary schools instead of being in charge themselves. Various training institutions were established by different missionaries in the Cape Colony. Mention must be made of the following, as they became very prominent during that period until after the Union:

The Lovedale Institution was established by the United Free Church of Scotland in 1841; St Matthew's in 1855 by the Church of England; Healdtown in 1857;Engcobo, All Saints(Transkei) in 1859 by the Church of England; Blythswood (Transkei) in 1873 by the United Church of England;

Mariazell (East Griqualand) in 1899 and Tigerkloof (near Vryburg) in 1904 to train Black ministers, teachers and craftsmen (Loram 1917:131-132; Christie 1985:67; Siyoko 1993:37).

Of the institutions mentioned above, Lovedale had trained more than20 practising teachers by 1863. In 1872 the institution was offering subjects such as History, English literature, Mathematics, Mental and Moral Philosophy, Political Economy, Latin and Greek (Loram 1917:296; Siyoko 1993:37)

In **Natal** the first training institution for black ministers, teachers and craftsmen was the Adams Mission, which was established by the American Zulu Mission in 1853. Dr Adams was the missionary who first worked amongst the Zulus, until his death in 1851. The Inanda Missionary Training institution was founded in 1869. Marianhill was opened in 1882 by the Roman Catholic Church. Both these institutions catered for female teachers (Loram 1917:132; Christie 1985:68; Siyoko 1993:38). The one-year and two-year courses of training for the **third** and the **second teacher's certificates** were offered. To be admitted, the pupil-teachers had to be15 years of age or older and had to have passed Standard 6 to enter the training institution. The teachers of the pupil-teachers who held certificates for specialised training had to be European and were to be attached to or come from within the professional training institution in which the pupil-teachers were to do practical work (Loram 1917:135-140). The curriculum was like that of the Cape Colony.

Teacher training for Whites was established in Pietermaritzburg in 1908. The reason why this only started in that year was that the pupil-teacher system was preferred (Malherbe (1925:195).

In the **Transvaal** the first training institution for teachers was Kilnerton, which was opened by the Wesleyan Missionaries in 1855. The other training institutions which catered for the training of black teachers were Botshabelo near Middleburg, which was opened by the Lutheran Church after the Anglo Boer War. Lemana, was founded in 1906 by the Swiss Presbyterian and Grace Dieu in 1906 by the

Roman Church. Lemana opened with 14 males and in 1909 women were admitted (Loram 1917:132; Christie 1985:68). Wilberforce was opened in 1908 by the African Methodist Episcopal Church at Evaton (Siyoko 1993:38).

Teacher training for Whites took long to be established in the Transvaal. It was only after Dr Mansvelt had come into office that progress was made. The "Staats-modelschool" and the "Staats-meisjieschool" were the first institutions to train white teachers.

In the **Free State**, the Moroka Training Institution in Thaba Nchu was opened in 1892 for the training of evangelists and teachers. Stofberggedenkskool in Heilbron was opened by the Dutch Reformed Church in order to train student teachers in craftwork so that they could be able to serve their communities. These teachers were perceived by the communities as being handy and helpful. Pupils perceived them as their heroes, because they taught them various kinds of crafts such as carpentry and tailoring (Siyoko 1993:39).

3.6.2 Methods of training teachers

The training of teachers differed from missionary to missionary and from province to province. The length of the period of training, the requirements for admission and the nature of the certificate determined the methods to be used.

Cape Colony

Before any systematic training institutions were established by the State, the Colony depended on these three types of teachers:

* The religious or church official type, the "Sieckentrooster" and "Koster". These were most respected amongst the early inhabitants. They prepared the young for confirmation and ministered to the spiritual needs of the people generally. They were viewed as people who were orderly and yet the pupils perceived them as drunkards. They were also viewed as not being part of the farmers because they were mostly found in urban areas.

* The less desirable vagabond type, generally consisting of discharged officials and sailors from the Dutch East India Company. They were perceived as people of low morals because they exploited the farmers, as they only had some a slight knowledge of reading and writing. They were also sailors and soldiers who were not teachers by profession (Malherbe 1925:37).

The moderately successful, imported type from Holland and England (Malherbe 1925:146). Many came during the Anglicising period of Lord Charles Somerset. They were viewed as people who were to continue with the Anglisisation of the people.

It was during the period of Langham that a systematic training of teachers was introduced. He introduced the **pupil-teacher system** in 1859. The system required the prospective teacher to have attained a "satisfactory standard" in the three R's, to be 15years old and to have at least passed Standard 6 when he/she started the training course. The pupil teachers had to do apprenticeship in public schools under the supervision of the masters or mistresses for a period of five years, which was

later reduced to three years. It was also required of the masters and mistresses to devote at least one hour every day, outside of state school hours, to the instruction of the pupil-teachers under their charge in the subjects of examination (Malherbe 1925:147; Horrell 1970:16; Behr 1988:153). The problem with pupil-teachers was that they were perceived as inadequately trained, as they were young and the training was insufficient, since they were trained after school by trained teachers (Malherbe 1925:147). The pupil-teacher system was extended to the mission schools. The candidates who had passed Standard 6 were admitted to the **first-year course,** and those with Standard 7 were admitted to the **second-year course** and those with **matric** to the **third-year course.** Students had to sit for the **Elementary Teacher's Certificate,** which was established by the Government (Horrell 1970:16; Loram 1917:134-135; Behr 1988:153).

With the establishment of the normal school, the Department of Education introduced the **Middle Class Certificate.** The elementary certificate was later changed to a third-class or T3 certificate to distinguish it from the middle class certificate or the secondary class T2 certificate, which was meant for Whites (Behr 1988:153; Siyoko 1993:40). Teachers who obtained the Middle Class Certificate were regarded as sufficiently qualified to take charge of second-class schools or to serve as in assistants first-class schools.

3.7 TEACHER TRAINING INSTITUTIONS UNDER THE PROVINCIAL ADMINISTRATION

Serious attention was given to teacher training under the Provincial Administration. Most of the institutions which were training student teachers continued with their work. Regulation regarding Black Education was published [Government Notice No.1036 of 1905 (in Van der Merwe 1970:Bylae 4)], which stressed the following regarding the **Particulars of the Course of Training:**

"1. All candidates must have reached the age of fifteen years before entering on the course of training and must produce a certificate of character and good conduct from their Missionaries or any other white person whose testimony is satisfactory to the Director of Education.

2. Before entering on the course of training intending students must either have passed Standard 3 of the **Native Education Code** within the previous twelve months or have passed a preliminary examination of equal difficulty

3. All students on entering their course of training as teachers, must sign an undertaking to devote themselves for three years consecutively after completion of their course to teaching in Native Schools subsidised by the Government under penalty of refunding whatever sums have been expended by the Government on their training.

4. The course of training shall extend over a period of three years.

5. At the end of each year of training a **Departmental Examination** will be held based on the **syllabus** issued by the Department, and candidates must pass this test satisfactorily before proceeding to the next stage in the course.

6. No certificate shall be issued to any teacher who shall not have qualified satisfactorily in the industrial as well as in the other subjects of instruction. For the present and until further notice the certificate issued will be of a provincial character."

3.7.1 Certification of black teachers

Most of the training institutions presented those student who had passed their exams with Native primary lower and higher certificates. In colleges lower primary teachers' certificates were offered as early as 1915, like in the case of St Francis College in Natal. The other certificate offered was the Native Infant School Teachers' Certificate.

3.7.2 Certification of white teachers

The certification of white teachers depended mostly on the provinces themselves as students were prepared differently by the different provincial departments of education. The Cape Province gave the students primary teachers' certificates, which were obtained after two years of study. The other certificate was for the one-year specialization course, i.e. a higher primary teachers' certificate. The three-year primary teachers' diploma was also offered. The Transvaal teachers' lower diploma, a Transvaal teachers' diploma and a Transvaal teachers' higher diploma were offered to the Transvaal student teachers. The Orange Free State presented its student teachers with lower primary teachers' certificates or with the higher primary teachers' certificate at the end of their studies (Behr 1988:160-165).

3.7.3 Practice teaching

This was characterised by demonstration lessons, criticism lessons and full-time practice teaching. The demonstration lessons entailed lessons presented by the method teacher in charge for a given period of time, which was mostly not more than15 minutes. The students had to rehearse the lessons under the supervision of the lecturer. Criticism lessons on the other hand were done during practice teaching at a particular school by the college lecturers on the given period. Before this could be done at the schools, the student had to be criticised by the lecturer at the institution during the demonstration period.

3.8 THE TRAINING OF TEACHERS UNDER THE BANTU EDUCATION SYSTEM

With the introduction of Bantu Education Act,1953 (Act 47 of 1953) and the takeover of Black Education by the central government, teacher training was reorganised. The training of women teachers was considered to be the first priority, as-prior to Bantu Education system the training was offered mainly to male teachers. The rationale behind the training of female teachers was expressed by Verwoerd, the Minister of Native Affairs, when he said that the majority of the Bantu pupils were at the lower primary schools and that women were by nature fitted to handling children (Mphahlele & Mminele 1997:94; Behr 1988:169; Kgware 1973:14-18; Dreijmanis 1988:32). To realise this idea, all the posts of assistant teachers in lower and primary schools were declared female teachers' posts and they were to remain vacant if they existed and were not to be filled by male teachers. Loan bursaries of £20 (± R40.00) per year were extended to female teachers (Mphahlele & Mminele 1997:94).

Teacher training did not only concentrate on the teaching of female teachers or the lower primary teachers. Provision was offered to those teachers who were interested in acquiring the higher primary and secondary schools training. As such, training was either offered at the training schools for primary teachers and at the universities for secondary teachers. A special one-year course was also offered to the certificated teachers who wanted to specialise in Woodwork, Art and crafts and Needlework (Behr 1988:169; Kgware 1973:14-18).

3.8.1 Entrance qualifications and the certification of black teachers

In order to train as a teacher, aspirant teachers had to be in possession of a **Standard 6 certificate**, if a **lower primary certificate** was to be issued. The duration of the course (the Lower Primary) was **two years** after Standard 6 and it was mostly done by women. Horrell (1968:86) indicates the number of teachers who were employed in various years by means of a table adapted from Department Reports and information given by the Minister in the House of Assembly on 12 March 1963.

The **Standard 8 certificate** was an entrance condition for those teachers who wanted to undergo training for the **primary teachers' certificate**, which was a two year course. The **junior teachers' diploma**, which was introduced in 1968, was also offered and the admission requirement was Standard 10. The primary teachers' course equipped student teachers to teach in the junior or senior section of the primary school. The secondary teachers' course prepared the student teachers to teach in the lower section of the secondary schools (Horrell 1968:87-88; Siyoko 1993:54).

3.8.2 Practice teaching

The teaching practice session involved going out to the practising schools for a period of four weeks. Student teachers sometimes had to make their own arrangements because of the fact that some of them came from distant areas where they could not be reached during the evaluation period.

Before leaving for home, they had to see to it that they had the letters which they had to give to the principal of the schools where they had to do their practicals. During teaching practice, student teachers had to have a certain number of lessons and they had to have a lesson prepared solely for criticism by the lecturer.

3.8.3 Teacher training under the Department of Education and Training (1979-1989)

During the eighties the Department of Education and Training phased out all the courses with an entrance of below Standard 10. The reason for this move was that most of the black students had completed the Senior Certificate (Behr 1988:177; Siyoko 1993:59).

In 1982 the three-year post senior certificate teachers' diploma courses were introduced at the colleges of education which were under the Department of Education and Training. The courses were the primary teachers' diploma (SPTD) and the secondary teachers' diploma (STD) (General) as well as secondary teachers' diploma (Technical). The primary teachers' diploma was offered to those student teachers who were to specialise in teaching at pre-primary, junior primary or senior primary school level. The secondary teachers' diploma was offered to those student teachers who would teach

at secondary schools and the technical diploma to those who would specialise in technical subjects at the secondary level (Behr 1988:177; Lemmer & Badenhorst 1997:32). A junior primary teachers' diploma was also introduced to cater for those who would teach sub-standard A and B and Standard 1 and 2.

Diploma courses were also offered at universities such as Vista University and the Zululand University. The diplomas courses could be taken simultaneously with the degree courses at both the colleges and universities. Another option was doing a teachers' diploma after obtaining a three-year degree and its duration was only a year. Diplomas were called by different names depending on the universities. There was a higher education diploma (HED), higher diploma in education (HDE), or a university education diploma(UED).

3.8.3.1 The curriculum for the diploma courses

The curriculum for colleges was characterised by subjects such as languages, school subjects, religious education, health education, and art and crafts. Teaching Science, which was the core subject of teacher training, consisted of methods of teaching, theory and school organisation. Education, Teaching Science and Subject Didactics were considered as being the main subjects together with Teaching Practice in the development of teachers (Siyoko 1993:61).

Practice Teaching, was a section of Teaching Science until 1989 and consisted of two divisions, namely observation period and giving lessons under the school's supervision as well as giving criticism lessons evaluated by the college lecturers (Siyoko 1993:62). The syllabus as such consisted of college and school practice teaching, which the student teachers had to master for the fulfilment of the study.

Universities, on the other hand, could decide on their own curricula but the common denominator was that teaching practice had to be done by all student teachers. Two school subjects passed at the second-year level and Teaching Science formed the core curriculum of teacher training. Like at the colleges, student teachers had to do observations, microteaching and the actual teaching practice at the schools.

3.8.3.2 Teaching practice

The universities worked in close cooperation with the schools during the period of teaching practice. Student teachers were sent to various practising schools for a period of four weeks per teaching practice session. Once they were at the schools, they are expected to honour and obey the policies of the school.

The first week they did observation of the teachers while the teachers were teaching. The other thing they were expected to do during observation was to do a case study of a pupil in a class. After a week they became engaged in teaching with the help of the class teacher. During the third week of the first session of practice teaching, the lecturers went out to evaluate the student teachers.

3.9 TEACHER PREPARATION IN THE POST APARTHEID SOUTH AFRICA

Teacher Education, like other education systems of the country, is in the process of transformation although much still needs to be done. At present the two entry levels of the past are still being used

in admitting those students who choose to follow the teaching profession. The entry levels are, the matric certificate and a junior degree (Lemmer & Badenhorst 1997:32-33).

In the endeavour to bring change in teacher education, the Committee on Teacher Education Policy (COTEP) produced the first discussion document, namely **Norms and standards, and governance structures for teacher education** in South Africa in February 1995. The idea of producing this document was an attempt to establish for the first time a national policy on teacher education that would reflect the spirit of the constitution. The COTEP document was sent to teacher education institutions with the advice that they should implement the national policy by the beginning of the 1996 school year. With regard to the question of the admission of new student teachers, the document specified that a senior certificate or an equivalent would be recognised. The candidate should pass two of the eleven official languages. One of the two must be the language of learning of that particular institution. A **language proficiency test**, a **numeracy proficiency test** and a **test of cognitive development** had to be used for those students who had five years' teaching experience before they could be admitted to the course (COTEP 1996:52-53; Lemmer & Badenhorst 1997:34).

3.9.1 Qualifications suggested in the COTEP document

The COTEP document suggested the following qualifications:

- "a two-year certificate programme for those people who leave after completing two years of a three-year training course;
- a three-year teaching diploma course;
- a four-year degree in teaching;
- a one-year education course following an approved three-year education diploma;
- a one-year postgraduate education diploma following an approved postgraduate education

- course;
- a one-year further diploma following approved teacher education of at least three years" (COTEP 1996:67; Lemmer & Badenhorst 1997:34).

3.9.2 Student teaching practice

Teaching practice was dealt with in Chapter 2 (paragraph 2.6.3). It is important for teacher education institutions to be in partnership with schools and to have sound supervision in order that students can be allowed ample opportunity for teaching. Student teachers, on the other hand, should take it upon themselves to create a warm relationship with their pupils in order to win their trust. Pupils in their interaction with student teachers, it seems as if they perceive them as just ordinary students than aspirant teachers or their class teachers because most of them play around when student teachers present lessons to them.

3.10 CONCLUSION

In this chapter, a brief historic background on education in South Africa has been conducted. The introduction of education in the country since 1652 by Jan van Riebeeck and the role of the missionaries have been highlighted. The teaching programmes of the student teachers or the pupil-teachers as they were called by the missionaries, has been critically analysed. The perceptions of the pupils and those of the student teachers also have elucidated.

What is of importance, is that the Acts which affected education now and then, have been briefly discussed in this chapter. The provincial and central influence on education and the various institutions of teacher training have been mentioned as well as the curriculum which was followed. The guidelines of the COTEP document regarding the training of teachers have been mentioned briefly, because they dealt with in Chapter two.

3.11 FORMULATION OF THE THIRD PROBLEM

Having discussed the background of education in South Africa, Acts and highlighted the perceptions of learners regarding student teachers, in general, the question that comes to mind is: What role does philosophy of life play in education and specifically on teacher education? Chapter four will try to answer this question.

CHAPTER 4

THE PHILOSOPHICAL FOUNDATIONS IN EDUCATION AND PUPILS' PERCEPTIONS OF STUDENT TEACHERS WHO USE THEM

4.1 INTRODUCTION

In this chapter the emphasis is on what the **philosophy of education** is all about as well as its impact on education. The philosophical foundations will be highlighted and, in particular, the impact those foundations have on the development of student teachers in South Africa. In this chapter the researcher will try to briefly discuss the concepts philosophy of life, education, schooling, pupils, the aims of the philosophy of education, the different philosophical foundations which impacted on education, the dominant philosophical trends in South African educational practice, and the development of a personal philosophy of education and teaching in the South African context.

4.1.1 What is the philosophy of life?

The philosophy of life could be defined as the sum of the demands (norms) of propriety which human beings must obey. In other words, the totality of a people's views, beliefs and convictions which members of the community recognise and acquire from their earliest years by systematic acceptance and appropriation, could be described as the philosophy of life. "Philosophy of life comprises

principles which are eternal truths and they must consequently always guide, direct and regulate a human's activity and ultimately, his education" (Luthuli 1982:14-21). What is of importance is that it is a human phenomenon which is related to culture; it is unique to a particular group; and it is not something that is concrete, but a matter of conviction and trust (Engelbrecht, Yssel, Griessel & Verster 1984:102-104; Luthuli 1982:42). People accept norms in some cases or totally reject them, depending on how they are presented to them. In other words, what the people find not to be systematically structured, they will either accept or reject so as to live in harmony. To ascertain whether their choices are correct, they engage in some philosophical enquiry which will help them to determine whether the choices they have made are in harmony with their way of life and whether these could be transferred to their children. Education serves as an instrument for handing on from generation to generation the distinctive conviction of the community they are born in. The philosophical enquiry of education is therefore important if we want to understand the way of life of a particular community. The other reason why we make use of a philosophical enquiry of education in trying to understand the everyday life of the community, is that education has socio-historical dimensions (Kleinig 1982:1) which could be understood by applying the tools of philosophy when focussing on why education is considered as being essential by different communities. With this in mind, the idea that the nature of man and society as conceived by that society, what the society considers as the best type of knowledge worth having and how it is acquired, aa well as the value-system or theory of what the society considers as most valuable and worth having (Akinpelu 1981:9), should be taken into cognisance when embarking on the philosophical enquiry of education. This will help us to grasp and value the underlying assumptions which are embedded within the training of student teachers and the crucial focus of the research, which is pupils' perceptions of student teachers.

4.1.2 What is education?

The term "education" has different meanings to various people. The difference could be brought about by having it used in two senses. Education in a broad sense could mean all the environmental, biological and physical influences an individual experiences; and in the narrower sense, it could mean all the systematic influences which are conducted and learned at school (Hughes & Hughes 1960:57). Education is viewed as a social product by Kleinig(1982:23) in which a person's capacities for realistic and effective intervention in the world are developed.

It appears that trying to define the concept **education** is a very difficult task, as indicated by Straughan and Wilson (1983:10). They assert that the problem in trying to define the concept has brought some fierce debates in trying to define an **educated person**. Various authors or educational philosophers, e.g. Peters, Hirst, and Akinpelu, to name but a few, have been engaged in trying to explain education and the term "an educated person", yet the battle is still raging on (Straughan & Wilson 1983:10).

4.2 THE PHILOSOPHY OF LIFE AND EDUCATION

Education is an activity undertaken by all communities irrespective of whether the communities concerned are still in the undeveloped countries or in the technologically advanced world. As an institution of the society, education is a most sensitive subject and often the main cause of disagreements in the society (Akinpelu 1981:172). Regardless of being sensitive and controversial, the common denominator is that through education traditions and cultural values which are perceived

as being vital for the persistence of the communities, are transferred to the children in order to introduce them to the life of the community (Van Schalkwyk 1986:1; Kleinig 1982:11).

Education is also viewed as an intentional, deliberate, purposeful, systematic and responsible intervention by an adult in the life of the child by constantly supporting and accompanying him/her on the long journey of adult life. This is done by the proponents of Fundamental Pedagogics. This school of thought is of the opinion that the support and the accompaniment of the child by an adult, are directed at assisting the child wherever obstacles which have a hindering effect could appear on the way. The goal of education in this case is viewed as adulthood (Gunter 1982:11-12; Luthuli 1982:25). The child is considered as an emerging adult and the only person who can assist and has the knowledge of how to become, is an adult because of the enormous experience he/she possesses. According to Otto (1993:116), the South African pedagogical school of thought and the continental thinkers such as Langeveld, Kriekemans and Perquin subscribe to the view of adulthood. Adulthood, according to Luthuli (1982:25) should not be used in a universal form, as it will be rendered meaningless. It should rather be used in a contextual form, that is, to a particular way of life of the people. The view that education has to do with the development of the learner or, in this case, the child emanates from the philosophy of life which is rooted in religion, values, aims and the ultimate destiny of the child. Education as such has to be understood in terms of the philosophy of the life of the community. Various institutions are used to transfer education to the young people of the community and formal schooling is used for this purpose.

4.2.1 The Philosophy of Education

The Philosophy of Education can be regarded as a science that seeks the valid truth concerning education. It has its own particular character, its own history and votaries, its own clearly defined and

valuable field of research, and its own method of study. Valid information culled from other disciplines of education is deliberately and systematically studied, its value for education analysed and then adapted and synthesised into the theoretical system. Being both philosophical and theoretical in nature, the philosophy of education in its method is speculative, analytic and critical, synthetic and prescriptive. The speculative is concerned with the empirical findings as well as with the problems of a more abstract nature.

4.3 THE SCHOOL

Various channels are used by the communities to transfer their beliefs, traditions, values and convictions to the youth for their own growth. The school is one of the channels, like as the church, the home and play centres, to name but a few, used in the inculcation of the aspirations of the society to the new generation. What is taught in the school is based on the philosophy of the life of the particular society. The curriculum as it has been designed, stems from the way of life of the community. The policy-makers use the philosophy of life of the people or the community as a framework when taking decisions regarding the structure of education. The school, in turn, acts as an avenue of introducing the children of the community to the desired ideals expected of them. The school is viewed as a very important instrument in the shaping of the children of the community. The role played by schools in the development of the child has been criticised by various writers, e.g. Ivan Illich, Michael Apple and Carl Bereiter for their unpleasant atmosphere, perverting effect and constraining effect on the outlook and behaviour of learners (Beck 1990:29-30).

Despite the opposition to schooling or schools, there are those who believe that schools do have a bearing on the development of an individual for example those who believe that schools educate

citizens to fit the society they are a part of and those who believe that specific knowledge and skills could be attained through schooling.

The school is regarded as an organisation with a system of interweaving parts linking together in particular ways. It is at the heart of educational change and a place where policies regarding education are put into practice. The policies are expected to serve the needs of the pupils, the teachers and the school itself. Classrooms, with their various dimensions of experiences, like the school, do not exist out of context of the school. They are part and parcel of the school and, are therefore affected by the culture and identity of the school (Davidoff & Lazarus 1997:5-7).

4.3.1 Pupils

Pupils form the largest group of the school community. They are in the centre of all the activities which take place in the school environment, as they come from different communities with different values and beliefs. Their needs differ because of their different backgrounds and experiences. Their influences on the running of schools is implicitly or explicitly manifested by the manner in which the administration of the entire school functions.

Pupils are human beings with feelings, and intellect, beliefs and a sense of perception. They are human beings who can make friends, take cognisance of themselves and of others and, above all, of their environment. At the secondary school level they are very much aware of their physical development and the social environment that envelopes their daily school lives. This awareness has an impact on how they interact with other people and on their cognitive pedagogical activities. The teacher then becomes the immediate source of help, inspiration and guidance.

4.3.2 Teacher

Various questions pertaining to the educational practices of the society need a person with special knowledge to respond to. These questions could be resolved by posing questions and offering answers which, in turn, usually lead to more questions. The dialectical activity that ensures, is such that the world of schooling multiplies in complexity and poses further complications for those who are involved in it. In order to comprehend fully the activities of the school or the world of schooling that teachers or student teachers are to enter, they are to possess a social and intellectual context or the foundation perspective (Sadovnik, Cookson & Semel 1994:14-15). The understanding of education is important in building the foundation perspective which will help student teachers to understand the world of schooling. "All teachers, regardless of their action orientation, have a personal philosophy that colors the way in which they select knowledge; order their classroom; interact with students, peers, parent, and administrators; and select values to emphasize within their classrooms "(Sadovnik *et al.* 1994:198).

4.4 PHILOSOPHICAL FOUNDATIONS WHICH IMPACT ON EDUCATION

With the above-mentioned in mind, it is important and proper that focus should be placed on some of the philosophies that have a direct or indirect impact on education with the emphasis on teacher education. The reason for this endeavour is to highlight their influence on teacher education because in order to comprehend fully the world of schooling that they are to enter, future teachers must possess a social and intellectual context or foundation perspective. An understanding of the philosophy of education is thus essential in building this perspective.

4.4.1 IDEALISM

This trend of philosophy is associated with the ideas of Plato (427-347 BC), a student of Socrates, who was a citizen of Athens. He believed that the reality was spiritual in nature and lay in the human consciousness. He did not believe in the world of matter as he was of the opinion that matter was in a constant state of flux. The only constant for him was the field of mathematics, since 1 + 1 = 2. That will never change and therefore it is eternal. As far as he was concerned matter could not be used to measure truth. He also challenged the Sophists' methodology of sense experience because he felt convinced that the senses could not be trusted as they continually deceive individuals (Sadovnik *et al.* 1994:199; Lemmer & Badenhorst 1997:105; Ornstein & Levine 1985:81).

Plato, like his teacher, Socrates, was fascinated by concepts such as truth, beauty and justice. He viewed truth as being perfect and eternal and, according to him, was not to be found in the world of matter, but could be found in latent form in the minds of individuals. Both Plato and Socrates subscribed to the Orphic religious belief which espoused the entombment of the soul (incarnation) and the doctrine of reminiscence, immortality and the rebirth of the soul. The soul was regarded as the highest part of man, which was seen as indestructible. His theory of knowledge is based on the theory of **reminiscence**, by which individuals recall the truths or ideas that are present in latent form in their minds. Reminiscence implies that the human soul, before birth, has lived in the spiritual world of ideas, which are the source of all truth and knowledge. At birth, this knowledge of truth is represented within one's subconscious mind (Otto 1993:70-71; Ornstein & Levine 1985:81).

Plato's method of philosophising was to engage individuals in dialogue and, through dialogue, individuals would be asked systematic questions which would lead to a logical examination of their viewpoints. Ultimately both parties would reach a synthesis of viewpoints that would be acceptable

to both. This approach, the **dialectic**, was used to move individuals from the world of matter to the world of ideas (Sadovnik *et al.* 1994:200). Regarding knowledge, Plato is of the opinion that genuine knowledge is intellectual and not sensory, since sense impressions are distortions of reality. True knowledge, as contrasted with sensations, is changeless and eternal. He further maintains that since truth is universal, education should also be universal and unchanging and since reality can be apprehended only intellectually, education should also be intellectual (Ornstein & Levine 1985:81-82).

Butler (1968:237-238) made the following observations regarding idealism:

* Idealism justifiably makes the reality of the self the focal point of philosophy.
* It insists upon the centrality of the self in gaining and organising knowledge.
* It stresses the human and personal elements in life and education.
* It is a comprehensive philosophy.

Famous representatives of idealism are St Augustine (Christianity) and in the post-Renaissance period, René Descartes. Both subscribed to Platonic rationalism (reason as the sole means to truth) and idealism (the world of ideas or the spiritual as grounds of being).

4.4.2 Aim of education

The aim of education is the search for truth through ideas rather than through the examination of the false shadowy world of matter. This is viewed as a means to creating and perpetuating the ideals of the society. The aim is geared to teaching people to think about life's questions and to discover

knowledge, not forgetting that, with the discovery of truth comes responsibility. That is the responsibility of those who achieve the realisation of truth to enlighten others. In other words, the **self- realisation** of the individual has to benefit the society (Sadovnik *et al.* 1994:200; Lemmer & Badenhorst 1997: 106). According to Engelbrecht *et al.* (1984:111-112) idealism stresses a broad cultural moulding and, as such, education bring the child to acceptance of values in a particular order of precedence. Those values, which are most closely associated with man's eternal destiny (religious values), are regarded as the most important in education. Idealistic education is more ideal- centred and not wholly child-centred or subject- matter-centred. Idealism is primarily spiritual idealism with the emphasis on what is ultimately real, namely the Spirit (God). According to Otto(1993:73) the aim of education as perceived by Plato, in the pursuance of human excellence was to realise the good individual, the good citizen. The education of the good individual had to concern itself firstly with the schooling of the character and the intellect. Education was thus regarded as an indispensable means for the attainment and preservation of the society. The curriculum therefore had to be characterised by the study of the classics, that is, the great literature of past civilizations that illustrates contemporary concerns. The reason for the study of the classics according to idealists, was that all contemporary problems had their roots in the past and could best be understood by examining how previous individuals had dealt with them. Idealists also supported the back- to- basics approach which emphasised the three R's (Sadovnik *et al.* 1994:201).

4.4.3 Role of the teacher

According to idealism, the role of the teacher is to analyse and discuss ideas with students in order to move to new levels of awareness so that, ultimately, students can be transformed. The teacher should deal with abstract notions through the dialectic method, but should also aim at connecting

analysis with action. The teacher's role in the classroom has to do with the selection of the material, the posing of questions, the establishment of conducive teaching- learning environment and all that would ensure the desired outcomes. The teacher's role is to see himself-/herself as a role model in the classroom, to be emulated by the learners. The reason for this is that, in the contemporary idealistic educational practice, each pupil is regarded as important, having a unique expression of individual will and body which must be harnessed. Idealists see the child at birth as a being that is either good or bad. The learner, as far as they are concerned, is potential and can either be good or bad, depending on the environment, the surrounding influence, or his/ her own free will. Teachers are therefore required to provide a healthy sympathetic authoritative guidance to the learner in order to help him/her from succumbing to evil. What the passage implies is that the training of student teachers is to be in such a that it involves more of academic nature. Student teachers are to demonstrate competence in being able to pose questions and the ability to use different strategies to involve the learners. Teachers link ideas to actions in the classroom situation. As such, pupils are inclined to have interest in such activities. This is covered by the dialogue Socrates had with Meno. The perceptions Meno had about Socrates and the method used in trying to make meaning of things may be used as an example of how learners who perceive student teachers who follow this trend of thinking although their use of lecturing method from time to time might bore them.

4.4.4 Pupil

The pupil or the learner is regarded as an essential part of the ultimate spiritual world. That is, the pupil is the creation of God and needs to be treated with the necessary respect and responsibility.

Knowledge should be drawn from them rather than be poured into them. They are to search for truth as individuals so as to learn to be responsible. They must be conscious of the fact that they co-exist with other people and that, whatever they do, does affect others. So they should learn to live in harmony with their fellow-pupils. It is therefore the responsibility of the teacher to help the pupils to realise their potential so that they could be able to fulfil their role in the world (Bekker, Naicker & Olivier 1976:29-33 ; Sadovnik *et al.* 1994:200). Pupils may perceive the role of student teacher as models and helpers as being helpful in their lives because of their encouragement in working as groups which helps them to be able to communicate with other learners.

4.4.5 The strengths and weaknesses of idealism

Regarding the strengths of idealism one is inclined to make mention of the following observation, namely that, this philosophy justifiably makes the reality of the self the focal point of philosophising. It insists upon the centrality of the self in gaining and organising knowledge. It stresses the human and personal elements in life and education. It is a comprehensive philosophy and deals with both metaphysics and epistemology as equally important considerations.

The weaknesses of idealism are expressed by the view that it is difficult to understand. The difficulty is made evident by the abundance of misconceptions concerning it. One of the greatest misconceptions is that idealism is primarily concerned with ideals, or, more extremely, that it is a visionary utopianism. Idealism, with its idea of comprehensiveness, assumes that the schematic structures which cluster problems under one umbrella presupposes genuine comprehensiveness. Selfhood as the main feature of idealism cannot validly be considered central to philosophy because

it can be conceived on at least two levels, namely the level of birth, respect and hope and the level of acquiring a kind of existence different from the first level. The contemporary view is that views of man held by the idealists need to be revised, possibly rather radically because today's man, as he has revealed himself, is not the man defined by the idealists of the years gone by (Butler 1968:237-243).

4.5 REALISM

Realism, although is regarded as a philosophy of recent origin (Lemmer & Badenhorst 1997:108 ; Butler 1968:248), it has many brands of realism. The brands are similar in form and theory of knowledge, because they all revolve against the conceptions of idealism and could be traced back to Aristotle (384-322 BC), the student of Plato. As a philosophical realist, Aristotle maintained that reality was posited in an objective order. Objects, composed of form and matter, existed independently of our knowledge of them. Human beings, as rational beings, had the capacity to know and observe the natural laws that governed them. He believed that only through studying the material world was it possible for individuals to clarify or develop ideas. Thus, realists reject the Platonic notion that only ideas are real, and argue instead that the material world or matter is real and that matter exists independently of ideas. Aristotle argued that human beings possess souls or minds and material bodies. In other words he saw a basic duality in human nature. He further maintained that human beings, like animals, do have appetite or physical needs which must be satisfied for them to survive. Unlike animals, people have a capacity to think and use their rational power. Aristotle saw humankind's goal as being happiness and that the good life is one of moderation (Ornstein & Levine 1985:84; Sadovnik *et al.* 1994:202). Moderation has to do with the ability to achieve balance in leading one's life.

Aristotle maintained that **reason** was the instrument individuals could use to achieve the proper balance or moderation in their lives. Education, as far as he was concerned, was important in achieving moderation, since it would introduce individuals to the process of systematic, rigorous thought. Through education, individuals would learn to reason and thus become able to choose the path of moderation in their lives (Sadovnik *et al.* 1994:203). The systematic method he advocated is known as **syllogism**, which is a system of logic that consisted of three parts, namely a major premise; a minor premise; and a conclusion. His famous example of syllogism is:

> "All men are mortal
> Socrates is a man
> therefore, Socrates is mortal"
> (Sadovnik *et al.* 1994:202).

Aristotle stated that for a syllogism to work, all parts should be correct. If one part of the premise is incorrect, the conclusion will be fallacious. According to Stumpf (1975:91), although Aristotle's doctrine of syllogism is a tool for determining which relationships between premises and conclusion have consistency, his chief interest in developing the syllogism was not simply to assure consistent reasoning. His main aim was to provide an instrument for scientific demonstration.

Since Aristotle, various developments have taken place in this school of philosophy. The most important followers are the following:

Thomas Aquinas (1225- 1274) was an important medieval on the work of Aristotle. He was able to synthesise the pagan ideas with Christian beliefs by implementing reason as a means of ascertaining or understanding truth. He was of a view that God could be understood through reasoning that is based on the material world. Like Aristotle, he emphasised matter and ideas in his philosophical

investigations. His philosophy became known as **Neo-Thomism**, a philosophy which was latter revived by the Vatican as a way of resolving the conflict between natural sciences and the Catholic Church. Through Neo-Thomism, the Vatican argued that there was no conflict between science and religion since scientific enquiry ultimately led to a belief in God.

Modern Realism is another branch of philosophy which is influenced by the ideas of Aristotle. It dates from the Renaissance period and the main proponents are Francis Bacon (1561-1626), who developed the inductive or scientific method of learning and John Locke (1632-1704), who stated that the human mind was *tabula rasa* or a blank page (Sadovnik *et al.* 1994:203-204).

As far as **Contemporary Realism.** is concerned, Bertrand Russell (1872-1970) was one of the followers of this branch of philosophy which advocates the use of science and philosophy in trying to solve social problems in order to create a better world. He was the first to define realism as a *scientific philosophy.*

The conclusion that can be drawn about realists is that: "Realists insist that the qualities of our experience are real independent facts of the external world. They are unchanged by entering the ken of the knower, and do not depend on any mind, finite or infinite, for their existence. The qualities of experience stand on their own feet. The world about us is a real world, not a world of fantasy" (Butler 1968: 248).

4.5.1 Goal of education

Aristotle regarded happiness as the ultimate goal of human life. Happiness was achieved by stretching one's mind to its utmost capability. The goal of education, according to the contemporary realists, is to help the individuals to understand and then apply the principles of science to solve the problems plaguing the modern world. The aim of education is to teach the child to understand the real world around him or her (Lemmer & Badenhorst 1997:108; Sadovnik *et al.* 1994:204).

4.5.2 Role of the teacher

According to the contemporary realists, teachers should be steeped in the basic academic disciplines in order to transmit to their students the knowledge necessary for the continuance of the human race. They should have a solid grounding in science, mathematics, and the humanities. Teachers must be able to present ideas in a clear and consistent manner. They must have the good skills of evaluating great works of art or literature with a view to forming desirable habits. The teacher is regarded as the demonstrator of theory and an instructor who is in charge of the classroom. In preparation of student teachers, the competences are to be emphasised. Student teachers are required to demonstrate skills which will stimulate the senses of the pupils. Student teachers with solid grounding in mathematics and science are generally respected by both the public and pupils. The ability to perform different experiments in the laboratories and to analyse data are part and parcel of strategies used in assessing student teachers competence.

4.5.3 Pupil

The pupil is viewed as an intellectual being. When planning a curriculum, or a lesson, the interest of the learner should be taken into consideration. Pupils are to be motivated and to be made aware of their responsibility. They are regarded as individuals who can grasp the meaning of their experience and the purpose of their activities. They are to be afforded the opportunity to solve their problems by making use of science subjects. Due to the nature of the curriculum that takes their interests at heart, pupils might perceive student teachers as people who could help them with their difficult subjects such as mathematics and science. They might even perceive them as people to whom they could freely express their perception of things which are related to their lives and how to solve them. They may even perceive student teachers as their equals during the discussions because student teachers may be of their age group and this would then encourage questioning and facilitation of learning.

4.6 PRAGMATISM

Pragmatism is regarded as the American philosophy that developed in the latter part of the nineteenth century. The founding members of this school of thought are George Sanders Pierce (1839- 1914), William James (1824-1910) and John Dewey (1859-1952). Other philosophers who could be classified as pragmatists are the Europeans philosophers Frances Bacon, John Locke and Jean-Jacques Rousseau (Sadovnik *et al.* 1994:205).

Pragmatism as a philosophy of education is based on change, process, relativity, and the reconstruction of experience. Everything is in a constant process of change and as far as eternity and the absolute are concerned, in pragmatism these views are not entertained. Perfection is also out of the question because, according to this philosophy, life is not stagnant and, as such, it is absurd to regard perfection as something that could be attained (Ornstein & Levine 1985: 200). Butler (1968:355) avers that as far as pragmatism is concerned, reality is not described as a substance which has some kind of solidity or dependability; instead, it is a constant flux, like the ever- changing waters of a river. According to Engelbrecht *et al.* 1984: 114), all principles, values and objectives must be tested in practice to see if they work and produce results. Depending on the outcome of such tests, they must either be accepted or rejected. The true pragmatist believes that all values are changeable and transient. What works is of value as far as the pragmatists are concerned. What is of importance, is that the pragmatists stick close to sense perception as their frame of reference that there is no willingness to accept knowledge verified in the past at face value, even if the verification is scientific. Accumulated data of the past must pass the test of present experience, no matter how honourable its former verification (Butler 1968: 379). According to Bekker, *et al.* (1976: 35), pragmatists argue that the truth of an idea must be scrutinised so that it will enable us to see how it might work in practice. Pragmatists reject the belief that a theory works because it is true. Instead, they state that it is true because it works.

Human experience is viewed as the true means of discovering truth. The pragmatist does not wish to become entangled in the nature's world of inescapable, relentless laws of nature. Human experience is never the same twice. What it means, is that there cannot be any universally fixed truths which are always valid. Truth is constantly changing and becoming. Truth is regarded as being relative to every situation and therefore also relative to everyone who accepts it. The test which can be applied to truth is its efficiency and usefulness to man (Engelbrecht *et al.* 1984: 114).

Pragmatism construes epistemology as a process in which reality is constantly changing. The epistemology or knowing situation involves a person, an organism and an environment. What it means, is that a person interacts with the environment in order to live, grow, and develop. The interaction involved may alter or change the environment, and it may alter or change a person. Knowing is therefore a transaction between the learner and the environment. Basic to this interaction is change. Thus, the person is constantly changing, the environment is constantly changing, and the experiences are also changing (Ornstein & Levine 1985: 200).

Pragmatism encourages people to find processes that work in order to achieve their desired needs. It is mostly interested in the contemporary issues and in discovering solutions to problems in present-day terms. Pragmatists are always action-oriented, experientially grounded and will generally pose questions which ask about possibilities which will make them achieve their desired end. According to Lemmer and Badenhorst (1997: 114) if something works, it is good and the Pragmatists will believe in it. The two authors state that the main themes of this philosophy are the reality of change rather than permanence; the relativity of values; the social and biological nature of man; the importance of democracy as a way of life; and the value of critical intelligence in all human conduct. Butler (1968: 383-388) highlights the following ten propositions of the metaphysics of pragmatism: the world is all foreground; the world is characterised throughout by process and change; the world is precarious; the world is incomplete and indeterminate; the world is pluralistic; the world has ends within its own process; the world is not, nor does it include, trans-empirical reality; man is continuous with the world; man is not an active cause in the world; and the world does not guarantee progress.

4.6.1 Goal of education

Pragmatists view life as being fluid in character, as being lived in the world that is fluid. There are no fixed, preconceived educational objectives. Every situation poses its own challenges to the child. As such, it is difficult to define the goal of education because learning, in whatever form, consists of a number of learning episodes. Each episode has a particular objective which relates to the desired outcome of that episode (Lemmer & Badenhorst 1997: 115; Engelbrecht *et al.* 1984: 114- 115; Butler 1968: 411). One of the main tasks of education is to help the child to study the world as it affects him or her (Bekker *et al.* 1976: 36).

4.6.2 Role of the teacher

In a progressive setting, a teacher is no longer the authoritarian figure from which knowledge flows. Teachers' role in this instance is that of facilitators. The teachers encourage, offer suggestions, questions, and help plan and implement the course of study. Teachers write the curriculum and, in doing this, they must have a command of several disciplines in order to create and implement the curriculum. The other role is that of furnishing the environment which stimulates responses and directs the learner's course (Sadovnik *et al.* 1994: 209; Engelbrecht *et al.* 1984: 115). Student teachers who are involved in the decision making and the running of the school might be perceived by the learners as part of the school community.

4.6.3 Pupil

According to pragmatism, the needs and interests of the pupils are central in their education. They are to be allowed to participate in planning the course of their study, and to employ project method or group learning. Their activities should encourage experiential learning. They are to be afforded the freedom of being responsible for their action. The student teachers who use different approaches to teaching and stimulate the interest of the class with things found in the environment of the learners are highly to be perceived as being good.

4.6.4 Method of instruction

Pupils are considered as a part of the larger group, although their individuality is not neglected. As concrete individuals they must be dealt with as unique human beings in the education process. What it implies, is that the core curriculum or integrated curriculum is regarded as important and changes as the social order changes. The teaching method as well as the syllabus, as far as pragmatism is concerned, should stimulate the interests of pupils because it is related to their world of experience. The problem-solving or enquiry method is preferred and pupils are encouraged to learn both individually and as a group. The problem-solving method does not mean that a specific or standard procedure is used every time. The method varies according to the problems. Once the student teachers apply the principle of involving pupils in solving problems by engaging all their senses and to curiously experiment with thing at their own disposal, the possibility of perceiving student teachers as helpful and considerate will be high.

4.7 EXISTENTIALISM AND PHENOMENOLOGY

Existentialism emerged in its contemporary form in Paris following World War II, although its roots can almost be traced back to the Bible. The forerunners of this philosophical movement are the following. The Danish philosopher Sören Kierkegaard (1813-1855), stated that "Every human being must be assumed in essential possession of what essentially belongs to being man... the task of the subjective thinker is to transform himself into an instrument that clearly and definitely expresses in existence whatever is essentially human." The German Friedrich Nietzche (1844-1900), saw the bankruptcy of religious faith as the decisive cultural fact of his day and did not hesitate to proclaim, that, for all intents and purposes, "God is dead" (Stumpf 1975: 459-466). Both these philosophers revolted against the Christianity of their time and against traditional philosophy, represented mainly by the ideas of Hegel (Lemmer & Badenhorst 1997: 117; Sadovnik *et al.* 1994: 210). Karl Jasper (1883-1969) and Jean Paul Sartre (1905-1986) are the most recent philosophers who worked in this school of thought. Kierkegaard is most commonly cited as a theistic existentialist, because he believed in God, while Jean-Paul Sartre, on the other hand, is commonly designated as an atheistic adversary of Kierkegaard (Butler 1968: 443).

Phenomenology was primarily developed by Edmund Husserl (1859-1935). Other philosophers who were engaged in the development of this philosophy are Martin Heidegger (1889-1976) and Maurice Merleau-Ponty (1908-1961). Existential phenomenology, a modified form of phenomenology, is the scientific method most commonly employed in fundamental pedagogics. Fundamental pedagogics is a particular field of approach to the education philosophy applied by some South African educationists (Lemmer & Badenhorst 1997: 117).

Existentialism perceives the feeling, thinking individual as the centre of all philosophy. Only concepts which originate with the personal lives of human beings are of value. Unlike traditional philosophers such as Plato and Aristotle, who were concerned with posing questions about epistemology, axiology and metaphysics, existentialists pose questions as to how their concerns impact on the lives of individuals. Whereas existentialism focuses upon the immediate human concerns of man's daily existence, as well as the practical issues of making choices, decisions, and personal commitments, phenomenology is rationalistic and cast in technical and special scientific language. Phenomenologists are concerned with the way in which objects present themselves to people in their consciousness and how people order those objects. Language is used to describe the various phenomena in life (Stumpf 1975: 467; Sadovnik *et al.* 1994: 210-211).

According to Lemmer and Badenhorst (1997: 117), existentialists assert that the flaws concerning traditional philosophy are that it moved too much on the level of abstraction and speculation and did not deal with the real qualities of the human existence, such as love, passion, ecstasy, decision, pain, fear, sickness and death. The authors are also of the view that the philosopher must plunge him-/ herself into the joy and suffering of the human conditions.

The essence of existentialism is that human beings are born free subjects who must determine for themselves and they have total freedom to choose. Their freedom to choose should not be compromised by any doctrine, regime, religion, or other person. Existentialists reject the scientific approach to existence but attempt to sort out meaning in a world that supports gross human behaviour. Existentialists believe that the universe is indifferent to human wishes, desires, and plans. Human freedom is total and one's responsibility to choose is total. "Angst", or dread, is an important concept in existentialism. Each person is viewed as knowing that his or her destiny is death and ultimate disappearance and that his or her presence in the world is only temporary.

As a conscious being, the individual must carry the knowledge of ultimate demise every day of his or her life (Ornstein & Levine 1985: 208). Every individual must recognise that, however unwelcome, his or her present being moves towards death, the termination of everything (Butler 1968: 442). An individual cannot blame anybody-professors, spouse, the president, or the amorphous mass called "society". He is unqualifiedly alone. This solitary condition of modern life is terrifying, and, according to the existentialists, it can be coped with only by the individual (Reitman 1977: 35-36).

4.7.1 Goal of education

According to existentialism, education is to focus on the needs of individuals, both cognitively and affectively. It should stress individuality; include discussion of the non-rational as well as the rational world; and the tensions of living in the world, in particular anxiety generated through conflict, should be addressed. Education should create a sense of self-awareness and should contribute to human beings' authenticity. It should also help learners to become responsible for themselves and to make their own decisions. Education as far as the existentialists are concerned, should be meaningful and not become a matter of compulsion. It should not be a casual process, but should provide learners with support as they progresses towards maturity.

4.7.2 Role of the teacher

The teacher should assist the learners in attaining their selfhood and individuality. The should encourage learners to engage in philosophising about the meaning of the human experience of life, love and death.

The teacher should encourage learners to do some introspection because it is useful in order to enable them to get in touch with their worlds and to empower them to choose and act on their choices. According to Reitman (1977: 37), teachers' role is to act primarily as resource persons and friends who are available to help students learn more or less what they choose to learn. Teachers, according to existentialism, can accept or reject whatever elements of the system they decide do not help them to perform as a teachers. If forced to do what they do not wish to do, the onus then lies on the existentialist to either change the system or leave it. During teaching practice student teachers are to act as resource people by helping learners with their work and by trying to minimise their fear of not being able to do some thing such as the ability to solve problems. Student teachers who are able to help the learners to make independent decisions will be perceived in a positive light.

4.7.3 Pupil

Discipline is normally not a serious problem in the existentially-orientated classroom because learners have no need to rebel against the authoritative imposition of ideas and norms by adults. They have the latitude of choice and when there are problems in their work, they have a friend in a teacher, who will help them overcome the obstacles. During teaching practice those student teachers who clearly map out the rules of the class and what they expect from the learners after discussions, will not encounter problems. Pupils positive perceive those student teachers who at the beginning of the teaching learning session introduces themselves to the class.

4.7.4 Method of instruction

The study of literature has a special meaning to the existentialists because literature is able to evoke responses in students that might move them to a new level of awareness. Subjects such as art, drama and music are also regarded as important in encouraging personal interaction. As learning is viewed as an intensely personal phenomenon by the existentialists, they believe that each learner has a different learning style and it is up to the teacher to discover what works for each learner. The posing of questions, generating activities and working together as a group, are some of the methods a teacher could use to help the students. The learner, as an individual or as a member of a group, utilises the scientific method to solve both personal and social problems (Ornstein & Levine 1985: 199). Student teachers who are able to create strategies which will help learners to generate the desire to interact with the peers. The consequences will be such that student teachers will be perceived as being essential in the lives of the learners.

4.8 NATURALISM

Naturalism is considered to be the oldest philosophy in the history of Western philosophy. The common premise on which naturalism builds its ideas is that there is order in nature and that this order can be depended upon. It is expressed unphilosophically in the common saying, "Let nature take its course" (Butler 1968: 70; Lemmer & Badenhorst 1997: 110).

Naturalism was a reaction to the prevailing deplorable social conditions, corruption and malpractice in Europe during the eighteenth century which came as a result of the despotic rulers, the nobility and

the powerful Roman Catholic Church. The common people were kept in a constant state of poverty through high taxes, suppression and many other forms of humiliation. Freedom of speech and movement was prohibited. This inevitably led to dissatisfaction among the masses, and eventually to revolt (Harmse 1982: 196).

Naturalism is a distinct philosophy by virtue of its insistence that reality and nature are identical, and that beyond nature there is no reality. It flowed logically from the humanistic- realistic- rationalistic school of thought which had its origin in the Greek dictum that man is the measure of all things (Butler 1968: 73; Harmse 1982: 197). Jean Jacques Rousseau (1712-1772) was responsible for applying strong naturalistic views to education. Two types of naturalism had been distinguished by Ralph Barton Perry, which he called **naive** and **critical naturalism**. Naive naturalism includes all attempts to designate some one substance as the be-all and end-all of nature, and therefore of existence itself. In the views of the naturalists in ancient times, this substance was inert matter moving in space. Other naturalists saw it as energy rather than solid matter. Critical naturalism was propounded by those naturalists who were not satisfied with the attempt to explain all things in terms of substance and preferred to include structure as well as process in an explanation of nature (Butler 1968: 70-71 ; Lemmer & Badenhorst 1997: 110).

Regarding the nature of man, an individual man is considered as Nature's offspring, not a child of society or a segment of society whose very being depends upon social organism. Although dependent upon Nature, he stands on his own feet, more or less, as far as his relation to society is concerned. Man, like any other phenomenon, is a product of matter and as a result of a continuous process of evolution he or she has developed. As a physical organism there is constant interaction between man and his or her physical environment. The pleasure which the individual strives for as far as naturalism is concerned could be hampered by the corrupt society the individual finds him-/herself in. Actually seeking the good he or she aspires for is difficult for an individual due to all the hazards placed in the

way by nature and the society itself (Butler 1968: 79-80 ; Engelbrecht *et al.* 1984:107)). Naturalists contend that man's good nature has been corrupted and .deformed by the corrupt society. Man's behaviour should be guided by his/her natural wants and inclinations (Harmse 1982: 197). Naturalists believe in natural morality, natural religion, education by natural ways of life and behaviour, and the natural acquisition of knowledge through sensory experience and natural, rational thought. Man's behaviour is nothing more than a number of conditioned reflexes. The unalterable, everlasting laws of nature totally determine and control man in his totality as well as all other natural phenomena. As far as naturalism is concerned, man does not have freedom of will nor responsible choice. He or she does what he or she must do because he or she has no alternative (Engelbrecht *et al.* 1984: 107- 108).

4.8.1 Goal of education

The naturalists did not believe that education could serve to guide children, artificially organise experience for them, or accelerate their learning tempo through instruction by introducing the child to the adult culture and the existing civilisation. The free and unfettered development of the child's individuality was ensured by permitting the list interference in his/her activities. Education was to be practical and useful. The school was therefore not to be removed from the child's reality. The aim of education was the creation of a milieu within which the child could get to know and control his or her environment so that he or she might adapt for the sake of self-preservation and advancement (Engelbrecht *et al.* 1984: 109; Harmse 1982: 197). According to Butler (1968: 91-92), self-preservation, securing the necessities of life, raising children, the maintenance of social and political relations, and the enjoyment of leisure are the main objectives of naturalistic education.

4.8.2 Role of the teacher

The role of the teacher is that of being a mere observer who must in turn organise the activities of pupils in such a manner that they will not be hampered. The teacher must see to it that whatever teaching- learning apparatus they need, is available. The function of the teacher is to provide the pupils with the most conducive environment and to give them all the opportunities available to enjoy themselves. During teaching practice student teachers are encouraged to see to it that the classes they teach in are clean, well ventilated and easily accessible for the learners. They are expected to protect learners from getting hurt and make teaching learning activities pleasurable for the learners. When they succeed in doing this, pupils will have a positive perceptions of them.

4.8.3 Pupil

Naturalists believed in the fact that the child or the pupil should not be subjected to compulsion of any kind. The pupils are considered to be guided by their own experience and are expected to direct their own observations and activities. Make their own discoveries and draw their own logical and valid conclusions. The learners are to be allowed to make their own judgements and to determine their own values. No any form of punishment is to be applied, as learners would be disciplined by the natural consequences of their actions. Student teachers who engage learners in activities which allow them to express themselves freely will get favourable reactions from the learners and a positive perceptions.

4.8.4 Method of instruction

As education was for the body as well as the mind, the methods of instruction were experimentation, project teaching, self- discovery and learning by means of doing. This follows from nature's advice that teaching should make the fullest use of the self-activity of the pupils. Telling pupils should be done at a minimum and encouragement should be done as much as possible. "If the learning intellect is to be guided to its appropriate food, children must master the art of independent observation and direct acquaintance" (Butler 1968: 94). Before student teachers go for practice teaching they are being encouraged not to try to dominate lessons and should try to involve learner a great deal. Pupils are likely to perceive those student teachers who give them chance positively.

4.9 LIBERALISM

The origin of liberalism can be traced back to the time of Pericles (500- 429 BC), the Greek thinker, who harboured the idea of thought. Various forms of liberalism existed after Pericles, but the main essence of liberalism has remained the same until today. Its influence is evident in the English and American style of living. The following people can be regarded as the major representatives of liberalism: John Locke (1632-1704), Adam Smith (1723-1790), Jeremy Bentham (1748-1832) and John Stuart Mill (1806-1873) (Landman,*et al.* (1982: 41).

Liberalism rejects the notion that there is evil in man because if there is no evil in man, there is also no cause for any external authority. The society is not supposed to hamper any actions of an individual, but to allow him or her to exercise their democratic right of freedom of speech, the right

to education and to own property. In other words, economic emancipation is regarded as a means of bringing about change which would bring about a stable life. Adam Smith, the man who displayed the idea of economic emancipation and the change in the economic enterprise of the individual, indicated that the ever-increasing change is rooted in the economy (Lemmer & Badenhorst 1997: 122; Landman *et al.* 1982: 44).

The basic principles of liberalism are tolerance, change, freedom and happiness because an individual can not be said to be free if the society cannot exercise tolerance when an individual is not at liberty to exercise his or her free will. Individuals' happiness will not be achieved if the society fails to provide individuals with the basic commodities such as food, housing, and all their basic rights as human beings. Happiness is regarded as a golden thread that runs through the thought of liberalism. Rice (1991: 123) maintains that tolerance is a virtue highly valued in liberal education, including the tolerance of a diversity of ideas, beliefs and cultures.

4.9.1 Goal of education

According to liberalism, all people should receive the benefits of education provided by the government as well as equal opportunities in different educational spheres. The aim of education is to inculcate those values that would ensure a free society as it is portrayed in the principles of the liberal philosophy. In an individual sense, education is aimed at equipping individuals with a view to making desirable decisions for themselves and to ensure their personal happiness. An individual educated according to liberal principles affords priority to autonomy and freedom in terms of exercising autonomous reason and judgement and participation in decision- making processes, intellectual freedom as opposed to censorship (Rice 1991: 122).

4.9.2 Role of the teacher

Teaching in the liberalistic context is essentially learner-centred. The teacher acts as a facilitator and does not have to inhibit the learner's choice and progress in any way. The teacher is to help the learner to become autonomous in the society of restrictions and inhibiting circumstances that threatens his or her autonomy. During teaching practice student teachers are provided with skills that will ensure them the ability to cope with learners. They are encouraged to listen to various problems learners might bring to them and not try to force things on the learners. They are encouraged to exercise freedom of speech choice and tolerance among learners. Student teachers are required to stimulate the interests of the learners by bringing up problems that will engage them in critical thinking activities. Those who succeed in doing this during practice teaching, will be remember by their learners and gain their respect.

4.9.3 Pupil

Pupils are regarded as rational beings and placed right at the centre of education according to this trend of thought. As rational beings, they have the right to choose and are expected to do anything they wish without being rebuked for their actions. The teacher is supposed to treat them with permissiveness. They are to be given the opportunity and encouragement to develop their talents as individuals or as groups. Pupils are normally inclined to favour those teachers who do not meddle in their personal affairs and would perceive those student teachers who do not interfere in whatever they do in a positive spirit. Student teachers who find themselves in a position that would negate the freedom of expression of learners would likely find themselves in conflict with them and will be

perceived as people who do not understand the dynamics of the changing world.

4.9.4 Method of instruction

General methods of instruction are favoured in order to develop the understanding of the learners. The standardised methods used in group activities are not supposed to overwhelm the individual's needs. Motivation should prevail in the classroom so that individual learners could take the initiative in their learning. Student teachers who subscribe to liberal principles will always have different ways of allowing pupils to express themselves. They will allow pupils to come up with topics that would interest them and allow them to debate them. Liberal teacher or student teachers who allow pupils to find thing for themselves and has a way of dealing with debatable issues that affect the lives of the learners will highly be perceived by the learners. Those student teachers who help and motivate learners are likely to be perceived as good teachers and gain their respect.

4.10 DEVELOPING A PERSONAL PHILOSOPHY

Student teachers are expected to know certain things, such as responding to the questions of the pupils, the policy of the school, the subject-matter that they are to teach, the pupils, and they should have an idea of administration, and class management skills. They are also expected to obey rules, attend meetings, work harmoniously with other staff members, conduct study sessions, and participate in the extra- mural activities of the school. Above all, they are expected to behave like professional teachers before they are inducted into the teaching profession. Student teachers as human beings, do posses certain core values they believe in. In view of this, they are able to adjust themselves so as to be able to adapt to the predicament they find themselves in.

One way of adjusting oneself is to revisit the philosophical foundations the student teachers learned and to decide on what suit them best. According to Lemmer and Badenhorst (1997:130-131), identification of one's own philosophical foundations, theoretical knowledge, and one's personal life experiences are to be considered.

4.10.1 Identification of one's own philosophical foundation

Student teachers are introduced to various philosophies of education in the course of their study. Each and every one of them has a clear position on the nature of man, the nature of knowledge to be learned and the axiomatic approach to life. They ask questions on issues such as values, for example: *What is morality? What is the nature of man, God and faith, freedom, education, justice, equality, and the nature of the world?* Many other assumptions could be drawn from these philosophies. The student teachers will then look at the various philosophies, go through them critically and make a checklist of the most important areas that appeal to them. In their checklist they should not forget to include questions that would reflect views of education and teaching, for example, questions that ask about the objectives of education-questions on the outcomes that are to be reached with their pupils as groups or as individuals and their personal views of knowledge and objectivity (Lemmer & Badenhorst 1997: 130). Bekker *et al.* (1976:9) also advocate that the first step to be taken in developing a philosophy of education of one's own is to acquaint oneself with the different major trends of thought. Then follows the selection and development of a thought pattern of one's own.

In developing a personal philosophy of education the student teachers should take cognisance of the fact that what they are building, should relate to all aspects of life and to all the major activities and problems of education. Comprehensive as it is, it should be a workable philosophy that is related to

as specific context of time and space. It should include the social structures and problems of the day, implying that the non-philosophical factors should also be considered.

4.10.2 Theoretical knowledge

Along their route of becoming professional teachers, student teachers are introduced into the mysteries of theories, philosophies, concepts and techniques, and they consciously or unconsciously adhere to the prevailing theory or school of thought. The understanding of the theories helps the student teachers to arrive at a clearer appreciation and understanding of what their views and values are not forgetting the pupils that are entrusted to them by the society. According to Kilfoil (1993: 98), the values of theoretical insight can provide a reference point for the teacher or the student teacher regarding the nature of the pupils and their needs. It is therefore important, that when developing a personal philosophy, the student teachers should have an abundance of theoretical knowledge at their command which will help them in refining, modifying and substantiating views and values they hold dear so that they could be able to reflect on activities and developments in education in order to be effective.

4.10.3 Personal life experience

Student teachers can develop their own philosophy of education by using their school life experience. As learners they experienced different types of teachers and they gained some ideas about these teachers. They could tell who was a "good" and a "bad" teacher. They acted like and imitated those

they liked. These teachers became their role models and directly or indirectly inspired them to become teachers themselves. With this formative experience, student teachers could build their own philosophy of education.

4.11 DOMINANT PHILOSOPHICAL TRENDS IN THE SOUTH AFRICAN EDUCATIONAL PRACTICE

Some of the philosophies which have been discussed underlie the educational practice we are familiar with in South Africa, although the old South Africa had its own unique philosophical trends which determined policies, structure the educational system and historical events. These trends were mostly centred around the perceptions of the people and the power of those who were in government. Lemmer and Badenhorst (1997: 125-128) give a succinct background of these trends. As far as these authors are concerned, Afrikaner nationalism had a major impact on all the levels of life, namely on the macro-level, which was concerned with policy-making and administration, as well as on the micro level, which had to do with the training of teachers, schools and classroom policies. The principles of Christian National Education were predominant although they had to be adjusted in order to adhere to the spirit of the time, namely, modernism.

Afrikaner nationalism is based on the insatiable need of the Afrikaners to protect what they feel belongs to them and their Calvinistic mission, as clearly espoused by (Nel. 1981: 15). According to him an Afrikaner "struggles to become, over and over" and he continues to say: "God is on our side, we will not stumble". Leatt, Kneifel and Nürnberger (1986: 66) indicate that various attempts have been made to explain Afrikaner nationalism and mention the fact that these attempts could be grouped

into four basic perspectives, namely the focus on the religious quality of Afrikaner nationalism; the analogy of the national security state; race and class; and ethnic mobilisation.

The religious quality of Afrikaner nationalism argues that a primitive or neo-Calvinistic theology, developed in the harsh conditions of frontier existence, helped Afrikaners to shape an Old Testament vision of their role as a "chosen people" with a "manifest destiny" on the tip of the African continent. Cillé (in Munger 1979: 39) clearly describes this belief by saying "... we see ourselves as a sort of Israel in South Africa, with a sense of God-guided destiny that it would be perilous to discount as on the case of the original model". The religious quality of Afrikaner nationalism was meant to help the Afrikaners cope with their "existential anxiety", caused by a large threatening black indigenous population and the fear of being swamped by British "Anglicisation" policies. The analogy of the national security state focussed on the rise of the political movement built around the chauvinist ideology of white supremacy and centred in the National Party and its policy of racial segregation which had major implications for the education system in South Africa. Institutionalised racism has pervaded South African history and policies. Ethnic mobilisation which refers to the process whereby a particular group, in this case Afrikaners, was mobilised to stick together, act together, and sacrifice for a better future, bound by common ideals, culture, and language: "The Afrikaans language was to be used as a mobilising force to overcome the psychological alienation and economic disadvantages felt by Afrikaners-an outward and visible sign of their identity" (Leatt *et al.* 1986:71).

According to Lemmer and Badenhorst (1997: 126), this move of mobilisation could be described as a form of social engineering, a view shared by the Marxists, that the school can be used as a tool to restructure society.

The principles of Christian National Education principles permeated through all the levels of education. According to Paton (in Munger.1979: 23) Christian National Education is a system that

has two supreme goals, namely to make a child a Christian and to make him or her a Nationalist. The teacher was regarded as the figure of authority representing the parents, who had to rigidly adhere to Christian religious dogmas and school routine.

The liberal tradition in education in South Africa has been mostly associated with English-speaking white schools and a few tertiary education institutions (Lemmer & Badenhorst 1997: 126).

> "This tradition is not easy to describe because of its elusive and somewhat non-dogmatic character, and because it encompasses complex elements that include, for example, capitalism and constitutional democracy, the merits of which even liberals hotly dispute. But historically it is the tradition which has expressed an 'individual ethic' as opposed to the 'corporate ethic' of Afrikaner nationalism, and has sought to uphold individual liberty against the alternatives of socialism and ethnic or racial nationalism"(Leatt *et al.* 1986: 51).

Nel (1981: 36) makes mention of the fact that liberal individualism is the oldest, the best known and still the most important ideological trend which is to be found in South Africa. Regarding education, it is primarily child-centred and often pragmatic in character. It does not adhere to the divine norm-based prescriptiveness of Christian National Education. It is actually a formidable contrasting trend in formal South African education.

African Nationalism was an ideological trend which aimed at uniting Africans above tribal jealousies and suspicions. It was to encourage a sense of native or African nationality and was intended to embrace Africans of all stations. It was an outward-looking nationalism, respectful of past traditions,

yet based on universal principles, although the Whites viewed its triumph as a serious threat to the white community. They felt that everything in the power of the white state had to be done to defeat and frustrate its triumph (Walshe 1982: 412; Vilakazi 1995: 18). African Nationalism also had a major influence on the South African education system, although this was or is not formally endorsed by the government. It flexed its muscles in the mid-seventies when students rioted against the use of Afrikaans as a medium of instructions in African schools. There was a call for **people's education** and **people's power** during the late seventies and eighties, which signified African nationalism at its best.

The principles of Africanism is clearly identified by Anton Lembede (in Leatt *et al.*1986: 94) one of the charismatic leaders of the African National Congress, when he said:

- Philosophically Africanism reject a materialist view of man as an 'economic animal', as well as the Nazi view of man as a 'beast of prey'.
- Instead it adopted a holistic view of man as body, mind, and spirit.
- History is a record of humanity's strivings for complete self- realisation' Darwin's 'law of variation' offered a scientific basis for Africanism.
- Each nation has its 'own peculiar character and make- up', each 'its own divine mission'.
- Paul Kruger's aphorism, 'one who wants to create the future must not forget the past', provided an historical basis for Africanism.
- Africans must recall 'the glorious achievements of our great heroes of the past, Shaka, Moshoeshoe, Hintsa... '
- The economic basis of Africanism was socialism. 'The fundamental structure of Bantu society is socialistic'.

- The task of Africanism was to 'develop this socialism by the infusion of new and modern socialistic ideas'.
- Africanism was democratic. In 'Bantu society, the work of a man was not assessed by wealth... In our Councils or Khotlas any citizen could take part in discussions'.
- Finally, there was the ethical basis. In the past fear of ancestors provided ethical sanctions. In the present time the immortality of ancestors is still upheld but the 'ethical system' had to be 'based on Christian Morals since there is nothing better" (Leatt *et al.* 1986: 94).

The other trend that promoted Africanism, was that of Black Consciousness, which called for Africans to be aware of their dignity as human beings and to reject the value systems that made them strangers in their own country (Lemmer & Badenhorst 1997: 128). This trend was not mentioned in the education system of South Africa, although it presented itself implicitly or explicitly in the education of the African child during the eighties.

4.12 SUMMARY

In this chapter philosophy, what constitutes the life world, the philosophy of education, education itself, schooling, pupils and teachers were discussed. Various philosophical views regarding the nature of man and his or her education were briefly illustrated. The following philosophies were discussed with the view of letting the student teachers have an ample choice when developing their own personal philosophy of education before they go out for teaching practice: Firstly idealism gives the student teacher a view of man as a thinker who investigates the thoughts he or she might have

about the world, himself and life and that he or she engages in dialogue in order to inquire, evaluate, consider first one alternative and then the other before making up his or her mind. This engagement in dialogue, they can use in the classroom. Secondly, realism can help them in understanding the behaviour of their pupils because this philosophy describes man as he or she reveals himself or herself in reality. It also makes it known to the student teachers who want to develop their own philosophy of education that for pupils to understand the learning content, all their senses should be engaged. Thirdly naturalism views the child as being good and he or she should be seen as such. In other words, pupils should not be contaminated, and their learning environment should be healthy so that they could develop naturally without being hampered. Fourthly pragmatism helps the student teachers to be aware of the fact that pupils are to be at the centre of any learning activities and that they are unique individuals who must be given an opportunity to deal with the ever-changing experiences on their own. Fifthly liberalism, on the other hand, calls for the total freedom of the child whose rights are to be respected. The learner should be tolerated and his or her education should not be inhibited by external authority, e.g the authority of the teacher in this case. In the last place, South African philosophical trends have also been discussed, because they are the actual life experience of the student teacher who must have a clear understanding of the philosophy of education that is dominant in the education system of the country.

4.13 FORMULATION OF THE FOURTH PROBLEM

Following the discussions about the different schools of thought, that is, regarding what they purport, the tendency to differ about life in general, the impact they have on education and the daily activities of individuals the perceptions pupils might have about student teachers who adhere to a particular school of thought and the need to develop personal philosophical foundation it is important to get first

information about how learners perceive student teachers. During practice sessions student teachers receive the opportunity of testing their personal philosophy which they had developed. The need to have an idea of how pupils perceive them as aspirant teachers runs through their practise session.

To respond to the desires of the student teachers, Chapter 5 will concern itself with dealing with the perceptions of the pupils by means of a questionnaire and some interviews. This move will help the student teachers to be able to adjust their personal philosophy as well as to help in the development of student teacher practicums.

CHAPTER 5

THE METHODOLOGY OF OBTAINING DATA, THE ANALYSIS OF DATA, THE INTERPRETATION OF THE RESULTS AND DISCUSSIONS

5.1 INTRODUCTION

This chapter focuses on the procedure followed to do the study, instrumentation, administration of the instrument, the analysis of data and the interpretation of the results. The aim of the chapter is to respond to the problem accentuated in Chapter 3, which prompted the researcher to take various steps to look at the means of how to go about answering the question at hand. As the focus of the study is on pupils' perceptions about student teachers, certain procedures had to be followed in order to obtain a permission to conduct research at the secondary schools.

5.2 PERMISSION TO DO RESEARCH

Permission to do research was sought from the Free State Ministry of Education. The instructions provided by the Ministry helped a great deal in the construction of the questionnaires and the administration thereof, as it was clearly stipulated in the document from the Ministry which steps to follow. Mr Van Rooyen was of help regarding the explanation of the procedures and why it is important to adhere to them (see Appendix A).

Principals of the secondary schools where the research was to be conducted were approached by the researcher in order to ask for permission. The researcher presented the letter from the Ministry to the principals so as to assure them that the correct channels were followed. They were also given a letter which was specifically addressed to them to indicate the purpose of the research. The principals were ready to grant permission and gave an assurance that they would help with the necessary arrangements. This assurance proved to be true. Classes were prepared for us and the pupils were also informed of our coming. Six secondary schools, characterised of former model C schools and black schools, were ultimately chosen for the research, using the lottery method.

5.3 METHOD OF RESEARCH

The methods used for the gathering of data were the questionnaire and interviews. The reason for using the questionnaire, is that the use of the questionnaire saves time and many people could be involved. As the researcher was given 20 minutes before break to gather information, the team found that the questionnaire would be handy for the gathering of data at this time of the school programme. Interviews, on the other hand, are time-consuming as the researcher has to make an appointment with the person to be interviewed although through them the feeling of the respondents could be observed at first hand. They were predominantly used to get the views of the principals and student mentors regarding the student teacher programme followed. The most important thing to keep in mind was to give a guarantee to all the respondents that anonymity would be ensured.

5.3.1 The questionnaire

The questionnaire was used for the gathering of the information from the target group. The questions were grouped into three sections, namely: **Section A**, which dealt with the personal information of the pupil; **Section B**, perceptions about student teachers; and **Section C**, general questions. The **Likert-type rate scale** was used on a four- point continuum: **Strongly agree, Agree, Disagree** and **Strongly disagree** in order to provide pupils with a broader choice of responding. A few **"Yes"** and **"No"** questions were asked in section A to determine whether they had experience about teaching practice. and **Section C**, was characterised by **open- ended** questions which would allow the pupils to air their views without being restricted by the closed questions of the researcher. The researcher's promoter and the Department of Statistics at Vista University were of help in the construction of the questionnaire by giving advice on the construction thereof.

5.3.1.1 Administration of the questionnaire

Regarding the administration of the questionnaire, four student assistants were trained by the researcher on how to administer the questionnaire and how to go about coding data. They were informed about the time of administering the questionnaire. It was pointed out to them that it was to be before break, as arranged with the principals. The reason for this was that after break-time various variables would impact on the study, e.g. some pupils would turn up late when the process had already started. So, the question of time was emphasised by the researcher and had to be adhered to. The student assistants were also asked to help the pupils with difficult words and not to help them with answers. They were also asked to indicate to the respondents that anonymity was guaranteed and that their participation in the research would help in the development of a programme for student teachers practice.

5.3.2 Reliability and validity

Reliability has to do with the degree to which scores obtained with an instrument are consistent measures of whatever the instrument measures. Validity on the other hand has to do with the degree to which correct inferences can be made based; it depends not only on the instrument itself, but also on the instrumentation process and the characteristics of the group studied (Fraenkel & Wallen 1990: 127-133).

In view of the above definition of the two concepts, the questionnaire designed was found to be a reliable and valid instrument in highlighting the attributes which it was meant for. This conclusion was reached when comparing the scores found during the pilot study and those of the main research. It was also felt that, even if the instrument could be used many times, it would always produce the same results.

5.4 Interviews

Interviews were also used in the gathering of data, although they were found to be time consuming and demanding. Semi-structured interviews were carried out, because the idea was not to concentrate on the management of the schools. Five principals and ten student mentors were interviewed. The following themes were covered: attitude of student teachers to practice teaching; relationship between pupils and student teachers; relationship between teachers and student teachers; and the effectiveness of the student teacher programme as a whole. The process took three weeks of intensive work so that the coding of all the results could be handled simultaneously.

The methodologies as indicated above are by judgement, the most convenient and effective tools in this study. The researcher is convinced that, if the findings of the study are to be repeated at any future stage, the use of these same approaches would be recommended.

5.5 Selection of a sample

The sample was selected from 45 schools at which Vista student teachers do practice teaching. The first step to be taken, was to do simple random sampling of the schools by using the **lottery method**. According to Uys and Basson (1985: 90), the lottery method is a method whereby units have been assigned numbers which are then marked on the tabs, placed in a container and then drawn. The number drawn must be recorded and tossed back in the container so that each unit has the same chance of being drawn. The numbers which have already been withdrawn should always be ignored. The researcher wanted six schools from this population of 45 and through this method, it was possible to obtain the schools without disadvantaging others. The second step was to secure a sample of Grade 11 pupils from a population of all the Grade 11 pupils of the six schools which had a chance of being part of the research, still using the method mentioned above, namely the lottery method. Thereafter the final contact was made with the principals in order to finalise when the researcher could carry out the research at their schools. During the first week of March 1998, the researcher and his assistants went to the various schools which were chosen as part of the participating schools. Three hundred questionnaires were given to the target group to complete. The process took about four weeks to complete, as some of the assistants had to travel to schools outside the Bloemfontein area. On the last day of the fourth week, all the questionnaires were brought into the researcher's office for collating.

5.6 Findings of the research

5.6.1 Number of questionnaires returned

Out of the 300 questionnaires which were given to the pupils to complete, 273 were returned. One hundred and twenty-seven boys and one hundred and forty-six girls responded to the questionnaire. Twenty-seven questionnaires did not reach the researcher, as some of them were found to be spoiled when collecting them from the pupils. Some were not filled in because there were fewer than 50 pupils in some classrooms, although the arrangement had been that 50 pupils per class were to be given the questionnaires.

Once all the work regarding the sorting of the questionnaire had been completed, the researcher embarked on the hard and tedious work of analysing the various questions and statements of the questionnaire. This painstaking effort took three months to complete, as the researcher had to do all the work.

5.6.2 Responses to the various questions and statements

The responses of the participants are treated according to the sections as indicated in the questionnaire. This is to maintain order and fluency in the analysis of the responses. As time is of the essence, this method will save time.

Some of the findings are being merged into one cell in order to avoid the monotonous and tedious repetition of figures.

5.6.3 SECTION A

In this section personal information and experience All education should be through the medium of mother-tongue for the first four years, and this principle should be progressively extended year by year to all eight years of the primary school. of the pupils were regarded as important in order to prepare them for the main theme of the study, namely pupils' perceptions of student teachers during teaching practice.

(A1) Did you have student teachers in your class before?

Yes	No	Total
266	7	273
97,4%	2,6%	100%

Table 5.1: The responses of pupils to the question whether they had had student teachers in their class before

A very large number of the respondents indicated that they had had a student teacher in their classroom the previous year. Two hundred and sixty-six (97,4 %) of the respondents responded positively to the question, while a small number, that is, seven (2,6 %) of the respondents said that they had not had student teachers, as they were from other schools where they did not have a chance to be taught by student teachers.

The results indicated that almost all the respondents did have the opportunity of having student teachers in their previous classes. The overwhelming positive responses are encouraging and supports the fact that research could be conducted with the Grade 11's because of their familiarity with the teaching practice.

(A2) Rate the student teachers who previously taught you.

Very good	Good	Poor	Very poor	Total
108	125	26	14	273
39,6%	45,8%	9,5	5,1%	100%

Table 5.2: The description of the student teachers

One hundred- and- eight (39,6 %) of the respondents described the student teachers as having been very good; 125 (45,8 %) of the respondents viewed them as being good as compared, to the 26 (9,5 %) respondents who said that the student teachers were poor. The other 14 (5,1 %) alluded that they were very poor.

From the results it is clear that 40 (14,6 %) of the pupils perceived student teachers in a negative light. This is an area of concern, although the carrying out of the research will not be problematic, as the majority of the respondents gave a good indication that they had previously encountered student teachers in their junior classes. Again, there seems to be encouraging signs that student teachers are perceived in a better light by the pupils, as indicated by the majority that responded positively to the question.

(A3) I would like to have a student teacher in the future.

Yes	No	Total
248	25	273
90,8%	9,2%	100%

Table 5.3: I like to have a student teacher in future

Two hundred and forty-eight (90,8 %) of the respondents answered positively to the question as compared to the 25 (9,2 %) who were negative. The reason for the negative response was that student teachers were not strict like their own teachers and they do not understand them. Some of the responses were:

Pupil 1: "I don't see any reason for them to come here, because I don't understand them."

Pupil 2: "When they teach us is like they teach the children of Grade 3, so, I do not even understand them."

Pupil 3: " Some of them don't teach."

The comments indicate that something might have been wrong with the way student teachers treated their subject matter, that is, they did not prepare themselves properly before teaching. They undermined the integrity of the pupils or they did not care about them at all and this created a negative perception.

In the research conducted by Danaher (1994: 223), a higher percentage of pupils indicated the willingness to have student teachers again. These findings justify the results of the study that the majority of the pupils (90, 8 %) did have a positive picture of the student teachers, as they were prepared to accommodate them in their classrooms again.

The responses received were encouraging, as the majority of the respondents answered positively to the statement. This positive move by the pupils is a clear indication that teaching practice is welcomed and that the pupils' perceptions of the student teachers is becoming better.

(A4) I prefer to have student teachers in March- April / July- August / both sessions / own choice.

	Number	%
March- April	**124**	**45,4 %**
July- August	**57**	**20,9 %**
Both sessions	**77**	**28,2 %**
Own choice	**15**	**5,5 %**
Total	**273**	**100 %**

Table 5.4: Time preferred to have student teachers

One hundred and twenty- four (45,4 %) pupils showed a preference for **March- April**. The main reason given for this choice was that teaching had not started to be serious, as most of them were still waiting for textbooks.

Pupil 1: " Because we are not so busy with the teacher. "

Fifty-seven (20,9 %) respondents indicated a preference for **July- August** because by this time they had learned much from their teachers and they had already written the half-year examinations. So, during this period the student teachers would help them with the revision of

the previous work before their teachers started with the work for the end of the year examinations.

Pupil 1: " They put more pressure on revision because they are active."
Pupil 2: " Maybe they can help those pupils who have failed."

Seventy- seven (28,2 %) of the respondents felt that there was nothing wrong with **both sessions,** because student teachers would help them to " cover " what the teacher had not done in class.

Pupil 1: " I think the student teachers can help us with difficult subjects, e. g. mathematics and accounting."
Pupil 2: " Because they teach very good , and I want them to help me with matric."
Pupil 3: " We benefit a lot from them."

Such a response from the pupils could suggest that they needed somebody to fill in for their teacher and therefore the student teachers who could help them.

Fifteen (5,5 %) indicated that they should have their **own choice** in deciding when student teachers were to come to their schools for teaching practice, basing their argument on the fact that they knew when it was not very busy in their schools for teaching practice to take place.

Pupils' needs need to be taken into consideration when planning the programme for teaching practice as they form the most important component of the school.

The above responses are indicative of the fact that pupils are aware of practice teaching and that they should be taken into consideration when planning it. This is justified by the research which

was conducted by Danaher (1994: 217) in Australia, according to which pupils indicated a favourable impression of student teachers. Regarding the appropriate time for teaching practice pupils showed a preference for March, as teaching practice has an impact on their examination results.

The general impression given by the pupils was that they knew what suited them and that they should be taken into consideration when practice teaching was to be undertaken. This might mean that they felt that they were the important stakeholders in the whole programme.

SECTION B

5.6.4 Responses relating to the statements on perceptions

In this section, the actual focus of the study is presented, namely the **pupils' perceptions of student teachers**. Pupils were asked questions which indicated the activities the student teachers did prior to imparting new knowledge and the overall relationship experienced in the classroom. The tables are characterised by all the activities which are embodied in the instructional-learning environment.

(B 1) Student teachers greet us before they start teaching

Strongly agree	Agree	Disagree	Strongly disagree	Total
138	123	10	2	273
50,6 %	45 %	3,7 %	0,7 %	100 %

Table 5.5: Student teachers greet us before they start teaching

The majority (95,7 %) of the pupils stated that student teachers greeted them before commencing with their work. A very insignificant number, that is, less than 5 % said that student teachers did not greet them.

Creating a favourable atmosphere is considered to be a prerequisite for effective classroom management. According to Beijaard (1995: 283), a good relationship with pupils is a prerequisite for the professional growth from a beginning teacher to an experienced teacher. Teachers should demonstrate their personal interest in pupils and respect them. One way of doing this is by greeting them before the teachers commence their work. The respondents were asked to respond to this question in order to determine whether student teachers started their day by greeting them.

The results indicate that the majority of pupils positive perceptions regarding student teachers. This could be attributed to the fact that it was not the first time that they were involved in teaching practice.

(B 2) Student teachers tell us what we should have before teaching

Strongly agree	Agree	Disagree	Strongly disagree	Total
108	124	25	16	273
39,6 %	45,4 %	9,2 %	5,8 %	100 %

Table 5.6: Student teachers tell us what we should have before teaching

The results indicate that the majority of the respondents (85 %) positively responded to the statement that student teachers tell them what they should do before they started teaching, 41 pupils (15%) negatively indicated that it was not the case. This seems to be an insignificant number yet, it says a lot. The small number might be due to various variables which are embedded in the actual interaction that takes place prior to teaching or to unawareness of the pupils, that when the student teachers address them, they really prepare them for the new lesson. The other variable could stem from the pupils themselves if they have a negative attitude towards student teachers whom they perceive as not being their class teachers. Teaching is not just a thing that is done spontaneously. The teacher is supposed to prepare the class before commencing with the actual work of teaching. In the preparation of the class pupils are to be prepared for the lesson that is to be introduced to them. This could be done by giving instructions to the whole class regarding what is expected of them.

(B 3) Student teachers ask questions about the previous work done.

Strongly agree	Agree	Disagree	Strongly disagree	Total
117	121	22	13	273
42,9 %	44,3 %	8 %	4,8 %	100 %

Table 5.7: Student teachers ask questions about the previous work done

Most of the pupils indicated that student teachers did ask questions about the previous work before starting with the new presentation. Two hundred and thirty- eight pupils (87,2 %) responded positively to the statement as compared to 35 respondents (12,8 %) who did not agree with the statement.

From the table it is clear that most of the pupils revealed an overwhelming support of the student teachers. This could be attributed to the fact that the skill of questioning is emphasised during the institute practicums and the student teachers know that lecturers are inclined to look for this skill during practice. Pupils therefore are aware of and used to the fact that student teachers ask them questions before they commence with teaching.

Asking questions about the previous work helps in the consolidation of the work already done and could again be used as the basis for the introduction of the new learning content. It is also required to determine whether the newly acquired knowledge has been properly related to existing knowledge (Krüger & Müller 1990: 86).

(B 4) Student teachers like to read from the textbooks when teaching

Strongly agree	Agree	Disagree	Strongly disagree	Total
91	118	46	18	273
33,3 %	43,2 %	16,9 %	6,6 %	100 %

Table 5.8: Student teachers like to read from the textbooks when teaching

The majority of the pupils (76,5 %) indicated that the statement was true as compared to the other respondents (23,5 %) who did not agree with the statement.

A textbook is one of the media which the student teachers could use as source of information and to remind themselves of what the contents is all about. It should, however, not be used slavishly. Pupils will always tend to perceive student teachers as people who do not know their subject-matter when they use textbooks indiscriminately during lessons. Pupils will also always compare the student teachers with their own teachers and if their teachers do not make too much of textbooks, they will have doubts about the knowledge of the student teacher regarding the learning content.

What the results tell us is, that student teachers depend on the textbook and the pupils might perceive them as not having confidence and that is why they depend on the book when they teach. This perception might also stem from their experience with their class teachers who might not be dependent on the textbook. The student teachers might have forgotten what their lecturers had told them about the use of a textbook. That is why they do not know when to use it.

(B 5) Student teachers know the subjects they teach

Strongly agree	Agree	Disagree	Strongly disagree	Total
95	140	24	14	273
34,8 %	51,3 %	8,8 %	5,1 %	100 %

Table 5.9: Student teachers know the subjects they teach

The majority of the pupils (86,1 %) responded positively to the statement (as indicated in Table 5.9), compared to the small percentage (13,9 %) who responded negatively. Various attributes could have a bearing on the responses of the pupils, e.g. the excitement of having a new person teaching them or reading from the textbook itself could give the pupils the impression that the student teachers know their subject-matter.

Pupils have a tendency of trying new teachers in order to find out whether they know their subjects like their class teachers. This comparison can cause a lack of confidence in and disrespect for the student teachers and the ultimate end could be negative behaviour and a lack of discipline. The results as such, give a vivid impression that student teachers are perceived positively by the pupils.

The reason for asking this questions could be succinctly given by the research conducted by Rothenberg, McDermott and Gormley (1993: 276) which maintains that theory and practice should be combined. They are of the opinion that integration of the two is important, as practical experience alone would have neither the theoretical bases nor the possibilities of corrective discussions of classroom practice.

(B 6) Student teachers use media to help pupils.

Strongly agree	Agree	Disagree	Strongly disagree	Total
101	116	39	17	273
37 %	42,5 %	14,3 %	6,2 %	100 %

Table 5.10: Student teachers use media to help pupils

Most of the pupils (79,5 %) claimed that the student teachers used various media to help them with their learning as compared to the few (20,5 %) that did not associate themselves with the statement. The overwhelming majority of positive responses could indicate that the student teachers used media frequently as compared to their own teachers. Another factor is that through media pupils are able to picture the things they find in their environment and, as such, their interest is greatly attracted.

The use of media is greatly emphasised in the practical section of student teacher development and it is important that the student teachers should use them during practice teaching. At their institutions when they do microteaching, they are evaluated according to the use of media and the skills in this regard. Consequently they are expected to use them in the real classroom situation. The use of instructional and learning media, the knowledge of the subject-matter and confidence in the teacher help in the unlocking of reality to the learners who, in turn, internalise the knowledge presented to them. Most of the time the pupils will perceive student teachers positively if they take cognisance their academic and social interests.

(B 7) Student teachers waste time by repeating things when they teach

Strongly agree	Agree	disagree	Strongly disagree	Total
37	58	113	65	273
13,6 %	21,2 %	41,4 %	23,8 %	100 %

Table 5.11: Student teachers waste time by repeating things when they teach

The results indicate that 178 (65,2 %) of the respondents disagreed with the idea that student teachers wasted time by repeating things when presenting the subject-matter, as compared to 75 (34,8 %) respondents who claimed otherwise.

Imparting knowledge to the learners is the chief role of the teachers. The knowledge that is to be presented to the pupils, is characterised by the network of things found in their daily lives. The role of the teacher is to systematically reduce the essentials into elementals which the pupils could transform into fundamentals by assimilating and internalising them so that they could become part and parcel of their lives. In the presentation of the content, the teacher is expected to be able to effectively communicate what is important. Various skills are therefore essential and the ability to highlight what is important, is equally necessary. As already mentioned, student teachers undergo rigorous training regarding various communication skills so that they should not bore pupils in the real classroom situation.

What the results boil down to, is that the majority of pupils perceived student teachers as people who tried to make them understand the subject-content. They did not waste time by repeating things, but used this as a strategy for the pupils' benefit.

(B 8) Student teachers like to use difficult words when explaining concepts.

Strongly agree	Agree	Disagree	Strongly disagree	Total
37	63	121	52	273
13,6 %	23,1 %	44,3 %	19 %	100 %

Table 5.12: Student teachers like to use difficult words when explaining concepts

The responses indicated that the majority of the respondents (63,3 %) were opposed to the idea that student teachers used difficult words when explaining concepts as compared to the minority (36,7 %) that viewed things differently.

The understanding of concepts is important and serves as a means of grasping the learning content. The use of simple words is considered as being paramount in the communication of what is to be presented to the pupils. The use of difficult words makes it impossible for the learner to follow what the speaker or the teacher tries to impart and creates a gap between the teacher and the learners.

The impression which could be gained from these results is that student teachers adhered to the basic elements which they had been taught and that pupils might have been respecting them for that, because the communication was simple.

(B 9) Student teachers want pupils to find meaning of concepts on their own.

Strongly agree	Agree	Disagree	Strongly disagree	Total
36	90	109	38	273
13,1 %	33 %	39,9 %	13,9 %	100 %

Table 5.13: Student teachers want pupils to find the meaning of concepts on their own

One hundred and twenty- six (46 %) respondents positively responded to the statement, whilst one hundred and 147 (54 %) of the respondents felt that there was no truth in what the statement suggested.

Pupils are sometimes afforded the opportunity to discover things on their own in order to ascertain whether what has been taught to them has been assimilated. Pupils at secondary level are at the crossroad of their lives as they are mostly looking at their physical development which in turn, affect their gnostic needs. As far as they are concerned, learning is secondary as compared to the discovery of their physical transformation. They do not have time to entertain the mental exercises as advocated by the teachers. Teachers are therefore obliged to help the pupils to control this peculiar situation by directing pupils to concentrate on other things such as finding the meanings of concepts.

What the results indicate is that the majority (54 %) of the pupils could not differentiate between instructional and learning activities. This might be because of the fact that they were busy discovering themselves or another factor might be that they did not yet understand the teaching styles of the student teachers. What is encouraging, on the other hand, is that the difference in the numbers of those who positively responded to the question and those who negated it, is not very big.

(B 10) Student teachers like to be asked questions.

Strongly agree	Agree	Disagree	Strongly disagree	Total
26	39	106	102	273
9,5 %	14,3 %	38,8 %	37,4 %	100 %

Table 5.14: Student teachers like to be asked questions

Two hundred and eight (76,2 %) respondents did not agree with the statement, whilst 66 (23,8 %) of the respondents showed a positive inclination towards the statement.

The ability to use the skill of questioning is one of the proficiencies student teachers are to master during their institute practice. The progression of the lesson and the consolidation of important information depends on the constant posing of questions by the teacher as well as the learners. Student teachers are therefore required to use this skill during the presentation of the lesson.

The results show that questioning was part of the teaching and learning activities and that the majority of the pupils were content with the way the skill was handled. The positive results could be attributed to the vigorous practice the student teachers received at their training institutions or the positive perceptions pupils had about student teacher or teaching practice. Engelbrecht, Yssel, Griessel and Verster (1985: 13) state that teachers who are well trained in the skill of questioning will not only be able to raise the level of pupil achievement, but will also create a more effective learning environment in the classroom.

(B 11) Student teachers try to make pupils understand by talking too much.

strongly agree	agree	disagree	strongly disagree	total
67	101	78	27	273
24,5 %	37 %	28,6 %	9,9 %	100 %

Table 5.15: Student teachers try to make pupils understand by talking too much

One hundred and sixty- eight (61,5 %) pupils positively responded to the statement whilst 105 (38,5 %) were of the opinion that student teachers did not try to make them understand by talking too much.

The results indicate that the student teachers monopolised the learning activities by indulging in a lot of talking without giving the pupils the opportunity of discussing, criticising, searching and contributing. Talking a lot leaves little to the imagination of the pupils and the instructional activities characterised by the teacher's monologue lead to passive pupil activities such as listening and observing (Kruger, Oberholzer, Van Schalkwyk & Whittle 1983: 146 ; Krüger & Müller 1988: 81).

Most of the secondary schools learners are introverts because of the transformation that occur in them and they are easily irritated if a person says something repeatedly. Teachers are supposed to be on the alert when they teach so as not to bore the pupils.

(B 12) Student teachers use different methods when teaching.

Strongly agree	Agree	Disagree	Strongly disagree	Total
127	106	27	13	273
46,5 %	38,8 %	9,9 %	4,8 %	100 %

Table 5.16: Student teachers use different methods when teaching

The majority (85,3 %) of the pupils responded positively to the statement whilst a small percentage (14,7 %) of the respondents differed with what had been asked.

The impression given by the results is that pupils were fully involved in the lesson presentations of the student teachers. This could be supported by the fact that teacher activities usually have a direct influence on the quality of pupils' activities. The effectiveness with which the instructional activities are performed, determine the quality of the pupil activities to a large extent (Krüger & Müller 1988: 94).

The ability to invoke pupils to actively participate in the teaching- learning situation is one of the things student teachers learn during teaching practice. In order to master the skill of pupil involvement, the student teacher should use different methods during lesson presentation.

(B 13) Student teachers are always energetic when teaching.

Strongly agree	Agree	Disagree	Strongly disagree	Total
79	122	55	17	273
28,9 %	44,7 %	20,2 %	6,2 %	100 %

Table 5.17: Student teachers are always energetic when teaching

Two hundred and one (74 %) respondents overwhelmingly indicated positively that student teachers were energetic when teaching as compared to 76 (26 %) respondents who felt that the student teachers were not energetic when presenting the subject- matter.

What could be deduced from the results, is that there is a positive response towards the image of student teachers. The reason for this could be that the student teachers are sometimes of almost the same age group as the pupils, which means their energy was derived from their youthfulness or the preparedness they put in before presenting the content.

As the secondary level pupils are in what could be termed a state of confusion because of the fact that some are in the early and mid-pubertal stage of discovering themselves, a special person is needed to be able to control their provocative behaviour. To be able to meet the outcomes of the lesson in a state of affairs such as this, the student teachers must have a special understanding and the will to cope.

(B 14) Student teachers like to "please" everybody.

Helping pupils to learn is the chief activity the teacher is supposed to engage in. Pupils at further education and training band (secondary school) level require a great deal of assistance from their teachers because of the transformation they experience within themselves. Without the teachers' assistance and support pupils would find themselves in a state of confusion in an uninviting environment. The pupils were asked to respond to the statement and their responses were as follows:

(B 14.1) Student teachers like to "please" everybody when explaining concepts.

Strongly agree	Agree	Disagree	Strongly disagree	Total
81	128	43	21	273
29,7 %	46,9 %	15,8 %	7,7 %	100 %

Table 5. 18: Student teachers like to "please" everybody when explaining concepts

The majority (76,5 %) of the respondents agreed with the statement that student teachers like to "please" everybody in the explanation of concepts as compared to (23,5 %) who did not agree.

What the results tell us, is that most of the pupils viewed student teachers as people who liked to "please" everybody in the explanation of concepts. The positive response of the majority could mean that the student teachers tried by all means to authentically explain concepts to the class rather than merely trying to explain them.

(B 14.2) Student teachers like to "please" everybody in order to calm emotions.

Strongly agree	Agree	Disagree	Strongly disagree	Total
48	132	65	28	273
17,6 %	48,4 %	23,8 %	10,3 %	100 %

Table 5.19: Student teachers like to "please" everybody in order to calm emotions

The results are as follows: 180 (66 %) respondents stated that student teachers liked to "please" pupils when teaching in order to calm emotions. Ninety-three (34 %) respondents on the other hand felt that there is no truth in what the statement was intended.

The further education and training band (FET) is characterised by pupils who are in the transitional stage of development. This is the stage were the youths are in a state of anxiety, as they are leaving behind the stage of being a child and are expected to behave like young adults. Due to the dilemma they find themselves in, they become rebellious. Their emotions are always in a state of turmoil because of the unknown world they are to encounter, as well as the need to depend on their parents and the simultaneous the need to belong to a group of their own. The teacher has to help with the control and the emotional development of the child. The question that can be asked in this case is whether student teachers are genuinely playing their part in this respect or if they just do it for the sake of other motives.

The results could mean that the student teachers were mostly concerned with the emotional or physical- pathic aspect of the pupils, which occurs at the expense of distantiation towards the gnostic aspect (Sonnekus 1974: 110- 111).

(B 14.3) Student teachers like to "please" everybody in order to avoid being asked questions.

Strongly agree	Agree	Disagree	Strongly disagree	Total
22	70	131	50	273
8,1 %	25,6 %	48 %	18,3 %	100 %

Table 5.20: Student teachers like to "please" everybody in order to avoid being asked questions

Pupils (33,7 %) also positively indicated that student teachers like to "please" everybody in order to avoid being asked questions whilst the majority (66,3 %)disagreed with the statement. Although most did not respond positively to the statement, the 25,6 % of the respondents who did respond positively, indicated that student teachers did react in a certain manner towards the pupils.

What the results tell us is that pupils perceive student teachers as people who did not curry favours with the pupils but were rather genuine when they asked questions.

As the secondary school child is an unpredictable being in a state of uncertainty, a multitude of questions are asked in order to clear up some things. The knowledge of child development comes into play here and only an adult is able to help because of his/her vast knowledge.

(B 14.4) Student teachers like to "please"everybody so as not to reprimand wrongdoers.

Strongly agree	Agree	Disagree	Strongly disagree	Total
34	67	129	43	273
12,5 %	24,5 %	47,3 %	15,8 %	100 %

Table 5.21: Student teachers like to "please" everybody so as not to reprimand wrong doers

One hundred and one respondents (37 %) stated that the student teachers like to "please" everybody so as not to reprimand wrongdoers,172 respondents (63 %) disagreed completely. What the results are telling us, is that the actions of the student teachers were not done in order not to take action against those who were misdirected. The implication as such is that student teachers were perceived positively by the pupils.

Pupils at secondary school level or in the further education and training band, live in the world of constant imagination. They usually build castles in the air about themselves: what they are, what they look like as compared to other pupils, who they can have as friends, and which personal hero they should emulate. These fantasy dreams, as observed by Sonnekus (1974: 111), lead them into trouble with other pupils and in the classroom because they usually do not follow what the teacher is saying. Inexperienced teachers or student teachers find themselves in a fix when confronted by such an encounter.

What the results are telling us, is that the actions of the student teachers were not done in order not to take action against those who were misdirected. The implication as such is that student teachers were perceived positively by the pupils.

The conclusion which could be drawn from the results regarding whether student teachers try to "please" everybody, is that there is an inconsistency in the responses of the pupils. The inconsistency is brought about by the fact that some respondents felt that student teachers like to "please" everybody in order to calm emotions yet with other areas of concern their responses indicated otherwise. This may indicate that the pupils perceived the student teachers as being fair and impartial in their teaching- learning activities.

(B 15) Student teachers are too shy to face pupils when teaching.

Strongly agree	Agree	Disagree	Strongly disagree	Total
49	80	100	44	273
18 %	29,3 %	36,6 %	16,1 %	100 %

Table 5.22: Student teachers are too shy to face pupils when teaching

One hundred and twenty- nine respondents (47 %) positively agreed with the fact that student teachers are shy of facing them when teaching. On the other hand, 144 respondents (53 %) did not agree with the statement.

The existence of the pupils in the secondary school is characterised by competition amongst themselves and with other people. Girls are conscious of their bodies and fashions and aim at comparing themselves with other girls. Boys, on the other hand, because of a feeling of uncertainty, will always try to show their bravado. They will "show off " by making remarks when the teacher enters the classroom or say something which sounds strange to them. The inexperienced teacher or the student teachers find themselves faced with the problem of looking at a class of pupils whose attitude seems to be unpleasant and therefor they become shy.
In order to ascertain whether the student teachers are shy of facing the pupils when teaching,

pupils were given the statement to respond to and the observations made:

What could be deduced from the results, is that it is not the case that the behaviour of pupils culminates in student teachers being shy. This is justified by the majority of the pupils who did not agree with the statement. The reason for this could be ascribed to the fact that their experience of previously having had student teachers helped them to observe the actions of the student teachers.

(B 16) Student teachers are sure of what they teach.

Strongly agree	Agree	Disagree	Strongly disagree	Total
77	127	47	22	273
28,2 %	46,5 %	17,2 %	8,1 %	100 %

Table 5.23: Student teachers are sure of what they teach

Two hundred and four respondents (75 %) positively indicated that student teachers were sure of the subjects they taught. On the other hand, only 69 respondents (25 %) made mention of the fact that student teachers were not sure of what they taught.

Teaching at this level of education is characterised by the pupils' need to explore things on their own. The teacher as the person in charge has to be sure of the subject-matter he/she presents. At this time teachers can exert the last pedagogical influence on the pupils which will determine their post- secondary study directions. Being knowledgeable of the subject they teach, student teachers could also imprint a positive message in the minds of pupils they meet in the short time of practice teaching.

(B 17) Male student teachers praise girls more than boys during class discussions

Strongly agree	Agree	Disagree	Strongly disagree	Total
65	64	72	72	273
23,8 %	23,4 %	26,4 %	26,4 %	100 %

Table 5.24: Male student teachers praise girls more than boys during class discussions

The results indicate that 129 respondents (47,2 %) aligned themselves with the statement as compared to 144 respondents (52,8 %) who felt that it was not the case.

The results indicate that student teachers are even-handed in the handling of pupils in the classrooms. This could have been generated from the relationship which culminated as a result of the trust built when they first met or from the previous experience pupils had regarding teaching practice.

Encouragement or reinforcement helps with the consolidation and assimilation of new information in the classroom. Praising is one of the reinforcement mechanisms a teacher could use to motivate pupils who perform well during the lesson and could be perceived as favouritism by some of the pupils. When the student teachers find themselves in such a situation, they should try to be tactful in their approach of interacting with pupils and show impartiality towards all by literally engaging them in some common activities.

(B 18) Student teachers are helpful because they tell us how to study.

Strongly agree	Agree	Disagree	Strongly disagree	Total
112	113	29	19	273
41 %	41,4 %	10,6 %	7 %	100 %

Table 5. 25: Student teachers are helpful because they tell us how to study

Two hundred and twenty-five respondents (82 %) indicated that student teachers were helpful because they told them how to study. Forty-eight respondents (18 %) on the other hand disagreed with the statement.

It is known that pupils in the adolescence stage are in a state of confusion and anxiety. They lack direction and in order to concentrate on intellectual activities such as learning or studying, they should be guided and supported by the teacher or student teachers. What could be deduced from the results, is that student teachers did seem to be helping them with their studies and this did seem to create a better perception of student teachers.

(B 18.1) Student teachers are helpful because they give us different examples when we do not understand something

Strongly agree	Agree	Disagree	Strongly disagree	Total
109	121	28	15	273
39,9 %	44,3 %	10,3 %	5,5 %	100 %

Table 5.26: Student teachers are helpful because they give us different examples when we do not understand

Two hundred and thirty respondents (84 %) positively indicated that student teachers used different examples to make them understand. Forty- three respondents (16 %) felt that student teachers did not make use of examples in order to help them.

What the results tell us, is that majority of the respondents did have a positive perception of the student teachers which might stem from their cordial relationship with them. The other reason could be related to the manner in which the student teachers presented the subject-matter itself or the type of media used. The reason why other pupils felt that examples were not used, could be attributed to the previous encounter with student teachers which created a negative impression of them. Van der Stoep and Louw (1984: 83) aver that examples serve as the basis of understanding the essence or nature of a specific phenomenon and should offer the opportunity to gain the primary or first insight to understand the phenomenon.

(B 19) Student teachers give us money when we ask for it.

Strongly agree	Agree	Disagree	Strongly disagree	Total
26	29	100	118	273
9,5 %	10,6 %	36,6 %	43,3 %	100 %

Table 5.27: Student teachers give us money when we ask for it

Fifty-five respondents (20 %) agreed with the statement. The overwhelming majority of 218 respondents (80 %) indicated that it was not true that student teachers gave pupils money when they asked for it.

The social adjustments that adolescents have to make sometimes present the greatest difficulties of all the problems which they have to face. As the results indicate, the small number of respondents who positively responded to the statement might indicate a serious problem in their lives, like alienating themselves from their parents (Du Preez & Duminy 1980: 31) who could provide for them financially. These pupils might have viewed the student teachers as people who could help them. On the other hand, the majority of respondents who did not align themselves with the statement might have considered the asking of money from people or student teachers as a bad habit.

What could be deduced from the results, is that pupils might not ask for money from the student teachers unless there were pressing need.

(B 20) Student teachers are afraid of bigger pupils.

Strongly agree	Agree	Disagree	Strongly disagree	Total
45	48	104	76	273
16,5 %	17,6 %	38,1 %	27,8 %	100 %

Table 5.28: Student teachers are afraid of bigger pupils

Ninety- three respondents (34 %) agree with the statement. One hundred and eighty respondents felt that it was not true that student teachers were afraid of bigger pupils. One hundred and four (38,1 %) seemed not to be convinced that student teachers were not afraid of the bigger pupils.

The deduction that could be made from the results, is that it was not the case that bigger pupils induced fear as far as student teachers were concerned. The reasons could be that the bigger pupils had more respect, as they might have been physically and mentally mature. The other reason could be that as they were in a state of anxiety and confusion because of their consciousness of their bodies, they viewed student teachers as people they could confer with regarding their experiences. This action could be viewed as positive perceptions experienced by the pupils towards student teachers.

(B 21) Male student teachers like touching girls on their shoulders.

Strongly agree	Agree	Disagree	Strongly disagree	Total
43	48	104	76	273
15,8 %	17,6 %	38,1 %	27,8 %	100 %

Table 5.29: Male student teachers like touching girls on their shoulders

A minority of respondents, namely 91, (33,4 %) confirmed with the statement, whilst a vast majority, namely 180 (66,6 %) of the participants disassociated themselves from what was being asked. One hundred and four (38,1 %) of the respondents seemed not to be certain about their the truth of the statement.

The interpretation one could make, is that pupils were frank with the student teachers and preferred to defend them from negative assumptions about their relationship with female pupils. Non- verbal skills are taught to student teachers and are intuitively ingrained in any instructional- learning activities. Thus the responses are indicative of the fact that pupils are not surprised at this action ever happening in class and student teachers could therefore use any reinforcing means when interacting with girls. Engelbrecht *et al* (1985: 5) make mention of the fact that the teacher could pat a pupil approvingly on the shoulder to reinforce good work and behaviour.

(B 22) Female student teachers prefer working with boys rather than with girls.

Strongly agree	Agree	Disagree	Strongly disagree	Total
17	39	118	99	273
6,2 %	14,3 %	43,2 %	36,3 %	100 %

Table 5.30: Female student teachers prefer working with boys than girls

Fifty- six respondents (20,5 %) indicated that female student teachers preferred working with boys rather than with girls. The other group, namely, 217 respondents (79,5 %) did not associate themselves with the statement. One hundred and eighteen (43,2 %) seemed to be hesitant, because they form the bulk of those who negate the statement. The56 respondents (20,5 %) is a big number that cannot be ignored.

The reason why few respondents felt that female student teachers preferred working with boys could have its grounding in the insecure feelings of some female pupils which are derived from being involved in fashion competitions with their adversaries. According to Sonnekus (1974: 111), girls at secondary or high school level are conscious of their bodies and fashion. The few that supported the statement might have consciously or unconsciously been involved in a competition of some kind with the student teachers. Female student teachers might also have been acting in a manner that pupils did not appreciate and this behaviour might have been having an impact on the pupils. That might be why a bad perception of female student teachers was experienced by the 56 respondents. On the other hand, the majority of respondents (79,5 %) gave a clear perspective that female student teachers were fair in dealing with pupils irrespective of gender. This might be a positive pupils' perception about student teachers.

(B 23) Student teachers are always neatly dressed.

Strongly agree	Agree	Disagree	Strongly disagree	Total
132	114	15	12	273
48,4 %	41,8 %	5,5 %	4,4 %	100 %

Table 5. 31: Student teachers are always neatly dressed.

Two hundred and forty- six respondents (90 %) positively associated themselves with the statement as compared to 27 respondents (10 %) who felt that student teachers were not always neatly dressed.

Competition is prevalent amongst secondary school pupils as they compete against other groups. This could be done by the way they dress and by how neatly they present themselves in the eyes of the beholder, which might be their rivals. As neatness is next to godliness, it is encouraged at this level of transformation. Student teachers are encouraged by their tutor to be immaculately dressed when they go out for practice teaching.

The overwhelmingly positive response could be attributed to the fact that pupils perceive student teachers as their heroes and heroines during practice teaching. One other variable could be that some of the student teachers were friends their brothers and sisters, so they might have been trying to protect them from being penalised by the person in charge of evaluating them or, in this case the researcher.

(B 24) Student teachers make difference to the behaviour of pupils.

Strongly agree	Agree	Disagree	Strongly disagree	Total
51	155	50	17	273
18,7 %	56,8 %	18,3 %	6,2 %	100 %

Table 5.32: Student teachers make difference to the behaviour of pupils

The responses were such that the overwhelming majority of pupils (75,5 %) responded positively to the statement as compared to the small number (24,5%) which felt that student teachers did not make a difference to the behaviour of pupils.

One of the expectations associated with education is that there should be a change in the behaviour of the learners. It is known that at secondary school level pupils' lives are sometimes wayward and disturbing because of the transition they are experiencing with their bodies. Teachers are expected to bring cognitive direction and to provide assistance regarding the changes pupils are experiencing in their lives.

The deduction which could be made, is that pupils perceive student teachers as people who can bring about a change in their behaviour. According to Charlton and David (1993: 5) much of the stress of teaching is associated with classroom behaviour and a most effective way of managing behaviour problems is to try to prevent them from arising, thereby minimising their occurrence. There are many variables that could have had a bearing on the perception of the majority of the pupils, resulting in their positive reaction to the statement. One such an antecedence could be the disposition of student teachers towards pupils.

(B 25) Student teachers prefer pupils who are active during the lesson

Strongly agree	Agree	Disagree	Strongly disagree	Total
116	117	28	12	273
42,5 %	42,9 %	10,3 %	4,4 %	100 %

Table 5.33: Student teachers prefer pupils who are active during the lesson

Two hundred and thirty- three respondents (85 %) agreed with the statement that student teachers prefer working with pupils who are active during the lesson. Forty respondents (15 %) on the other hand indicated a negative response to the statement.

An active lesson presupposes an effective instructional-learning encounter between the pupils and the teacher. The instructional-learning environment which is characterised by the willingness to learn and motivation will always produce healthy fruit. Various activities and teaching- learning materials help the learners to be active in the classroom. This has an impact on the instructional activities of the teacher. Active pupils will always encourage the teacher to help them with their learning activities.

What we could deduce from the results is that student teachers really prefer to work with those pupils who actively participate in their lessons. This could be based on the rapport student teachers form when they encounter pupils for the first time.

(B 26) Student teachers disrupt the smooth running of the class

Strongly agree	Agree	Disagree	Strongly disagree	Total
29	83	114	47	273
10,6 %	30,4 %	41,8 %	17,2 %	100 %

Table 5.34: Student teachers disrupt the smooth running of the class

According to the responses, the majority (59 %) of the respondents emphatically denied that student teachers disrupted the running of the class as compared to the minority (41 %) group who agreed with the statement.

The responses are a clear indication that the classroom that is properly managed will always function smoothly. They further indicate that pupils will defend the student teachers who have their interests at heart. Beijaard (1995:283)states that maintaining a good relationship not only depends on teachers, but also on pupils. Eggleston (1992:11) maintains that pupils need to feel that they are given the opportunity to control themselves. With this in mind, it is apparent that the harmonious interaction in the classroom presupposes a positive behaviour and interaction. This applies to both the student teachers as well as the pupils. Effective classroom management is a prerequisite towards reflective instructional-learning activities.

(B 27) Student teachers discuss class rules with us.

Strongly agree	Agree	Disagree	Strongly disagree	Total
108	110	45	10	273
39,6 %	40,3 %	16,5 %	3,7 %	100 %

Table 5.35: Student teachers discuss class rules with us

A vast majority (79,8 %) of the respondents indicated a positive response to the statement as compared to the minority (20,2 %) group who thought otherwise.

The positive responses received could be attributed to many things, e.g. the image the pupils have of the student teachers and the belief the student teachers have about the learners.

During the institute training student teachers are encouraged to form a good rapport with the pupils. To maintain discipline and order, rules have to be laid down in order that better communication between the pupils and the teacher could be realised . Being able to take control of the activities of the class by the teacher helps in the realisation of the objectives or outcomes of the lesson. Control could be seen as the task teachers perform in order to see to it that their planning, organisation and leadership functions are successful in realising the aims and objectives which have been set.

(B 28) Student teachers mark the tests of what they have taught.

Strongly agree	Agree	Disagree	Strongly disagree	Total
101	124	32	16	273
37 %	45,4 %	11,7 %	5,9 %	100 %

Table 5.36: Student teachers mark the tests of what they have taught

The table shows that 225 respondents (82,4 %) positively indicated that student teachers did mark the tests of what they had taught in their respective classes. Forty- eight respondents (27,6 %) on the other hand felt that it was not the case.

The results further indicated that student teachers did mark the tests they gave to their classes. This could have culminated from the positive working relations the student teachers had with their pupils. Once class work is done on time, a mutual understanding develops between the teachers and the pupils. This will, in turn create a positive perceptions of student teachers by their pupils.

The marking of exercises and tests is one of the activities student teachers are told to do before they go for practice teaching. The negative response could have stemmed from the urgency the students revealed in marking the tests and handing back of the test-scripts of the pupils.

(B 29) Student teachers participate in sports activities

Strongly agree	Agree	Disagree	strongly disagree	Total
23	118	87	45	273
8,4 %	43,2 %	31,9 %	16,5 %	100 %

Table 5.37: Student teachers participate in sports activities

One hundred and forty-one (51,6 %) respondents positively asserted that student teachers participated in sports activities as compared to the 132 respondents (48,4 %) who felt that was not the case.

The results indicate a very small difference between the number of those who agreed with the statement and those who negated it. What the results indicate here, could suggest that pupils might have been perceiving student teachers as people who do not give themselves enough time for school sport activities. This is supported by the research of Bhana conducted with Indian pupils in Durban that the lack of contact with the pupil outside the formal classroom by the teachers make it difficult for them to judge the learner's own perception competency in the different domains (Bhana 1987: 19).

Student teachers are encouraged to participate in the whole programme of the schools to which they have been allocated. It is expected of them to participate in extramural activities in order to form a closer relationship with the pupils they teach. Secondary school level pupils like to participate in sports in order to show others how good they are or to build up their ego. Du Preez and Duminy (1974: 29) maintain that almost every adolescent feels unsure of himself or herself and it is as a result of this nagging feeling of uncertainty that he or she overcompensates with his or her show of bravado. Student teachers can learn to know the pupils better through participation in sports and other social activities.

(B 30) Student teachers participate in cultural activities.

Strongly agree	Agree	Disagree	Strongly disagree	Total
25	107	93	48	273
9,2 %	39,2 %	34 %	17,6 %	100 %

Table 5.38: Student teachers participate in cultural activities

One hundred and thirty-two respondents (48,4 %) agreed with the statement as compared to 141 respondents (51,6 %) who disagreed with the statement.

Student teachers have been taught that the task and function of the school is to educate the child in totality, which includes imparting or transference of knowledge; transference of skills; and imparting norms, ideals and attitudes.

From the results presented it is clear that the student teachers might or might not have been given enough opportunities to participate in the extramural activities such as the cultural activities of the school. Therefore the results are almost even. Although there are various reasons for this problem, one of the reasons could be that student teachers are not orientated into this area by the experienced teachers. More than one student mentor who had been interviewed supported the responses of the pupils by alluding to the fact that most student teachers formed groups and appeared not to be interested in what took place during extramural activities. The perceptions thus created therefore paint student teachers as people who do not participate in the cultural activities as far as the pupils are concerned.

(B 31) Student teachers prefer to be called by their names.

Strongly agree	Agree	Disagree	Strongly disagree	Total
124	97	31	21	273
45,4 %	35,5 %	11,4 %	7,7 %	100 %

Table 5.39: Student teachers prefer to be called by their names

Two hundred and twenty- one respondents (81 %) positively asserted that student teachers prefer to be called by their names as compared to 52 respondents (19 %) who felt that it was not the case. The overwhelming response might have been caused by the fact that the student teachers were known by the pupils from the areas they came from, so it would be difficult to address them formally or student teachers might have introduced themselves by using their first names rather than their surnames when they first met the classes. Student teachers are in transition from being high school learners to adults on completion of their tertiary education. It seems as if they identify more with the full-time school world than with the adult world which they are about to join after their tertiary studies.

Pupils view the student teachers as their role models and are sometimes confused about the way in which they should address them. Student teachers, in turn, are confronted with strange feelings when they are being addressed formally by the pupils, because they view themselves as not being fully fledged teachers. In order to unburden themselves, student teachers might have thought it wise that, since their lecturers preferred to be called by their first names, they could also do the same with the pupils.

It can be deduced from the results that there is a preference for an informal way of interacting between the student teachers and the pupils. The problem with this approach is that it might cause the student teachers to be perceived as being too open and friendly by their pupils and this might create a difficult working relationship in the classroom.

(B 32) Student teachers work with anybody who requires assistance.

Strongly agree	Agree	Disagree	Strongly disagree	Total
124	97	31	21	273
45,4 %	35,5 %	11,4 %	7,7 %	100 %

Table 5.40: Student teachers work with anybody who requires assistance

Two hundred and twenty-one respondents (81%) asserted that student teachers worked with anybody who required assistance. Twenty-five respondents (19 %) indicated a negative response to the statement. The reason for the overwhelmingly positive response might be attributed to the willingness the student teachers might have revealed by opting to become teachers. Student teachers, by virtue of being part and parcel of the community, feel obliged to help pupils with their work. Pupils, on the other hand, at this crucial level of their lives need somebody's shoulder to lean on and student teachers have been perceived as people who might help them.

The overall deduction that could be made from these results is that the student teachers were helpful and were prepared to work with their pupils at all times. Their vibrant personality might have had an influence on the pupils who eventually relied on them. Their openness and cooperation with the pupils, might have created positive perceptions on the side of the pupils.

5.6.5 SECTION C

5.6.5.1 General questions

Two hundred and sixty-six pupils (97,4 %) completed the two open-ended questions, whilst seven (2,6%) pupils did not. The rationale behind the open-ended questions was to give the pupils the opportunity to express their feelings about student teachers freely without being channelled by the researcher's closed questions. This venture also helped in discovering the subtle elements which the researcher could not have been aware of.

(C 1) "What do you expect from student teachers ?"

Pupils were asked to list things which they expected from the student teachers. The following features permeated most of the responses they gave:

- friendliness
- motivation
- helpfulness
- being sympathetic
- being lively
- being knowledgeable
- fairness.

What the positive responses of the participants tell us, is that there is an element of mutual trust and respect does develop between student teachers and their pupils. This culminates in pupils developing positive perceptions about student teachers. The response also indicate open handedness, willingness, assertiveness and the responsibility to help others on the part of the student teachers. During the interview, one principal, that is, Ms Mokhalinyane, was asked

about the attitude of the student teachers and she made mention of the following:" Some of the student teachers are prepared to learn and they are willing to help pupils who go to them for help . . . Eee! I hope that these student teachers should carry on like this, Meneer." On the question of diligence she made mention of the fact that most of the student teachers try their level best to do what is expected of them.

A response like this which complements what the learners expect from the student teachers is positive and encouraging and it indicates that although there could be some set-backs in the endeavour to promote a smooth cooperation between pupils and student teachers during practice session, some motivating responses will always be there.

(C 2) "What do you think of student teacher practice?"

The following are some responses regarding student teacher practice:

Comment 1: " It is great, because it helps with the revision of what the teacher has taught. "
Comment 2: " Student teachers explain more than our teachers."
Comment 3: " At first we feel confused, but it helps once we get used to it."

The comments presented by some of the pupils are indicative of the fact that there are two sides to student teacher practicums. One view was that student teachers brought life into the teaching-learning situation by being sympathetic, helpful, motivational, knowledgeable and lively. The other side was characterised by some element of anxiety and uncertainty, as echoed by some pupils who viewed practice teaching as a period when they would be confused. The confusion experienced could be attributed to teachers being " frequently absent" from their classes, as reported in the research by Lombard (1998: 66). This absenteeism may lead to a state of confusion if the student teachers are not able to satisfy some of the desires of the pupils. Most of the teachers are also sceptical about student teachers, stating that student teachers seem to know everything because they do not ask for help from them and that, when they try to help

them, student teachers seem not to approve of it. The negative reaction from the student teachers when helped by the teachers could lead to the state of confusion in the classroom which will then culminate in pupils stating that practice teaching sessions is a period of confusion.

5.7 DISCUSSION

The results indicate that pupils were not passive participants in the daily activities of the instructional- learning environment. During teaching practice, although they were never involved in the preparation of the programme when student teachers came to their schools, they were aware of the fact that student teachers were to do practicals and they were willing to have them in future. This is evidenced by the fact that 90,8 % (see Table 5.3) of the respondents positively responded to the question in this regard. This positive response agrees with the findings of Danaher's (1994: 223) research which was conducted in a Melbourne secondary school. The research indicate that 90,5 % of the pupils were willing to have students again.

The way the student teachers approach pupils is also under scrutiny. Their managerial skills in class, content knowledge and socialisation mannerisms are seriously observed by the pupils. This is supported by the responses of the majority of the pupils (59 %) in Table 5.34 claiming purport that student teachers do not disrupt the running of the classroom, while 86,1 % of the respondents (Table 5.9) claimed that student teachers knew the subjects they taught. The majority (82 %) of the respondents (Table 5.25) claimed that the student teachers were helpful, because they told them how to study.

The ability to manage the classroom, the content knowledge, and the ability to communicate with the pupils are paramount during practice teaching as indicated by Kagan (1992: 145), because inadequate knowledge of classroom procedures appears to prevent the novice teachers from focussing on what pupils are learning from academic tasks. Instead, they devote their time

to monitoring their own behaviour, as they attempt to imitate or invent workable procedures. This is further echoed by Rothenberg and McDermott (1993: 276) who maintain that pedagogical knowledge integrated with early teaching experience in the practica can be important in approaching and carrying out novice teaching.

The subject knowledge and the use of different media when teaching by the student teachers were recognised by the pupils as indicated by 86,1 % of the respondents in Table 5.9 and 79,5 % of the respondents who positively responded to the latter in Table 5.10. The confidence the student teachers build within the pupils help them to meet their objectives and the failure to meet these, could induce negative perceptions. Student teachers are to guard against this because learners, like any group, act together to solve common problems and a united class could provide teachers with a formidable opponent (Geer 1977: 7). Subject knowledge and the ability to use various skills when teaching do not only motivate pupils, but create a positive image of the teacher.

The results also highlight a positive stand about how student teachers conduct themselves during the instructional- learning process. Student teachers, for example, were viewed as not trying to "please" everybody in order to avoid being asked questions. Teaching is not an easy activity which could be used to instil into the learners whatever the teacher wants. It is a two-way phenomenon which calls for mutual understanding and reciprocity from those involved in it. Student teachers, as indicated by Rothenberg and McDermott (1993:276), need to have an active conceptual and pragmatic interaction during their pedagogical education, which would help them to manage the teaching- learning activities.

Socialisation is the paramount aim of education which needs to be approached with care. Student teachers are to have steady feet when they are faced with pupils. They should bear in mind that the classroom is constituted of people with different needs, beliefs, interests, and temperament. The results (75 %) in Table 5.32 positively indicate that student teachers make

a difference to pupils' behaviour. This is in congruent with what Whiteside, Bernbaum and Noble (1969: 411) and Kagan (1992: 143) mention regarding the attitude and experiences of the novice teacher in the classroom.

5.8 SUMMARY AND CONCLUSION

This chapter is about the collection of data, the procedure of collating data, an analysis thereof and its interpretation. The permission to do research has been indicated and Appendix A is included as proof that the permission was sought from the Ministry of Education in the Free State.

The method of research has been explained in this chapter. The instruments, namely the questionnaire and the interview, which helped in the gathering of information have been discussed in this chapter. The procedure of selecting the sample is clearly outlined in paragraph 5.5.

The focus has mainly been on the perceptions of the pupils regarding student teachers, as espoused by the objectives of the study. The results give us a picture about these perceptions and how student teachers present themselves to the pupils during practice teaching.

5.9 FORMULATION OF THE FIFTH PROBLEM

Following the responses as indicated on the tables in this study, it is apparent that teaching practice could be of great help to the pupils when there is mutual cooperation between the institution for teacher training and the schools, not forgetting the role pupils could play. Chapter six will highlight the findings the researcher observed in this chapter and make recommendations on each statement or question.

CHAPTER 6

SUMMARIES OF FINDINGS, RECOMMENDATIONS, IMPLICATIONS OF THE FINDINGS, CONTRIBUTIONS AND POSSIBLE LIMITATIONS, PROPOSAL FOR FUTURE RESEARCH AND CONCLUSION

6.1 INTRODUCTION

Before the final lap of action could be undertaken it would be prudent to revisit the main theme of this study. This is done to in order put it into a proper perspective by reviewing aspects such as problems encountered, methods employed, the purpose and the content of the study.

6.2 RE-ORIENTATION

6.2.1 Plan of the study

This study is divided into six chapters. The first chapter is concerned with the clarification of concepts (paragraph 1.7), the purpose of the study (par. 1.4), delimitation of the area of study (par. 1.5), the statement of the problem (par. 1.2), and the methodology to be employed (par. 1.6). Aims and objectives are dealt with in paragraph 1.3.1.

Chapter two consisted of a brief comparative survey on the education of countries such as England, the United States of America, Australia and Zambia in order to ascertain what influenced the interest in teacher education (pars. 2.1.1; 2.2; 2.3; 2.4); the structure of teacher

education models (pars 2.1.2; 2.2.1; 2.3.1; 2.4.1); and programmes of teaching practice (pars 2.1.3; 2.2.2; 2.3.2; 2.4.2). The differences are compared to those of the South African education system (pars 2.5.1; 2.5.2; 2.6; 2.6.1; 2.7.1; 2.7.2) and the structure of the South African model is briefly discussed in paragraph 2.6.2. A teaching practice programme is being discussed in paragraph 2.6.3.

In Chapter three the historical development of the South African education system is discussed. The role played by the churches in the training of teachers is highlighted in paragraph 3.2.3. The general perception of teachers is made mention of in this chapter. Some of the Acts which had an impact on the education system and which also affected teacher education are briefly sketched in paragraphs 3.3.1; 3.3.1.2; 3.4.1; 3.4.5.1.

In Chapter 4 the philosophical foundations which have impacted on education and especially on teacher education are discussed (par. 4.4). The necessary steps which the student teachers can take to develop their own personal philosophy is elucidated on paragraph 4.10. The dominant philosophical trends which impact on the South African education system are briefly discussed in paragraph 4.11.

In Chapter 5 the procedure and method of collecting data is made mention of in paragraphs 5.2; 5.3; 5.3.1 and 5.4. The administration of the questionnaire is discussed in paragraph 5.3.1.2. Reliability and validity are also mentioned in par. 5.3.2 and the selection of the sample is briefly sketched in par. 5.5. The analysis of the results is done in this chapter from paragraph 5.6.

6.3 SUMMARY AND FINDINGS

6.3.1 Findings from the literature

Research findings indicate that initial teacher education (ITE) has emerged as a significant element in the government's programme of education reform, heralding policies of increased

central control of teacher education institutions (Blake & Hanley 1998: 15) as the government wants to maintain a high standard of education in order to compete with other countries. Growth of the country is considered to be the most important aspect of the country and higher education is seen as being necessary for the improvement of the nation's economic conditions (Porter 1994: 17).

Findings also indicate that beginning teachers and student teachers experience practice shock when they arrive at schools due to what is expected of them in areas such as administration, assessment, recording and general interaction with the school community (Blake & Hanley 1998: 18; Badenhorst, 1994: 76- 98; Venter 1989: 66- 67). This is supported by Whiteside, Bernbaum and Noble (1969: 410) who assert that when the students' ideals do not match up to what is found in the real work situation, problems occur and some adjustments need to be done. Evertson (1987: 55) states that classroom research has offered little guidance, and teachers are left to fall back to the tradition that they should find whatever works. The finding of whatever works, Everton argues, does not provide a guiding framework with which to make decisions about the complex job of managing classrooms.

Processes outside the school environment determine, at a larger scale, the interaction of the teacher and the pupils in the classroom. Cosin, Dale, Esland, Mackinnon and Swift (1977: 45) maintain that the cultural processes of the classroom represent the combined actions of pupils' and teachers' subcultures in a setting already largely determined by social processes operating outside the classroom and the school.

In as far as the observational study of the student teachers' beliefs about teaching and learning is concerned, student teachers, before they go for student practice or before they are faced with the class, harbour overly inflated beliefs about their own abilities to teach and how they can improve children's learning. But, as they acquire classroom experience, these beliefs decline (Rothenberg *et al.* 1993: 273).

6.4 FINDINGS FROM THIS STUDY

(a) Time preferred for teaching practice

Pupils were asked to indicate when teaching practice should take place. Different preferences surfaced, but the majority (45,4 %) of the respondents (as indicated in Table 5.4) felt that it would be better if teaching practice was done in March- April because this is the time when serious work has not yet been done.

(b) Student teachers' knowledge of the subject-matter

Disturbing things are said which can result in questioning the content knowledge of student teachers. Pupils claimed that student teachers liked reading from the textbooks (Table 5.8); used difficult words (Table5.12); repeated things they had already mentioned (Table 5.11); and did not like to be asked questions (Table 5.14). Furthermore it was alleged that student teachers did not use media when teaching them (Table 5.10) and did not give pupils the opportunity to explore the subject-matter on their own (par.5.13).

(c) Preference of some pupils above others by student teachers

Although the majority of the respondents indicated that student teachers did not favour pupils above others, there were those who felt that student teachers preferred working with a particular sex group. This is indicated in Table 5.24 according to 47,2 % of the respondents averred that male student teachers praised girls more than boys and in Table 5.30 in which 79,5 % of the respondents indicated that female student teachers preferred working with boys rather than girls.

(d) Social disposition of student teachers

The way student teachers presented themselves to the pupils, seemed to be wanting. Some of the pupils (20 % of the respondents) claimed that student teachers gave them money (Table 5.27) when they asked for it. Student teachers seemed to be afraid of bigger pupils (Table 5.28) and it was said that male student teachers liked touching girls on their shoulders when talking to them (Table 5.29). Pupils (81 %) claimed that student teachers preferred to be called by their first names (Table 5.39).

(e) Participation in extramural activities

The participation of student teachers in the extra mural activities seemed to be a problematic aspect, as indicated by almost the same results in Table 5.37 and those of Table 5.38. Such a situation is worrying as it is difficult to make a sound comment on the matter.

6.5 RECOMMENDATIONS

"The quality and character of our elementary and secondary schools are dependent largely upon the quality and character of the teachers who staff them" [(Denemark in Olson, Freeman & Bowman 1972: 139).].

The following are the recommendations regarding the above summary of findings:

(a) Embarking on partnerships with the schools in order to reinforce the appreciation of practice teaching by learners and to address the opinions of those who do not prefer both sessions.

(b) The quality of the pre- service curriculum should be revised. The importance of the

subject- matter knowledge and competence should be emphasised by teacher training institutions.

(c) Encourage student teachers to treat all the pupils the same, irrespective of who they are.

(d) Student teachers should respect their social domain as authorised teachers during practice sessions. They should stop telling pupils to call them by their first names.

(e) School managers should force student teachers to participate in extramural activities.

(f) Lecturers should constantly visit student teachers at the schools and liaise with school mentors.

(g) Student teachers should be prepared to assume different roles as members of instructional teams.

(h) Student teachers should be placed in situations that will afford them opportunities to act like researchers.

(i) The hostile atmosphere in which teacher education is conducted, should be abolished.

(j) Teachers and student teachers should be fully oriented into the new education system, namely, Outcomes- based Education, by capacitating and resourcing them with the relevant materials.

(k) The Ministry of Education and Training should pay student teachers when they are doing teaching practice and should be responsible for transporting them to rural areas.

(l) The Zimbabwe Integrated National Teacher Education Course (ZINTEC) model which is mentioned in paragraph 2.4.2 should be adopted as a vehicle that may be used to solve problem of teacher education.

The main aim of the ZINTEC programme is based on the premise that teacher education has to provide Zimbabwe with teachers who are oriented to the needs of what is seen as the rapidly changing social, political and economic system of the country. The system has to provide old and new rural schools with teachers and student teachers have to be involved in community projects such as adult literacy programmes and agricultural activities especially animal husbandry and horticulture. It aims at the development among student teachers of a collective consciousness in which moral rather than material incentives in community-oriented work could be a norm and this could be accredited at the end of the final year. Through this programme student teachers are to move away from the banking of concept of teaching characteristic of colonial educational practice and to rely more on dialogical and parallel teaching methods which are intended to be liberatory and empowering to the learners. This model was also developed in order to attract married student teachers who can still support their families while in training because in year one and two they are paid a salary. The payment of the student teachers while in teaching practice is to be the responsibility of the Ministry of Education of Zimbabwe (Dzvimbo 1990: 224- 230). This model help in the sense that student teachers become part and parcel of the community were they get placement. Due to their personal relationship with the host community they are always enthusiastic, willing to help, read more about that which could help the community and desire to be accredited with moral incentives in community work at the end of their studies make practice session to be meaningful for them. The community at large view this undertaking as a vehicle that would help in the endeavour of alleviating the problems such as poverty and illiteracy amongst them. Due to the fact that student teachers become the actual members of the communities in which they do teaching practice, they may perceive student teachers as hard working, knowledgeable, kind, protective, informative and above all, they might perceive them as their brothers and sisters who are being send to assist them with their personal needs. The researcher view this model as vital and suggests that it should be adopted in South Africa although the modular system that is currently proposed for teacher

training may make it difficult for student to be away from colleges, technikons or universities for a period of six months or longer. The suggestion is that the student teachers must attend to their institute practicums so as to work with their modules and that they should attend to their practical teaching requirements one day in a week when they are free. They can even do them every day when the institution of higher education is in recess. This undertaking should be done for the maximum duration of their study years. The student teachers must do the prescribed number of community services hours under the strict supervision of the mentor. They must compile a portfolio, which clearly highlight what they did, and hand it to the mentor, each year until they are through with their studies. Student teachers must pay a certain amount during registration towards transport with the institutions meeting them halfway to meet their basic needs. The researcher, echoing the words of Davey, is aware that the financial implications might render this suggestion less possible like in the case of Zimbabwe (Davey 1993: 75).

6.6 IMPLICATIONS OF FINDINGS

The findings of the study may be utilised in the field of education, as well as in related fields such as, amongst others, psychology, sociology, anthropology, management and science and technology. It is therefore suggested that the study could be of value in the following areas:

* **Partnerships**, e.g. schools and universities can work together in matters such as the sharing of resources and expertise so that student teachers could be send regularly to schools.

* **School counselling**, i.e. the importance of individual values, cultural values and the development of self- awareness so that the perceptions of pupils could be harnessed.

* **Teaching**, i.e. the significance of effective teaching and the feasibility of implementing acquired skills for the sake of understanding pupils' perceptions.

* **Curriculum planning**, i.e. strategies planning and access to both technical and human resources to achieve stated goals and that the perceptions of the pupils could be used..

* **Social problems**, i.e the diminishing moral fibre of pupils and student teachers to be changed.

* **The professionalisation of the profession**, i.e. the role played by the mentors, lecturers, school managers, and auxiliary institutions in order to harness the perceptions of learners.

* **Future research** as a basis for further research in practice teaching or related areas practice teaching should involve all stakeholders.

6.7 CONTRIBUTIONS AND POSSIBLE LIMITATIONS OF THE STUDY

6.7.1 Contributions

This comprehensive study has used a broad base of predominantly Eurocentric literature and counts among its major contributions:

— An outline of the South African education system since the arrival of the Whites at the Cape Colony, in 1652 and some of perceptions which impacted on practice teaching.

— The comparison of the South African education system with that of other selected countries, with the emphasis on teacher education particularly pupils' perceptions.

— The philosophical foundations which the student teachers can choose from when developing a personal philosophy with regard to teaching.

— An elucidation of the pupils' perceptions regarding student teachers with the objective of suggesting a workable model which could be used in future.

6.7.2 Limitations of the study

The following can be regarded as contributing to the limitations of the study:

— The failure to clearly illuminate pupils' perceptions of student teachers over a number of past years and the implications of these pupils' perceptions on practice teaching.

— The limited utilisation of recent literature on the new education system, especially the post-apartheid literature such as educational journals on teacher development.

6.7.3 PROPOSAL FOR FUTURE RESEARCH

This study invites opportunity for further research in the following areas:

* Among the more obvious possibilities for further research is a replication of the present study. The subjects of the study were Grade 11's and it would be helpful if a replication could be done with other grades in order to draw conclusions that are relevant and coherent.

* Empirical research on the disposition of student teachers during practice teaching needs to be undertaken with a view to understanding their social interaction with the school community.

* Empirical research on the expectations of teachers during practice teaching.

* There is a need to investigate the validity of methodologies used in the preparation of student teachers.

* Empirical research on the attitudes of lecturers regarding practice teaching is one area that should be covered.

* While this thesis concentrates on pupils' perceptions of student teachers during practice teaching, further research could be undertaken on the attitudes of teachers to student teachers.

* There is a need to investigate the financial position / support of the teaching practice. The need for well- trained school mentors is another possible field of investigation.

* Empirical research on the role of the Ministry of Education and that of the school managers during practice teaching needs to be done.

6.7.4 CONCLUSION

An attempt to highlight pupils' perceptions about student teachers has been undertaken. Highlighting these perceptions has been found to be a complex matter, as the historical background of teacher training in this country did not give a clear picture of how people and for that matter, how pupils perceive their teachers. The pupils' perceptions which the researcher managed to gather indicate that more work needs to be done in the training of student teachers and the changing of the mind- set of the pupils.

Teacher training institutions, schools, student teachers and pupils form a quartet that could make it possible for practice teaching to be a success. It is therefore necessary that all these systems should work together harmoniously. Each and every member of the system should perform in

such a manner that other members do not have doubts and a lack of confidence. One aspect that should be seriously scrutinised is that of the social disposition of student teachers, because this seems to be the anchor position of the perceptions of the pupils. The training institutions and the schools where the student teachers have been placed have to take the issue of accountability and authority very seriously and endeavour by all means to bring back respect into the teaching practice and into teacher training as a whole.

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Appendix A

FREE STATE PROVINCIAL GOVERNMENT
PROVINSIALE REGERING VAN DIE VRYSTAAT
MMUSO WA POROFENSI YA FOREISETATA

DEPARTMENT OF EDUCATION
CR Swart Building, 55 Elizabeth Street, Private Bag X20565, BLOEMFONTEIN, 9300
DEPARTEMENT VAN ONDERWYS
CR Swart Building, Elizabethstraat 55, Privaatsak X20565, BLOEMFONTEIN, 9300
LEFAPHA LA THUTO
Moaho wa CR Swart, 55 Elizabeth Street, Private Bag X20565, BLOEMFONTEIN, 9300

Enquiries/Navrae/Botsa ho: **Mr W.B. van Rooyen**
Ref./Verw./Tshupo 0.1/11/3/3

Fax: (051) 407 4032
Tel : (051) 405 5504

23 February 1998
Mr J.R. Maimane
Faculty of Education
Vista University
Bloemfontein Campus
P.O. Box 380
BLOEMFONTEIN
9300

Dear Mr Maimane

REQUEST TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your request dated 6 February 1998 which was received on 13 February 1998 refers.

2. Permission is granted for your request to conduct research in the Free State Department of Education under the following conditions:

   2.1 The names of pupils, must be provided by the principals.
   2.2 Pupils participate voluntarily in the project.
   2.3 The names of the schools and pupils involved remain confidential in all respects.
   2.4 Completion of questionnaires by pupils must take place outside normal tuition time of the school.
   2.5 This letter must be shown to all participating persons
   2.6 A report on this study must be donated to the Free State Department of Education after completion of the project where it will be accessed in the Education Library, Bloemfontein.
   2.7 You must address a letter to the Head: Education, for attention
   W.B. van Rooyen
   Room 1211
   C.R. Swart Building
   BLOEMFONTEIN
   9301
   accepting the conditions as laid down.

3. We wish you every success with your research.

Yours sincerely

ACTING HEAD: EDUCATION

APPENDIX B:

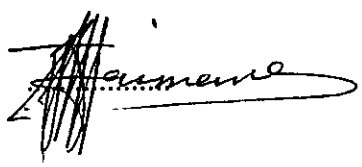
Pupils survey about student teacher practicums.

Purpose of the survey: This survey is done with a view to obtaining a Ph.D. thesis and seeks to find out what you think about having student teachers doing their teaching practice at your school. The responses you provide will be treated very **confidentially** and **anonymously** and will be used with other information gathered, to decide how effective the student-teacher programme is and whether any changes need to be made to it in the future.

Please do not write your name on the questionnaire.

Thank you for your willingness and cooperation.

Yours sincerely



J.R. Maimane.

Researcher

PLEASE ANSWER ALL THE QUESTIONS

Make a cross where applicable.

Example: Do you attend school?

Yes	No
X	

SECTION A

1. Personal information

1.1 Standard/Grade .....

1.2 Gender

Boy	Girl

1.3 I had student teachers in my class in 1997

Yes	No

1.4 I can describe the student teachers as:

Very good	Good	Poor	Very poor

1.5 I would like to have a student teacher in the future

Yes	No

If "No," why not?

.....

.....

.....

1.6 I prefer to have a student teacher during:

March-April	July-August	Both sessions	Your own choice

1.7 Give a reason for your choice

.....

.....

SECTION B

2 Perceptions regarding student-teachers

Below are several statements about student teachers.

Please **make a cross in the column** which fits your opinion most closely.

Example: The student-teacher is not willing to teach:

Strongly Agree	Agree	Disagree	Strongly disagree

2.1 **Preparation**

2.1.1 Student teachers greet us before they start teaching us.

Strongly agree	Agree	Disagree	Strongly disagree

2.1.2 Student teachers tell us what we should have, e.g, textbooks; notebooks, before they start teaching:

Strongly agree	Agree	Disagree	Strongly disagree

2.1.3 Student teachers ask us questions about the work they have done before new work is started:

Strongly Agree	Agree	Disagree	Strongly disagree

2.2 **Presentation**

2.2.1 Student teachers like reading from the textbook when teaching.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.2 Student teachers do not like to be asked questions.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.3 Student teachers know the subjects they teach.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.4 Student teachers try hard to make us understand by using media.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.4.1 Student teachers try to make us understand by talking too much.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.5 Student teachers use different methods when teaching.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.6 Student teachers waste time by repeating things.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.7 Student teachers like to use difficult words when they explain concepts.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.7.1 Student teachers want pupils to find meaning of concepts on their own.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.8 Student teachers are always energetic when they teach.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.9 Student teachers like to "please" everybody:

2.2.9.1 in explaining concepts.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.9.2 in order to calm emotions.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.9.3 to avoid being asked questions by pupils.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.9.4 so as not to reprimand wrong-doers.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.10 Student teachers are shy to face the pupils when teaching.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.11 Student teachers are sure of what they teach.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.12 Student-teachers are helpful, because:

2.2.12.1 they tell us how to study.

Strongly agree	Agree	Disagree	Strongly disagree

2.2.12.2 they give us different examples if we do not understand.

Strongly agree	Agree	Disagree	Strongly disagree

3 Relationship/Discipline

3.1 Student teachers give us money when we ask for it.

Strongly agree	Agree	Disagree	Strongly disagree

3.2 Student teachers are afraid of bigger boys/girls.

Strongly agree	Agree	Disagree	Strongly disagree

3.3 Male student teachers like touching girls on their shoulders.

Strongly agree	Agree	Disagree	Strongly Disagree

3.3.1 Male student teachers praise girls more than boys when the girls perform better in the discussions.

Strongly agree	Agree	Disagree	Strongly disagree

3.3.2 Female student teachers prefer working with boys rather than with girls.

Strongly Agree	Agree	Disagree	Strongly Disagree

3.4 Student teachers are always neatly dressed.

Strongly agree	Agree	Disagree	Strongly disagree

3.5 Student teachers make a difference to the behaviour of the pupils.

Strongly agree	Agree	Disagree	Strongly disagree

3.6 Student teachers prefer pupils who are active during the lesson.

Strongly agree	Agree	Disagree	Strongly disagree

3.7 Student teachers disrupt the smooth running of the class.

Strongly agree	Agree	Disagree	Strongly disagree

3.8 Student teachers mark the tests of what they have taught.

Strongly agree	Agree	Disagree	Strongly disagree

3.9 Student teachers discuss class rules with us, like how to conduct ourselves.

Strongly agree	Agree	Disagree	Strongly disagree

4 Extra-mural activities

4.1 Student-teachers participate in the sport activities.

Strongly agree	Agree	Disagree	Strongly disagree

4.2 Student teachers participate in cultural activities.

Strongly agree	Agree	Disagree	Strongly disagree

4.3 Student teachers prefer to be called by their names.

Strongly agree	Agree	Disagree	Strongly disagree

4.4 Student teachers work with anybody who requires assistance.

Strongly agree	Agree	Disagree	Strongly disagree

SECTION C

5 General questions

5.1 List shortly what you expect from student-teachers.

.....

.....

5.2 What do you think of student-teacher practice at your school?

.....:

.....

Thank you for your time - you have been very helpful.