

# **TRACER STUDY OF TEACHER EDUCATION GRADUATES**

**BY**

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A dissertation submitted in partial fulfillment of the requirements for the degree of

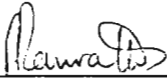
**MASTER OF EDUCATION (TEACHER EDUCATION)**

In the  
Faculty of Education  
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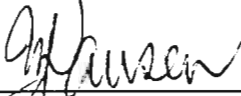
## DECLARATION

I hereby declare that this dissertation is my own work, and has not been submitted previously for any degree in any University.



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## ABSTRACT

In the years since the Bantu Education Act of 1954, and other race-based legislation which introduced apartheid education into South African schools, it was widely believed that the majority of black school teachers were unqualified and underqualified. This perceived high demand for qualified teachers was matched by an equally high supply of teachers; in fact 281 teacher education institutions were producing approximately 26 000 newly qualified teachers annually.

A seminal study recently commissioned by a government Committee of Teacher Education Policy (COTEP), the so-called National Teacher Education Audit (henceforth referred to as the Audit), reported that there is an over-supply of teachers in some school subjects (e.g. Biblical Studies) and an under-supply in other subjects (e.g. Science and Mathematics). These findings seem to corroborate widespread news reports that new teachers are not finding employment.

The apparent contradiction between supply and demand alluded to above raises important questions regarding the employment of teachers. Is there, in fact, an oversupply of teachers? Do teacher education graduates find employment in teaching? Do Science and Mathematics teacher education graduates, in fact, fill positions in these assumed critical areas? To address these and related questions, a study was designed to track a cohort of new teachers with the goal of ascertaining their employment status in the years immediately following their graduation.

The study used a longitudinal tracer study design to trace the 1995 cohort of teacher graduates of the Faculty of Education, University of Durban-Westville. Data were collected at three different periods: at graduation (July 1996), at the end of the school year (December 1996), and at the beginning of the new school year (January 1997). Survey questionnaires were used for the collection of data from students, while biographical and academic data were obtained from the University records.

The study was restricted to teacher graduates from a single teacher education institution in a single province, viz. KwaZulu-Natal. The findings of this study are, accordingly, limited in scope and may not necessarily resonate with the claims of the Audit. Nevertheless, the study is useful insofar as it challenges conventional wisdom regarding teacher employment/unemployment.

The study focused on two critical questions, viz.

- **What is the employment status of the teacher graduates?**
- **What is the teaching context of those who were employed as teachers?**

**A response rate of 55% was recorded.**

The majority (88%) of UDW's teacher graduates found employment as teachers. This finding contrasts with the evidence presented in the Audit, viz. that there is an oversupply of teachers in general (Le Roux, 1996:12) and that many newly-qualified teachers were not able to secure teaching posts because provinces could not afford them (Hofmeyr & Hall, 1995:30). Eight percent of teacher graduates were unemployed, while four percent were employed in the private sector or engaged in full-time study.



For those graduates who found employment as teachers, the teaching contexts varied. Former "African" schools tended to employ graduates as permanent full-time staff, while former "Indian" schools tended to employ graduates as full-time temporary staff. Permanent employment of newly qualified teachers contradicts the findings of the Audit. This may be the result of differential needs or employment conditions in schools which, until recently, were administered under different, race-based Departments of Education.

A large percentage (69%) of graduates were employed in secondary schools. Among these were 35% of graduates with primary school teaching qualification. This resonates with the findings of the Audit which indicated a shortage of secondary school teachers in KwaZulu-Natal (Pendlebury, 1996:10). This finding seems to confirm that there is a greater need for graduate teachers at the secondary level with the result that graduates, irrespective of their specialties are being employed in secondary schools.

Added to this fact is that just over half of the graduates (52%) do not teach the subjects they specialized in. The Audit indicated that there was a shortage of teachers in certain critical areas like Mathematics and Sciences. Contrary to this finding, between 50% and 100% of qualified Maths and Science teachers do not teach these subjects in schools. Similar findings on Physical Science teachers in schools in KwaZulu-Natal were reported (Naidoo & Khumalo, 1997).

The findings of this tracer study have implications for large-scale audits, teacher education curricula and teacher education policy and planning. Large-scale audits presents summary data at national level which do not account for provincial and local variations in teacher employment policy and planning. Given that teacher graduates may not necessarily teach their subject specialties, two possible options may inform the curriculum policy of teacher education institutions, viz. a strong generalist curriculum excluding specialist options; or a strong generalist curriculum with relatively small specialist component. Policymakers and planners should refrain from making long-term decisions on teacher supply and demand until such time that more reliable data is available on teacher employment.

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## CHAPTER 1

### OVERVIEW OF THE STUDY

#### WHERE DO TEACHER EDUCATION GRADUATES GO?

##### 1.1 INTRODUCTION

In the years since the Bantu Education Act of 1954, and other race-based legislation which introduced apartheid education into South African schools, there has been a constant refrain that the majority of black school teachers were unqualified and underqualified (Hartshorne, 1992; Kallaway, 1984). In this context, South Africa has traditionally experienced a high demand for qualified teachers matched by a high output of teachers, i.e., 281 teacher education institutions producing approximately 26 000 newly qualified teachers annually (Le Roux, 1996: 3)

However, a seminal study recently commissioned by a government Committee of Teacher Education Policy (COTEP), the so-called National Teacher Education Audit (henceforth referred to as the Audit), reported that there is an over-supply of teachers in certain school subjects (e.g. Biblical Studies) and an under-supply in certain critical subjects (e.g. Science and Mathematics). These findings seem to be justified in widespread newsreports that new teachers are not finding employment despite the fact that thousands of teachers have taken Voluntary Severance Packages (VSP's) offered by the Department of Education.

But is there in fact an oversupply of teachers? Do teacher education graduates find employment in teaching? And do Science and Mathematics teacher education graduates, in fact, fill positions in these assumed critical areas? To address these and related questions, this study has been designed to track new teachers with the goal of determining their employment status in the immediate years following their graduation.

## **1.2 PURPOSE AND RATIONALE OF STUDY**

The purpose of this tracer study is to determine the employment status of Teacher Education graduates of the University of Durban-Westville. Specifically, the study examines the following three critical questions:

- Why did a cohort of teacher education graduates chose teaching as their career?
- What is the employment status of these teacher education graduates?
- What is the teaching context of those graduates who were employed as teachers?

By “employment status” I refer to the question of whether the graduates are employed, unemployed or engaged in further study, and if they are employed, in which sectors of the economy they are employed.

By “teaching context” I mean the context within which employed graduates work as teachers e.g., category of employment (e.g. temporary, permanent); type of school (e.g. ex-DET, Model C); school phase (e.g. primary, secondary); location of school (e.g. rural, city); and school subjects taught (e.g. English, Physical Science).

### 1.3 THE NATIONAL TEACHER EDUCATION AUDIT

The government-commissioned COTEP, established in 1993, conducted a situation analysis of teacher education in the country, as one of its three initial goals. This situation analysis now constitutes the National Teacher Education Audit and was released by the Minister on 7 December 1995. The Audit consists of six sectoral reports and a synthesis of the six sectoral reports. A detailed exposition of the establishment of COTEP and the Audit (its objectives and relevant findings) are given in Chapter 2 of the study (see Section 2.2). Suffice to say here that the Audit, based on its analysis of the teacher demand, supply and utilisation, revealed that there was, in general, an oversupply of teachers; and at the same time a shortage of teachers in subjects such as Science, Mathematics and Commerce.

There were, however, many and varied reactions to findings of the Audit (Pendlebury, 1996). The data collected by the Audit committee, and data supplied by the respondents called into question methodological issues and the reliability of information retrieved. To go into more details about the Audit is beyond the scope of this study. However, the outcomes of these findings are important to the study as it affects the employment status of newly qualified teachers.

The Audit had a significant impact on the employment of newly qualified teachers. In light of the Audit and Resolution Number 4 of 1994 of the Education Labour Relation Act (ELRA), the Department of Education's priority was then to adjust the existing teacher/pupil ratio over a period of time to the new teacher/pupil ratio of 1 : 40 in primary schools and 1 : 35 in secondary school. Various strategies to accomplish this were decided upon. They included re-deployment (implementation of which is

currently -October 1997- on hold), a phasing in process to an intermediate teacher/pupil ratio based on the *10th day survey* (a survey conducted on the 10th school day of the year by the Education Foundation, 1986), and placing on hold all permanent employment of additional teachers. More recently (April 1997), the Department of Education offered severance packages to teachers who volunteered early retirement from teaching. This meant that job opportunities for newly qualified teachers will not be readily available, as was the case previously.

In this study I attempt to find empirical evidence through a local tracer study to either support or refute some of the claims of the Audit. An analysis of the employment status of the teacher education graduates and the teaching context of those graduates who find jobs as teachers will enable me to either support or refute some of the critical claims of the Audit relating to demand, supply and utilisation of teachers.

#### **1.4 THE CONTEXT OF THIS STUDY**

The Faculty of Education at the University of Durban-Westville offers five pre-service qualifications for teacher education. It offers the following four year first degrees: B.Paed (Arts), B.Paed (Commerce), B.Paed (Primary Education) and B.Paed (Science) degrees. It also offers the Higher Diploma in Education (HDE), a one year post-graduate programme for students who complete a first degree (e.g. BA, B.Sc) in another Faculty.

The Faculty produces approximately 320 teacher graduates per year. Of these graduates, a large number (approximately 80%) specialize in areas such as History,

Zulu, Biblical Studies and English, where, according to the Audit, an oversupply of teachers existed . Would these graduates, in fact, find jobs as teachers?

Prior to 1994, teachers were employed on a racial basis by one of the seventeen apartheid education department, e.g. Indian teachers were employed by the Department of Education and Culture in the House of Delegates; non-homeland African teachers were employed by the Department of Education and Training; White teachers were employed by the Department of Education and Culture in the House of Assembly; etc.

With the election of a new democratic government in 1994, the scrapping of apartheid laws, and the subsequent changes in the administration of Education (which is now housed in a single Ministry of National Government with nine provincial departments), all teachers are now employed by the Department of National Education. Teachers are no longer being employed along racial lines for schools which used to be under the control of the old apartheid structures. However, the authority of schools versus the Department of Education to appoint teachers is the subject of an ongoing public debate as demonstrated in the case of Grove Primary School in Cape Town.

## **1.5 THE METHODOLOGY OF THE STUDY**

A longitudinal tracer study design was used to trace the 1995 cohorts of the Faculty of Education, UDW, teacher graduates. Data were collected at three points of the study; at graduation (July 1996), at the end of the school year (December 1996), and at the beginning of the new school year (January 1997). Survey questionnaires were

used for the collection of data from students, while biographical and academic records were obtained from the University computer administrative system.

## **1.6 THE SIGNIFICANCE OF THIS STUDY**

The findings of this research could be useful at many levels:

1. In the Faculty of Education of UDW in terms of:

- formulating its admission policy;
- the transforming and developing its curriculum to match the needs of teacher utilization in the employment sector; and
- providing base data on the employment status of the University's teacher graduates.

2. In informing national policy procedures and estimations on whether teachers actually do find employment in specific local conditions; and

3. In testing the underlying methodological assumptions of large-scale teacher audits under specific provincial and institutional conditions.

## **1.7 OUTLINE OF DISSERTATION**

In Chapter 2 I will do the following: outline the primary claims of South Africa's National Teacher Education Audit, its claims and assumptions about teacher demand and supply; a synthesis of international literature on what happens to new teacher graduates; and a specification of the implications of the Audit analysis and international literature for the design and methodology of this study. Due to the lack



of literature locally and nationally, tracer studies reviewed in this study were mainly those conducted internationally, i.e., in Africa, Europe and North America.

In Chapter 3, I discuss the methodology commonly used in “follow-up studies” and motivate its application in this particular study. A longitudinal tracer study within the survey paradigm was used. Qualitative and quantitative data were collected with the aid of survey questionnaires. Quantitative data was analyzed statistically using the SPSS computer package, while the qualitative data was coded and analysed using the Ethnograph computer programme.

In Chapter 4, I analyse the data obtained from the survey questionnaires. It focuses on the status of employment of the education graduates and their teaching context. It also analyses the factors responsible for the employment status and teaching context of the graduates.

In Chapter 5, I present implications of the study for educators, curriculum developers, education planners and policy makers, and teacher education institutions. I also examine the limitations of the National Teacher Education Audit in the context of my findings on graduate employment at UDW.

### **1.8 THE DELIMITATIONS OF THIS STUDY**

The 1995 cohort of teacher education graduates of the Faculty of Education of the University of Durban-Westville has been used in this study. The analysis is, therefore, restricted to teacher graduates from a single teacher education institution in a single

province, viz. KwaZulu-Natal. The findings of this study are limited in scope and may not necessarily resonate with the claims of the Audit, either because the Audit did not account for local variations or that the claims made are based on incorrect data.

### **1.9 LIMITATIONS OF THIS STUDY**

Tracer studies, by design, has as its major disadvantage, a poor response rate. This, of-course, could be increased at huge costs (e.g. hiring of agencies to track graduates personally) to the study. A low response rate means that analysis of the employment status of the teacher graduates and the teaching context may not necessarily reflect the actual situation. Also graduates may respond for various reasons, e.g. being frustrated with finding could be a reason for some not wanting to respond and for some responding in a hope to get employment

Because of the fast changing environment for teacher employment (e.g. new policies on retrenchment: freezing of temporary posts; etc.), the study needs to be repeated to assess reliability over time. Further, the data analysed are from self reported questionnaires by the teacher education graduates. Validity of the information received from respondent could only be obtained by by cross-checking with respective parties. The process of cross-checking was beyond the scope of this study as it would have entailed getting specific details from variety of sources (e.g. schools, education departments, etc.).

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

In this chapter the following objectives will be pursued:

- To examine teacher education policy in South Africa within the context of the transformation of the education system, and its implications for employment of newly qualified teachers. The quality of teacher education programmes as well as the supply, demand and utilisation of teachers are central to this transformation process. In particular, COTEP's proposals on a national Norms and Standards for Teacher Education and The National Teacher Education Audit;
- International literature for the design and methodology of this study; and
- A synthesis of international literature on what happens to new teacher graduates.

The literature reviewed has been located largely through the INTERNET. Various searches were done on different databases via the internet. The ERIC database was searched using the following terms: graduate surveys, beginning teachers, and teacher employment; the Socrates/ Search for title: tracer study; and the SABINET search on the Education Abstracts and ERIC databases using the terms: job education graduate and tracer teacher graduate. In addition various articles and papers were obtained personally through contacts made with relevant persons.

## 2.2 THE TRANSFORMATION OF TEACHER EDUCATION IN SOUTH AFRICA

The White Paper on Education and Training (1994) captures the essence of the scars of inequality of apartheid education and the significance of teacher education in the transformation South Africa.

The White Paper states:

*South Africa has achieved, by a large measure, the most developed and resourced system of education and training on the African continent, with the highest participation rates at all levels of the system.... At the same time, millions of adult South Africans are functionally illiterate, and millions of South African children and youth are learning in school conditions which resemble those in the most impoverished states. In the large, poorly-resourced sectors for the majority of the population, a majority of students drop out prematurely or fail senior certificate, and a small minority win entrance to higher education....*

*The national and provincial Ministries of Education are dealing daily with the legacy of South Africa's historically separate education and training systems.... Until recently, all these separate systems have operated more or less in isolation from each other, except at the level of top management. Mutual ignorance has therefore been the norm, even between teachers and administrators working virtually side by side in neighboring systems. (as cited in Department of Education, August 1996:1-2)*

The White Paper further declares:

*The Ministry regards teacher education (including the professional education of trainers and educators) as one of the central pillars of national human resource strategy, and the growth of professional expertise and self-confidence is the key to teacher development.*

(as cited in Department of Education, August 1996:1-2)

Following from the above, it is no wonder that teacher education is receiving, for the first time, such prominence at national government level. There was no national policy on teacher education except for a degree of coherence offered by the *Criteria for the Evaluation of South African Qualifications for Employment in Education*

(1986). This document was prepared by the Committee of Heads of Education for the “white” teacher education. Other racially segregated Education Departments used this document as a guide and was then commonly referred to as the “Green Book” (the criteria). The Green Book had long been criticised for being a prescriptive, additive, content-based model ( Minutes of meeting, COTEP: 30 June 1994:5).

The National government was given the task of developing an integrated, unitary, equitable national policy on teacher education. In order to do this, the Committee on Teacher Education Policy (COTEP) was established in 1993 to advise the Minister on national policy related to teacher education.

### **2.2.1 The establishment of COTEP**

COTEP was established by National Department of Education in 1993 to advise the minister on a national policy on teacher education. It is significant to note that COTEP was established during the term of the previous government and that its work is informing the new government which took office in April 1994. It is also interesting to note that in the many documentation that I have read, no mention was made about the composition of this committee, except for a statement by Le Roux (1996:8) indicating problems of legitimacy and representivity of the committee.

However, from discussions with a member of COTEP, Professor M Moodley, on 18 July 1997, it became apparent that the composition of COTEP changed continually. It started with representatives from the various education departments (including the homelands), the department of National Education and other members who were regarded (by whom?) as being able to provide specialist information. This

representation was corroborated with the “Present” and “Apologies” section of the minutes of the fourth meeting of COTEP held on 30 June 1994. Members of the then committee called for greater representation. Presently, the National Department of Education, Provincial Departments of Education, Unions, Teacher education institutions, Business and other constituents are represented on COTEP.

COTEP’s first task was to improve the quality of teacher education. In order to do this, it set itself three goals:

- to conduct a situation analysis of all teacher education in the country. This audit now constitutes the National Teacher Education Audit which was released by the National Minister of Education on 7 December 1995;
- to develop a national qualifications structure for teacher education. A national Norms and Standards for teacher education (commonly referred to as the COTEP document), which constitutes a national qualification structure, was formulated and declared national policy by the Minister of Education on 8 September 1995.
- to devise national governance structure for teacher education. National governance structures were devised and submitted to the National Commission on Higher Education<sup>1</sup>. Teacher education now falls under the Higher Education and Training band of the National Qualifications Framework<sup>2</sup> (NQF).

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<sup>1</sup> The National Commission on Higher Education was appointed by President Mandela in February 1995 for the analysis and recommendations on higher education in South Africa.

<sup>2</sup> The National Qualifications Framework is a new approach to education and training in South Africa. For more details on this refer to The South African Qualifications Authority Act (Act 58/1995) and the NQF document.

### **2.2.2 The National Teacher Education Audit**

Prior to the audit there was no national database of teacher education in the country. No one knew exactly how many teacher education institutions existed or how many teachers were being trained. This was largely because there was no national database on teacher education institutions and their enrolment figures. There was no uniform quality for the teacher education programmes offered by the various institutions. Presently 281 institutions providing teacher education had been identified. Two year certificate, three and four year diploma and degree programmes were offered by institutions for the training of teachers. In order for COTEP to advise the Minister on a national policy for teacher education, a situation analysis was also needed. This situation analysis now constitutes the National Teacher Education Audit.

The Audit had two objectives:

- to develop an analysis of teacher demand, supply and utilization as a basis for the development of models for projecting future needs.
- to evaluate teacher education institutions and programmes, formal and non-formal, in terms of their capacity to provide preservice and/or inservice teacher training, the quality of the programmes offered and the staffing and governance structures. (Le Roux, 1996:11).

Some of the quantitative findings are summarised below:

- Teacher education is the largest sector of higher education.
- Just over a third of the teaching staff is un- or underqualified, despite the large numbers of teachers being produced yearly.

- South Africa has the physical capacity to produce sufficient teachers for the country's needs during the foreseeable future.
- Distance education is growing rapidly.
- In most provinces there is an oversupply of teachers.
- There is a general shortage of teachers in subjects such as Mathematics, Physical Science, English, Technology, and Commercial subjects. (Le Roux, 1996:10-15; Department of Education, August 1996:3-5)

Some of the qualitative findings are summarised below:

- The teacher education field is very fragmented and increasingly diverse.
- The teacher education system as a whole pays little attention to defining or developing quality and has no ongoing quality assurance system in place to maintain quality teacher education.
- The professional mission of teacher education institutions is being subverted by the presence of large number of students who have no desire to teach but want an affordable route to higher education qualifications.
- The present policies of teacher supply, use, and development are underpinned by inadequate concepts and driven by wrong incentives.

(Le Roux, 1996:10-15; Department of Education, August 1996:3-5)

(For details of the findings of the Audit refer to the six sectoral reports and the synthesis report that constitutes the National Teacher Education Audit.)



The Audit does not constitute a national policy. It is a quantitative and qualitative analytical report of teacher education conducted by a consortium of research agencies contracted to do the Audit. Annually the 281 institutions produces approximately 26 000 newly qualified teachers, yet there is approximately one third of the teaching stock un- or underqualified. Still, it is claimed that there is a oversupply of teachers (based on teacher:pupil ratio) in general, despite shortages in specific subjects. Where and how will newly qualified teachers be employed?

These policy initiatives have significant implications for supply, utilization and development of teachers and, concomitantly, impact on the teacher education programme (INSET and PRESET programmes). It now becomes a vital part of the process of transformation to look at evaluation of programmes offered against a national quality framework for consistency, admissions to programmes, and national demands. The employment of teaches thus becomes an issue in this process. Previously, virtually all newly qualified teachers were guaranteed a teaching post. This has now changed in the light of the findings of the audit. Or has it?

These are some of the questions which I will address through a localised tracer study of the 1995 cohort of Teacher Education graduates of the Faculty of Education, University of Durban-Westville.

### **2.3 FOLLOW-UP STUDIES AS A MEANS OF FEED-BACK**

Over the last few years, the Faculty of Education at the University of Durban-Westville had begun to make substantial changes to its teacher education programmes. Collaborative teaching/projects, reflective practices and curriculum development were amongst the fore-runners in the development process. These have become the core components of the majority of the courses in the teacher education curriculum (e.g. . Teaching Practice<sup>3</sup>, Special Method courses).

Evaluation of the above changes to the curriculum were largely in-house, that is, evaluation was based on the students comments while they were still in the pre-service study (Sookrajh & Paras, 1997; Nel, 1997). The effect of these changes has not been evaluated on teachers who had graduated and are now teaching in schools. Thus development within the Faculty was largely based on theoretical understanding and students' responses while in the pre-service course. However, follow-up studies of graduates who had been through the changed curriculum and are now teaching in a school context, are means through which feedback could be obtained.

This study, although focusing on the employment status and context of newly qualified teachers of the Faculty of Education, could be extended to include an evaluative component. The evaluation component was, however, beyond the scope of the study.

Internationally, in some states of the USA, Education Boards (e.g. Illinois State Board of Education, National Council for Accreditation of Teacher Education in Kentucky)

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<sup>3</sup> Teaching Practice is a course in the final year of the teacher education programme. Students are required to spend six weeks in a school supervised by the lecturing staff.

require follow-up evaluative studies for the development and designing of new teacher education programmes. The Council on Teacher Education at the University of Illinois at Urbana-Champaign (UIUC) had made a commitment to a comprehensive programme of studies, including the study of graduates from the University, to provide data that can assist decision-makers in evaluating and improving the Teacher Education programmes at UIUC. (Holste & Matthews, 1992).

The National Council for Accreditation of Teacher Education (NCATE) of the state of Kentucky advocates the importance of follow-up studies of teacher graduates. The compliance criteria include evaluation efforts by the unit to modify and improve programmes. (Simson & Sandidge, 1994). As a result of the study conducted by Simson and Sandidge (1994), several changes were instituted within the Teacher Education programme offered. These included adding new courses, modifying existing courses and offering professional development workshops, seminars and conferences. In addition a classroom management and discipline course had been instituted as an elementary programme requirement. These additions were in response to the problems experienced by graduates in their work situation.

In the absence of feedback from completers of programmes, how does one begin to introduce new components, or modify existing components of a programme?

Internationally, follow-up or tracer studies were used as a means of obtaining feedback from completers of a programme in order to modify existing programmes or introduce new programmes and to ascertain employment status. Follow-up or tracer studies will, of necessity, become a means of evaluating and assessing programmes.

My goal, however, is to use tracer studies to trace teacher graduates' employment status and context of employment.

#### **2.4 SUPPLY AND DEMAND OF TEACHERS**

In almost all developing and developed countries, educational development was seen as a cornerstone for economic and national development (Hudson & Khabela, 1976; Psacharopoulos & Woodhall, 1986; Narman, 1988; Mugisha et al., 1991; World Bank Review, 1995; Department of Education, August 1996). On the other hand, there are continuing interests on how much does education, in fact, contribute to the economy and development (Lewin, 1993). Overall it means that the country should invest in the education of its society, to handle the technological advancement in a modern globalised society (Psacharopoulos & Woodhall, 1986; World Bank Review, 1995), to address growing youth unemployment (Narman, 1988), and reduction in poverty (World Bank Review, 1995).

This, however, places a huge demand on the schooling and educational system of the country. Teachers will be required to service the schools for the education of the children. Higher education systems would be required to provide teachers capable to handle their role in society. Hence, the supply and demand of teachers becomes a cause for concern to policymakers. Various factors, including demography, finances and needs, play a significant role in the supply of, and demand for teachers.

The Carnegie Commission on Higher Education (April 1973) reported on the projected demand for teachers in the United States for the 1970's. Due to declining live births in the mid 1960's, the percentage increases in school enrolment diminished.

This led to a situation where, by 1971, there were reports of oversupply of qualified applicants for diminished teaching posts in all sections of the country. The report indicated that the main demand for teachers of elementary and secondary schools in the 1970's would be for replacement.

The report, however, made no mention of the what happened to the qualified teachers who were not employed as teachers. Did they, in fact, find related employment or did they enter the teaching profession later? What happened to those who did not get jobs as teachers at all? The report also did not mention supply and demand predictions despite being aware of the changing demography approximately five years prior to the reports of general oversupply of qualified teachers. What implications did this have on policymakers and teacher education institutions? It is only after the established fact that there was a general oversupply of teachers that teacher education institutions began thinking about restructuring and reduction in enrolment, whereas this should have been the result of prior strategic planning.

The Carnegie Commission further reported that teaching opportunities in the United States will be favorable in urban ghettos, rural districts and other areas offering unfavorable working and living conditions. In South Africa the Audit also indicates a shortage of qualified teachers in rural area. This would mean that employment opportunities would be available for qualified teachers in rural areas.

The Carnegie Commission also indicated that there were also opportunities for qualified teachers in particular fields, such as, teachers of mentally retarded or physically handicapped, vocational and technical schools, industrial arts, mathematics,

trades, and distributive education. In an era of technological advancement, increased awareness of race, gender, and physiological impairment, there would, no doubt, be an increase in the demand for these school subjects. The Audit further indicates a shortage of teachers in certain critical areas like Mathematics, Science and Technology. This would mean that employment opportunities would be available for qualified teachers who have specialised in these subject areas.

After the period of declining enrolment and a surplus of teachers, the American research of the 1990's was concerned with the forecasting of teacher shortages as a result of the aging teaching force who were preparing for retirement (Boberg et al, 1993).

In Canada, Boberg et al (1993) focused their study of the recent teacher graduates of Alberta's Faculties of Education, especially those that were not teaching, and to determine, *inter alia*, whether they would consider teaching in the future. It was predicted that there would be an increase in demand for teachers in Alberta by the year 2001, while a study commissioned by the Maritime Provinces Education Foundation in 1991 concluded that the overall supply of teachers would be sufficient until the year 2000. Contradictory evidence from a survey of Alberta's superintendents of schools in 1991 indicated that shortages of teachers were developing in their jurisdiction, more especially in particular areas like French, special education, counselling and subject combination.

In recent years it was found that between 40% and 50% of Alberta's education graduates did not enter the teaching force immediately after graduation. This study

was commissioned to determine if more Alberta's education graduates would take up teaching post to help meet the expected increase in demand.

This study supported the above finding on Alberta's education graduates but indicated that the main reasons for this situation were their restriction in their search for positions by family commitments, spouse's occupation and/or preference for urban location. Other reasons were that their specialization were not in demand and of unfair hiring practices.

Surplus and shortage are features of any system. Particular contexts require particular responses. Predictions are used as indicators for particular response. However, it must be cautioned that prediction, at times, may be uncertain. Recency effects, influential events, and changes in social patterns affect predictions. The supply and demand of teachers has to be seen against the background of the above factors which will affect predictions.

## **2.5 JOB OPPORTUNITIES AND EXPERIENCES FOR TEACHERS**

The supply and demand factor impacts on the job opportunities available to newly qualified teachers. The Carnegie Commission, mentioned earlier, indicated a link between the demand for teachers and the job opportunities available in the 1970's. The American and Canadian research mentioned above indicates a link between low supply of teachers and the possible shortage of teachers during the 1990's. A cycle of surplus and shortages of teachers will increasingly become a feature in education developments. This may be due to varied reasons ranging from predictions being overly pessimistic (Carnegie Commission on Higher Education, April 1973); to

financial, economic and political priorities of the state (US Department of Education, August 1993).

In all of the literature reviewed in this study, there was no report of a 100% employment of newly graduated teachers. Holste & Matthews (1992) reported that 66% of the respondents from the 1991 teacher graduates of University of Illinois at Urbana-Champaign were employed as teachers and 11% were employed in education-related work. The survey was conducted in May 1992.

Of those employed as teachers, approximately three quarters (74%) were employed as full-time teachers, 2% were permanent substitute and 16% were part-time or day-to-day substitute teachers. Of those who were employed full-time or permanent substitute, most were teaching the subjects in which they were certified.

A vast majority (89%) of teachers were working in suburban, small town or rural settings, while a small percentage of them worked in inner cities. Approximately half of the respondents (49%) indicated that they found employment within fifty miles of the high school from which they graduated. Of those that were not employed, the majority indicated that they could not find jobs in their geographic (26%) or other areas (18%), some were continuing with their study, while others found different or better careers.

The National Centre for Education Statistics of the US Department of Education which collects, analyse and disseminate statistics and other data related to education in the United State, conducted the Recent College Graduates study (an on going study



since 1976 to provide information on supply of new teachers) in August 1994 on the number, characteristics, and labour force and teaching status of newly qualified teachers in 1991. In addressing to what extent were newly qualified teachers employed as teachers by means of computer assisted telephone interview, the study indicated that 76% of newly qualified teachers applied for teaching jobs after or immediately prior to receiving their degrees. Of those that applied for teaching jobs, over half (56%) had non substitute teaching as their principal job one year after graduation, 15% had jobs as substitute teachers, 3% had teaching as their second job, 15% had taught for a short while but were not teaching in April 1991 and 12% did not teach at all. The 24% of respondents who did not apply for teaching jobs cited wanting more education (23%), wanted another occupation (23%), never interested in teaching (19%), not ready to apply (8%) and other reasons (28%) for not applying.

Boberg et al (1993) found that 60% of the 1989/90 cohorts of graduates from the Faculties of Education in Alberta were employed as full-time teachers, 12.3% were employed on temporary contracts and approximately 18% were not employed as teachers. Of those who were teaching, two thirds were employed in the public school system, 15% employed in separate schools, while 10% were employed in private schools.

Reasons cited for not being employed as teachers were: respondents not being offered a teaching position (57.8%), respondents applied in or close to urban areas (over 56%), and some could not relocate (34%).

In South Africa the largest proportion of newly qualified teachers were employed by the state and virtually all were guaranteed a teaching post. However, with changes in governance structures much of decision making has been devolved to provincial, regional and local governing bodies. With the legislation of the new school bill, school governing bodies had been given increasing decision making powers. Although the state still employs teachers, school governing bodies are now responsible for making recommendations on employment of teachers in their schools. Vacancies that exist in schools are advertised. The school governing body interviews prospective applicants and make recommendations for employment to the state. With the passing of the most recent Bill on Education (October 1997), the Minister has been given the responsibility of employing teachers.

In part as a reaction to the oversupply of teachers indicated by the Audit, a redeployment policy of surplus teachers was established. This policy required the identification of such teachers for redeployment. Those teachers identified for redeployment will be given the opportunity of taking up teaching posts in schools that have a shortage of teachers. This policy is, however, currently not in progress due to a number of reasons ranging from loopholes in the documentation, to ambiguous statements in the documentation, to releasing of documentation without completing the negotiations with the teacher unions.

From the review of literature it seems that the common factors influencing job opportunities for newly qualified teachers are: job offer, specialization area, geographic location, engagement in further full-time studies, other career choices, and family commitments.

## 2.5 EXPLANATION OF KEY CONCEPTS AND TERMS USED

Throughout the report numerous terms and concepts had been used which may have different meanings in different context as well as some that are relevant to the particular institution, viz. University of Durban-Westville. In order to clarify its meaning within this report, it was necessary to have included this section here. The following terms, concepts and names had been used in this chapter:

### Teacher Education qualifications offered by the Faculty of Education, UDW

B.Paed (Arts) - integrated four year preservice teaching bachelors degree with majors in subjects from Humanities and Social Sciences. This degree prepares teachers to teach subjects like Languages (English, Afrikaans, Zulu, Indian languages, etc.), History, Geography, etc. at a secondary school phase.

B.Paed (Comm) - integrated four year preservice teaching bachelors degree with majors in subjects from the Commerce field. This degree prepares teachers to teach commercial subjects like, Economics, Business Economics and Accounting at a secondary school phase.

B.Paed (Prim Ed) - integrated four year preservice bachelors degree with majors in subjects from a range of subjects that are normally taught in a primary school phase. These include courses specially designed by the Faculty (UDW) in Science, Maths and Integrated Arts which are orientated to the teaching of these subjects at the primary school phase. This degree prepares teachers to teach at a primary school phase.

B.Paed (Science) - integrated four year preservice bachelors degree with majors in subjects from the Natural Science field. This degree prepares teachers to teach

subjects like Mathematics, General Science, Physical Science, Chemistry, and Biology in the secondary school phase.

HDE (Higher Diploma in Education) - a one year post-graduate diploma in education, offered to students who had completed an approved bachelors degree having majors in subjects that are normally taught in schools.

Integrated degree - degree structure with courses from the education field as well as courses from other fields like Humanities and Social Sciences, Natural Sciences and Commerce. These courses contribute to the acquisition of content and methodology, including foundations of education.

Subject specialisation - this refers to the subject a teacher is qualified to teach as a result of acquisition of content and methodology during the study programme.

Teaching Practice - this is a component of the teacher education programme. Students are required to go to schools for a minimum period of six weeks to observe and teach their subject specialisation in their final year of study. This six weeks of Teaching Practice is referred to as School Based teaching Practice and is supervised by the resident teacher of the school and the academic staff of the Faculty.

Un- or underqualified teachers - these are teachers employed to teach in schools without having a teaching qualification. Some do not have any qualification (unqualified teachers), while some have some educational qualifications either towards a teaching qualification or other fields of study (underqualified teachers).

School phases - Currently the South African system of school education has four school phases. These are :

Junior primary phase - these are school grades one to three. Pupils of approximately six years old enter school at grade one. In some schools reception classes are provided to prepare pupils to enter the formal school phase at grade one.

Senior primary phase - these consists of school grades four through to seven.

Junior secondary phase - encompasses school grades eight and nine.

Senior secondary phase - these are school grades ten through to twelve. Grade twelve is the exit point from formal schooling with a matriculation examination set externally upon which a certificate is issued.

The junior primary and senior primary school phases are usually offered in a common school. This school is commonly referred to as primary school. The junior secondary and senior secondary school phases are also offered in a common school commonly referred to as secondary or high school. However, there are variations to this organisational structure.

The teacher education qualifications offered by the Faculty of Education, UDW, prepares teachers to teach in the senior primary, junior secondary and senior secondary school phases.

School types - During the Apartheid era, various school types were established. These are:

Private schools - schools established primarily for the elitist group who could afford exorbitant school fees for a well resourced schooling environment. These

schools were largely funded by parents of the pupils of the school, while some were established by Non-governmental Organisations (NGO's). Few could afford to attend these schools.

Model C schools - these schools were formally for the White population which, by choice, had opened its doors to all race groups. These schools were given funding by the state, but they also charged high school fees to provide for the additional services and facilities not common to other state schools.

Ex-HOA schools - these were state schools formally under the control of the Department of Education and Culture of the House of Assembly for the White race group.

Ex-HOD schools - these were state schools formally under the control of the Department of Education and Culture of the House of Delegates for the Indian race group.

Ex-HOR schools - these were state schools formally under the control of the Department of Education and Culture of the House of Representatives for the Coloured race groups.

Ex-DEC and Ex-DET schools - these were state schools for the African race groups. Because the African population group was not represented in the Tricameral Parliament system of government, the schools for this group were under the control of the homelands (in the case of DEC schools) and the National Department of Education (in the case of DET schools).

State aided schools - schools that were run by the community with funding aid by the state.

Community schools - schools organised and funded by communities.

## 2.6 CONCLUSION

Various strands seem to permeate the job *hunting* experience of newly qualified teachers. They are, *inter alia*, application for jobs, specialization area required by employers, geographic area where jobs are allocated, and engagement in further studies. Each of these strands will be explored within the context of employment opportunities for newly qualified teachers.

From the literature reviewed in this study, it is quite evident that individual graduates apply to the employing body for teaching positions. Although there are some variations to this [e.g. in Alberta the graduates need to apply for an Alberta teaching certificate in order to get a job as a teacher (Boberg et al, 1993); and in Kentucky one need to go through the Kentucky Beginning Teacher Internship Programme (Simpson & Sandidge, 1994)], the process of application is very much the same. In the South African context, prior to 1995, virtually all applicants were guaranteed a teaching post. Presently, graduates have to apply for particular teaching jobs that become available in particular schools. It is now very similar to the job application process elsewhere. It is within this context that this study attempts to investigate the success rate of job application and the possible reasons for failure to secure a teaching post.

It is also possible that because of the shortages of teachers in particular specialization area, viz. Mathematics, Sciences, technology, Commercial subjects, and English, newly qualified teachers may be employed to fill these teaching posts in schools. The teachers then employed may not have the expertise in these particular areas. This study attempts to investigate whether this scenario exist.

Closely related to the specialization area scenario is the location of available teaching job. Holste & Matthews (1992) in their study indicated that 89% of the respondents were working in suburban, small town and rural setting. Other studies (Don & Matthews, 1991; Boberg et al, 1993) indicate job location as one of the factors for not teaching. The Audit, mentioned earlier, indicated a shortage of qualified teachers in rural areas. It may be possible that more vacancies exist in rural areas than in large cities. This study attempts to explore the links between geographic area and job opportunities.

It is also possible that graduates engage in further studies to increase their chances of obtaining a job as a teacher. In other cases, graduates may engage in further studies in specialization areas where there is a need for teachers. Some may want a change in career due to lack of job opportunities in teaching. They may engage in further studies for this change in career. Other possibilities may exist for engaging in further studies (e.g. better salaries, higher posts). The reasons for the engaging in further studies may have curriculum implications for the teacher education programme.

The above mentioned strands, although not exhaustive, will be able to give a sense of the employment status and context of the 1995 teacher graduates of the University of Durban-Westville and possible reasons for such status and teaching context.

Policy-makers have a stake in this as well. Predictions are tools for policy-makers to make decisions on future plans. Predictions are based on situation analysis and past trends. This study attempts to give a localized situation analysis of one sector of



graduates of the higher education system in South Africa. This study explores the employment status and the teaching context in this localized situation.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This Chapter discusses the research methodology commonly used in “follow-up studies” and motivates for its application in this particular study. I will also outline the specific methods used in the collection of the quantitative and qualitative data, the process of data collection, the subjects used in the study and the process of analyzing the data.

I will argue that the tracer study is the most appropriate strategy for obtaining responses to the questions this research attempts to answer. It will be further argued that a longitudinal study of a cohort of the teacher graduates of the Faculty of Education, University of Durban-Westville, was necessary within the present context of employment opportunities of newly qualified teacher graduates in South Africa.

#### **3.2 RESEARCH PARADIGMS**

The Kuhnian (1962) conception of a paradigm has been widely used in social sciences. A paradigm can be simply defined as a perspective or a framework through which one views the social world. This perspective or framework is governed by particular concepts and assumptions. There are a number of competing paradigms within the social sciences; each has its own set of assumptions, beliefs, values and means of inquiry. (see: Rajah, 1991:11-35; Schubert, 1986; and Zeichner, 1983).

Paradigms offer a useful means for effective communication of research, especially when one knows from which vantage point one is coming from. The following example as cited in Bailey (1987:25) serves to illustrate this communication:

*If a house is built at the half way point of a hill and I am standing at the top of the hill and you are standing at the bottom of the hill, I will describe the house as being halfway down the hill and you will describe it as being halfway up the hill. Both descriptions are accurate in terms of where each of us stands, because we have different vantage points or paradigms from which to observe the same phenomenon.*

Paradigms affect the way in which data is collected (method) as well as the philosophy of the research process (methodology) (Bailey, 1987). As such, various research paradigms can be identified, e.g. survey research, ethnography, and experimental research.

### **3.3 THE SURVEY RESEARCH PARADIGM**

As mentioned above, the survey research paradigm has its set of concepts, assumptions and means of inquiry. A survey is intended to ask questions (for descriptive and explanatory purposes) from respondents who constitute a population or a sample of the population. Questions are either mailed to respondents, or respondents are interviewed personally or telephonically, or questionnaires handed out at a gathering (like a graduation ceremony). Surveys could be done at one particular point in time - not necessarily at exactly the same instant - (cross-sectional study) or over time (longitudinal study). (Bailey,1987; Singleton et al, 1988).

### **3.4 LONGITUDINAL STUDIES**

All studies which collect data on the same subject or event several times over an extended period of time are called longitudinal studies (Bailey,1987; Singleton et

al,1988; Bless & Higson-Smith,1995). For example, a study looking at the rate of increase of first entry female students taking an Engineering degree between 1994 and 1999 may collect information at the beginning of each year for the five year period. Note here that data is collected at different points in the study period.

Various longitudinal designs have been identified. *Trend* studies where the research question is investigated by repeated surveys of different samples of the same population group over a period of time. It attempts to highlight trends or changes in a population. The greatest advantage of this design is that it does not need to consciously re-interview the same respondents and by design there would, most often, be a sample of respondents from the population for the study.

*Panel* studies uses the same sample groups for repeated surveys. It highlights individual changes over time. The greatest difficulty in the panel design is the 'panel motility'. Some members of the panel may die or change places thereby making it difficult to trace.

*Cohort* studies tracks particular groups over time (Bliss & Higson-Smith, 1995:67). Glenn (as cited in Singleton et al, 1988:353) says that a cohort consists of persons who experience the same significant life event within a specified period of time; for example, the teacher graduates of 1995 of the University of Durban-Westville.

*Tracer* studies are follow-up studies to find out what has become of people after a period of time (see Psacharopoulos & Woodhall, 1986 and Bless & Higson-Smith, 1995).

One could use a particular design or a combination of the various designs of longitudinal studies mentioned above in the data collection process depending upon the context and the purpose of study. Tracer studies, although included as a design of longitudinal studies, may be a once-off follow-up investigation. In this case it will not be considered as a longitudinal study. This study uses a combination of the cohort and tracer design.

### **3.5 THE USE OF TRACER STUDIES**

A typical tracer study follows completers of particular programmes (e.g. school or college graduates) to examine subsequent careers and employment. Some are concerned with comparing success of particular programmes (evaluation) while others are used for information gathering to ascertain, *inter alia*, whether participants in a particular programme obtains employment after training, the nature of employment obtained, how quickly they find employment, labour market performance. (Psacharopoulos & Woodhall, 1986; Ziderman & Horn, 1993).

Tracer studies attempt to identify major trends. *It begins with one path, follows individuals in that path to their destinations and estimate how frequently individuals end up in each of these destinations* (Zederman & Horn, 1993:3-4). These studies attempt to provide information, in many cases, to policymakers which ultimately impacts (rightly or wrongly) on decisions to expand or contract/curtail major training programmes.

It is also useful, and a large number of tracer studies are conducted (sponsored largely by the World Bank), for purposes of assessing the impact of education on the economic and manpower needs of a country (Psacharopoulos & Woodhall, 1986). The main advantage of tracer study is that it provides complete up-to-date information on, for example, the state of the employment of graduates of a teacher education programme. Repeated tracer studies with different groups may lead to discovery of trends or effectiveness of programmes and institutions.

The main disadvantages of tracer studies are low questionnaire response rate, attrition of respondents and the huge cost of collection of information. A review of the seven tracer studies quoted in this study indicates a response rate ranging from 45% to 89%. The attrition of respondents in subsequent surveys is high; for example, in the tracer study of secondary school leavers in Zambia in the mid 1970's, 66% of student sample were successfully contacted one year after graduation and 50% at the end of the next year; in an Indonesian study, 89% and 66% respectively were recorded (Psacharopoulos & Woodhall, <sup>1986</sup>1896).

The response rate and the attrition of respondents can be attributed to a number of factors. They include loss of contact due to relocation, motility, non-participation in the process, mail and telephone services and the cost factors in locating the respondents and the retrieval of information.

### **3.6 THE RESEARCH DESIGN OF THIS STUDY**

The methodology employed in this study falls within the survey paradigm. The study attempts to answer questions relating to employment opportunities, nature of the

teaching context in which the graduates find employment and the factors that explain the status and context of employment. These questions were asked through questionnaires.

A longitudinal tracer study was conducted on the cohort of the 1995 teacher education graduates of the University of Durban-Westville. The purpose was to obtain information about their employment status, the teaching context in which those who were employed as teachers and factors that may explain their status and context of employment.

The longitudinal design comprised three stages. Data was collected at three distinct points. The first set of data was collected at the graduation ceremony in July 1996, approximately six months after the students completed their teaching qualification (December 1995). Within the context of the present teacher employment state (see Section 1.2.2), it was necessary to collect data on the employment status at two additional points after graduation. Information about the graduates employment status at the end of the school year and at the beginning of a new school year will afford a more realistic picture of the employment situation. Subsequent data were, therefore, collected at the end of the school year (December 1996) and at the beginning of the new school year (January 1997).

### **3.7 DATA COLLECTION PROCESS**

#### **3.7.1 Introduction**

The study was largely a quantitative analysis of the status and context of employment of teacher graduates with supporting qualitative responses. Data were collected from

two sources, *viz.* the University records and the teacher graduates themselves. The biographical and academic records are captured on the University computer system using the Integrated Tertiary System (ITS) software. A hard copy of these records obtained from the University's computer centre served two specific functions: (1) initial graduate contact details and statistics of graduates per degree, (2) to verify some of the graduates' responses.

Data from the graduates were obtained using four sets of user-friendly questionnaires administered at different periods of the study. Three of them were to be completed by the respondents at their leisure and returned by post, and one questionnaire was administered and collected at the graduation ceremony (July 1996).

In an effort to counteract the possibility of relatively poor response rates that characterise such studies and related problems pertaining to retrieval of information, various strategies were employed in the data collection exercise. These included the handing of and collection of completed questionnaires at the graduation ceremony, mailing of questionnaires, reminder letters and telephonic follow-up.

### **3.7.2 Questionnaire surveys**

Items on questionnaires used in other teacher graduate surveys (Boberg et al, 1993 and Holste & Matthews, 1992) were adapted to local setting and included in Form B (see appendix B). Form B was developed as the main survey data source for the study, eliciting comprehensive information about the respondent. It had three sections. Section A dealt with biographical information and graduates' response to their



willingness to take part in a telephonic follow-up interview; Section B requested background information relating to context from which the graduate comes and the reasons for having pursued a teaching degree; and Section C elicited information about the respondents current employment status. Most of the questions required mainly categorical responses while some required Likert scale type responses. Two questions required narrative responses on major frustrations in seeking employment and whether they would pursue a teaching degree if they had the opportunity to start all over again.

A questionnaire package, made up of Form B together with a return addressed stamped envelope, was handed to the teacher graduates at the graduation ceremony. Instructions for completing and the returning of the questionnaire were included in Form B.

Forms C and D (see Appendix C and D) were used to obtain employment status at the end of the school year and the beginning of the new school year respectively. These surveys were designed for quick responses. The biographical information required in these forms was mainly used to match respondents earlier surveys and to check for triangulation validation process.

These surveys together with return addressed stamped envelopes were posted to the graduates using the postal address from the University's computer records. In cases where no response to Form B was received, this (Form B) was attached to Form C and Form D before postage. A note was included in Form C and D appealing to

respondents to complete all questionnaires and return them. This provided further attempts to retrieve responses.

In anticipation of a poor response rate, a one page user friendly Form A (see Appendix A) was constructed to elicit a quick response from the teacher graduates about their employment status as at graduation. The items in this questionnaire were similar to those in Form C and Form D. This questionnaire was administered, with the help of colleagues, to the graduands before the commencement of the ceremony.

Two other strategies were employed to increase the number of responses to the survey. A reminder letter was sent to all respondents a month after the graduation ceremony. This letter appealed for the co-operation of the respondents. A telephonic request for co-operation was made to respondents immediately after the dispatch of Form D. During this telephonic communication, information regarding their employment status as at December 1996 and January 1997 was collected.

### **3.7.3 Survey sample**

The cohorts of the 1995 teacher graduates of the Faculty of Education, University of Durban-Westville, were used in this study. Access to respondents at a graduation ceremony was the only justification for the choice of the cohort used in the study. All of the 322 teacher graduates of 1995 comprising 118 B.Paed (Arts), 4 B.Paed (Commerce), 81 B.Paed (Primary Education), 3 B.Paed (Science) degrees graduates and 116 HDE graduates, were used in the study.

### **3.7.4 Concluding remarks**

Various techniques were used to collect data relevant to this study and additional measures were taken to increase the response rate. No sampling techniques were used in the selection of respondents. Therefore responses received could have a bias. Persons who chose to respond may have done so because of some reason or the other. For example, one respondent attached a letter with her completed questionnaire. She expressed her bitterness when she had first looked at the questionnaire. Her bitterness stemmed from the fact that she had blamed me for not allowing her to enrol for the Bachelor of Education degree <sup>4</sup> while having one course outstanding for the completion of her Higher Diploma in Education (HDE), and thereby losing her bursary for her future study. Nevertheless, after going through the form she felt that it was a good study and therefore, responded to it. Other reasons for responding could be their hope to get permanent jobs, yet their bitterness for not getting a job could be used to explain the low response rate.

### **3.8 PRESENTATION OF DATA**

The cohorts of the 1995 University of Durban-Westville teacher graduates were a small number, thus not justifying the use of inferential statistics for the analysis of the data collected. Quantitative data was thus analyzed in terms of descriptive statistics, using parametric statistical procedures. SPSS and D.Base3 were used in the tabulation and cross-tabulation of the data analysis.

The qualitative data from the narrative questions in the questionnaire were read, categorized and coded manually. This was then processed using Ethnograph (Version

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<sup>4</sup> A post-graduate degree at Honors level offered to students who are professionally trained teachers having an four years of academic study after matriculation.

4) to establish frequencies. The frequencies generated were then processed in the form of quantitative data as described above.

Generally, results are reported as percentages of each type of response or combination of responses when the response options were categorical and mean responses are given for items with Likert-type responses.

### **3.9 METHODOLOGICAL LIMITATIONS**

Survey questionnaires as a method of collecting data in tracer studies has, *inter alia*, the following limitations:

- Low response rate. Repeated attempts to increase response rate are normally required. In this study, various strategies, including repeated mailing of questionnaires and telephonic follow-up, were engaged in order to increase the response rate. This has two distinct disadvantages, viz. (1) increase in the cost of data collection, and (2) the data received after several attempts may not be the true reflection of the situation as at a particular point of the study; e.g. if a respondent found employment as a teacher in November 1996, s/he may indicate this employment status in a questionnaire sent to him/her in December 1996, requiring employment details as at graduation (July 1996).
- Verification of responses. Data received from questionnaires are those reported by the respondent. Verification of these response are usually time consuming, costly, and outside the scope of the study.

## CHAPTER 4

### THE EMPLOYMENT STATUS OF TEACHER EDUCATION GRADUATES

#### 4.1 INTRODUCTION

The purpose of this chapter is twofold. Firstly, to examine the employment opportunities available to the newly qualified teachers of the Faculty of Education at the University of Durban-Westville and, secondly, for those who do find jobs as teachers, to examine the teaching context within which these graduates are employed. Within the purposes stated, the data collected were analysed using the following foci:

- Why did teacher education graduates chose teaching as their career?
- What is the employment status of these teacher graduates?
- What is the teaching context of those graduates who were employed as teachers?

The profile of the graduates was developed on the basis of biodata on each individual student as declared in the self-administered questionnaires (see Appendices A to D) and from the University records. In similar ways, I used self-reported information in the questionnaires to describe the employment status of the graduates (e.g. employed as a teacher, employed in the private non-teaching sector) and teaching context data such as categories of employment (e.g. temporary, permanent), school type in which graduates are employed in (e.g. ex-DEC, ex-HOD, MODEL C schools), school phase they are teaching in (e.g. primary, secondary), location of school where they are employed (e.g. urban, rural), and the subjects they are teaching.

## 4.2 RESPONSE RATE TO SURVEYS

The responses received from the survey questionnaires were categorised according to the degree/diploma received by the graduates. The responses for each degree/diploma was counted and a percentage of the graduates was calculated. The total number of graduates, number responded and the percentage responded for each degree/diploma are reflected in Table 4.1 below. The overall response rate was calculated on the total number of responses received as a percentage of the total number of students who graduated with a teaching qualification at UDW in 1995.

<b>DEGREE/ DIPLOMA</b>	<b>No. GRADUATED</b>	<b>No. RESPONDED</b>	<b>PERCENTAGE RESPONSE</b>
B. Paed (Arts)	117	74	63%
B. Paed (Comm)	4	2	50%
B. Paed (Prim. Ed)	81	49	60.5%
B. Paed (Science)	3	2	66.6%
HDE	116	49	42%
TOTAL	321	176	55%

Table 4.1 **RESPONSE RATE AS AT GRADUATION (JULY 1996) OF THE FACULTY OF EDUCATION, UNIVERSITY OF DURBAN-WESTVILLE.**

A 55% overall response rate to the first data collection point of this study was expected within the context of tracer studies as mentioned in Chapter 3 (see section 3.5). The overall response rate (Form A and Form B combined) was obtained as a result of several attempts at retrieval as outlined in the previous chapter (see section 3.7.3). Form A was designed to obtain a quick response to the employment status as

at graduation (July 1996). It was complementary to Form B. This questionnaire (Form B) was the main survey data source for the study.

The response rate for the different qualifications did not differ substantially from one other. For all of the degree qualifications a response rate of 50% and above was recorded, and, in the case of the Higher Diploma in Education (HDE) a 42% response rate was recorded. The response rates do, however, indicate a fair representation for the various teacher education qualifications upon which generalisations could be made for the cohort of graduates of Faculty of Education at the University of Durban-Westville in 1995.

Of those that responded, 30% were males and 70% were females. The racial percentage responses were 53.4% Indians and 46.6% African.

The follow-up questionnaire response rate of data collection at the end of the school year in the year of graduation (December 1996) was 23% and at the beginning of the new school year a year after the graduation (January 1997) was 28%.

From University records, 63.9% of the overall teacher graduates of the Faculty of Education had completed a four year integrated teaching degree, while 36.1% completed a one year Higher Diploma in Education.

#### 4.3 SOCIAL GOALS - THE DOMINANT REASONS FOR PURSUING A CAREER IN TEACHING

##### 1. Social goals rather than narrow academic goals formed the dominant reasons for pursuing a teaching degree/diploma.

The respondents “agreed” to “strongly agreed” that social goals like working with people and contribution to society formed the dominant reasons for pursuing a degree/diploma in teaching. *Enjoy working with children, uplifting the standard of living, contribution to the upliftment of society and contribution to the upgrading of education in South Africa* are some of the reasons given by respondents who indicated that they will still pursue an education degree/diploma if they could start their career over again. This reinforces the social commitment shown by the teacher graduates.

The mean response to the Likert - type questions on pre-chosen reasons for pursuing a teaching degree/diploma are summarised in Table 4.2 below. In order to simplify the presentation of the responses and to highlight some of the reasons for either pursuing a teaching degree/diploma or not, the mean responses, rather than the frequency of responses for each rating for a particular reason, was chosen. The table give the actual mean as well as the mean approximated to the nearest whole number (rounded mean). The rounded mean was used in the analysis in order to match the mean response to the Likert - type scale ( 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, 5 = strongly disagree). See Table 4.6.



## 2. A large proportion (30%) of graduates had prior work experience before commencement of their study

This finding suggests that a large proportion (approximately 30%) of the graduates had made a considered choice of teaching as their career, either from their prior experiences

REASONS	MEAN (ACTUAL)	MEAN (ROUNDED)	MEANING
I was encouraged by my parents	3.17	3	undecided
Education was my first choice of univ. programmes	2.63	3	agree to undecided
I was influenced by a former teacher	3.3	3	undecided
I felt it was an easy degree to get	4.5	5	disagree to strongly disagree
I wanted to be a teacher	1.95	2	agree
I enjoyed working with young people	1.63	2	strongly agree to agree
I was attracted to the schedule - i.e. School time, Vacations, etc.	3.11	3	undecided
I enjoyed school	2	2	agree
I enjoyed previous experience in teaching	3.1	3	undecided
Teaching is a secure career	2.85	3	undecided
I wanted to have an impact on student lives	1.78	2	agree
I wanted to teach my subject specialization	1.88	2	agree
I liked the respect that accompanies a teaching position	2.85	3	undecided
I was not able to finish another degree	4.63	5	disagree to strongly disagree
I did not meet entry qualifications for another Faculty	4.36	4	disagree
Teaching is a positive way to contribute to society	1.52	2	agree to strongly agree
Teachers salaries are attractive	3.98	4	disagree
Teaching gives me an opportunity to work in my community	2.11	2	agree
Teaching is a good career to combine with raising a family (or other pursuits like Farming, Travel, etc.)	2.09	2	agree

**TABLE 4.2 Mean responses to reasons for pursuing a teaching degree/diploma**

as teachers (8.6% of the respondents) or from the kinds of experiences and reasons (e.g. financial) of having worked in industry (11.4% of respondents) or other fields of employment (8.6% of respondents). Approximately 30% of the graduates (see Table 4.3 below) did not commence their study to become a teacher immediately after obtaining their matriculation examination certificate. It would have been interesting to know why they did not commence their study immediately after obtaining their matriculation examination and, perhaps, to investigate if a relationship exist between work experience and reasons for wanting to become a teacher. However, this particular question fell outside the scope of this study.

WORK EXPERIENCE	PERCENTAGE
None	71.4%
Teacher	8.6%
Industry	11.4%
Other	8.6%
TOTAL	100

**TABLE 4.3 Work experience prior to commencement of study towards a teacher qualification**

**3. A significant percentage (36.4%) of graduates came from rural or remote rural locations.**

A fairly high percentage of graduates (36.4%) attended school in rural or remote rural areas where it had been shown by the National Teacher Education Audit that a shortage of qualified teachers exists (Hoffmeyr & Hall; 1995:46). Later in this study it will be shown that the majority of graduates who come from rural or remote rural

locations actually found jobs as teachers in the communities they come from. The reasons for this ranges from a sense of social responsibility (e.g. *contribution to the upliftment of society, working with children and working with the community* as indicated by the respondents) to availability of teaching posts. Table 4.4 below gives an indication of the geographic location of schools that graduates attended prior to enrolling at the University. It was assumed that their school location would also be their place of residence.

GEOGRAPHIC LOCATION	SCHOOL ATTENDED
A city	63.5%
A rural area or small town within 100km from a large city	19.6%
A remote rural area	16.8%

TABLE 4.4 Location of where the graduates attended school and resided before going to University.

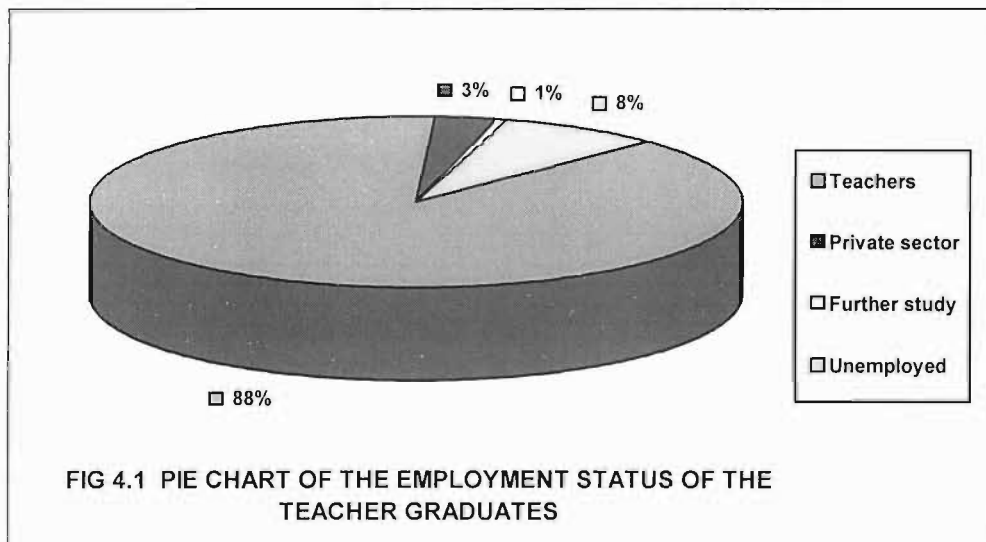
#### 4.4 WHAT DO WE KNOW ABOUT GRADUATE EMPLOYMENT?

- 1. The majority (88.8%) of UDW's teacher education graduates find employment as teachers in their year of graduation.**

This striking finding contrasts with the evidence presented in the National Teacher Education Audit where it was reported that many newly-qualified teachers were not able to secure teaching posts because provinces could not afford to employ them (Hofineyr & Hall, 1995:30). The Audit also indicated a surplus of teachers in general (Le Roux, 1996:12). Within this context one would expect a drastic reduction in the employment of newly qualified teachers and that the employment opportunities would

be limited mainly to posts that become vacant as a result of retirement, resignations and other reasons.

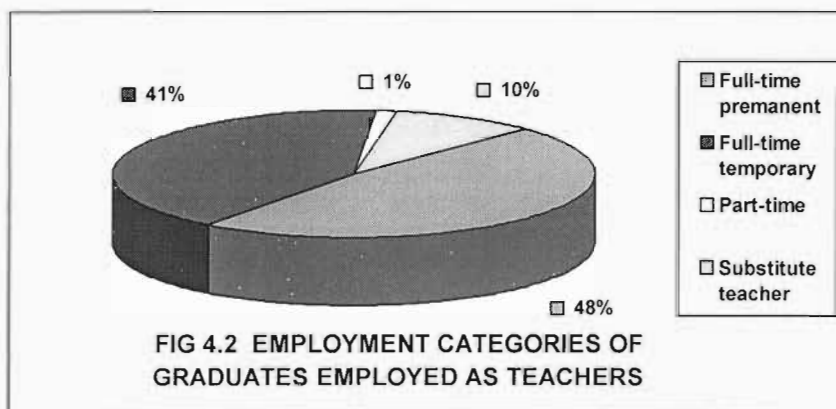
The percentage of graduates not employed as teachers (see Fig. 4.1), adding up to approximately 11%, is within the expected range (see Le Roux, 1996:14) of newly qualified teachers who do not enter the teaching profession. The cushion factor in the prediction of supply and demand usually caters for a percentage of newly qualified teachers who do not enter the teaching profession (see section 2.4.4).



The majority of responding graduates, 87%, were found to be employed as teachers at the end of the school year in the year of graduation (December 1996) and 93% were found to be employed as teachers at the beginning of the new school a year after the graduation.

## 2. Ex-African schools tend to employ graduates as permanent teachers while ex-Indian schools tend to employ graduates as full-time temporary teachers

Although a high percentage of graduates were employed as teachers, an important observation as depicted in Fig 4.2 and the data in Table 4.5, is that 47.7% of the graduates were employed as full-time permanent teachers and 41.2% were employed as full-time temporary teachers, and that most of the full-time permanent employment (71.6%) is found in former African schools while most of the full-time temporary employment (62.5%) is found in former Indian schools. The almost 10% difference in employment conditions needs to be further researched but may be the result of differential needs or employment conditions in schools which, until recently, were administered under different, race-based Departments of Education.



The findings on the permanent employment of teachers is yet another indication of a scenario not expected within the context of the findings of the National Teacher Education Audit and the Education Labour Relation Council's Resolution Number 4 of 1994. One would have expected that with the introduction of the Redeployment

Policy and the planned implementation of the new educator:learner ratio, there would be no permanent employment of teachers until these policies have been implemented. This unexpected finding further reinforces the local variations which the Audit did not adequately address which, in turn, reinforces the criticisms of incorrect statistical information levelled against the findings of the Audit (Pendlebury, 1996).

The accuracy of the permanent appointments could not be confirmed within the scope of this study as it would have entailed obtaining specific information from the various schools that employed the graduates as well as from the Education Departments; such a task lies beyond the resources available for this study.

CATEGORY	PRIVATE SCH	MODEL C SCH	EX-HOA SCH	EX-HOD SCH	EX-HOR SCH	EX-DEC SCH	EX-DET SCH	STAT E AIDED SCH	COM M SCH
FULL-TIME PERMANENT	6%	3%	0	17.9%	0	46.2%	25.4%	0	1.5%
FULL-TIME TEMPORARY	0	3.1%	3.1%	62.5%	4.7%	4.7%	18.6%	3.1%	0
PART-TIME	0	0	0	0	100%	0	0	0	0
SUBSTITUTE TEACHER	7.1%	0	0	92.9%	0	0	0	0	0

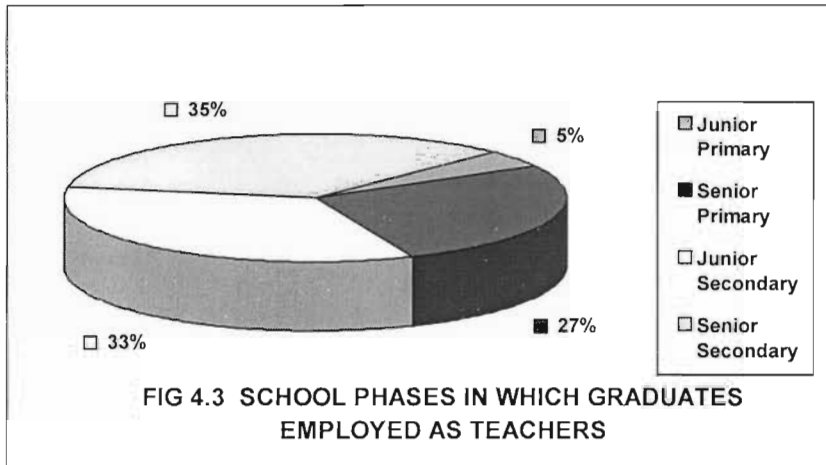
TABLE 4.5 CATEGORIES OF EMPLOYMENT OF GRADUATES WITHIN THE VARIOUS TYPES OF SCHOOLS

### **3. A large percentage (69%) of graduates are employed in secondary schools**

This finding implies that more teachers are required for the secondary school phase which resonates with the findings of the Teacher Audit, i.e. that there is a shortage of secondary school teachers in KwaZulu Natal (Pendlebury, 1996:10).

From the responses received, 63.5% of the respondents graduated with a secondary school teaching qualification and 36.5% graduated with a primary school teaching qualification. This seems to co-incide with the percentage of graduates employed in the two school phases (see Fig 4.3). However, approximately 5% of the graduates with secondary school qualification were found to be teaching in primary schools and 35% of graduates with primary school qualification were found to be teaching in secondary school phase.

This indicates that, in addition to the larger percentage of graduates being employed in the secondary school phase, a significant number of graduates with primary school teaching qualification (approximately 35% of the total graduates with primary school teaching qualification) are employed in the secondary school phase. In addition to more teachers being required for the secondary school phase, this finding also means that students are being trained in areas (primary school phase) inappropriate for where they actually find themselves teaching (secondary school phase).



**4. Nearly half of the graduates (47.9%) found jobs in rural and remote rural areas.**

This finding indicates that approximately half of the graduates are seeking jobs in areas that are in short supply of qualified teachers, viz. rural and remote rural areas (see Table 4.6). The National Teacher Audit indicates that approximately one third of the teachers employed are un- or under-qualified teachers, and that this is more prevalent in rural communities (Hoffmeyr & Hall, 1995:46).

GEOGRAPHIC REGIONS WHERE GRADUATES WERE EMPLOYED	PERCENTAGE
A city	52.1%
A rural or small town within 100km of a large city	30.2%
A remote rural area	17.7%

**TABLE 4.6 Percentage of graduates employed in the defined geographic regions**

It is interesting to note from the data in Table 4.7 that the majority of graduates from a particular geographic location have found employment as teachers in that location.



For example, 90.9% of responding graduates that resided in a remote rural area before commencement of studies towards a teaching qualification actually found employment as teachers in remote rural areas. As graduates agreed that social reasons formed the dominant reason for pursuing a teaching qualification, the results suggests that a large percentage of graduates do, in fact, serve the communities they come from as teachers in their schools.

It is also evident that there is a tendency on the part of some graduates to find employment in areas different from where they resided before commencement of studies. For example, 50% of those graduates that resided in medium or large cities before commencement of studies were now teaching in schools located in sub-urban, rural or remote rural areas. From the analysis of the narratives of respondents to the questions on whether they would still pursue an education degree and the major frustrations encountered while seeking employment as a teacher, a large number of respondents indicated that they had to leave their homes in cities to get employment as teachers in rural areas. This could also explain why graduates found employment in rural or remote rural areas or areas different from where they attended school. (It was assumed that the place where the graduates attended school is the same as their residence before commencement of study).

GEOGRAPHIC LOCATION OF GRADUTES EMPLOYED				
	A	B	C	D
A	50%	9.1%	27.3%	13.6%
B	18.4%	44.9%	32.6%	4.1%
C	14.3%	21.4%	50%	14.3%
D	0	9.1%	0	90.9%

A = a medium or large city

B = a sub-urban area

C = a rural area or small town within 100km of a large city

D = a remote rural area

TABLE 4.7 Cross-tabulation of the geographic location of where the graduates resided before commencement of studies and where they were employed as teachers.

#### 4.5 FROM SPECIALISATION TOWARDS A GENERALISED TEACHER EDUCATION.

In this section two aspects of the teaching context within which graduates employed as teachers are reported. These are :

- Teaching of subject specialisation; and
- The number of subject specialisation being taught by the graduates in the different teacher education degrees/diploma.

Subject specialisation had been highlighted because of the following reasons:

- The National Teacher Education Audit indicates shortages in particular subject areas. It became apparent from the results of the survey that there exists variations in the local situation regarding the shortages of teachers in these subject areas.

- The Faculty of Education at the University of Durban-Westville places strong emphasis on subject specialisation within its preservice Teacher Education programmes. The evidence gleaned from the survey suggests that the emphasis on subject specialisation be shifted to a more generalised teacher education (in order to make the graduates more marketable).
- In terms of the National Qualifications Framework, the General Education and Training Band and the Further Education and Training Band cater for types of qualifications and certificates different from those that exist presently and on which the present teacher education qualification structures were based. The results from the survey suggest that one needs to reconceptualise the teacher education programme offered because its present structure tends to lead to a wastage of resources (human and physical). This reconceptualisation should take place within the context of COTEP's National Norms and Standards for Teacher Education.
- Other issues pertaining to teaching context have been dealt with in previous sections.

**1. Just over half of the graduates (52%) do not teach the subject they specialise in.**

Contrary to the belief that there is a shortage of teachers for Maths and Science as indicated by the National Teacher Education Audit, the tabled data (Table 4.8) indicates that a high percentage of graduates who specialised in these subjects do not teach these subjects in schools. In a study by Naidoo & Khumalo (1997), similar findings were reported on Physical Science teachers. That study indicated that there are sufficient teachers of Physical Science in schools within KwaZulu Natal to meet

the requirements for this subject. One respondent regarded this as his most frustrating experience in seeking employment; his remark: “*the fact that Science teachers were supposed to be in demand and I did not get a post*”; this tends to sum up the situation regarding employment of science teachers.

While Table 4.8 indicates that lower percentage of Maths and Science teachers find jobs requiring them to teach these subjects, a high percentage (70% and above) of teachers of other subjects identified by the National Teacher Education Audit, like English and Commercial subjects, found jobs where they teach the subject they specialised in. This is further evidence to support the criticisms against the findings of the National Teacher Education Audit, especially those made by the delegates to a workshop on *Towards a White Paper on Teacher Education*, who suggested that the data of the Audit be used with caution because of its inaccuracy and misleading statistics (Pendlebury, 1996:15).

A numerical count of the above scenario indicates that 48% Of the graduates teach the subjects they had specialised in while 52% do not teach the subjects they specialised in. This raises the question of how the teacher education programme enables the graduates to teach subjects they are not qualified in. The Faculty of Education at the University of Durban-Westville has focused its programme on developing the student teacher within specialised teaching subjects. For example:

SUBJECTS	TEACHING SUBJECT SPECIALIZATION	NOT TEACHING SUBJECT SPECIALIZATION
Afrikaans	50% (1)	50% (1)
Art	66.7% (2)	33.3% (1)
Biblical Studies	10% (1)	90% (9)
Biology	50% (1)	50% (1)
Business Economics	71.4% (5)	28.6% (2)
Economics	80% (8)	20% (2)
English	85% (40)	15% (7)
General Science	31.8% (7)	68.2% (15)
Geography	64% (16)	36% (9)
Geography (Prim)	10.5% (2)	89.5% (17)
Guidance	52.9% (9)	47.1% (8)
Hindi	0 (0)	100% (1)
History	47% (17)	53% (19)
History (Prim)	20% (4)	80% (16)
History of Art	25% (1)	75% (3)
Integrated Arts Ed (Prim)	12.5% (1)	87.3% (7)
Maths	50% (1)	50% (1)
Maths (Prim)	33.3% (11)	66.7% (22)
Music	0 (0)	100% (1)
Natural Science (Prim)	13% (3)	87% (20)
Physical Education	100% (6)	0
Physical Science	0 (0)	100% (2)
Speech & Drama	100% (2)	0 (0)
Tamil	0 (0)	100% (1)
Zulu	73% (27)	27% (10)
Zulu (second language)	20% (1)	80% (4)

(Figures within parenthesis in the table are actual numbers of respondents)

**TABLE 4.8 Valid percentage of graduates teaching (and not teaching) their subject specialisation**

- Approximately 50% of the contact engagement with the programme is devoted to subject specialisation, excluding School Based Teaching Practice.
- The continued focus on subject specialisation supervision during School Based Teaching Practice.
- The large number of full-time academic staff employed and continue to be employed by the Faculty to meet the needs of each subject specialisation.

The emphasis placed on subject specialisation by the Faculty weighted against the percentage of graduates that teach their subject specialisation suggests a restructuring of the teacher education programmes. It also suggests that there is a wastage of resources in terms of large number of staff employed in preservice teacher education and in terms of producing teachers who will not be teaching the subjects they specialise in.

## **2. Half of the graduates (49.4%) teach only one subject specialisation of their degree/diploma**

This finding has implications for the teacher education curriculum offered to students because it indicates a wastage of resources. Presently, the teacher education curriculum is so structured to enable a student to specialise in two or three teaching subjects (secondary or primary curriculum respectively). If half of the graduates only teach one of the two/three subjects specialised in, clearly it indicates that the teacher education curriculum offered has limited utilitarian value.

The analysis indicates that fairly high percentages (up to 31%) of graduates do not teach any of the subjects they qualified in within the respective degrees/diploma (see Table 4.9). A numerical analysis indicates that 18.9% of the graduates do not teach any of the subjects they qualified in, 49.4% teach one subject they qualified in, 29.7% teach two subjects they qualified in and only 2% teach all three subjects they qualified in.

DEGREE	NOT TEACHING SUBJECTS QUALIFIED IN	TEACHING 1 OF THE SUBJECTS QUALIFIED IN	TEACHING 2 OF THE SUBJECTS QUALIFIED IN	TEACHING 3 OF THE SUBJECTS QUALIFIED IN
B Paed (Arts)	11.9%	50.8%	37.3%	n/a
B Paed (Com)	0	50%	50%	n/a
B Paed (Sc)	0	100%	0	n/a
B Paed (Prim)	31%	45.2%	19%	4.8%
HDE: (Prim)	25%	58.4%	8.3%	8.3%
HDE: (Sec)	15.6%	46.9%	37.5%	n/a

**TABLE 4.9** Analysis of the teaching of the number of subjects specialised in within the different teacher education qualifications.

This further indicates that the structure of the teacher education programme need to be re-conceptualised to take into account the misplaced emphasis on specialisation areas. Evidence are now suggesting a move away from a focus on subject specialisation in the teacher education qualification. COTEP's National Norms and Standards for Teacher Education had introduced the concepts of Learning Areas rather than subject specialisation. It identified eight learning areas for teacher education. Although the weightings of the Learning Area with respect to the rest of the teacher education programme is left to the discretion of the institution offering the programme, evidence from this study suggests a low weighting to specialised Learning Areas in favour of other professional requirements of an educator to enable the graduates to effectively facilitate learning in schools or other sites of learning.

#### **4.6 Conclusion**

In concluding this chapter, the striking findings of the study regarding the employment of newly qualified teachers and the teaching context of those who had been employed as teachers will be summarised against the backdrop of the National Teacher Education Audit.

Although the National Teacher Education Audit indicated an overall surplus of teachers in employment, the majority of the 1995 Education graduates of the Faculty of Education, UDW, found employment as teachers. Furthermore, a large proportion of the graduates were employed as teachers in a permanent capacity.

Consistent with the finding of the National Teacher Education Audit, just over two thirds of the graduates were employed in the secondary school phase. Even graduates who qualified with a primary school curriculum were employed in the secondary school phase. Furthermore, nearly half of the graduates found employment in rural and remote rural areas where a shortage of qualified teachers existed.

The striking finding of nearly half of the graduates of the Faculty of Education, UDW, do not teach the subject they specialised in has implications for the teacher education curriculum offered. Cognisance of this must be taken in the reconceptualisation of the teacher education curriculum, especially at this juncture in time with the introduction of Outcomes Based Education (OBE) in schools, COTEP's requirements of a teacher education programme and the broad banding of education as detailed in the National Qualifications Framework (NQF).





## CHAPTER 5

### IMPLICATIONS OF THE STUDY

#### 5.1 INTRODUCTION

This chapter concludes the dissertation. In concluding the dissertation, a synthesis of some of the key points within the focus of the study will be presented, as well as implications of the study for educators, curriculum developers, education planners and policy makers, and teacher education institutions. The primary focus of the study was to investigate the employment of teacher education graduates, with a particular focus on the following questions:

- the employment opportunities available to Education graduates;
- the nature of the teaching context of those graduates who found employment as teachers.

The findings of this dissertation, within the particular objectives stated above, have been presented and summarised in the previous chapter. They will not be repeated here. Instead the key points emerging from the study will be presented.

#### 5.2 IMPLICATIONS FOR LARGE-SCALE AUDITS

1. **Large-scale audits present summary data at national level which do not account for provincial and local variations in teacher employment and planning.**

Although the Audit indicated an oversupply of teachers in general countrywide, the findings of the study indicates that there is still a need for more teachers locally

(although this conclusion may be premature, given the flux in teacher utilisation). This could be attributed to factors such as changes in social patterns where more school going age children are increasingly attending classes; or with the recent voluntary severance package offered to teachers as a means of offering teachers the opportunity for early retirement, thereby creating vacancies for qualified teachers.

Policy makers and education planners need to take cognisance of these additional factors in the supply and demand analysis of teachers. They also need to take into account local variations within the broad scale macro-analysis of supply and demand - nationally there is an oversupply of teachers, but locally, even graduates with specialisation in area that are considered to be in oversupply, had found jobs as teachers and, who, not necessarily are teaching their subject specialisation.

**2. Large-scale audits present snapshots of a particular country or region's teachers statistics which may not hold constant for any appreciable length of time in a rapidly changing social or educational environment.** For example, the Audit was completed during the dramatics and ongoing restructuring of the educational system after apartheid.

Three years after the findings of the Audit was published, this study indicates employment trends contrary to those enunciated in the Audit, e.g. A large number (between 50% and 100%) of Science and Maths teachers do not teach these subjects, while between 73% and 85% of Zulu and English teachers teach these subjects in schools.

**3. Large-scale audits are susceptible to changing education policies and plans which creates uncertain environments from which to predict future trends.** The teacher redeployment policy is one such example of changing education policies and plans resulting in uncertain employment trends.

**4. Large-scale audits cannot account for school-level practices which are often made on the basis of contingent needs rather than in the form of logical or rational steps which follow closely national policy stipulations,** e.g. a Music teacher may be deployed as a Science teacher if a school assumes that the latter is a more critical area of need rather than the former.

**5. Large-scale audits assume that the planned future allocation of teachers is possible on the basis of projected birth rates and other demographic statistics.** But such assumptions are seldom tenable in developing countries where natural disasters or epidemics or uncontrolled migration of both skilled and unskilled labour or great fluctuations in economic fortunes make such predictions tenuous at best.

**6. Large-scale audits seldom capture accurate data on complex social and educational systems (such as the one inherited from apartheid South Africa with 19 education departments).** This is because, in part, the reliability and quality of available data is seldom uniform or accurate (as data on so-called ghost teachers shows persistence of a longstanding problem in civil service) and, in part, because such data (as in the Audit) is conducted within limited time frames and therefore limited to questionable secondary data sources. Even the costly National Census is

currently being questioned for reliability despite a heavy investment in scientific accuracy.

### **5.3 IMPLICATIONS FOR TEACHER EDUCATION CURRICULA**

**1. Rethinking subject specialisations in teacher education programmes.** Given that teacher graduates may not teach their subject specialisation, at least two possible options for the teacher education curriculum exist: a strong generalist curriculum excluding specialist options; or a strong generalist curriculum with a relatively small specialist component. The advantages and disadvantages of each option should be explored more fully.

**2. Rethinking the scaling down on teacher education programmes,** a process already underway in many South African colleges and universities, until there is a more stable picture about long-term prospects of new teacher employment. It is too early to assume that future teachers will not find jobs.

**3. Rethinking the primary/secondary curriculum emphasis.** Primary school teacher graduates are finding jobs in secondary school. It may be premature, therefore, to emphasise the primary to the exclusion of scaling down of secondary school phase curriculum as is being considered in some universities which have tended to focus on high school teacher preparation.

### **5.4 IMPLICATIONS FOR FURTHER RESEARCH**

- 1. Need to conduct repeat studies of teacher education graduates and their employment status and conditions to assess reliability of these findings, given the unstable and changing policy and fiscal environment governing teacher employment in South Africa in the early 1990's.**
  
- 2. A need to examine through further research whether there is a growth in the non-teaching related employment sectors where new teachers take-up work, and what this implies for the future of pre-service teacher education curricula.**
  
- 3. A need to examine through further research whether there exist a link between prior work experience and graduates' reasons for pursuing a teaching career.**
  
- 4. A need to study the employment conditions of new teachers across the former education departments to examine whether there are systematic differences in employment opportunities given these different ex-departments.**
  
- 5. The need for more tracer studies, in addition to creating longitudinal databases, to trace the dynamics of teachers in and out of the education system, reasons for leaving the system, re-entry into the system, or late entry into the system.**
  
- 6. To ensure larger return rates in tracer studies means that more funding is required for this kind of research. Various strategies (like hiring of field staff, incentives for returns) which may be costly needs to be employed to ensure a larger return rate.**

**7. To ensure reliability and validity of information presented by the respondents one needs to employ additional strategies to verify self-reported data.** This means that, in instances where data appears to be “suspect”, the study needs to be extended to obtain data from other sources in order to verify the ‘suspect’ data.

**8. A reverse tracer study of teachers in school will perhaps illuminate the dynamics of teacher employment opportunities.** A large number (50% - 100%) Science and Maths teachers do not teach these subjects in schools, yet there the Audit indicates a shortages of qualified teachers in these subject areas. This could be the result of prior deployment of teachers having other subject area specialisation to teach Maths and Science.

### **5.5 IMPLICATIONS FOR CAREER COUNSELLING FOR PROSPECTIVE STUDENT TEACHERS**

In the context of uncertain employment opportunities, career counselling for prospective teachers needs careful consideration in respect of subject choices, primary/secondary path, curriculum planning for alternate career paths, etc. Subjects identified as scarce areas may, at the time of graduation - approximately four years later, may then have surplus teachers. What, then, becomes to role of career counsellors in an uncertain employment environment?

### **5.6 CONCLUSION**

In an earlier chapter (Chapter 2), an attempt was made to indicate the importance of tracer/follow-up studies as a means of evaluation and development of learning programmes. The findings of this study, using the methodology of tracer study, indicates that the teacher education curriculum offered by the Faculty of Education, UDW, needs to be reconceptualised in terms of changing conditions in the market, i.e. teaching context of graduates who found employment as teachers.

This conclusion was made possible by tracing the graduates and inquiring about their employment context. The responses received from the graduates would be useful to the Faculty of Education, UDW, in its curriculum transformation, both, in terms of the teacher education qualifications offered as well as the focus of the programmes within each of the qualifications.

It is also important to realise that predictions on supply and demand is not just a mathematical computation. Various other factors (like: demography, recency effects, influential events and changes in social patterns) do play a significant role in the prediction on supply and demand.

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FORM A

**SURVEY OF RECENT GRADUATES OF THE FACULTY OF  
EDUCATION - UNIVERSITY OF DURBAN-WESTVILLE**

This survey is intended to assist the Faculty of Education in curriculum planning and in formulating student admission policy. Your participation will significantly enhance the quality and relevance of the education offered to all students in the Faculty.

Surname _____	Initial _____	Gender _____
Registration No. _____	Contact Telephone _____	(H)
Contact ADDRESS _____		(O)

Degree obtained : (place a cross in the appropriate block)

B.Paed (Arts)	B.Paed (Comm)	B.Paed (Sc)	B.Paed (Prim)	HDE
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Major Methods : \_\_\_\_\_  
 \_\_\_\_\_

Minor Methods : (place a cross in the appropriate block)

Natural Sc	Maths (Prim)	Hist (prim)	Geog (prim)	Int. Art (prim)
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**EMPLOYMENT STATUS** (Place a cross in the appropriate block)

1. Are you employed as a teacher?  Yes  No

A. If employed as a teacher answer the following questions :

2. CAPACITY :  Permanent  Temporary

3. STATUS :  Full-time  Part-time  Substitute

4. SCHOOL PHASE :  Secondary  Primary

5. SCH. CATEGORY:  Private Sc  Model C Sc  Ex-HOA  Ex-HOD

Ex-HOR  Ex-DET  Ex-DEC

6. SUBJECTS TAUGHT : \_\_\_\_\_  
 \_\_\_\_\_

B. If not employed as a teacher answer the following questions :

7. Are you employed  Yes  No

8. Are you employed in any non-teaching position  Yes  No  
 (please specify) \_\_\_\_\_

1. Please fill in this form immediately. It will be collected from you shortly.
2. Please take the questionnaire package on your way out of this hall and return the completed FORM B in the reply envelope provided in the package by <b>FRIDAY, 16 AUGUST 1996.</b>

APPENDIX B

FORM B

SURVEY OF RECENT GRADUATES OF THE FACULTY OF  
EDUCATION - UNIVERSITY OF DURBAN-WESTVILLE

This survey is intended to assist the Faculty of Education in curriculum planning and in formulating student admission policy. Your participation will significantly enhance the quality and relevance of the education offered to all students in the Faculty.

A. BIOGRAPHICAL INFORMATION

It need be emphasised that the information given by you will be treated in confidence. The report developed from this questionnaire will be made in general terms only.

Kindly complete this questionnaire and post it in the addressed stamped envelope promptly, but NO LATER THAT FRIDAY, 16 AUGUST 1996.

Follow-up study will be conducted at the end of the year (December 1996) and at the beginning of the new year (February 1997).

(Please cross the appropriate blocks)

SURNAME : \_\_\_\_\_ INITIALS : \_\_\_\_\_

UNIV. REG. NO. : \_\_\_\_\_ GENDER :  MALE  FEMALE

CONTACT POSTAL ADDRESS : \_\_\_\_\_

\_\_\_\_\_ CODE \_\_\_\_\_

TELEPHONE NO. : O:( ) \_\_\_\_\_

: H:( ) \_\_\_\_\_

WOULD YOU BE WILLING TO TAKE PART IN A FOLLOW-UP TELEPHONE INTERVIEW REGARDING THE TOPICS IN THIS SURVEY?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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1. DEGREE COMPLETED IN THE FACULTY

B. PAED (COMM.)	
B. PAED (ARTS)	
B. PAED (SCIENCE)	
B. PAED (PRIM)	
HDE	

2.1 MAJOR METHODS QUALIFIED IN :-

2.1.1 \_\_\_\_\_

2.1.2 \_\_\_\_\_

2.2 MINOR METHODS QUALIFIED IN :-

NATURAL SCIENCE	
MATHS. (PRIM)	
GEOG. (PRIM)	
HISTORY (PRIM)	
INT. ARTS. (PRIM)	

3. LIST OTHER DEGREES/DIPLOMAS COMPLETED

NAME OF DEGREE/DIPLOMA	WHERE & WHEN COMPLETED

B. BACKGROUND INFORMATION

1. Cross the description that best describes WHERE YOU ATTENDED SCHOOL AS A PUPIL.

A MEDIUM OR LARGE CITY, e.g. Durban, Pietermaritzburg	
A SUBURBAN AREA e.g. Umlazi, Chatsworth	
A RURAL AREA OR SMALL TOWN WITHIN 100KM OF A LARGE CITY, e.g. Tongaat, Ixopo	
A REMOTE RURAL AREA, e.g. Nongoma	

2. Cross the description that best describes where you resided BEFORE ATTENDING UNIVERSITY.

A MEDIUM OR LARGE CITY, e.g. Durban, Pietermaritzburg	
A SUBURBAN AREA e.g. Cleremont, Phoenix	
A RURAL AREA OR SMALL TOWN WITHIN 100KM OF A LARGE CITY, e.g. Greytown, Umkomaas	
A REMOTE RURAL AREA, e.g. Mpendle	

3. Cross the description that best describes where you resided DURING YOUR STUDY AT UNIVERSITY OF DURBAN-WESTVILLE.

A MEDIUM OR LARGE CITY, e.g. Empangeni, Ladysmith	
A SUBURBAN AREA, e.g. Ntuzuma, Wentworth	
A RURAL AREA OR SMALL TOWN WITHIN 100KM OF A LARGE CITY, e.g. Howick, Mtwalume	
A REMOTE RURAL AREA, e.g. Bergville	
UDW'S RESIDENCE (CAMPUS AND OFF-CAMPUS)	
PRIVATE RESIDENCE OUTSIDE OF UDW	

4. Work experience before study for an education degree

NONE	
AS A TEACHER	
IN INDUSTRY OR PRIVATE SECTOR	
OTHER (Please specify) _____	



5. Reasons for pursuing an Education degree. To what extent do you agree with the following statements. Use the scale (1: strongly agree, 2: agree, 3: undecided, 4: disagree, 5: strongly disagree)

5.1 I PURSUED A TEACHING DEGREE BECAUSE:-

REASONS	SA	A	U	D	SD
	1	2	3	4	5
1. I WAS ENCOURAGED BY MY PARENTS					
2. EDUCATION WAS MY FIRST CHOICE OF UNIV. PROGRAMS					
3. I WAS INFLUENCED BY A FORMER TEACHER					
4. I FELT IT WAS AN EASY DEGREE TO GET					
5. I WANTED TO BE A TEACHER					
6. I ENJOYED WORKING WITH YOUNG PEOPLE					
7. I WAS ATTRACTED TO THE SCHEDULE IE., SCHOOL TIME, VACATIONS ETC.					
8. I ENJOYED SCHOOL					
9. I ENJOYED PREVIOUS EXPERIENCE IN TEACHING					
10. TEACHING IS A SECURE CAREER					
11. I WANTED TO HAVE AN IMPACT ON STUDENTS LIVES					
12. I WANTED TO TEACH MY SUBJECT SPECIALIZATION					
13. I LIKED THE RESPECT THAT ACCOMPANIES A TEACHING POSITION					
14. I WAS NOT ABLE TO FINISH ANOTHER DEGREE					
15. I DID NOT MEET ENTRY QUALIFICATIONS FOR ANOTHER FACULTY					
16. TEACHING IS A POSITIVE WAY TO CONTRIBUTE TO SOCIETY					
17. TEACHERS SALARIES ARE ATTRACTIVE					
18. TEACHING GIVES ME AN OPPORTUNITY TO WORK IN MY COMMUNITY					
19. TEACHING IS A GOOD CAREER TO COMBINE WITH RAISING A FAMILY (OR OTHER PURSUITS LIKE FARMING, TRAVEL, ETC)					

If not adequately expressed above, please give a short statement outlining the reasons that you pursued an Education Degree.

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### C. CURRENT EMPLOYMENT STATUS

1. Please cross the categories that apply to your employment situation:-

EMPLOYED AS A TEACHER	
EMPLOYED IN A PRIVATE SECTOR	
UNEMPLOYED	
ENROLLED IN FURTHER FULL-TIME STUDY	
OTHER (please specify) _____	

2. If employed as a teacher, cross the categories that best describes your employment status.

EMPLOYED AS A FULL-TIME PERMANENT TEACHER	
EMPLOYED AS A FULL-TIME TEMPORARY TEACHER	
EMPLOYED AS A PART-TIME TEACHER	
EMPLOYED AS A SUBSTITUTE TEACHER	

3. Type of school you teach in

PRIVATE SCHOOL	
MODEL C SCHOOL	
EX - HOA SCHOOL	
EX - HOD SCHOOL	
EX - HOR SCHOOL	
EX - DEC SCHOOL	
EX - DET SCHOOL	
STATE AIDED SCHOOL	
VANACULAR SCHOOL, e.g. Islamic school	
NGO	
COMMUNITY SCHOOL	

4. School phase you teach in

PRE-PRIMARY PHASE	
JUNIOR PRIMARY	
SENIOR PRIMARY	
JUNIOR SECONDARY	
SENIOR SECONDARY	

5. List the subjects that you teach :-

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6. Cross the description that best describes the area location OF THE SCHOOL YOU TEACH IN.

A MEDIUM OR LARGE CITY, e.g. Durban	
A SUB-URBAN AREA e.g. Umlazi	
A RURAL AREA OR SMALL TOWN WITHIN 100KM OF A LARGE CITY, e.g. Tongaat	
A REMOTE RURAL AREA, e.g Nongoma	

7. If employed in the private sector, please describe your job, eg. administrative, artisan, etc.)

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Complete item 8 only if you are NOT CURRENTLY EMPLOYED AS A TEACHER

8. To what extent do you agree with the following statements. Use the scale (1: strongly agree, 2: agree, 3: undecided, 4: disagree, 5: strongly disagree)

I AM NOT CURRENTLY TEACHING BECAUSE :-

REASONS	SA	A	U	D	SD
	1	2	3	4	5
1. I DID NOT ACTIVELY PURSUE A TEACHING POSITION					
2. I PURSUED TEACHING POSITIONS IN, OR CLOSE TO URBAN AREAS ONLY					
3. MY AREA OF SPECIALIZATION WAS NOT IN DEMAND					
4. I DISCOVERED THAT I DID NOT LIKE WORKING WITH CHILDREN					
5. THERE WERE OTHER PREFERRED JOB OPPORTUNITIES AVAILABLE WHEN I GRADUATED					
6. I WAS NOT OFFERED A TEACHING POSITION					
7. I WANTED ANOTHER DEGREE					
8. MY UNIVERSITY TRAINING DID NOT ADEQUATELY PREPARE ME TO TEACH					
9. TEACHERS WORK TOO HARD					
10. I DISCOVERED I DID NOT LIKE TEACHERS' WORKING CONDITIONS					
11. I WAS UNABLE TO RELOCATE TO GET A TEACHING POSITION					
12. I AM RAISING A FAMILY					

If not adequately expressed above, please give a short statement outlining the reasons why you believe you are not employed as a teacher.

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Complete item 9 only if you are CURRENTLY ENROLLED FOR FURTHER FULL-TIME STUDY

9. If you enrolled for further full-time study, rank the following statements as they best describe your situation.  
(1 = highest rank, 2 = next highest rank, etc., 0 = not applicable)

RANK	DESCRIPTION	COMMENTS
	Pursuing a career outside teaching	(what career) _____
	My specialisation area is not in demand	(new specialisation area)
	Not successful in obtaining a teaching post	
	Pursuing a higher degree in education to improve my qualification	(what degree/diploma) _____

10. If you could start your career over again, would you still pursue an education degree/diploma?

(Please cross the appropriate block)

YES	NO
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Give reasons for your answer : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What have been your major frustrations, if any, in seeking employment as a teacher?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your time spent in completing this questionnaire. Please post this completed questionnaire in the stamped addressed envelope found in the package promptly, but no LATER THAT FRIDAY, 16 AUGUST 1996.

LABBY RAMRATHAN

# APPENDIX C

## FORM C

### SURVEY OF RECENT GRADUATES OF THE FACULTY OF EDUCATION - UNIVERSITY OF DURBAN-WESTVILLE

This survey is the third one on recent graduates of the Faculty. Is designed to capture employment status at the close of the school year.

Surname _____	Initial _____	Gender _____
Registration No. _____	Contact Telephone _____	(H)
Contact ADDRESS _____		(O)

Degree obtained : (place a cross in the appropriate block)

B.Paed (Arts)	B.Paed (Comm)	B.Paed (Sc)	B.Paed (Prim)	HDE
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CURRENT EMPLOYMENT STATUS (Place a cross in the appropriate block)  
(i.e. your employment status as at the end of the school year)

1. Are you employed as a teacher?  Yes  No
- A. If employed as a teacher answer the following questions :
  2. CAPACITY :  Permanent  Temporary
  3. STATUS :  Full-time  Part-time  Substitute
  4. SCHOOL PHASE :  Secondary  Primary
  5. SCH. CATEGORY:  Private Sc  Model C Sc  Ex-HOA  Ex-HOD  
 Ex-HOR  Ex-DET  Ex-DEC
  6. SUBJECTS TAUGHT : \_\_\_\_\_
- B. If not employed as a teacher answer the following questions :
  7. Are you employed  Yes  No
  8. Are you employed in any non-teaching position  Yes  No  
(please specify) \_\_\_\_\_

- \* Please complete the above survey and post it immediately in the addressed, stamped envelope provided.
- \* If you have not completed the first two surveys, kindly do so immediately and post it together with this survey.
- \* Your participation is very much appreciated, especially with regards to its contribution to Faculty.

APPENDIX D

FORM D

**SURVEY OF RECENT GRADUATES OF THE FACULTY OF  
EDUCATION - UNIVERSITY OF DURBAN-WESTVILLE**

This is the fourth and final survey on the July 1996 graduates of the Faculty of Education. It is designed to capture employment status at the beginning of the school year (January/February 1997).

Surname _____	Initial _____	Gender _____
Registration No. _____	Contact Telephone _____	(H)
	(O)	
Contact ADDRESS _____		
_____		
_____		

Degree obtained : (place a cross in the appropriate block)

B.Paed (Arts)	B.Paed (Comm)	B.Paed (Sc)	B.Paed (Prim)	HDE
---------------	---------------	-------------	---------------	-----

CURRENT EMPLOYMENT STATUS [Jan/Feb 1997] (Place a cross in the appropriate block)

1. Are you employed as a teacher?  Yes  No
- A. If you are employed as a teacher, answer the following questions :
  2. CAPACITY :  Permanent  Temporary
  3. STATUS :  Full-time  Part-time  Substitute
  4. SCHOOL PHASE :  Secondary  Primary
  5. SCH. CATEGORY: 

Private Sc	Model C Sc	Ex-HOA	Ex-HOD
Ex-HOR	Ex-DET	Ex-DEC	
  6. SUBJECTS TAUGHT : \_\_\_\_\_  
\_\_\_\_\_
- B. If not employed as a teacher answer the following questions :
  7. Are you employed  Yes  No
  8. Are you employed in any non-teaching position  Yes  No  
(please specify) \_\_\_\_\_

- |   |
|---|
| <ul style="list-style-type: none"><li>* Please complete the above survey and post it immediately in the addressed, stamped envelope provided.</li><li>* If you have not completed the first three surveys, kindly do so immediately and post it together with this survey.</li><li>* I am also in the process of compiling a list of graduates who have not been employed. This list will be forwarded, together with the recent graduates, to the Department of Education.</li></ul> |
|---|