

RELATIVE IMPORTANCE OF TEACHING PRACTICE
IN THE ORANGE FREE STATE

by

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This work is a research project in fulfilment
of a the requirements for the M Ed degree in
faculty of Education, University of the North
(Qwaqwa Branch) under the supervision of
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March 1994

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CHAPTER 1

THE PROBLEM AND ITS SETTING

THE STATEMENT OF THE PROBLEM

This research proposes to identify the significance and effect of teaching practice in the training programmes of student teachers in the Orange Free State.

THE SUBPROBLEMS

- i) The first subproblem: The first subproblem is to determine whether teaching practice do benefit the students during their training programme.
- ii) The second subproblem: The second subproblem is to device means of determining if it is worth sending student teacher for teaching practice at the schools whilst evaluation of their lessons are not properly done; and even the results of the evaluations are not taken seriously -these results do not play a role in determining if the student teacher passes or fails.
- iii) The third subproblem: The third subproblem is to analyse and interpret the treated data so as to evaluate if teaching practice still plays the role it was intended to play when it was introduced.

THE HYPOTHESES

That Teaching Practice is indispensable in Teacher Education.
That if more time and dedication were provided for teaching practice, student teachers would be better teachers in future, (the colleges would produce better teachers).

THE DELIMITATIONS

The study will attempt to investigate if teaching practice has any bearing on the production of effective and efficient teachers.

The study will determine if it is necessary to continue with teaching practice at the colleges.

THE DEFINITION OF OPERATIONAL TERMS

TEACHING PRACTICE - Is the practical work done by a student teacher in order to be equipped with the skills he will require in order to give effect to the most important aspect of his task.

PROGRAMME - Programme is the course of training taken by student teachers over a stipulated period of years.

STUDENT TEACHER - A student teacher is a student who is undergoing a process of training as a teacher.

TRAINING - Training is undergoing a programme which prepares student teachers to be qualified teachers.

ASSUMPTIONS

The first assumption is that there is inefficiency in teacher education and thus teaching practice can alleviate the problem.

The second assumption is that teaching practice can improve efficiency.

The third assumption is that evaluations during teaching practice should reflect and give the correct impression of how the student teacher is able to teach.

The fourth assumption is that student teachers should only be allowed to pass the Teacher's Diploma if they have demonstrated the ability to teach.

THE IMPORTANCE OF THE STUDY

The training of teachers is a very delicate and crucial issue in the process of nation-building. Student teachers will have a direct influence on the pupils and thus influence the development and the nation directly when they are in the field of teaching. Their influence will be felt by a great number of the pupils as they continue to teach.

Thus to develop a nation, and encourage prosperity, the student teachers should be trained properly at all education institutions responsible for training of teachers.

The teacher educators should be made aware of their important task during teaching practice. They should realise that poor training and low standards do not only destroy the student teacher, but it has a great impact on the children who will be taught by the teachers-to-be.

CHAPTER 2

THE REVIEW OF THE RELATED LITERATURE

A Historical Overview

The merits and demerits of teaching practice in the training of teachers has been addressed by a number of researchers over a long period. The most recent review would be on Kuwait and Arab Gulf countries.

Sharpe (1977) has pointed out that because of great social changes which have taken place in all aspects of life in Kuwait and Arab Gulf countries, and the consequent zeal for regular education, and most especially teaching practice, many teachers had to be trained in order to cope with this problem. In order to meet these challenges the quality of teachers yielded to the issue of quantity. The important factor was to secure more teachers.

In the Arab Gulf States, teacher training both pre-service and in-service with all its problems have many things in common. And in the Orange Free State it is still happening. For instance, the education system produces a lot of teachers who have not had enough time for teaching practice. Where students had enough time they were not properly evaluated.

According to Sharpes (1978) these problems can be summed up as follows:

- The students with poor matric results who join Teacher Training Institutions.
- The lack of feeling of security and steadiness on the part of the teaching staff.
- The teaching plan is overloaded with courses.
- The low standard of the content and quality of the courses of study.
- The ineffectiveness of the applied methods of teaching.
- The lack of cooperation between the sources of preparation and authorship and neighbouring schools.
- The shortage of books and references in the school library.
- The reluctance of students to visit the schools library and make use of its potentialities.
- The inadequacy of the methods of evaluation.
- The absence of halls and laboratories and their unsuiability for educational purposes.

Sharpes has identified that teaching practice experiences are the practical side of teacher training through which the student teacher acquires the teaching skills and practical experiences under the supervision of specialists.

In his argument on teaching practice Jeffreys identified the fact

that there are inadequate hours allocated to practical education. Some teacher educators who supervise teaching practice are academically but not educationally qualified. In some instances, teacher educators are not properly qualified to supervise practicing students, but, because of shortage of specialists, they are employed in Colleges of Education.

Cohen and Manion (1977) perhaps come close to what seems to be happening at the school. According to them, student teachers have more direct continuing contact with members of the school staff other than the head; in particular, with the class teacher to whom they are answerable during teaching practice. It is difficult to generalize about the student-and-class teacher relationship during teaching practice. As Wragg (1974) observes, "depending on his own and (the teacher's) personality needs, the student teacher may see him as a director, a counsellor, a friend.... an enemy, a saboteur, a government agent" during a period when a student teacher needs him most to gain confidence in his endeavor to teach. (pp 135)

Despite the highly personal nature of any association between a student teacher and a class teacher, according to Cohen and Manion, (1977) all such relationships are governed by a more general interdependence and mutuality of interest. The student teacher seeks to practice and to improve his skills. Whenever he fails to achieve this objective, whether through the inappropriate choice of materials or the recalcitrance of the

difficult pupils, the student teacher becomes an incurred cost to the class teacher whose permanent responsibility is to ensure steady progress and good order among the children in the student's temporary charge. The generous support that class teachers commonly accord to student teachers is born both of altruism and self interest. The wise student sees to it that he becomes a bonus rather than a cost in the eyes of the class teacher.

Ideally Cohen and Manion (1977) believe that, teaching practice should be a relatively short period of experimentation on the part of the student teacher whose efforts are buttressed by the college - through his tutor - and by the school - through the class teacher. And like all kinds of experimentation, there should be a considerable degree of control if progress is to be made. That control should be centered around the significant people in the teaching practice triad - the student teacher, the class teacher and the teacher educator.

Very often, control is not proper, because the teacher educator and the class teacher in 'after' the 'event' and their contribution to the learning situation is in the form of retrospective observations which may or may not be acted by the student teacher in subsequent teaching encounters.

Cohen and Manion(1977) agree that control of the teaching practice situation, then calls for close active partnership and

planning between those principally involved. Such partnership necessarily depends upon a greater degree of cooperation and sharing of staff, skills and resources by schools and colleges than has existed heretofore.

Stones and Morris (1972) describe teaching practice as an anachronistic concept on two counts. First, its outdatedness arises out over its very survival of the years in a largely unchanged form, despite the far-reaching changes that have taken place within the colleges themselves - in their objectives, their organization, their curricula, and their staffing. Second, the concept of teaching practice is seen to be outdated because it is based on a view of teaching as an apprenticeship system in which a neophyte attempts to model himself closely upon a master teacher whose duty is to initiate the beginner into the mysteries of his craft. There is no basis for this view of teaching today, there is neither an established body of subject matter over an esoteric set of rules by which such knowledge is best transmitted.

Olaiton and Agusiabo (1981) identified the significance and effect of teaching practice in their discussion of 'Adequate Professional Preparation' :

....Though a student teacher is taught some of the teaching skills required to be a competent teacher while in college, teaching in schools enables him to put into practice the knowledge he has acquired about teaching. Teaching practice is the only avenue by which he can actually implement that which he has heard or recall in books about teaching and make judgement about the suitability

of the skills to his professional carrier. All the teaching approaches and techniques he has acquired may not be suitable in a particular situation but he has the opportunity to select those skills and approaches which he believes will help his effectiveness in teaching. Above all, teaching practice tests his ability to establish successful relationship with pupils, to win their interest and respect and help them to learn in an ordered and purposeful way.(pp79)

By the time the student completes his professional preparation, he should have acquired good command of enough teaching skills or sufficient information on what he needs to know about teaching practice to improve on the skills in which he is still not competent on his return to campus after the practice teaching is over.

Again quoting from Olaiton and Agusiabo in their writing on Application of Knowledge of subject matter to actual teaching situations:

Teaching practice provides the student teacher with the opportunity to identify the strength and weakness of his knowledge in the subject matter. It should make him more aware of what he still needs to master more fully in both content and methods, and in establishing a classroom environment in which his pupils will respect and respond to his guidance.

Effective teaching practice in most developing countries has been faced with many barriers. A survey of practice teaching problems in Nigeria, Ghana, the Gambia and Sierra Leone, revealed that most of these barriers are common and of the same nature. Some of the identified barriers are :

- Obtaining suitable periods of teaching.
- Providing adequate length of time for teaching.
- Obtaining qualified cooperating teachers (of cooperating schools).
- Obtaining good accommodation and enough cooperating schools for student teachers.
- Poor access roads to practicing schools for supervision.

Evaluation of Teaching Practice is used by Lortie (1969) to identify the significance of teaching practice. He writes:

It may well be that in the practical teaching it is difficult to get a truly objective criterion but the use of rating scales with high rated agreement or the consensus of a body of tutors upon clearly specified criteria would act as reasonably satisfactory measures of student performance, vis-a-vis the question of certification, we conceive the most appropriate approach as being one that expects of students a certain basic minimum performance on a variety of key skills with individual excellences in some of the skills according to the interests, personalities and specific competencies of the students.(pp162)

Students would be certificated on the basis of having attained the basic level on the key skills and the individual strengths should be based on this level to form a profile specific to each student. This profile would be of much greater value as a guide to student performance than the current highly suspect literal grading.

Hopefully a standardized certificate would reduce the subjective element in evaluation and prove helpful to the student's self evaluation. The objective and criteria of evaluation would be fully explicit and the process of evaluation would be less personal so that the student being evaluated would be more likely

to take a dispassionate view of the process and even make his own contribution to the evaluation.

According to Lortie (1969) the concept of training entails what should be realized at the College of Education. He indicates that when a student teacher goes out to practice, the programme for training a teacher should take cognizance of two assumptions:

first the type of community in which he is going to practice is not definitely known, and, second, training beyond the beginning level will be relied upon to provide him with skills that any specialized role will require. In the words of Lortie minimal abilities which a programme of teaching practice should develop are the ability to:

- Perform stimulant operations (question, picture probe).
- Manipulates a different kind of knowledge.
- Perform reinforcement operations.
- Negotiate interpersonal relations.
- Diagnose student needs and learning difficulties.
- Communicate and empathize with students, parents and others.
- Perform in and with small and large groups.
- Utilize technological equipment.
- Evaluate student achievement.
- Judge appropriateness and instructional materials.

Each of these may be exhibited in a number of ways. A consideration of all the abilities will disclose that each can be expressed in many different ways.

The understanding of these abilities, as noted by Lortie (1968) is to be developed in theoretical components of the programme.

But skill on the performance of these abilities should be developed in the training component. The focus of study in a training programme is the trainee's own behavior, not the content of courses or some model of performance. This is in sharp contrast with the theoretical component where it is the situation that is to be examined and understood. In teaching practice, it is the trainee's performance that will be observed, analyzed and modified.

To train someone is to guide him to acquire a certain skill. The trainee is put in a situation where he can practice and perform the skill, then he is stimulated to perform it. His performance is analyzed and assessed. He and the trainer suggest changes in his performance. The more acceptable performance is supported through reinforcement by the trainer. Reduced to its formal structure, according to Lortie(1969), the training process must include the following elements:

- Establishment of the practice situation.
- Specification of the behavior.
- Feedback of information about the performance.
- Modification of the performance in the light of the feedback
- Performance of the specified behavior..
- Performance-feedback-correction-practice schedule continued until the skillfulness is achieved.

In order to train new teachers and to continue the training of those in service, it is necessary to design a programme and sets of training materials that will incorporate each of the above elements.

The extension of college courses from two years to three, advocated in the McNair Report of 1944 and implemented in London in 1960, has given the colleges more opportunity to educate, as well as train their students. But while on one side of the fence it concerns the education of intending teacher, there has been some grumbling from the schools that the colleges are turning out teachers with airy - fairy notions who do not know how to mark a register.

Although Jeffreys (1976) agrees that colleges train intending teachers he says that:

The truth is that proficiency in every art - whether it be painting, or teaching - involves training, but also needs more than training. Training cannot produce genius; but genius can profit from training. Inspiration is the reward of hard work, not a substitute for it. Teaching has its techniques as much as any other art. And the process of acquiring those techniques is training.(pp210)

It is equally true that good teaching involves more than competent technique. A good teacher has at least two other things besides technical competence. One of which is some sense of vocation. The teacher must believe that the work is worth doing for its own sake; and he must want to do it. The other desideratum is that the teacher should himself be an educated person - literate, civilized, knowledgeable, thoughtful, humane and self-reliant.

According to Sharpes(1978) the policy implication for education in the developing world becomes : if teachers and schools do not result in improving schooling performance, who does? Stated economically, is a national investment in the training of teachers the most efficient allocation of scarce resources? Teacher training needs a teaching staff highly qualified and capable of leading student teachers and getting them to acquire the necessary teaching skills. One of the method of acquiring teaching skills is through Teaching Practice.

Stones and Morris (1972) suggest a unitary concept of teaching practice based upon a view of the whole college course as consisting of areas of study comprised of theoretical and practical elements.

Thus studies in science, geography and biology for example, would be conceived of as involving the mastery of various theoretical concepts and their application in diverse practical situations selected and organized on the basis of their relevance to the learning requirements of the students. So far as the Education course is concerned, the task of the student would be to master concepts drawn from such areas as philosophy, sociology and psychology, and to apply them in practical situations at the appropriate time, not necessarily during a period of teaching practice which temporarily might be far removed from that time in the course when the concepts were discussed.

There is considerable merit in the call by Stones and Morris (1972) for a unified concept of practical theoretical teaching activity, though there are obvious complications with regard to college time tabling and planning in implementing such a suggestion.

Currently, There is growing evidence from College and University Departments of education that new ways of bringing the theoretical and practical elements of Education courses into more unified Interdependence are being tried out; nor are these novel approaches confined to periods of time scheduled as teaching practice in schools.

The story of developments in the school-based part of the initial training course has been one of :

- diversification in patterns and functions, and
- integration with College / University-based work.

Not that conceptions and practices had ever been monolithic. As in other fields, McNair's 1944 analysis of school based activity could well have been taken from a 1983 B Ed or Post Graduate Certificate in Education (PGCE) course proposal, and the McNair distinctions between, and rational for, 'practical training in schools' and 'continuous' teaching practice resembles closely the Council for National Academic Award (CNAA) survey's discussions of 'intermittent' and 'block' school experience. McCulloch 1979):

Practice teaching in schools ...To provide the concrete evidence, illustrations and examples to supplement and give point to

the theoretical part of the student's training. The schools are his laboratory and the science of his field studies. School practice of this sort should include, as now isic² comparatively discontinuous periods of teaching and observation in the schools, visits, minor investigation and so on...

Continuous teaching practice ... To provide a situation in which the student can experience what it is to be a teacher, that is, to become as far possible a member of the school staff
(Board of Education 1944, paras 260,261)

Despite this element of 'plus ca change' which should give pause for thought to those busy building careers on their 'revolutionary' models of school-based professional training it does seem to be the case that in the early certificate and B Ed courses, and in deed in many PGCE, to this day, the pattern and function of school experience was rather simpler than McNair's ideal. Thus Taylor (1969) records a standard pattern in Mark 1 B Eds, inherited without any modification from the Certificate, of block practices only, three in total, taking place in terms 3, 5 and 7 or 8, with no work in school at all between 8/9 and 12 : in retrospect it seems almost unbelievable that in such courses the final assessment of the student's classroom competence could take place when he was barely halfway through his course. Similarly, Tuck's (1971) account of a supposedly characteristic 1960's PGCE has three weeks preliminary practice before the start of the course (quite what the student was able to 'practice' at the stage has always seemed mysterious), ten weeks' continuous practice occupying the whole of the middle term and no other school-based work. (On the other hand, the Sussex 'school-based' PGCE had been in existence since the early 1960s and several UDEs

punctuated the periods between block practices with visitors, but these were against the prevailing trend).

In fact , the move to a greater dispersal of school experience was halted by the post-James consecutive pattern which could result in students undertaking no work in schools during the first two years; delegates at CNAA - sponsored conference in 1976 argued strongly that continuity was essential even in a 'non-professional' Dip HE base (Chambers 1976).

Another feature with a McNair pedigree was the teacher-tutor system. In 1971, Evans identified three main Teacher-tutor roles:

- the teacher 'who takes responsibility for the teaching practice of the student, either throughout his own school or throughout a group of schools';
- the teacher who as a 'subject or class' specialist takes responsibility for students in his own discipline or class; and
- the individual who divides his time between College and school, from the base of an appointment in one or other institution (Evens 1971, p. 109)

Such arrangements had been pressed for consistency by the teachers' professional association and the theme is a current one. The pressure on institutions has been less towards joint teacher/tutor supervision as such than towards a more comprehensive style of institutional 'partnership' (a key word in the late

1970s/early 1980s teacher education rhetoric) which involves teachers in course planning and the assessment of practical teaching, not merely in student supervision and support, and which acknowledges the increasingly limited and remote classroom experience in the training institutions, especially, among primary tutors; (McNamara and Ross 1982). The general shift is towards a reduction or at least a blurring of the boundaries of teacher/tutor school/training institutions.

Thus the comfortable language of 'partnership' conceals more intractable issues. Yet it probably comes nearer the heart of professional training than the interminable arguments of the 1960s and the early 1970s about teaching practice assessment, focusing as these did not on what was to be assessed but on whether the assessment scale should have 15, 5, 3 or 2 points. And the procedural changes in school experience consequent upon the shift from 'teaching practice' to 'school-based study' incorporating now a mix of structured observation and analysis small-scale empirical inquiry, small group teaching, as well as the familiar 'practice' - must inevitably encourage both teacher and tutor to re-examine their assumptions and to engage in the kind of dialogue with the traditional teaching practice tutor/teacher roles did not require.

According to Olaiton and Agusiobo(1981) it is necessary for college supervisor to possess some of the following qualities:

- Skill in the art of teaching;

- Knowledge of the subject matter of the student teacher;
- Familiarity with current trends in the process of education;
- Understanding of the psychology of learning;
- Some field experience in dealing with students;
- Skill in presenting logical evaluation reports;
- He must be diplomatic in his relation with the principal and cooperating teachers in the school.

Teachers are charged with implementing the school's education and socialization functions; they are the most significant human factors in the operation of school organizations. The importance of their role is belied by the status of teaching as a profession. Conflicting factors (are summarized in list 1-1 by Zaltman) act and interact in ways that render teaching less than professional, ineffective, and often poorly regarded.

List 1-1 Factors Influencing the Nature of Teaching

- The highly interpersonal nature of the teaching task.
- The isolated classroom (the self-contained unit of a teacher with student group)
- The limited dependence on peer supporter exchange.
- The lack of agreed-upon performance standards or
- The diverse character of a conscripted student population.
- The demand for improved practice without commensurate authority, institutional support, and
- The demand for flexibility, versus the pressure for uniformity of behavior.
- The diversity among the constituencies that must be served.

The lack of agreed-upon and enforced standards according to Zaltman has allowed the continuance of inferior training and weak standards for entry into the field. Historically the academic and internship requirements for entry have been relatively minimal.

Although most states have provided for significant professional input into defining entry standards, most of the standards are legislatively rather than professionally decided. There is reason to believe that, through collective action, teachers are making moves to influence entrance legislation and place more of their members on review and certification panels.

Thus, relatively untalented and underprepared persons are over-represented in the teaching profession; and they are the ones who are likely to support and implement moves to break down protective isolation, reform the profession and improve teaching.

SUMMARY OF THE CHAPTER

In the last decade or so many have seen the best and worst of times for teacher education. On both sides of the Atlantic teacher training institutions have undergone radical transformation (and for many, transformation has meant extinction), procedures for the training and certification of prospective teachers have changed dramatically, and the quality of teachers and teaching has become a matter of public debate. According to Hopkins and Reed (1985), the best of times was the rapid expansion in the 1960s, and the optimism with which innovative change was initiated in the early 1970s. The worst of times has been the 'hiatus' and dislocation created by the recession, a down turn in demographic projections, and the general contraction in the educational system that is occurring while these changes are being worked through. Consequently,

aspirations have not been fulfilled, plans that were predicted on a small but continuing growth in budgets have been shelved, and blue prints have been adjusted to fit futures very different from those for which they were intended. Although it is not for certain that the best of times are gone for good.

What has happened to teacher training during the late 1960s and early 1970s, and in particular the changes that have occurred, has taken place within the context of increased public awareness and concern about quality of education. In England and Wales, for example, the closing of large numbers of teacher training institutions, the 'Great Debate' on education, the contraction of the teaching force, the arguments surrounding the Government White Paper on 'Teaching Quality', and the proposed increase of parental involvement in school governance, have all been worked through within the public arena.

The popularization of the education debate would perhaps be no bad thing if it were not for the fact that the debate is so often rhetorical, and based on prejudice and intuition rather than on understanding. That is so partly a function of the lack of research tradition in education and partly the public nature of the debate - everyone nowadays is an expert in education.

In this regard teacher education is in a particularly disadvantaged position. As a relatively small and discrete educational subsystem, teacher education is far more vulnerable

to external influence than are the schools. This vulnerability is compounded by internal features of teacher training institutions (TTIs) that predispose them towards organizational insecurity and thereby allow external forces to exert too great an influence.

CHAPTER 3

THE DATA COLLECTION AND THE TREATMENT OF THE DATA

1. THE DATA

The data of this research are of one kind: Primary data. The nature of this data will be given briefly below.

1.1 THE PRIMARY DATA_

1.1.1 The first primary data are the responses to questionnaires which would be submitted to student teachers at the college of Education in the Orange Free State.

1.1.2 The second primary data are the responses of the lecturers at the Colleges of Education at the Orange Free State.

1.1.3 The third primary data are the responses of the teachers of the cooperating schools where the students teachers do their teaching practice.

The first primary data, student teachers who are at their second year of study, are used in this study to allow the researcher to determine if the students believe that teaching practice has any significance in their ability or inability to teach properly.

The second primary data, Lecturers or supervisors concerned, are used to determine if they consider themselves as being helpful and productive in their evaluation of the student performance during teaching practice.

The third primary data, the teachers from the cooperating schools, are used, to determine how they view the future teachers and teaching, as a whole for the coming years. To determine if teachers at the schools have confidence in the student teachers who have to join them in the teaching field.

2. THE CRITERIA FOR THE ADMISSIBILITY FOR THE DATA

Only questionnaires which are directed to the subjects, i.e. student teachers, teacher educators and class teachers will be used in this study.

Responses from all didactics Teachers and all teacher educators will be used in this study.

3. THE RESEARCH METHODOLOGY

The investigation will be conducted through unstructured interviews; survey of issues and problems; standardized tests; and evaluation of evidence.

3.1. Subjects

Groups of student teachers, consisting of 100 students from each College of Education in the Orange Free State who are at the second and third year of study will be interviewed. This group will be made up of equal numbers of course 11 and 111 students randomly selected from their classes. Lecturers concerned with didactics at the Colleges in the Orange Free State will also be interviewed. In addition to these, 100

teachers from cooperating schools will be interviewed. A target group of 800 subjects would be interviewed.

3.2. Procedures

A pilot survey will be conducted among student teachers, Lecturers and teachers from cooperating schools to get a general feeling towards the significance of teaching practice.

Through random sampling, the 800 subjects will be contacted. These 800 subjects will represent 3 500 student teachers, Lecturers and teachers, who are concerned with teaching practice.

Questionnaires will be administered immediately when the student teachers are through with teaching practice (just after teaching practice). The purpose of administering the questionnaires after teaching practice is to get the interviewee's opinions and ideas when their minds still have fresh ideas concerning whether teaching practice is indispensable or not. Furthermore, to get their opinion on whether teaching practice is conducted efficiently. Questionnaires will be constructed. The questions will be structured in such a way as to obtain the views of the interviewees on teaching practice. The questionnaires will attempt to find out if:

3.2.1. it is worth evaluating during teaching practice.

3.2.2. Colleges play a significant role in the kind of teachers they produce.

3.2.3. teaching practice is indispensable in teacher education.

3.3. Data Analysis

Hypothesis will be tested by means of analysis of variance.

Two 2x2 analysis of variance would be run, each with independent variables. One of the two moderator variables are shown below:

3.3.1. Results of teaching practice evaluations versus reports from cooperating schools (teachers).

3.3.2. Results of teaching practice evaluations versus the student teachers reports on teaching practice.

STATISTICAL ANALYSIS

Statistical tests will be conducted to interpret data. By statistical testing the researcher can compare groups of data to determine the probability that differences between them are based on chance, thereby providing evidence for judging the validity of the hypothesis.

The results of the analyzed data will be discussed and inferred. Interpretations and then summaries and conclusions will be made on findings. Lastly, Recommendations will be appropriately based on these findings.

THE OBJECTIVES OF TEACHING PRACTICE

The objectives of teaching practice need to be clearly identified. When these objectives are attained, teaching practice evaluation becomes a very rewarding experience rather than the terrifying, chaotic situation most student teachers find themselves in. It will also make the task of the evaluators and moderators much easier.

According to E. Cope's British Study the objectives of teaching practice should provide student teachers with an opportunity to:

- > establish an appropriate teacher-pupil relationship
- > apply theory in the practical situation
- > evaluate the student's potential and suitability
- > experience success in the teaching situation
- > extend the student's self-knowledge
- > experience problems of discipline and developing methods of control
- > develop powers of organization
- > develop qualities of adaptability and sensitivity appropriate to the school situation.

It is possible to identify more than the eight objectives listed; however, these objectives encompass the whole teaching practice situation.

These objectives for teaching practice will be used by the researcher as criteria to determine whether teaching practice is relatively important in teaching or not.

CHAPTER 4

GENERAL PROCEDURE

4.1. THE DATA.

The data of this research is of one kind, namely, primary data. The nature of this data will be given briefly below.

4.2. THE PRIMARY DATA

4.2.1. The first primary data is the responses to questionnaires which were given to student teachers at five Colleges of Education in the Orange Free State (Bonamelo, Kagisanong, Mphohadi, Sefikeng and Tshiya College of Education).

4.2.2. The second Primary data is the responses of teachers at fifteen practicing schools. These teachers are teaching at the practicing schools and have had a chance of observing and guiding student teachers during teaching practice.

4.2.3. The third primary data is the responses of lecturers at the five Colleges of Education in the Orange Free State mentioned under 4.2.1.

The first Primary data, student teachers at the Colleges of Education, has been used as a basis to determine the value of teaching practice in Teacher Education.

The second questionnaire, answered by teachers at practicing schools, is aimed at determining whether teaching practice has a significant effect on the training of effective and efficient teachers.

The questionnaire addressed to Lecturers at Colleges of Education is used to determine if the duration of teaching practice was lengthened whether student teachers produced would be good / effective teachers in future or whether Colleges that have long periods of teaching practice produce better teachers.

This chapter deals with ordering and arranging of responses to the questionnaires supplied to student teachers , teachers at practicing schools and lecturers at Colleges of Education.

A total of 181 student teachers, 169 teachers at practicing schools and 123 lecturers have been sampled as subjects for this research.

The responses of the sampled subjects are grouped according to the questionnaires they have answered. Student's responses are analyzed independently from the teachers' responses at the practicing schools and so are the responses of the lecturers from the Colleges.

The total number of questionnaires which were returned by student teachers from various Colleges of Education in the Orange Free State are as follows:

AREA	COLLEGE	QUESTIONNAIRE RETURNED
QWAQWA	Bonamelo	34
QWAQWA	Tshiya	48
QWAQWA	Sefikeng	40
KROONSTAD	Mphohadi	40
BLOEMFONTEIN	Kagisanong	24

The rating scale which is used on the questionnaires is also indicated to show how the raw scores were rated.

Below are the responses of the student teachers to specific questionnaires.

4.3.1. Responses by student teachers.

1. Teaching practice is important.

BONAMELO	Student response	Rating scale
Strongly agree	2	7
Agree	7	3
Disagree	0	2
Strongly disagree	0	1
TSHIYA		
Strongly agree	35	4
Agree	13	3
Disagree	0	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	20	4
Agree	10	3
Disagree	3	2
Strongly disagree	2	1
MPHOHADI		
Strongly agree	31	4
Agree	7	3
Disagree	1	2

Strongly disagree	1	1
KAGISANONG		
Strongly agree	24	4
Agree	0	3
Disagree	0	2
Strongly disagree	0	1

The above indicate the responses on whether teaching practice is important.

2. School teachers do supervise student teachers during teaching practice.

BONAMELO	Student Response	Rating Scale
Strongly agree	0	4
Agree	18	3
Disagree	6	2
Strongly disagree	9	1
TSHIYA		
Strongly agree	3	4
Agree	28	3
Disagree	5	2
Strongly disagree	11	1
SEFIKENG		
Strongly agree	3	4
Agree	26	3
Disagree	4	2
Strongly disagree	2	1

MPHOHADI

Strongly agree	13	4
Agree	17	3
Disagree	8	2
Strongly disagree	2	1

KAGISANONG

Strongly agree	2	4
Agree	15	3
Disagree	5	2
Strongly disagree	2	1

Response on whether school teachers do supervise student teachers during teaching practice.

3. An appropriate teacher-pupil relationship can easily be established.

BONAMELO

	Student Response	Rating Scale
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Strongly agree	17	4
Agree	14	3
Disagree	2	2
Strongly disagree	0	1

TSHIYA

Strongly agree	12	4
Agree	30	3
Disagree	6	2
Strongly disagree	0	1

SEFIKENG

Strongly agree	10	4
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Agree	19	3
Disagree	4	2
Strongly disagree	2	1

MPHOHADI Student Response Rating Scale

Strongly agree	19	4
Agree	18	3
Disagree	3	2
Strongly disagree	0	1

KAGISANONG

Strongly agree	8	4
Agree	13	3
Disagree	3	2
Strongly disagree	0	1

The above indicate the response on whether an appropriate teacher-pupil relationship can easily be established.

4. During teaching practice, student teachers can apply the theory which is taught at the College.

BONAMELO Student response Rating scale

Strongly agree	18	4
Agree	12	3
Disagree	2	2
Strongly disagree	2	1

TSHIYA

Strongly agree	28	4
Agree	15	3

Disagree	1	2
Strongly disagree	4	1

SEFIKENG

Strongly agree	19	4
Agree	13	3
Disagree	2	2
Strongly disagree	1	1

MPHOHADI

Strongly agree	6	4
Agree	14	3
Disagree	10	2
Strongly disagree	10	1

KAGISANONG

Strongly agree	9	4
Agree	14	3
Disagree	1	2
Strongly disagree	0	1

Response on whether during teaching practice student teachers can apply the theory which is taught at the College.

5. After evaluation of lessons, feedback or information on progress in teaching practice is given to students.

BONAMELO	Student response	Rating scale
Strongly agree	16	4
Agree	14	3
Disagree	3	2

Strongly disagree	1	1
TSHIYA		
Strongly agree	19	4
Agree	24	3
Disagree	1	2
Strongly disagree	4	1
SEFIKENG		
Strongly agree	19	4
Agree	11	3
Disagree	2	2
Strongly agree	2	1
MPHOHADI		
Strongly agree	13	4
Agree	10	3
Disagree	10	2
Strongly disagree	7	1
KAGISANONG		
Strongly agree	14	4
Agree	7	3
Disagree	1	2
Strongly disagree	2	1

The above indicate the response on a whether after evaluation of lessons, student teachers get feedback or information on progress in teaching practice.

6. The student teachers are given too many lessons per week.

BONAMELO	Student response	Rating scale
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Strongly agree	18	4
Agree	8	3
Disagree	4	2
Strongly disagree	4	1

TSHIYA

Strongly agree	14	4
Agree	12	3
Disagree	18	2
Strongly disagree	4	1

SEFIKENG

Strongly agree	20	4
Agree	11	3
Disagree	3	2
Strongly disagree	1	1

MPHOHADI

Strongly agree	10	4
Agree	10	3
Disagree	13	2
Strongly disagree	5	1

KAGISANONG

Strongly agree	30	4
Agree	13	3
Disagree	4	2
Strongly disagree	4	1

The above-mentioned analysis are the responses on whether student teachers are given too many lessons per week.

7. Teaching practice is a worthwhile exercise.

BONAMELO	Student response	Rating scale
Strongly agree	24	4
Agree	7	3
Disagree	3	2
Strongly disagree	0	1
TSHIYA		
Strongly agree	24	4
Agree	19	3
Disagree	4	2
Strongly disagree	1	1
SEFIKENG		
Strongly agree	19	4
Agree	11	3
Disagree	4	2
Strongly disagree	1	1
MPHOHADI		
Strongly agree	19	4
Agree	18	3
Disagree	2	2
Strongly disagree	0	1
KAGISANONG		
Strongly agree	10	4
Agree	14	3
Disagree	0	2
Strongly disagree	0	1

These are responses on whether teaching practice is a worthwhile exercise.

8. Student teachers get enough /sufficient practice during teaching practice.

BONAMELO	Student Response	Rating Scale
Strongly agree	19	4
Agree	9	3
Disagree	2	2
Strongly disagree	4	1
TSHIYA		
Strongly agree	20	4
Agree	22	3
Disagree	4	2
Strongly disagree	2	1
SEFIKENG		
Strongly agree	19	4
Agree	11	3
Disagree	2	2
Strongly disagree	3	1
MPHOHADI		
Strongly agree	16	4
Agree	13	3
Disagree	6	2
Strongly disagree	5	1
KAGISANONG		
Strongly agree	9	4
Agree	10	3
Disagree	4	2
Strongly disagree	1	1

Response on a question if student teachers get enough practice during teaching practice.

9. Teachers at the practicing schools do assist student teachers in their practice to teach.

BONAMELO	Student Response	Rating Scale
Strongly agree	6	4
Agree	9	3
Disagree	7	2
Strongly disagree	11	1
TSHIYA		
Strongly agree	6	4
Agree	17	3
Disagree	3	2
Strongly disagree	22	1
SEFIKENG		
Strongly agree	20	4
Agree	13	3
Disagree	1	2
Strongly disagree	1	1
MPHOHADI		
Strongly agree	12	4
Agree	17	3
Disagree	7	2
Strongly disagree	4	1
KAGISANONG		
Strongly agree	4	4
Agree	12	3

Disagree	5	2
Strongly disagree	3	1

The above are the responses on the question whether teachers at the practicing schools do assist student teachers or not.

10. Student teachers are only criticized on subjects they specialize in.

BONAMELO

Strongly agree	2	4
Agree	1	3
Disagree	7	2
Strongly disagree	22	1

TSHIYA

Strongly agree	10	4
Agree	11	3
Disagree	16	2
Strongly disagree	11	1

SEFIKENG

Strongly agree	22	4
Agree	10	3
Disagree	1	2
Strongly disagree	1	1

MPHOHADI

Strongly agree	5	4
Agree	3	3
Disagree	14	2
Strongly disagree	15	1

KAGISANONG

Strongly agree	1	4
Agree	1	3
Disagree	5	2
Strongly disagree	16	1

Response on whether student teachers are only assessed /
evaluated on subjects they specialize in.

11. Student teachers become confident to teach after practicing.

BONAMELO	Student Response	Rating Scale
Strongly agree	17	4
Agree	11	3
Disagree	2	2
Strongly disagree	4	1
TSHIYA		
Strongly agree	18	4
Agree	26	3
Disagree	2	2
Strongly disagree	2	1
SEFIKENG		
Strongly agree	16	4
Agree	14	3
Disagree	2	2
Strongly disagree	3	1
MPHOHADI		
Strongly agree	16	4

Agree	20	3
Disagree	3	2
Strongly disagree	1	1

KAGISANONG

Strongly agree	5	4
Agree	14	3
Disagree	5	2
Strongly disagree	0	1

The above response indicate whether student teachers become more confident to teach after teaching practice.

12. Comments written by College lecturers during evaluations on teaching practice are of value to student teachers.

BONAMELO	Student Response	Rating Scale
Strongly agree	10	4
Agree	14	3
Disagree	3	2
Strongly disagree	7	1
TSHIYA		
Strongly agree	18	4
Agree	20	3
Disagree	5	2
Strongly disagree	5	1
SEFIKENG		
Strongly agree	18	4
Agree	12	3
Disagree	3	2
Strongly disagree	2	1

MPHOHADI

Strongly agree	7	4
Agree	17	3
Disagree	11	2
Strongly disagree	4	1

KAGISANONG

Strongly agree	13	4
Agree	9	3
Disagree	2	2
Strongly disagree	0	1

The above are responses on whether comments by College lecturers during evaluations on teaching practice are of value to student teachers.

13. The College lecturers present logical and clear evaluation reports after a critique lesson.

BONAMELO	Student Response	Rating Scale
Strongly agree	8	4
Agree	14	3
Disagree	1	2
Strongly disagree	11	1

TSHIYA

Strongly agree	19	4
Agree	21	3
Disagree	6	2
Strongly disagree	2	1

SEFIKENG

Strongly agree	20	4
Agree	10	3
Disagree	4	2
Strongly disagree	1	1

MPHOHADI

Strongly agree	2	4
Agree	16	3
Disagree	15	2
Strongly disagree	7	1

KAGISANONG

Strongly agree	11	4
Agree	6	3
Disagree	6	2
Strongly disagree	1	1

The above are the responses on whether College lecturers present logical and clear evaluation reports after a critique lesson.

14. Should teaching practice be organized differently.

BONAMELO	Student Response	Rating Scale
Strongly agree	18	4
Agree	8	3
Disagree	5	2
Strongly disagree	3	1
TSHIYA		
Strongly agree	18	4
Agree	12	3
Disagree	8	2

Strongly disagree	10	1
SEFIKENG		
Strongly agree	17	4
Agree	6	3
Disagree	10	2
Strongly disagree	2	1
MPHOHADI		
Strongly agree	21	4
Agree	10	3
Disagree	4	2
Strongly disagree	5	1
KAGISANONG		
Strongly agree	7	4
Agree	7	3
Disagree	3	2
Strongly disagree	5	1

The above are responses on whether teaching practice should be organized differently.

15. SUGGESTIONS

Students from various Colleges of Education were requested to give suggestions on how teaching practice should be conducted differently from how it is presently, in order to bring about improvement. The various responses were put together because some of them are common. The only prominent responses were from one College of Education, where student teachers do not have much to

suggest, instead they blame their Lecturers for being biased in their criticisms.

The suggestions below are grouped in terms of what is suggested concerning teaching practice per se, that is, how it should be conducted and when. Suggestions on how teachers at practicing schools should relate to the student teachers are also grouped together. Lastly, suggestions on how College Lecturers should conduct their evaluations are also grouped together.

15.1. Suggestions on how teaching practice should be conducted

- * The organizer for teaching practice should select practicing schools where student teachers will benefit and be happy. Only schools of high performance should be selected for teaching practice.
- * Student teachers should not be sent to the schools for teaching practice immediately when the schools re-open; teachers are occupied with registration of pupils.
- * Student teachers should not be given a number of lessons to complete - they must be given an opportunity to practice. For instance, 10 lessons have to be completed; that is not teaching practice.
- * There must be fewer lessons for evaluations during teaching practice. (the number of lessons to be evaluated per student must be minimized)
- * A student teacher should be criticized in one lesson per day, per week.

- * Student teachers should be given two (2) weeks to teach the pupils before they are criticized.
- * Teaching practice should not be combined with criticism lessons - one week should be for teaching practice the second week criticism.
- * Evaluations should be done after every lesson by the teachers at the practicing schools.
- * Pupils from different schools should be brought to the College so that evaluations can be done there.
- * Teaching practice should remain as it is. It is effective the way it is conducted.
- * Student teachers should go to practicing schools every two weeks for practice; not only during evaluations (criticism lessons). They will be able to exercise or practice sufficiently in order to rectify their mistakes properly.
- * Student teachers should be supplied with teaching aids for teaching practice.
- * Student teachers should be remunerated for the services rendered during teaching practice.
- * Some Students suggest that teaching practice period should be increased. Others suggest that it should be done only at course two (2) level for the whole year, after student teachers have had a full year of theory and method of teaching. There are those students who suggest that teaching practice period should be reduced, others suggest that it be increased.
- * Teaching practice should be placed before Easter holidays.

- * The second quarter of the year of study should be used for teaching practice.
- * Teaching practice should be extended to a month, so that student teachers get acquainted with the pupils.
- * Teaching practice should receive more attention than theory.

15.2. Suggestion on how teachers at the practicing schools should relate with the student teachers.

- * Teachers at practicing school must guide student teachers, they should not leave them to blunder on their own. There should be cooperation among teachers and student teachers.

15.3. Suggestions on how College lecturers should conduct their evaluations.

- * Lecturers must demonstrate to the students before they go for teaching practice.
- * Guidelines should be given to student teachers before they go out for teaching practice. (Guidelines on what lecturers expect from student teachers).
- * Method Lecturers should criticize student teachers because they will criticize them on what they have taught them.
- * Subject Lecturers should criticize student teachers on their specialization subjects, That is, students must be criticized

on their specialization subjects.

- * Only Experienced and knowledgeable Lecturers should be allowed to evaluate (criticize) student teachers.
- * Lecturers should be uniform in their criticism - when one Lecturer discourages a student teacher on certain points, another should not recommend them - this leads to confusion.
- * Lecturers should work on an advisory basis, not on criticism.
- * The Lesotho Teaching Practice System is suggested.

4.3.2. RESPONSES BY TEACHERS

The second type of responses from questionnaires came from teachers from practicing schools. The responses are analyzed from questionnaire number one under this category till number fifteen.

1. Student teachers are always welcome at the schools for teaching practice.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	10	4
Agree	4	3
Disagree	1	2
Strongly disagree	1	1
QWAQWA		
Strongly agree	49	4
Agree	62	3
Disagree	4	2
Strongly disagree	2	1

BLOEMFONTEIN

Strongly agree	21	4
Agree	11	3
Disagree	2	2
Strongly disagree	2	1

The above indicate the response on whether student teachers are welcome at schools for teaching practice.

2. It is easy to hand over the pupils to the student teachers for teaching practice.

KROONSTAD Teacher Response Rating Scale

Strongly agree	4	4
Agree	3	3
Disagree	7	2
Strongly disagree	1	1

QWAQWA

Strongly agree	14	4
Agree	70	3
Disagree	30	2
Strongly disagree	3	1

BLOEMFONTEIN

Strongly agree	9	4
Agree	14	3
Disagree	9	2
Strongly disagree	4	1

Response on whether it is easy for practicing teachers to hand over their pupils to student teachers.

3. Teaching practice is a waste of time.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	2	4
Agree	1	3
Disagree	3	2
Strongly disagree	10	1
QWAQWA		
Strongly agree	11	4
Agree	10	3
Disagree	48	2
Strongly disagree	48	1
BLOEMFONTEIN		
Strongly agree	3	4
Agree	4	3
Disagree	5	2
Strongly disagree	24	1

The above indicate if teaching practice is a waste of time.

4. Student teachers are cooperative during teaching practice.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	2	4
Agree	7	3
Disagree	2	2
Strongly disagree	4	1
QWAQWA		
Strongly agree	25	4
Agree	63	3

Disagree	25	2
Strongly disagree	4	1
BLOEMFONTEIN		
Strongly agree	7	4
Agree	17	3
Disagree	4	2
Strongly disagree	7	1

The above response indicate if student teachers are cooperative during teaching practice.

5. The lessons that the student teachers have taught must be taught again.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	4	4
Agree	3	3
Disagree	6	2
Strongly disagree	3	1
QWAQWA		
Strongly agree	27	4
Agree	51	3
Disagree	35	2
Strongly disagree	4	1
BLOEMFONTEIN		
Strongly agree	12	4
Agree	8	3
Disagree	13	2
Strongly disagree	3	1

Response on whether the lessons that have been taught by the student teachers must be taught again.

6. Student teachers make a reasonable contribution during teaching practice.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	2	4
Agree	6	3
Disagree	3	2
Strongly disagree	5	1
QWAQWA		
Strongly agree	17	4
Agree	70	3
Disagree	26	2
Strongly disagree	4	1
BLOEMFONTEIN		
Strongly agree	5	4
Agree	20	3
Disagree	4	2
Strongly disagree	7	1

The above indicate whether student teachers make a reasonable contribution during teaching practice.

7. Student teachers do not achieve their aims and objectives in the lessons they teach.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	2	4

Agree	3	3
Disagree	5	2
Strongly disagree	6	1

QWAQWA

Strongly agree	4	4
Agree	34	3
Disagree	65	2
Strongly disagree	24	1

BLOEMFONTEIN

Strongly agree	3	4
Agree	7	3
Disagree	14	2
Strongly disagree	12	1

Response on whether student teachers do achieve their aims and objectives in the lessons they teach.

8. Student teachers are able to maintain discipline in the classrooms.

KROONSTAD Teacher Response Rating Scale

Strongly agree	7	4
Agree	4	3
Disagree	3	2
Strongly disagree	2	1

QWAQWA

Strongly agree	16	4
Agree	61	3

Disagree	28	2
Strongly disagree	12	1
BLOEMFONTEIN		
Strongly agree	13	4
Agree	13	3
Disagree	6	2
Strongly disagree	4	1

The above response indicate if student teachers are able to maintain discipline in the classrooms.

9. Student teachers are able to cope with the demands of teaching.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	3	4
Agree	7	3
Disagree	3	2
Strongly disagree	3	1
QWAQWA		
Strongly agree	10	4
Agree	72	3
Disagree	30	2
Strongly disagree	3	1
BLOEMFONTEIN		
Strongly agree	3	4
Agree	17	3
Disagree	12	2
Strongly disagree	3	1

The above indicate whether student teachers are able to cope with the demands of teaching.

10. The period allocated for teaching practice is sufficient to give student teachers enough practice.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	4	4
Agree	6	3
Disagree	4	2
Strongly disagree	2	1
QWAQWA		
Strongly agree	22	4
Agree	47	3
Disagree	35	2
Strongly disagree	13	1
BLOEMFONTEIN		
Strongly agree	9	4
Agree	17	3
Disagree	6	2
Strongly disagree	4	1

Response on whether the period allocated for teaching practice is sufficient to give student teachers enough practice.

11. Student teachers prepare their lessons properly only during evaluations.

KROONSTAD	Teacher response	Rating scale
Strongly agree	4	4
Agree	5	3

Disagree	3	2
Strongly disagree	4	1

QWAQWA

Strongly agree	41	4
Agree	31	3
Disagree	29	2
Strongly disagree	14	1

BLOEMFONTEIN

Strongly agree	13	4
Agree	11	3
Disagree	8	2
Strongly disagree	3	1

The above response indicate that student teachers prepare their lessons properly only during evaluations. They only prepare in order to score high marks on evaluations.

12. Student teachers should continue with thorough preparations even after evaluations.

KROONSTAD	Teacher Response	Rating Scale
Strongly agree	9	4
Agree	5	3
Disagree	1	2
Strongly agree	1	1
QWAQWA		
Strongly agree	63	4
Agree	42	3
Disagree	6	2

Strongly disagree	6	1
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BLOEMFONTEIN

Strongly agree	23	4
Agree	13	3
Disagree	0	2
Strongly disagree	0	1

The above responses indicate that student teachers should continue with thorough preparations even after evaluations.

13. Student teachers should complete three years' continuous academic education, and thereafter go to schools to do one year of continuous teaching practice - during this one year they should be granted a minimum allowance.

KROONSTAD	Teacher Response	Rating Scale
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Strongly agree	2	4
Agree	3	3
Disagree	6	2
Strongly disagree	5	1

QWAQWA

Strongly agree	40	4
Agree	41	3
Disagree	21	2
Strongly disagree	15	1

BLOEMFONTEIN

Strongly agree	7	4
Agree	11	3
Disagree	9	2

Strongly disagree	8	1
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The above are responses on whether student teachers should complete three year's continuous academic education, and thereafter go to school for one year of continuous teaching practice - during this one year, they should be remunerated.

14. Teaching practice should be organized differently.

KROONSTAD	Teacher Response	Rating Scale
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Strongly agree	2	4
Agree	7	3
Disagree	3	2
Strongly disagree	2	1

QWAQWA

Strongly agree	30	4
Agree	49	3
Disagree	26	2
Strongly disagree	9	1

BLOEMFONTEIN

Strongly agree	9	4
Agree	17	3
Disagree	6	2
Strongly disagree	2	1

The above response indicate if teaching practice should be organized differently.

SUGGESTIONS

15. Suggestions on how teaching practice could be organized differently from how it is organized presently, in order to bring about some improvement.

15.1. On the suggestions on how teaching practice should be organized and conducted, the following suggestions were advanced by respondents:

- * More demonstration lessons should be conducted by lecturers at the Colleges of Education. This would give student teachers a chance to understand what is expected of them during teaching practice.
- * The period for teaching practice should be extended so that student teachers can cope with the classroom situation.
- * Teaching practice has to be done repeatedly (continuously), and follow up must be done on student teachers' progress.
- * Special schools for practicing should be organized so that student teachers could go there for one year of teaching practice.
- * Student teachers should practice with their colleagues at their respective Colleges before coming to schools for teaching practice.
- * Student teachers should evaluate pupils to make sure that they have achieved their aims.
- * Organizers of teaching practice should arrange with the school concerned concerning the number of classes available; to avoid overcrowding. Student teachers should not be crowded in one classroom - they do not get enough practice.
- * Student teachers should practice in their specialization

subjects.

- * A teacher's guide must be given to student teachers before they go for teaching practice so that they know what is expected from them e.g. conduct, attire, etc.
- * There should be a follow up on complains or reports from the practicing schools.
- * There should be thorough supervision during teaching practice, as most student teachers neglect their work. Teachers at the practicing schools should help to prevent wasting of time by students. Students should not be allowed to loiter during teaching practice.
- * Student teachers should be supervised by qualified and efficient teachers chosen by the principal at the school where they are practicing.
- * Lecturers should discuss evaluations with teachers at the practicing schools and indicate the importance of strict evaluations.
- * The Colleges should supply the teaching practice timetable to the schools, so that teachers at the practicing schools could prepare the pupils for the student teachers who would be teaching them. Pupils are left confused after teaching practice, thus they should be prepared for the student teachers.
- * Observations are discouraged by certain teachers. They suggest that students should only practice to teach not observe how to teach. On the other hand, there are those teachers who believe that observation are good in preparing

student teachers to teach.

15.2. Suggestions on how student teachers should be evaluated during teaching practice.

- * Student teachers should be evaluated by the class teachers first - before College lecturers could evaluate them.

15.3. Suggestions on the duration of teaching practice.

- * The period for teaching practice should be extended so that student teachers could get sufficient exposure in teaching practice, and in the end cope with the classroom situation.
- * Student teachers should complete three (3) years' continuous academic education, and thereafter one year teaching practice.
- * During the first year, student teachers should observe for six(6) months, and practice during the second semester.
- * Teaching practice should be conducted during the first four weeks of the year.

4.3.3. The responses on the Questionnaire given to lecturers are indicated below. They are listed from the first question of the questionnaires, and all the Colleges interviewed are reflected per question.

1. Lecturers always look forward to teaching practice.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	12	4
Agree	13	3
Disagree	6	2

Strongly disagree	2	1
TSHIYA		
Strongly agree	4	4
Agree	11	3
Disagree	3	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	5	4
Agree	12	3
Disagree	6	2
Strongly disagree	2	1
MPHOHADI		
Strongly agree	3	4
Agree	9	3
Disagree	6	2
Strongly disagree	2	1
KAGISANONG		
Strongly agree	5	4
Agree	11	3
Disagree	6	2
Strongly disagree	3	1

The above responses indicate whether lecturers always look forward to teaching practice.

2. Students are able to put the theory acquired, into practice during teaching practice.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	7	4
Agree	13	3
Disagree	12	2
Strongly disagree	1	1
TSHIYA		
Strongly agree	0	4
Agree	15	3
Disagree	5	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	6	4
Agree	13	3
Disagree	2	2
Strongly disagree	4	1
MPHOHADI		
Strongly agree	2	4
Agree	9	3
Disagree	8	2
Strongly disagree	1	1
KAGISANONG		
Strongly agree	6	4
Agree	13	3
Disagree	1	2
Strongly disagree	5	1

The above are responses on whether student teachers are able to put learning theories into practice during teaching practice.

3. Through teaching practice student teacher's potential and suitability as a teacher can be detected.

BONAMELO	Lecturer's Response	Rating Scale
Strongly agree	12	4
Agree	18	3
Disagree	3	2
Strongly disagree	0	1
TSHIYA		
Strongly agree	5	4
Agree	12	3
Disagree	3	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	6	4
Agree	17	3
Disagree	2	2
Strongly disagree	0	1
MPHOHADI		
Strongly agree	5	4
Agree	13	3
Disagree	1	2
Strongly disagree	1	1
KAGISANONG		
Strongly agree	5	4
Agree	18	3
Disagree	2	2
Strongly disagree	0	1

The above responses indicate if student teachers' potential and suitability as teachers can be detected through teaching practice.

4. Student teachers are able to cope with classroom demands during teaching practice.

BONAMELO	Lectures' Response	Rating Scale
Strongly agree	3	4
Agree	14	3
Disagree	13	2
Strongly disagree	3	1
TSHIYA		
Strongly agree	2	4
Agree	7	3
Disagree	9	2
Strongly disagree	2	1
SEFIKENG		
Strongly agree	0	4
Agree	8	3
Disagree	13	2
Strongly disagree	4	1
MPHOHADI		
Strongly agree	0	4
Agree	2	3
Disagree	15	2
Strongly Disagree	3	1

KAGISANONG

Strongly agree	0	4
Agree	8	3
Disagree	12	2
Strongly disagree	5	1

The responses on whether student teachers are able to cope with the demands in teaching.

5. Student teachers should be informed of their mistakes immediately after presentation of a lesson.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	28	4
Agree	4	3
Disagree	1	2
Strongly disagree	0	1
TSHIYA		
Strongly agree	12	4
Agree	8	3
Disagree	0	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	22	4
Agree	1	3
Disagree	2	2
Strongly disagree	0	1
MPHOHADI		
Strongly agree	14	4

Agree	5	3
Disagree	1	2
Strongly disagree	0	1

KAGISANONG

Strongly agree	22	4
Agree	2	3
Disagree	1	2
Strongly disagree	0	1

The above responses indicate that student teachers should be informed of their mistakes or shortcomings immediately after presentation of a lesson.

6. Many College Lecturers have a positive attitude towards teaching practice.

BONAMELO Lecturers' Response Rating Scale

Strongly agree	5	4
Agree	15	3
Disagree	10	2
Strongly disagree	3	1

TSHIYA

Strongly agree	3	4
Agree	8	3
Disagree	6	2
Strongly disagree	3	1

SEFIKENG

Strongly agree	2	4
Agree	14	3
Disagree	7	2

Strongly disagree	2	1
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MPHOHADI

Strongly agree	8	4
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Agree	3	3
-------	---	---

Disagree	9	2
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Strongly disagree	0	1
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KAGISANONG

Strongly agree	2	4
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Agree	13	3
-------	----	---

Disagree	8	2
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Strongly disagree	2	1
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The above indicate that many College lecturers have a positive attitude towards teaching practice.

7. During teaching practice student teachers are able to display their skills.

BONAMELO	Lecturers' Response	Rating Scale
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Strongly agree	4	4
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Agree	23	3
-------	----	---

Disagree	6	2
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Strongly disagree	0	1
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TSHIYA

Strongly agree	3	4
----------------	---	---

Agree	13	3
-------	----	---

Disagree	4	2
----------	---	---

Strongly disagree	0	1
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SEFIKENG

Strongly agree	5	4
Agree	14	3
Disagree	6	2
Strongly disagree	0	1

MPHOHADI

Strongly agree	2	4
Agree	11	3
Disagree	6	2
Strongly disagree	1	1

KAGISANONG

Strongly agree	5	4
Agree	14	3
Disagree	6	2
Strongly disagree	0	1

The above is the responses indicate that student teachers are able to display their skills during teaching practice.

8. After teaching practice, remedial lessons should be conducted to correct common mistakes committed by students teachers.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	28	4
Agree	5	3
Disagree	0	2
Strongly disagree	0	1

TSHIYA

Strongly agree	15	4
Agree	5	3

Disagree	0	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	11	4
agree	10	3
Disagree	3	2
Strongly disagree	1	1
MPHOHADI		
Strongly agree	4	4
Agree	12	3
Disagree	3	2
Strongly disagree	1	1
KAGISANONG		
Strongly agree	11	4
Agree	9	3
Disagree	3	2
Strongly disagree	1	1

The above responses indicate whether after teaching practice, remedial lessons should be conducted to correct common mistakes committed by student teachers.

9. The time spent by student teachers at schools during teaching practice is not enough to give them sufficient practice.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	26	4
Agree	7	3
Disagree	0	2

Strongly disagree	0	1
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TSHIYA

Strongly agree	13	4
----------------	----	---

Agree	4	3
-------	---	---

Disagree	2	2
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Strongly disagree	1	1
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SEFIKENG

Strongly agree	6	4
----------------	---	---

Agree	9	3
-------	---	---

Disagree	7	2
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strongly disagree	3	1
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MPHOHADI

Strongly agree	5	4
----------------	---	---

Agree	6	3
-------	---	---

Disagree	8	2
----------	---	---

Strongly disagree	2	1
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KAGISANONG

Strongly agree	5	4
----------------	---	---

Agree	10	3
-------	----	---

Disagree	7	2
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Strongly disagree	3	1
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The above are the responses on whether the period for teaching practice is enough.

10. Lecturers should be oriented on what to look when evaluating, before going out to evaluate student teachers during teaching practice.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	32	4
Agree	1	3
Disagree	0	2
Strongly disagree	0	1
TSHIYA		
Strongly agree	12	4
Agree	7	3
Disagree	1	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	19	4
Agree	5	3
Disagree	0	2
Strongly disagree	0	1
MPHOHADI		
Strongly agree	11	4
Agree	6	3
Disagree	3	2
Strongly disagree	0	1
KAGISANONG		
Strongly agree	19	4
Agree	5	3
Disagree	0	2
Strongly disagree	0	1

Response on whether Lecturers should get orientation on teaching practice and what to look for, before they go to evaluate student

teachers at schools.

11. After a continuous three (3) year academic education, students should go for a year's continuous teaching practice and during this year they should be remunerated.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	22	4
Agree	6	3
Disagree	4	2
Strongly disagree	1	1
TSHIYA		
Strongly agree	13	4
Agree	1	3
Disagree	6	2
Strongly disagree	0	1
SEFIKENG		
Strongly agree	4	4
Agree	2	3
Disagree	4	2
Strongly disagree	15	1
MPHOHADI		
Strongly agree	4	4
Agree	7	3
Disagree	6	2
Strongly disagree	3	1
KAGISANONG		
Strongly agree	3	4

Agree	2	3
Disagree	4	2
Strongly disagree	16	1

Responses on whether student teachers should do first a continuous three year academic education and thereafter go for a continuous one year practice.

12. The organization of teaching practice should be improved.

BONAMELO	Lecturers' Response	Rating Scale
Strongly agree	17	4
Agree	11	3
Disagree	2	2
Strongly disagree	2	1
TSHIYA		
Strongly agree	9	4
Agree	5	3
Disagree	3	2
Strongly disagree	2	1
SEFIKENG		
Strongly agree	3	4
Agree	10	3
Disagree	8	2
Strongly disagree	3	1
MPHOHADI		
Strongly agree	2	4
Agree	3	3
Disagree	4	2

Strongly disagree	5	1
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KAGISANONG

Strongly agree	3	4
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Agree	11	3
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Disagree	7	2
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Strongly disagree	3	1
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The above indicate that the organization of teaching practice should improved.

13. SUGGESTIONS

The following were the suggestions on how teaching practice should be organized to bring about improvements in teaching.

- * During the first week of teaching practice, teachers at the practicing schools should observe how student teachers teach, and help them where necessary. It is after this has been done that student teachers can be criticized and be given marks.
- * The period for teaching practice must be extended.
- * Only subject specialists should evaluate students.
- * Lecturers should conduct demonstration lessons before student teachers go out for teaching practice.
- * Orientation before teaching practice for student teachers is important - so that they can be in a position to utilize instrumental techniques during teaching practice.
- * Student teachers should only be evaluated on their specialization subjects.
- * Only didactics lecturers must evaluate a maximum of four student teachers per day.
- * Lecturers should be trained on how to conduct teaching

practice. This implies that inexperienced Lecturers should be trained (oriented) for the first year and then go for critique lessons the following year.

- * Student teachers should spend one year at the practicing schools before being evaluated.
- * Teaching practice should be constantly evaluated - not for the sake of covering a specific number of evaluated lessons - but to ensure professionalism and the development of good teaching skills.
- * Duration of study must be extended to four (4) years, so that the first and third years are for tuition at the Colleges of Education and the second and fourth years should be scheduled for teaching practice.
- * Feedback sessions must be conducted timeously after teaching practice. It should serve as a forum for improving both the teaching process and evaluation.
- * Evaluation forms should be re-designed, for instance, criteria based on dress and appearance should be discarded.
- * Student teachers should be evaluated in classes with pupils they know or have worked with for a while (week).
- * Student teachers should have continuous academic education for three(3) years, Thereafter go for for a year's continuous teaching practice.
- * A model school on the College premises should be used daily by student teachers to present lessons to pupils in the different classes.
- * Third year students should be given the first three (3) months

of their final year to practice teaching at schools with Lecturers evaluating.

- * Teaching practice should involve evaluation where the student teacher's strong or weak points will be indicated.
- * Attention should be focused on teaching skills and art, as opposed to the present concern about academic knowledge.
- * Teaching practice should take place at the Colleges in order to prevent waste of time during transportation of Lecturers.
- * Remedial work should be encouraged in order to reduce mistakes.
- * Student teachers should be given a chance to rotate at the schools, so that they gain experience of different schools.
- * Students should be given a form to evaluate themselves.
- * Principals must report student teachers who do not execute duties diligently; and drastic measures must be taken against the culprit.
- * More and proper control must be exercised by principals and teachers at schools.

The suggestions above indicate what some lecturers from various Colleges of Education suggest concerning how teaching practice should be organized differently.

In this chapter, data which are collected are presented to show how relevant they are to the problem under study. The problem under study is to determine the relative importance of teaching practice in teacher education.

The reseacher has shown the responses of the student teachers who are exposed to teaching practice; the responses of teachers at practicing schools; and the responses of Lecturers at the Colleges of Education. This data will enable the reseacher to determine if teaching practice has an effect in the training and education of effective and efficient teachers in the Orange Free State.

4.4. MANIPULATING VARIABLES

The researcher compares the respondents from one institution (colleges or schools) with the respondents from other institutions. The subjects (respondents are X or Y, depending on which institutions are compared.

Because the number of the respondents differ, the average of the responses have been used to compare the variables X or Y for all responses given to the questionnaire. Questions on the questionnaire had a variety of 4(four) responses. In order to make the results comparable the averages of all responses of subjects have been used.

In question 1 for example, the questionnaire for student teachers is : Teaching practice is important.

The options for the responses were: Strongly agree
Agree
Disagree
Strongly Disagree.

The rating scale for Strongly Agree is 4, for Agree is 3, for Disagree is 2 and for Strongly Disagree is 1.

Of the 181 student teachers who responded, there were 34 from Bonamelo and 48 from Tshiya College of Education.

Options	Student Responses		Rating Scale
	Bonamelo	Tshiya	
Strongly agree	27	35	4
Agree	7	13	3
Disagree	0	0	2
Strongly Disagree	0	0	1

To get the average for the student teachers at Bonamelo College of Education the following calculations were made:

$$\frac{(27 \times 4) + (7 \times 3) + (0 \times 2) + (0 \times 1)}{34} = \frac{129}{34} = 3.8$$

To get the average for the student teachers at Tshiya College of Education the following calculations were made:

$$\frac{(35 \times 4) + (13 \times 3) + (0 \times 2) + (0 \times 1)}{48} = \frac{179}{48} = 3.7$$

A similar method is used to get the averages of the other student teachers from other colleges of Educations; lecturers from colleges of Education and school teachers from practicing schools.

The following tables show the various averages of the different responses on the questionnaires.

Figure 1 Student Teachers

Question on Questionnaire	X/Y	X/Y	X/Y	X/Y	X/Y
	Bonamelo	Tshiya	Kagisanong	Kroonstad	Sefikeng
1	3.8	3.7	4	3.7	3.4
2	2.2	2.6	2.7	3.03	2.9
3	3.4	3.1	3.2	3.4	3.1
4	3.4	3.4	3.3	2.4	3.1
5	3.3	3.2	3.4	2.8	3.3
6	3.2	2.8	2.6	2.6	2.3
7	3.6	3.4	3.4	3.4	3.4
8	3.3	3.3	3.1	3.0	3.4
9	2.3	2.6	2.7	2.9	3.5
10	1.4	2.4	1.4	1.8	3.4
11	3.2	3.3	3	3.3	3.2
12	2.8	3.1	3.5	2.7	3.3
13	2.3	3.2	3.1	2.3	3.5
14	3.2	2.8	2.5	3.2	3.1
x/y =	41.4	42.9	41.9	40.5	44.9

The following table shows the various averages of the different responses on the Questionnaires supplied to student teachers from Bonamelo and Tshiya College of Education.

Figure 2 Various averages of the different responses on questionnaires supplied to student teachers

Question on Questionnaire	X	Y
	Bonamelo	Tshiya
1	3.8	3.7
2	2.2	2.6
3	3.4	3.1
4	3.4	3.4
5	3.3	3.2
6	3.2	2.8
7	3.6	3.4
8	3.3	3.3
9	2.3	2.6
10	1.4	2.4
11	3.2	3.3
12	2.8	3.1
13	2.3	3.2
14	3.2	2.8

To find out if x and y correlate, the Pearson's correlation coefficient will be used. Because Pearson's formula requires $\sum xy$, $\sum x$, $\sum y$, $\sum x^2$, $\sum y^2$, $(\sum x)^2$ and $(\sum y)^2$, another table will be used to show how these products are calculated. By using Pearson's correlation coefficient, raw scores will be converted to show how the relationship between the two variables used (x and y).

Figure 3 The computation of Pearson's r between scores (x) and (y) for the rated responses of the student teachers on the questionnaires Student Teachers

Question Listing (N)	Bonamelo(x) vs Tshiya(y)				
	X	Y	XY	X ²	Y ²
1	3.8	3.7	14.06	14.44	13.69
2	2.2	2.6	5.72	4.84	6.76
3	3.4	3.1	10.54	11.56	9.61
4	3.4	3.4	11.56	11.56	11.56
5	3.3	3.2	10.56	10.86	10.24
6	3.2	2.8	8.96	10.24	7.84
7	3.6	3.4	12.24	12.96	11.56
8	3.3	3.3	10.89	10.89	10.89
9	2.3	2.6	5.98	5.29	7.76
10	1.4	2.4	3.36	1.96	5.76
11	3.2	3.3	10.56	10.24	10.89
12	2.8	3.1	8.68	7.84	9.61
13	2.3	3.2	7.36	5.29	10.24
14	3.2	2.8	8.96	10.24	7.84
	$\sum x = 41.4$	$\sum y = 42.9$	$\sum xy = 129.4$	$\sum x^2 = 128.2$	$\sum y^2 = 134.3$

Pearson's r correlation coefficient =

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N}\right] \left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}}$$

$$= \frac{129.43 - \frac{(41.4)(42.9)}{14}}{\sqrt{[128.2 - 122.4] [134.3 - 131.45]}}$$

$$= \frac{2.57}{16.21}$$
$$= 0.64$$

The two variables Bonamelo(x) and Tshiya(y) are correlated because they "go together". The high scores on variable x are accompanied by high score on variable y. The variables x and y are correlated, since they covary. According to Hopkins and Glass, (1978, p 57) a coefficient of correlation is a statistical summary of the degree of relationship or association between two variables.

Pearson's correlation coefficient is used to summarize the magnitude and direction of the relationship between the two variables (x and y).

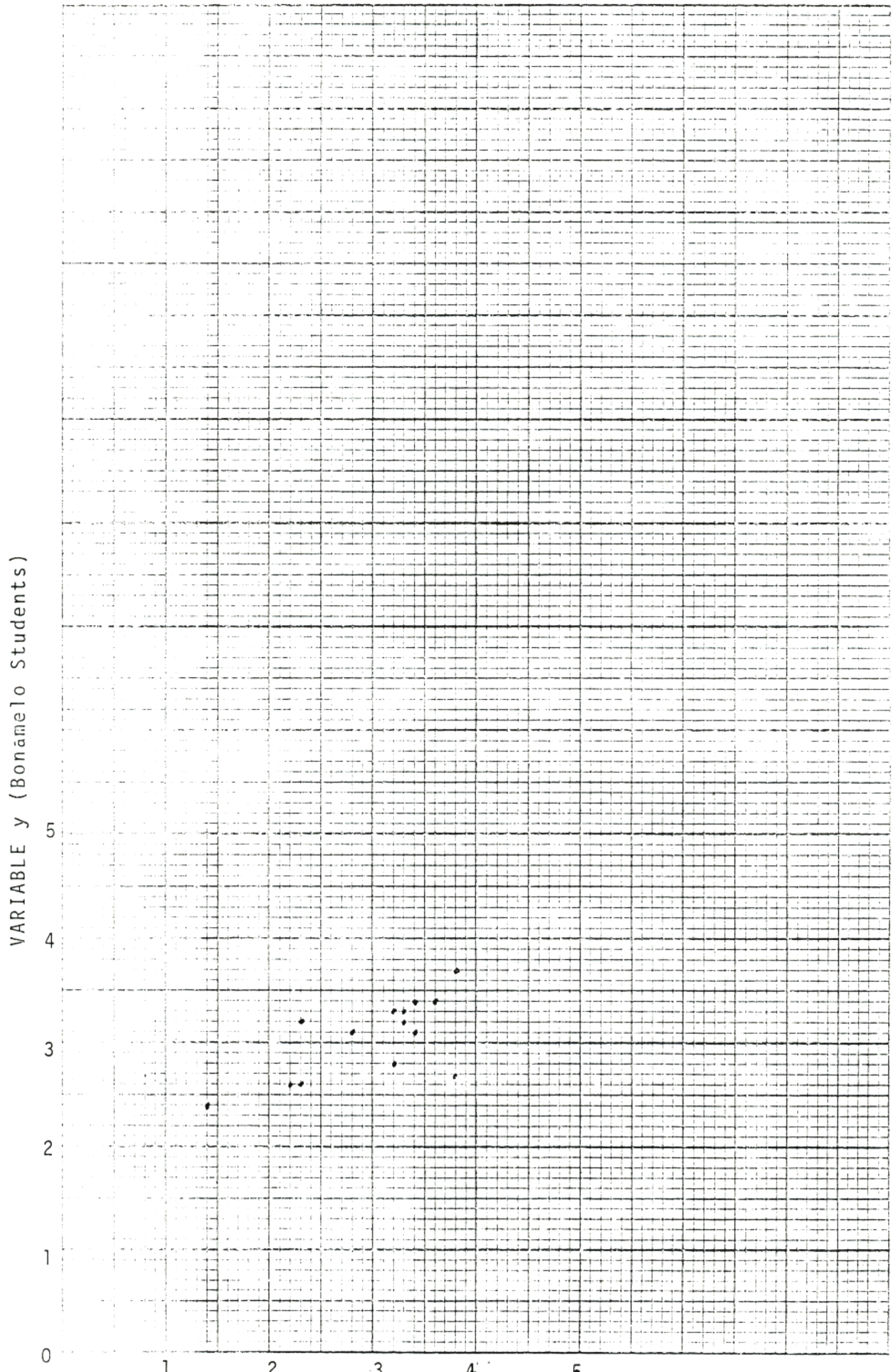
Due to the fact that the low scores on x are accompanied by the low scores on y, the correlation is positive. A scatterplot is used to study the nature of the relationship between x and y. (See graph next page)

The results of the computed variables is a proof that the teaching practice has some significance in training prospective teachers.

Other tests are used by the researcher where responses of other student teachers are compared.

Fig 4 : A Perfect Positive Correlation .64

Scale : 10 Units = 1 value of a variable



The following table shows the various averages of the different responses on the questionnaires supplied to student teachers.

Figure 5 Bonamelo(x) vs Kagisanong(y)

Question on Questionnaires	x	y
1	3.8	4
2	2.2	2.7
3	3.4	3.2
4	3.4	3.3
5	3.3	3.4
6	3.2	2.6
7	3.6	3.4
8	3.3	3.1
9	2.3	2.7
10	1.4	1.4
11	3.2	3
12	2.8	3.5
13	2.3	3.1
14	3.2	2.5

Pearson's correlation coefficient will be used to find out if x and y correlate.

Raw scores will be converted to show the relationship between the two variables (x and y).

See next page

Figure 6 The computation of Pearson's r between scores Bonamelo (x) and Kagisanong (y) for the rated responses of the student teachers' on the questionnaires

QUESTION LISTING (N)	x	y	xy	x ²	y ²
1	3.8	4	15.2	14.44	16
2	2.2	2.7	5.94	4.84	7.29
3	3.4	3.2	10.88	11.56	10.24
4	3.4	3.3	11.22	11.56	10.89
5	3.3	3.4	11.22	10.86	11.56
6	3.2	2.6	8.32	10.24	6.76
7	3.6	3.4	12.24	12.96	11.56
8	3.3	3.1	10.23	10.89	9.61
9	2.3	2.7	6.21	5.29	7.29
10	1.4	1.4	1.96	1.96	1.96
11	3.2	3	9.6	10.24	9
12	2.8	3.5	9.8	7.84	12.25
13	2.3	3.1	7.13	5.29	9.61
14	3.2	2.5	8	10.24	6.25
	$\Sigma x = 41.4$	$\Sigma y = 41.9$	$\Sigma xy = 127.95$	$\Sigma x^2 = 128.18$	$\Sigma y^2 = 124.27$

Pearson's r correlation coefficient =

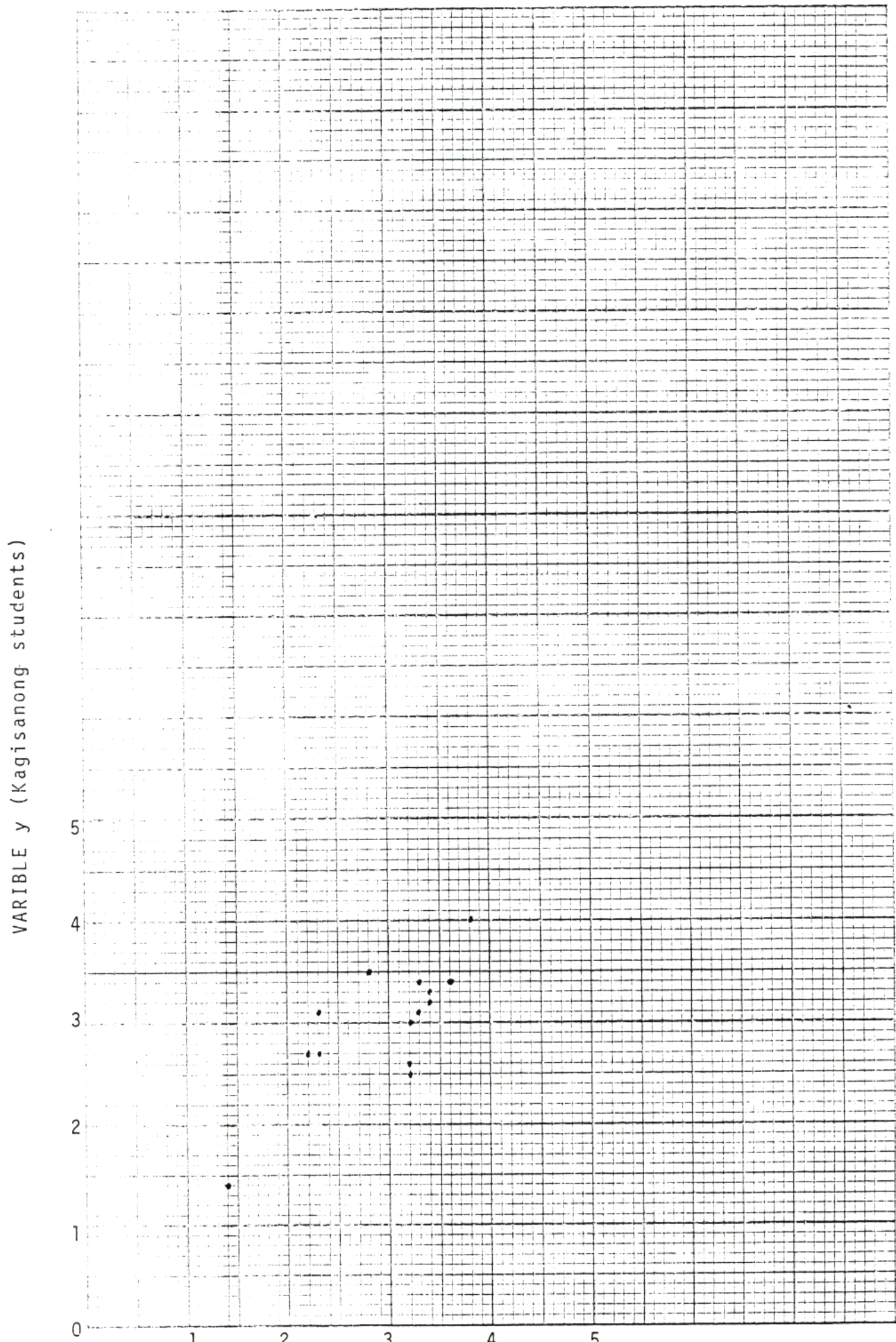
$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N}\right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N}\right]}} \\
 &= \frac{127.95 - \frac{(41.4)(41.9)}{14}}{\sqrt{\left[128.18 - \frac{(41.4)^2}{14}\right] \left[124.27 - \frac{(41.9)^2}{14}\right]}} \\
 &= \frac{4.05}{5.26} \\
 &= 0.76
 \end{aligned}$$

The two variables Bonamelo(x) and Kagisanong(y) are correlated.

The correlation is positive.
(see graph next page)

Fig 7 : A Perfect Positive Correlation .76

Scale : 10 Units = 1 Value of a Variable



The following table shows the various averages of the different responses on the questionnaires given to the student teachers at Tshiya and Sefikeng Colleges of Education:

Figure 8 Tshiya(x) vs Sefikeng(y)

Questions on Questionnaires	x	y
1	3.7	3.4
2	2.6	2.9
3	3.1	3.1
4	3.3	3.1
5	3.2	3.3
6	2.8	2.3
7	3.4	3.4
8	3.3	3.4
9	2.6	3.5
10	2.4	3.4
11	3.3	3.2
12	3.1	3.3
13	3.2	3.5
14	2.8	3.1

To find out if x and y correlate, the Pearson's correlation coefficient will be used.

(See next page)

Figure 9 The computation of Pearson's r between scores Tshiya (x) and Sefikeng (y) for the rated responses of the student teachers' on the questionnaires

TSHIYA vs SEFIKENG					
QUESTION LISTING (N)	x	y	xy	x ²	y ²
1	3.7	3.4	12.54	13.69	11.56
2	2.6	2.9	7.54	6.76	8.41
3	3.1	3.1	9.61	9.61	7.61
4	3.3	3.1	10.54	11.56	9.61
5	3.2	3.3	10.54	10.24	10.89
6	2.8	2.3	6.44	7.84	5.29
7	3.4	3.4	11.56	11.56	11.56
8	3.3	3.4	11.22	10.89	11.56
9	2.6	3.5	9.10	7.76	12.25
10	2.4	3.4	8.16	5.76	11.56
11	3.3	3.2	10.56	10.89	10.24
12	3.1	3.3	10.23	9.61	10.89
13	3.2	3.5	11.20	10.24	12.25
14	2.8	3.1	8.68	7.84	9.61
	$\Sigma x = 42.9$	$\Sigma y = 44.9$	$\Sigma xy = 137.92$	$\Sigma x^2 = 134.25$	$\Sigma y^2 = 143.29$

Pearson's r correlation coefficient =

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}}$$

$$= \frac{137.92 - \frac{(42.9)(44.9)}{14}}{\sqrt{\left[134.25 - \frac{(42.9)^2}{14} \right] \left[143.29 - \frac{(44.9)^2}{14} \right]}}$$

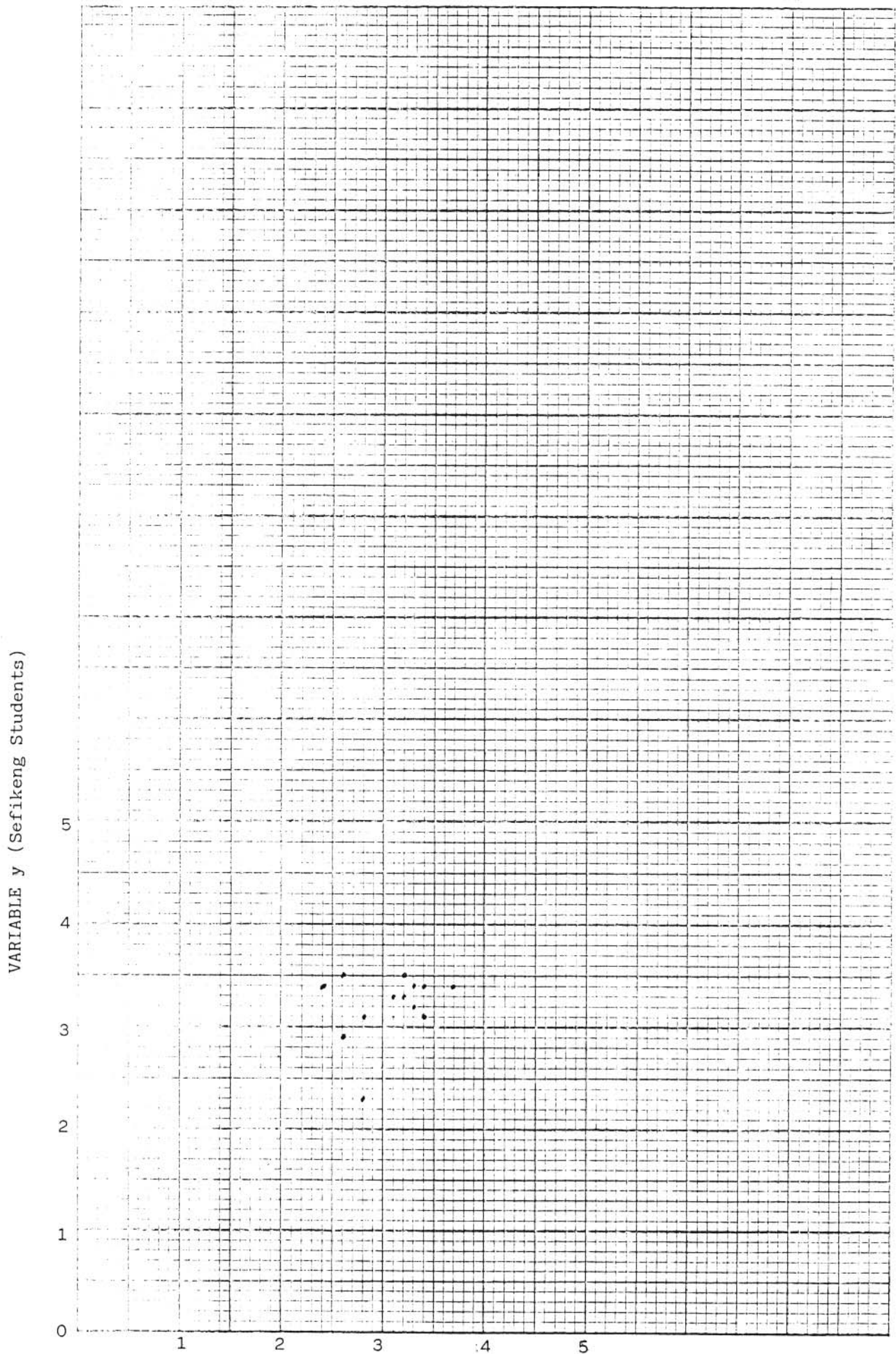
$$\frac{.34}{1.40} = .24$$

The two variables Tshiya(x) and Sefikeng(y) are correlated. The correlation is positive.

(see graph next page)

Fig 10 : A Perfect Positive Correlation .24

Scale : 10 Units = 1 Value of a Variable



The following table shows the various averages of the different responses on the questionnaires supplied to student teachers.

Figure 11 Bonamelo(x) vs Sefikeng(y)

Question on Questionnaires	x	y
1	3.8	3.4
2	2.2	2.9
3	3.4	3.1
4	3.4	3.1
5	3.3	3.3
6	3.2	2.3
7	3.6	3.4
8	3.3	3.4
9	2.3	3.5
10	1.4	3.4
11	3.2	3.2
12	2.8	3.3
13	2.3	3.5
14	3.2	3.1.

Pearson's correlation coefficient will be used to find out if x and y correlate.

Figure 12 The computation of Pearson's r between scores (x)Bonamelo and (y)Sefikeng for the rated responses of the students on the questionnaires

QUESTION LISTING	x	y	xy	x ²	y ²				
1	3.8	3.4	12.92	14.44	11.56				
2	2.2	2.9	6.38	4.84	8.41				
3	3.4	3.1	10.54	11.56	7.61				
4	3.4	3.1	10.54	11.56	9.61				
5	3.3	3.3	10.86	10.86	10.89				
6	3.2	2.3	7.36	10.24	5.29				
7	3.6	3.4	12.24	12.96	11.56				
8	3.3	3.4	11.22	10.89	11.56				
9	2.3	3.5	8.05	5.29	12.25				
10	1.4	3.4	4.80	1.96	11.56				
11	3.2	3.2	10.24	10.24	10.24				
12	2.8	3.3	9.24	7.84	10.89				
13	2.3	3.5	8.05	5.29	12.25				
14	3.2	3.1.	9.92	10.24	9.61				
$\Sigma x =$	41.4	$\Sigma y =$	44.9	$\Sigma xy =$	132.36	$\Sigma x^2 =$	128.21	$\Sigma y^2 =$	143.29

Pearson's r correlation efficient =

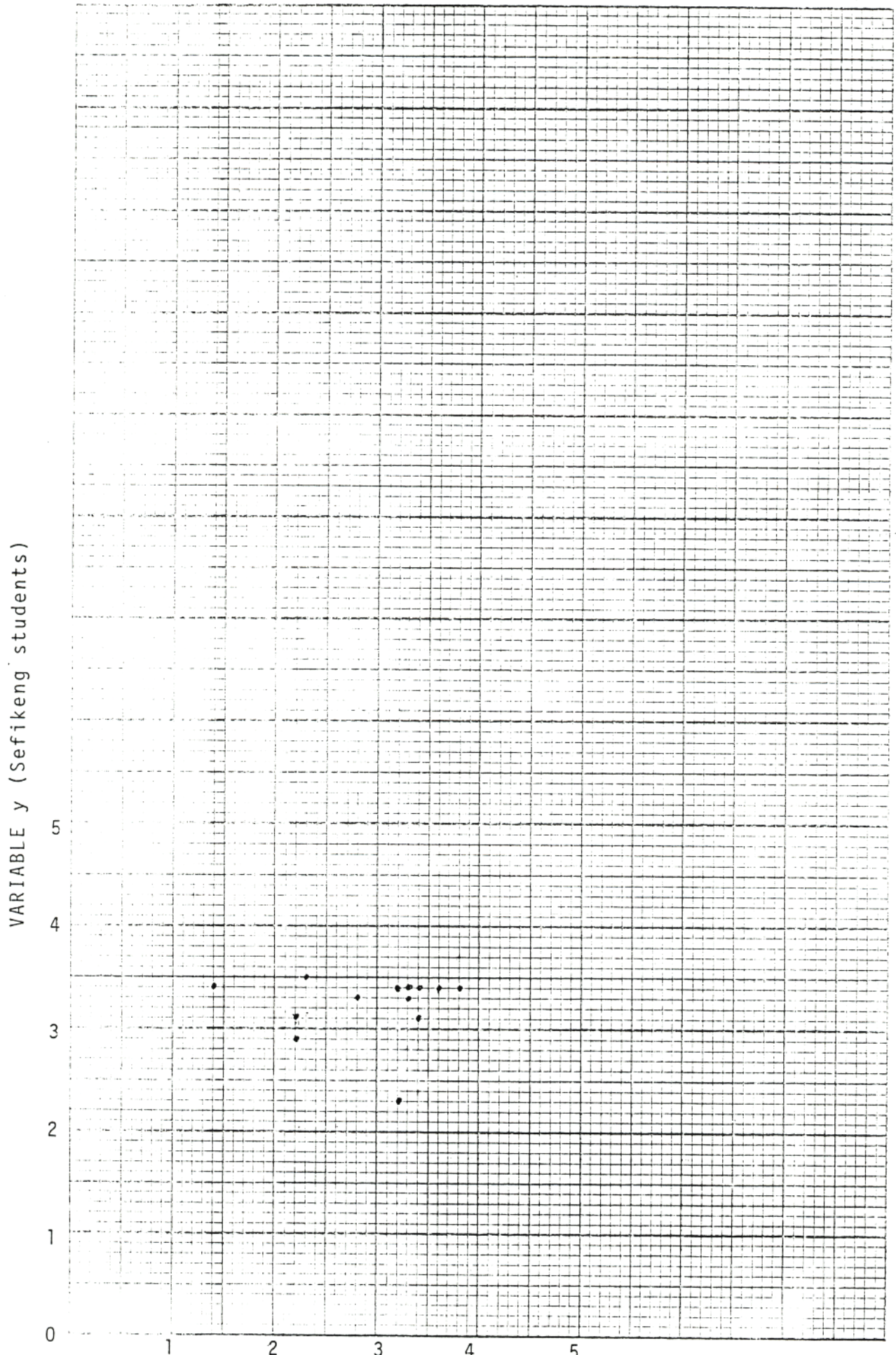
$$\begin{aligned} r &= \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N} \right] \left[\sum y^2 - \frac{(\sum y)^2}{N} \right]}} \\ &= \frac{132.36 - \frac{(41.4)(44.9)}{14}}{\sqrt{\left[121.21 - \frac{(41.4)^2}{14} \right] \left[143.29 - \frac{(44.9)^2}{14} \right]}} \\ &= .39 \end{aligned}$$

The two variables x and y are correlated. The correlation is positive.

(See graph next page)

Fig 13 : A Perfect Positive Correlation .39

Scale : 10 Units = 1 value of variable



The following table shows the various averages of the different responses on the Questionnaires supplied to student teachers from Bonamelo and Mphohadi College of Education.

Figure 14

Question on Questionnaire	X	Y
1	3.8	3.7
2	2.2	3.03
3	3.4	3.4
4	3.4	2.4
5	3.3	2.8
6	3.2	2.6
7	3.6	3.4
8	3.3	3.0
9	2.3	2.9
10	1.4	1.8
11	3.2	3.3
12	2.8	2.7
13	2.3	2.3
14	3.2	3.2

To find out if x and y correlate, the Pearson's correlation coefficient will be used.

See next page

Figure 15 The computation of Pearson's r between scores (x)Bonamelo and (y)Mphohadi for the rated responses of the students on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	3.8	3.7	14.06	14.44	13.69
2	2.2	3.03	6.66	4.84	9.18
3	3.4	3.4	11.56	11.56	11.56
4	3.4	2.4	8.16	11.56	5.76
5	3.3	2.8	8.4	10.86	7.84
6	3.2	2.6	8.32	10.24	6.76
7	3.6	3.4	12.24	12.96	11.56
8	3.3	3.0	9.9	10.89	9.00
9	2.3	2.9	6.67	5.29	8.41
10	1.4	1.8	2.52	1.96	3.24
11	3.2	3.3	10.56	10.24	10.89
12	2.8	2.7	7.56	7.84	7.29
13	2.3	2.3	5.29	5.29	5.29
14	3.2	3.2	10.24	10.24	10.24
	$\Sigma x =$ 41.4	$\Sigma y =$ 40.5	$\Sigma xy =$ 122.14	$\Sigma x^2 =$ 128.21	$\Sigma y^2 =$ 120.71

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{122.14 - \frac{(41.4)(40.5)}{14}}{\sqrt{[128.21 - (41.4)] [120.71 - (40.5)]}} \\
 &= .11
 \end{aligned}$$

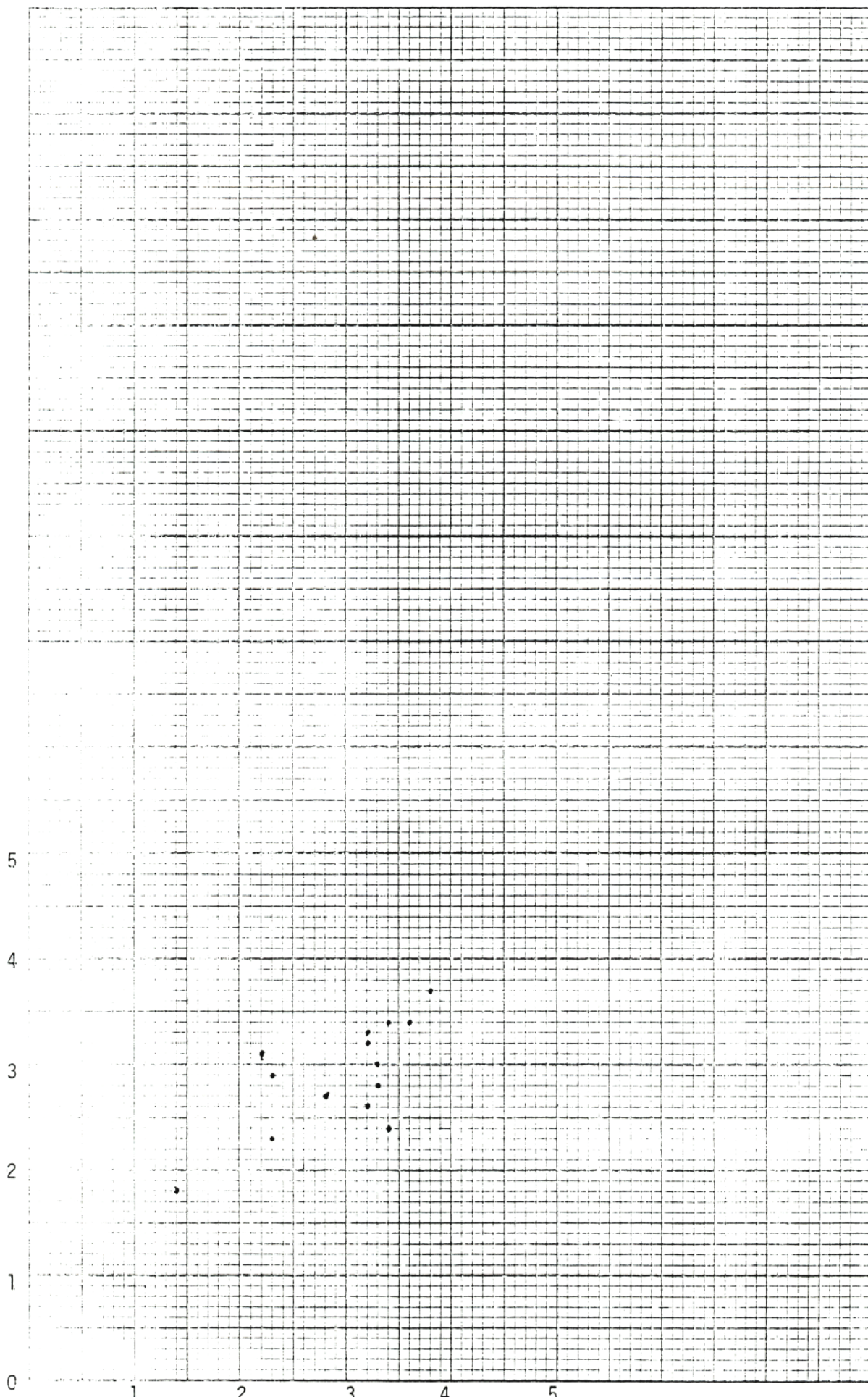
The two variables x and y are correlated. The correlation is positive.

(See graph next page)

Fig 16 : A Perfect Positive Correlation .11

Scale : 10 Units = 1 value of a variable

VARIABLE y (Mphohadi students)



The following table shows the various averages of the different responses on the Questionnaires supplied to student teachers from Tshiya and Kagisanong College of Education.

Figure 17

Question on Questionnaire	X	Y
1	3.7	4
2	2.6	2.7
3	3.1	3.2
4	3.3	3.3
5	3.2	3.4
6	2.8	2.6
7	3.4	3.4
8	3.3	3.1
9	2.6	2.7
10	2.4	1.4
11	3.3	3.0
12	3.1	3.5
13	3.2	3.1
14	2.8	2.5

To find out if x and y correlate, the Pearson's correlation coefficient will be used.

See next page

Figure 18 The computation of Pearson's r between scores (x)Tshiya and (y)Kagisanong for the rated responses of the students on the questionnaires

Question on Questionnaire	x	y	xy	x ²	y ²
1	3.7	4.0	14.8	13.69	16.00
2	2.6	2.7	7.02	6.76	7.29
3	3.1	3.2	9.92	9.61	10.24
4	3.3	3.3	11.22	11.56	10.89
5	3.2	3.4	10.88	10.24	11.56
6	2.8	2.6	7.28	7.84	6.76
7	3.4	3.4	11.56	11.56	11.56
8	3.3	3.1	10.23	10.89	9.61
9	2.6	2.7	7.02	7.76	7.29
10	2.4	1.4	3.36	5.76	1.96
11	3.3	3.0	9.9	10.89	9.00
12	3.1	3.5	10.85	9.61	12.25
13	3.2	3.1	9.92	10.24	9.61
14	2.8	2.5	7.00	7.84	6.25
	$\Sigma x =$ 42.9	$\Sigma y =$ 41.9	$\Sigma xy =$ 130.96	$\Sigma x^2 =$ 134.25	$\Sigma y^2 =$ 121.27

Pearson's r correlation coefficient =

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}}$$

$$= \frac{130.96 - \frac{(42.9)(41.9)}{14}}{\sqrt{\left[134.25 - \frac{(42.9)^2}{14} \right] \left[121.27 - \frac{(41.9)^2}{14} \right]}}$$

$$= .22$$

The two variables x and y are correlated. The correlation is positive.

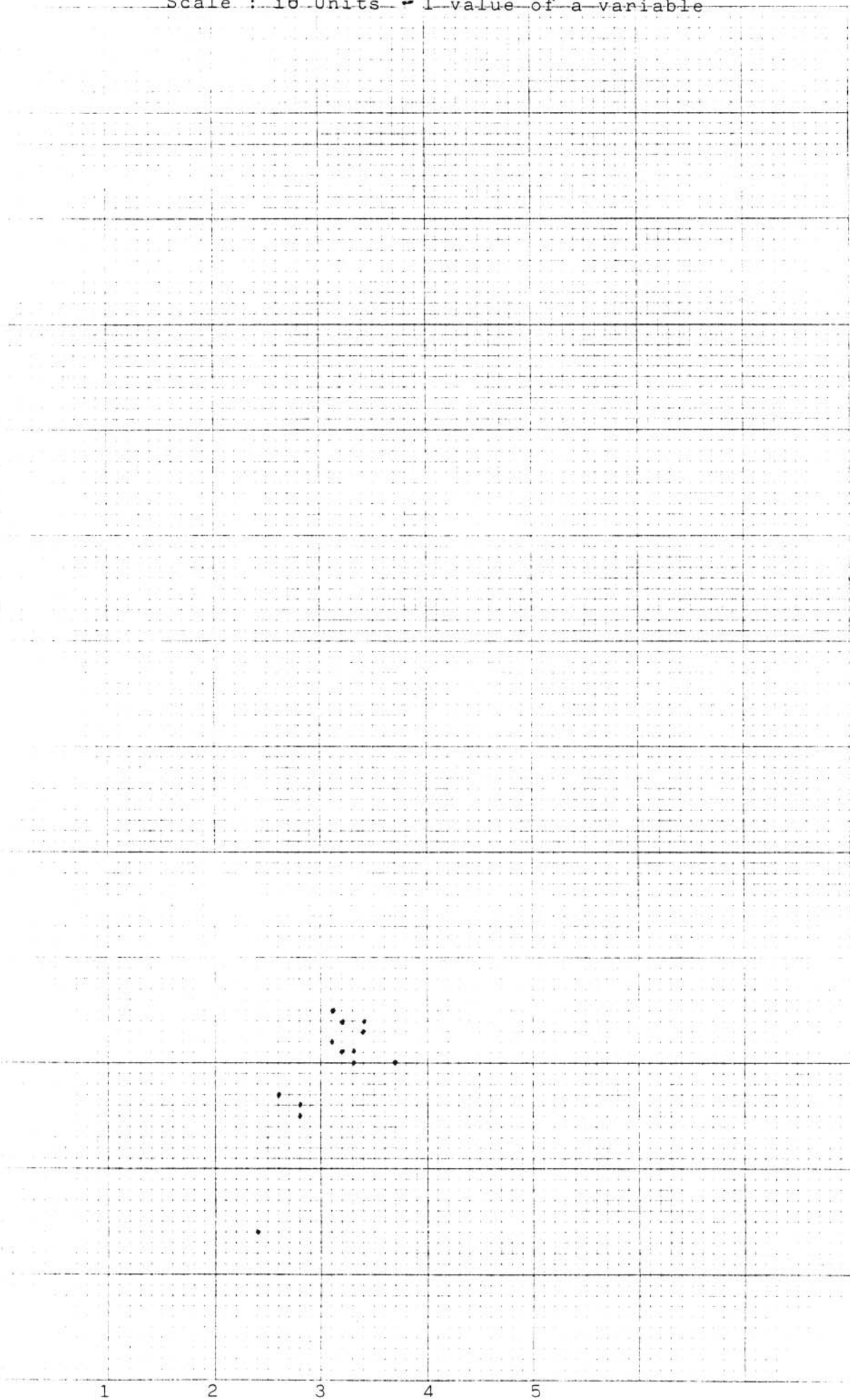
(See graph next page)

Fig 19 : A Perfect Positive Correlation .22

Scale : 16 Units = 1 value of a variable

VARIABLE y (Kagisanong Students)

5
4
3
2
1
0



The following table shows the various averages of the different responses on the Questionnaires supplied to student teachers from Tshiya and Mphohadi College of Education.

Figure 20

Questions on Questionnaires	x	y
1	3.7	3.7
2	2.6	3.03
3	3.1	3.4
4	3.3	2.4
5	3.2	2.8
6	2.8	2.6
7	3.4	3.4
8	3.3	3.0
9	2.6	2.9
10	2.4	1.8
11	3.3	3.3
12	3.1	2.7
13	3.2	2.3
14	2.8	3.2

To find out if x and y correlate, the Pearson's correlation coefficient will be used.

See next page

Figure 21 The computation of Pearson's r between scores (x)Tshiya and (y)Mphohadi for the rated responses of the students on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	3.7	3.7	13.69	13.69	13.69
2	2.6	3.03	7.8	6.76	9.18
3	3.1	3.4	10.54	9.61	11.56
4	3.3	2.4	8.16	11.56	5.76
5	3.2	2.8	8.96	10.24	7.84
6	2.8	2.6	7.28	7.84	6.76
7	3.4	3.4	11.56	11.56	11.56
8	3.3	3.0	9.90	10.89	9.00
9	2.6	2.9	7.54	7.76	8.41
10	2.4	1.8	4.32	5.76	3.24
11	3.3	3.3	10.89	10.89	10.89
12	3.1	2.7	8.37	9.61	7.29
13	3.2	2.3	7.36	10.24	5.29
14	2.8	3.2	8.96	7.84	10.24
	$\Sigma x =$ 42.9	$\Sigma y =$ 40.5	$\Sigma xy =$ 125.4	$\Sigma x^2 =$ 134.25	$\Sigma y^2 =$ 120.71

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{125.40 - \frac{(42.9)(40.5)}{14}}{\sqrt{\left[134.25 - \frac{(42.9)^2}{14} \right] \left[120.71 - \frac{(40.5)^2}{14} \right]}} \\
 &= .13
 \end{aligned}$$

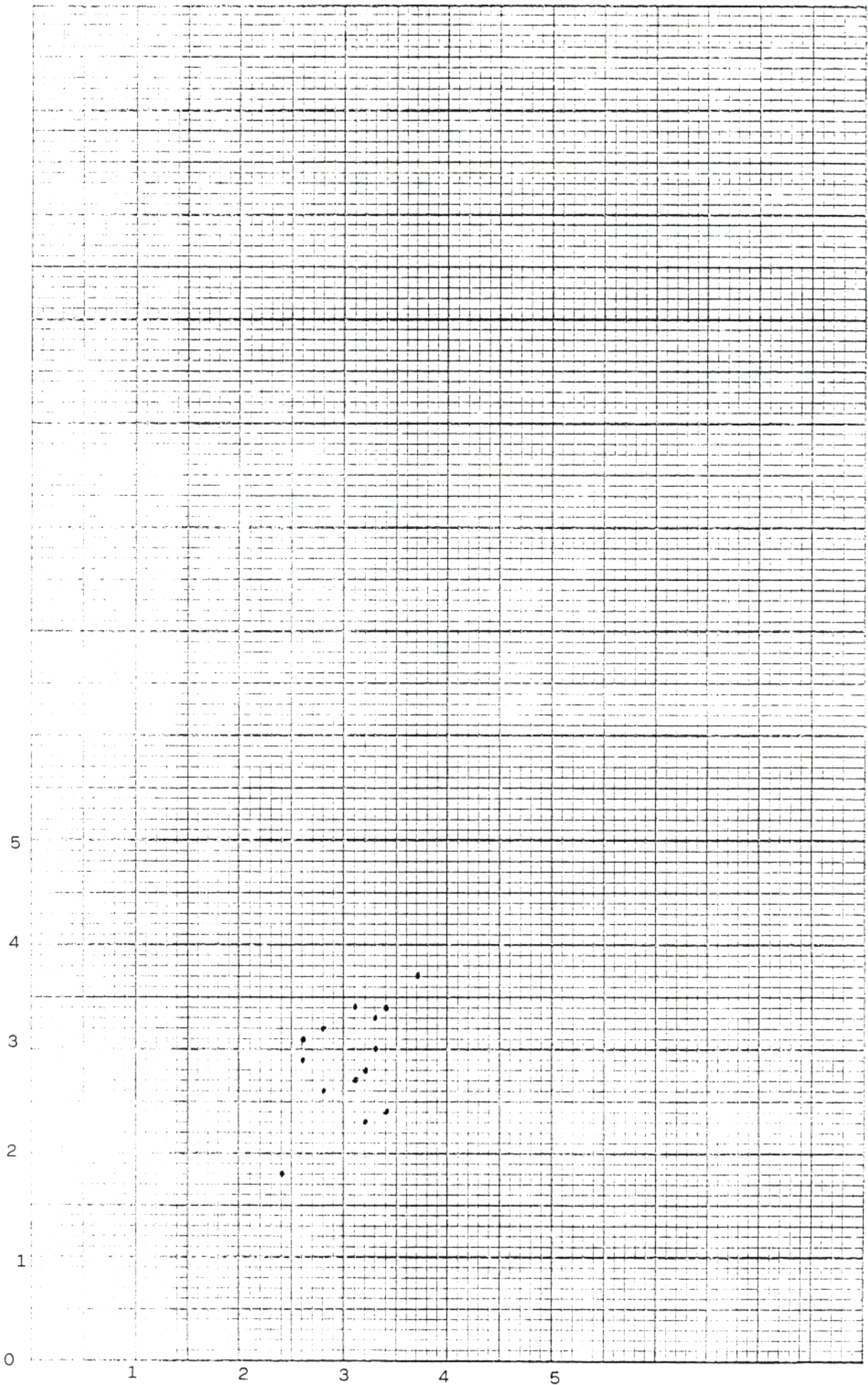
The two variables x and y are correlated. The correlation is positive.

(See graph next page)

Fig 22 : A Perfect Positive Correlation .13

Scale : 10 Units = 1 value of a variable

VARIABLE y (Mphohadi Students)



The following table shows the various averages of the different responses on the Questionnaires supplied to student teachers from Kagisanong and Mphohadi College of Education.

Figure 23

Questions on Questionnaires	x	y
1	4	3.7
2	2.7	3.03
3	3.2	3.4
4	3.3	2.4
5	3.4	2.8
6	2.6	2.6
7	3.4	3.4
8	3.1	3.0
9	2.7	2.9
10	1.4	1.8
11	3.0	3.3
12	3.5	2.7
13	3.1	2.3
14	2.5	3.2

To find out if x and y correlate, the Pearson's correlation coefficient will be used.

See next page

Figure 24 The computation of Pearson's r between scores (x)Kagisanong and (y)Mphohadi for the rated responses of the students on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	4	3.7	14.8	13.69	16.00
2	2.7	3.03	8.18	9.18	7.29
3	3.2	3.4	10.88	11.56	10.24
4	3.3	2.4	7.92	5.76	10.89
5	3.4	2.8	9.52	7.84	11.56
6	2.6	2.6	6.76	6.76	6.76
7	3.4	3.4	11.56	11.56	11.56
8	3.1	3.0	9.3	9.00	9.61
9	2.7	2.9	7.83	8.41	7.29
10	1.4	1.8	2.52	3.24	1.96
11	3.0	3.3	9.9	10.89	9.00
12	3.5	2.7	9.45	7.29	12.25
13	3.1	2.3	7.13	5.29	9.61
14	2.5	3.2	8.	10.24	6.25
	$\Sigma x =$ 41.9	$\Sigma y =$ 40.5	$\Sigma xy =$ 123.75	$\Sigma x^2 =$ 120.71	$\Sigma y^2 =$ 130.27

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{123.75 - \frac{(41.9)(40.5)}{14}}{\sqrt{\left[120.71 - \frac{(41.9)^2}{14} \right] \left[130.27 - \frac{(40.5)^2}{14} \right]}} \\
 &= .32
 \end{aligned}$$

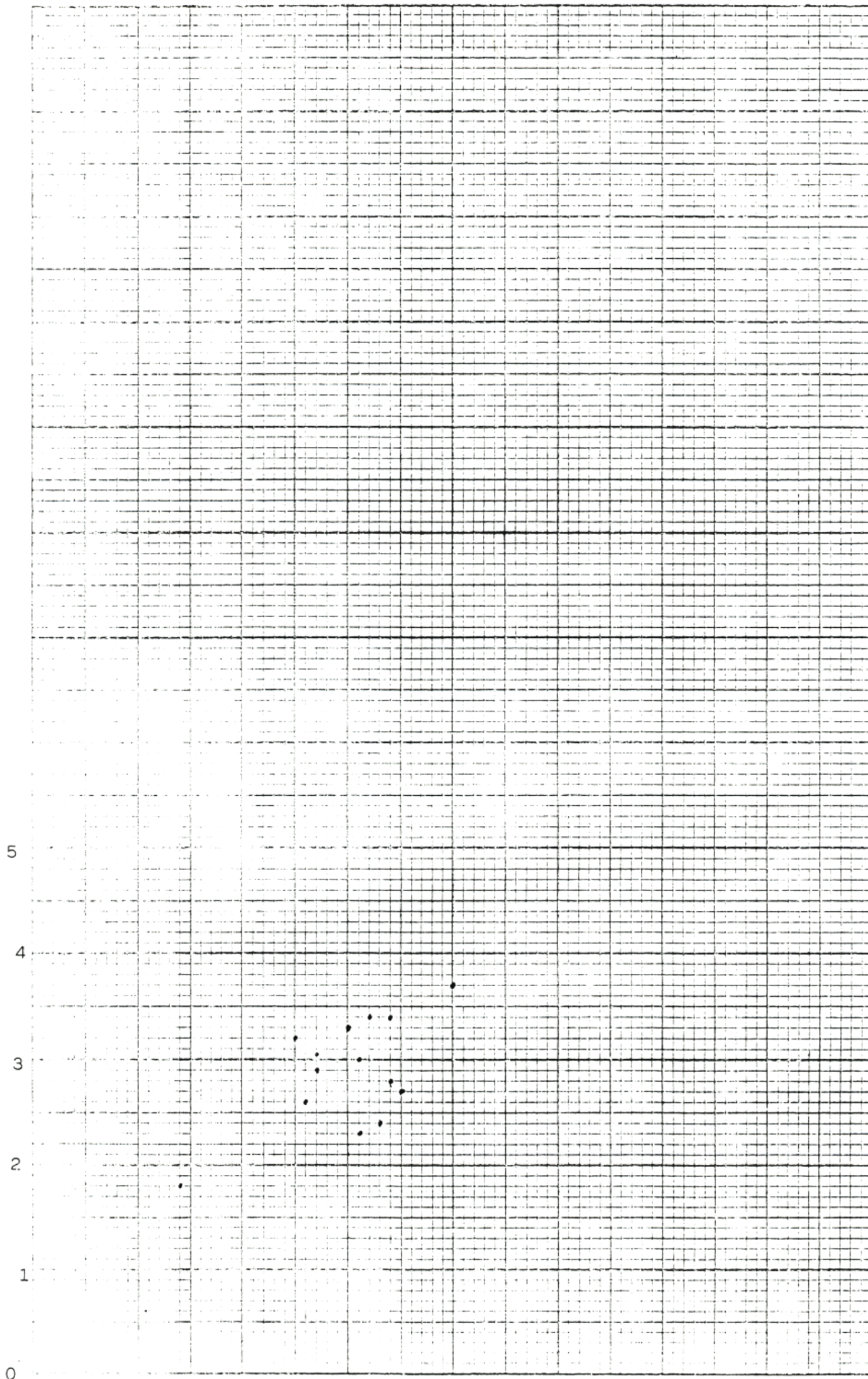
The two variables x and y are correlated. The correlation is positive.

(see graph next page)

Fig 25 : A Perfect Positive Correlation .32

Scale : 10 Units = 1 value of a Variable

VARIABLE y (Mphohadi Students)



The following table shows the various averages of the different responses on the Questionnaires supplied to student teachers from Kagisanong and Sefikeng College of Education.

Figure 26 Various averages of the different responses on the questionnaires

Questions on Questionnaire	x	y
1	4.0	3.4
2	2.7	2.9
3	3.2	3.1
4	3.3	3.1
5	3.4	3.3
6	2.6	2.3
7	3.4	3.4
8	3.1	3.4
9	2.7	3.5
10	1.4	3.4
11	3.0	3.2
12	3.5	3.3
13	3.1	3.5
14	2.5	3.1

To find out if x and y correlate, the Pearson's correlation coefficient will be used.

Figure 27

The computation of Pearson's r between scores (x) Kagisanong and (y) Sefikeng for the rated responses of the students on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	4.0	3.4	13.6	16.00	11.56
2	2.7	2.9	7.83	7.29	8.41
3	3.2	3.1	9.92	10.24	9.61
4	3.3	3.1	10.23	10.89	9.61
5	3.4	3.3	11.22	11.56	10.89
6	2.6	2.3	5.98	6.76	5.29
7	3.4	3.4	11.56	11.56	11.56
8	3.1	3.4	10.54	9.61	11.56
9	2.7	3.5	9.45	7.29	12.24
10	1.4	3.4	4.76	1.96	11.56
11	3.0	3.2	9.6	9.00	10.24
12	3.5	3.3	11.55	12.25	10.89
13	3.1	3.5	10.85	9.61	12.25
14	2.5	3.1	7.75	6.25	9.61
	$\Sigma x =$ 41.9	$\Sigma y =$ 44.9	$\Sigma xy =$ 134.84	$\Sigma x^2 =$ 130.22	$\Sigma y^2 =$ 145.28

Pearson's r correlation coefficient =

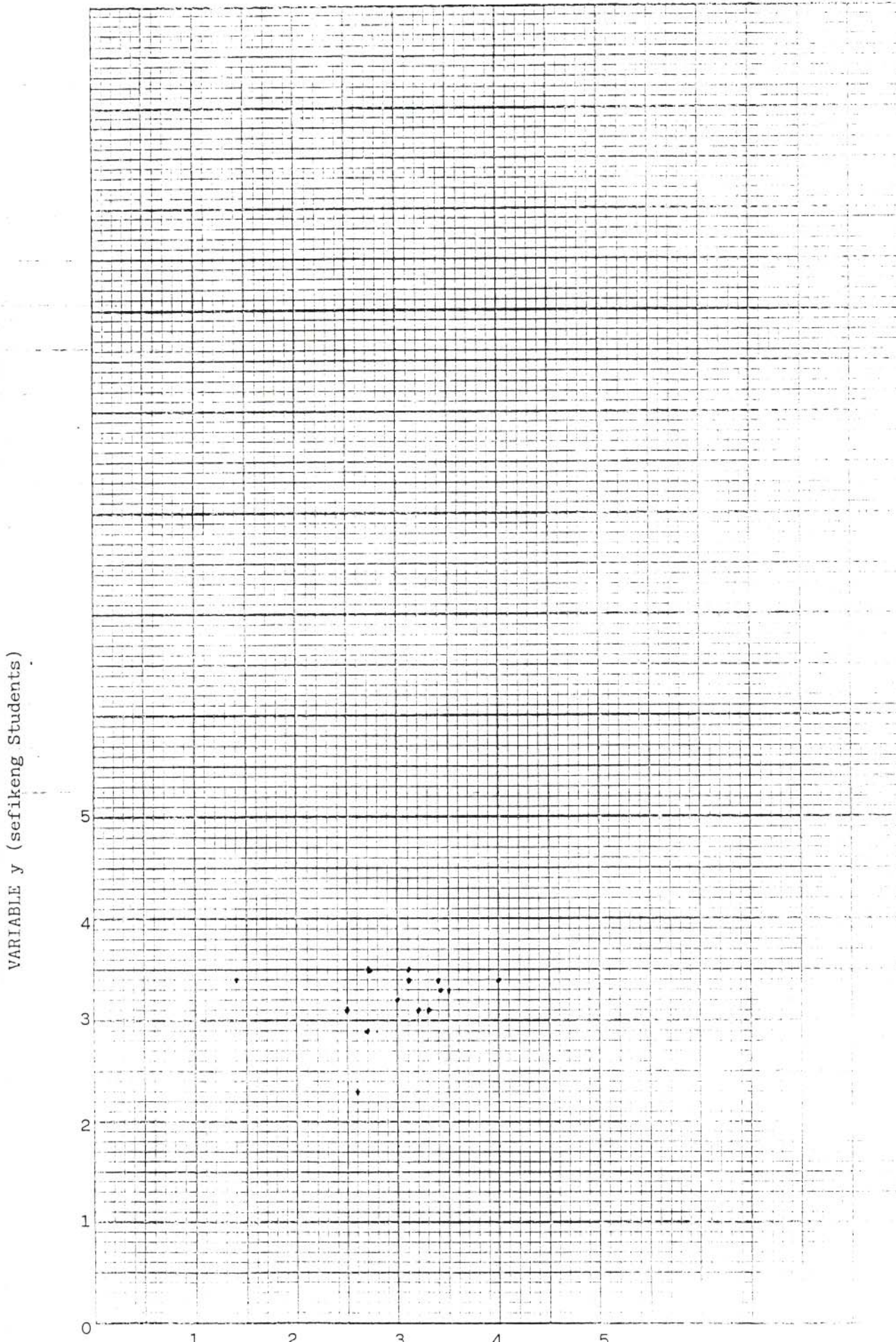
$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{134.87 - \frac{(41.9)(44.9)}{14}}{\sqrt{\left[130.22 - \frac{(41.9)^2}{14} \right] \left[145.28 - \frac{(44.9)^2}{14} \right]}} \\
 &= .18
 \end{aligned}$$

A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 28 : A Perfect Positive Correlation .18

Scale : 10 Units = 1 Value of a Variable



The following table shows the averages of different responses on Questionnaires supplied to student teachers. These averages will be used to compare the (x) Mphohadi and (y) Sefikeng variables.

Figure 29 Various averages of the different responses on the questionnaires

Questions on Questionnaire	x	y
1	3.7	3.4
2	3.03	2.9
3	3.4	3.1
4	2.4	3.1
5	2.8	3.3
6	2.6	2.3
7	3.4	3.4
8	3.0	3.4
9	2.9	3.5
10	1.8	3.4
11	3.3	3.2
12	2.7	3.3
13	2.3	3.5
14	3.2	3.1

To find out if x and y correlate, the Parsons' correlation coefficient shall be used.

See next page

Figure 30 The computation of Pearson's r between scores (x) Mphohadi and (y) Sefikeng for the rated responses of the students on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	3.7	3.4	12.58	13.69	11.56
2	3.03	2.9	8.78	9.18	8.41
3	3.4	3.1	10.54	11.56	9.61
4	2.4	3.1	7.44	5.76	9.61
5	2.8	3.3	9.24	7.84	10.89
6	2.6	2.3	5.98	6.76	5.29
7	3.4	3.4	11.56	11.56	11.56
8	3.0	3.4	10.20	9.00	11.56
9	2.9	3.5	10.15	8.41	12.25
10	1.8	3.4	6.12	3.24	11.56
11	3.3	3.2	10.56	10.89	10.24
12	2.7	3.3	8.91	7.29	10.89
13	2.3	3.5	8.05	5.29	12.25
14	3.2	3.1	9.92	10.24	9.61
	$\Sigma x =$ 40.5	$\Sigma y =$ 44.9	$\Sigma xy =$ 130.05	$\Sigma x^2 =$ 120.71	$\Sigma y^2 =$ 145.29

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{130.05 - \frac{(40.5)(44.9)}{14}}{\sqrt{\left[120.71 - \frac{(40.5)^2}{14} \right] \left[145.29 - \frac{(44.9)^2}{14} \right]}} \\
 &= .07
 \end{aligned}$$

A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 31 : A Perfect Positive Correlation .07

Scale : 10 Units = 1 value of a variable

VARIABLE y (Mphohadi students)

5

4

3

2

1

0

•



TEACHERS AT THE PRACTICING SCHOOLS

The following tables show the various averages of the responses on the questionnaires supplied to teachers at the practicing schools.

Figure 32

School Teachers

Questions on questionnaires	x/y	x/y	x/y
	Kroonstad	Qwaqwa	Bloemfontein
1	3.4	3.4	3.4
2	2.3	2.8	2.8
3	1.7	1.9	1.6
4	2.3	2.9	2.6
5	2.5	2.9	2.8
6	2.3	2.9	2.6
7	2.1	2.2	2.0
8	2.6	2.7	3.0
9	2.6	2.7	2.5
10	2.8	1.9	2.9
11	2.6	2.8	2.9
12	3.4	3.9	3.6
13	2.1	2.9	2.4
14	2.6	2.8	2.8

To find out if x and y correlate, a Pearson's correlation coefficient will be used.

(See next page)

Figure 33 The computation of Pearson's r between scores (x) Kroonstad and (y) Qwaqwa for the rated responses of the teachers on the questionnaires

Question Listing (N)	x	y	xy	x ²	y ²
1	3.4	3.4	11.56	11.56	11.56
2	2.3	2.8	6.44	5.29	7.84
3	1.7	1.9	3.23	2.89	3.61
4	2.3	2.9	6.67	5.29	8.41
5	2.5	2.9	7.25	6.25	8.41
6	2.3	2.9	6.67	5.29	8.41
7	2.1	2.2	4.62	4.41	4.84
8	2.6	2.7	7.02	6.76	7.29
9	2.6	2.7	7.02	6.76	7.29
10	2.8	1.9	5.32	7.84	3.61
11	2.6	2.8	7.28	6.76	7.84
12	3.4	3.9	13.26	11.56	15.21
13	2.1	2.9	6.09	4.41	8.41
14	2.6	2.8	7.28	6.76	7.84
	$\Sigma x =$ 36.3	$\Sigma y =$ 38.7	$\Sigma xy =$ 99.71	$\Sigma x^2 =$ 91.83	$\Sigma y^2 =$ 110.57

Pearson's r correlation coefficient=

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{99.71 - \frac{(36.3)(38.7)}{14}}{\sqrt{\left[91.83 - \frac{(36.3)^2}{14} \right] \left[110.57 - \frac{(38.7)^2}{14} \right]}} \\
 &= .67
 \end{aligned}$$

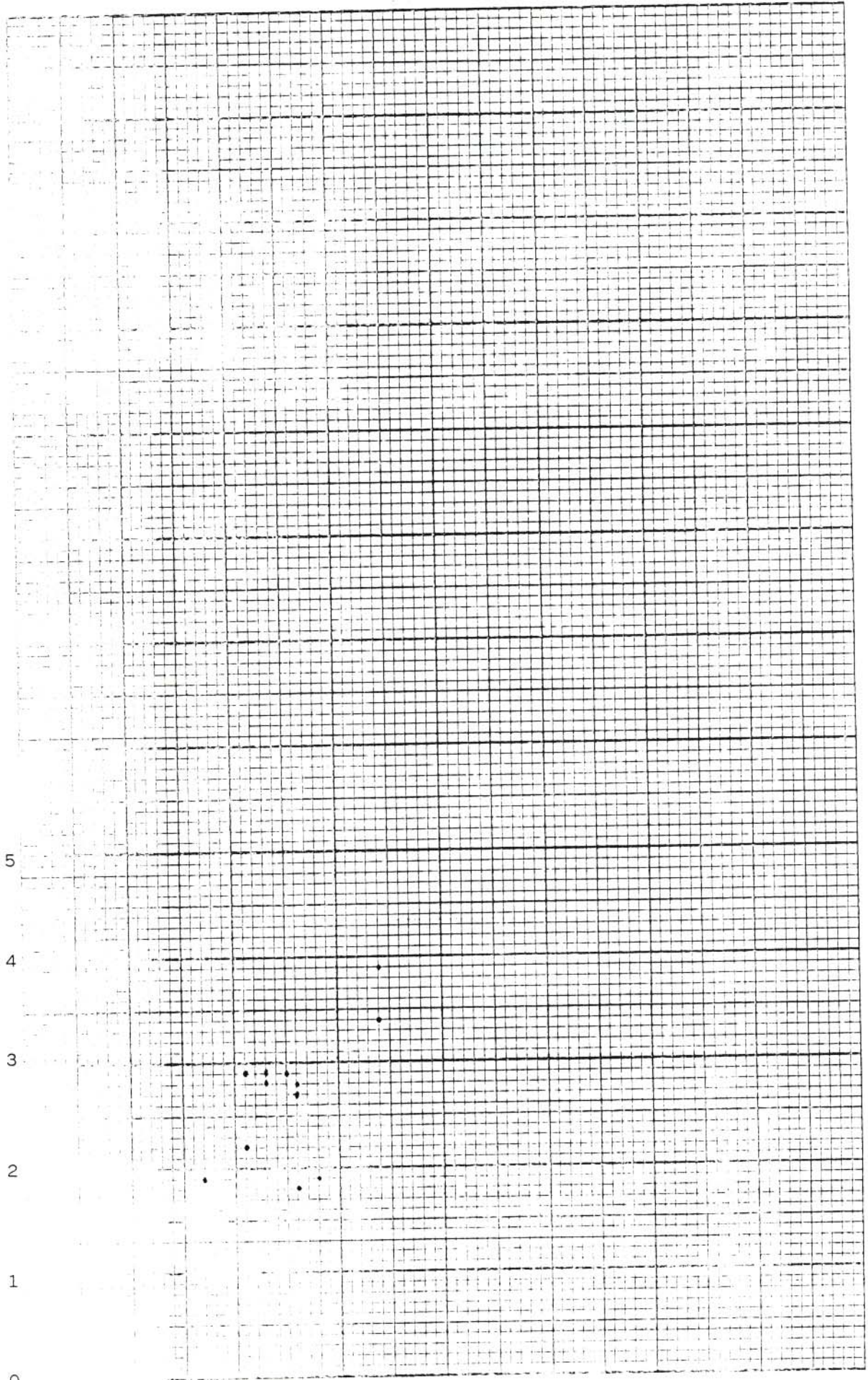
A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 34 : A Perfect Positive Correlation .67

Scale : 10 Units = 1 value of a variable

VARIABLE y (Qwaqwa Teachers)



The following table shows the various averages of the different responses on the questionnaires supplied to teachers in Kroonstad and in Bloemfontein.

Figure 35 Various averages of the different responses on the questionnaires

Questions on Questionnaire	x	y
1	3.4	3.4
2	2.3	2.8
3	1.7	1.6
4	2.3	2.6
5	2.5	2.8
6	2.3	2.6
7	2.1	2.0
8	2.6	3.0
9	2.6	2.5
10	2.8	2.9
11	2.6	2.9
12	3.4	3.6
13	2.1	2.4
14	2.6	2.8

To find out if x and y correlate. the Pearson's correlation coefficient shall be used.

(See next page)

Figure 36 The computation of Pearson's r between (x) Kroonstad and (y) Bloemfontein for the rated responses of the teachers on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	3.4	3.4	11.56	11.56	11.56
2	2.3	2.8	6.44	5.29	7.84
3	1.7	1.6	2.72	2.89	2.56
4	2.3	2.6	5.98	5.29	6.76
5	2.5	2.8	7.00	6.25	7.84
6	2.3	2.6	5.98	5.29	6.76
7	2.1	2.0	4.2	4.41	4.00
8	2.6	3.0	7.8	6.76	9.00
9	2.6	2.5	6.5	6.76	6.25
10	2.8	2.9	8.12	7.84	8.41
11	2.6	2.9	7.54	6.76	8.41
12	3.4	3.6	12.24	11.56	12.96
13	2.1	2.4	5.04	4.41	5.76
14	2.6	2.8	7.28	6.76	7.84
	Σx = 35.3	Σy = 37.9	Σxy = 98.40	Σx ² = 91.83	Σy ² = 105.95

Pearson's r correlation coefficient =

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}}$$

$$= \frac{98.40 - \frac{(35.30)(37.9)}{14}}{\sqrt{\left[91.83 - \frac{(35)^2}{14} \right] \left[105.95 - \frac{(37.9)^2}{14} \right]}}$$

$$= .92$$

A scatterplot is used to show a positive correlation.

(See graph next page)

The following table shows the averages of different responses of teachers from practicing schools. These averages from the responses on the questionnaires will be used to compare the (x) Qwaqwa and (y) Bloemfontein variables.

Fig 37 : A Perfect Positive Correlation .92

Scale : 10 Units = 1 value of a Variable

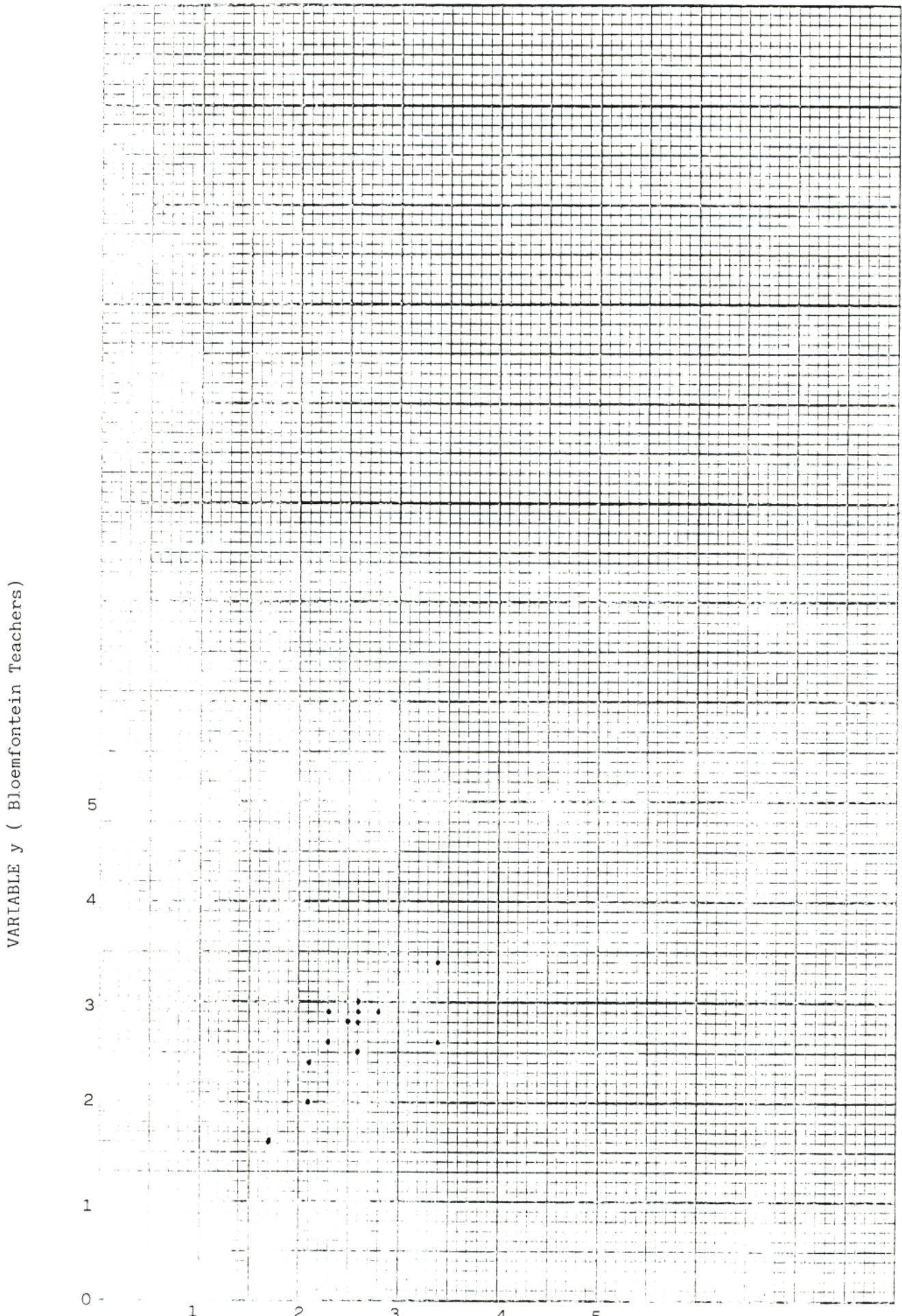


Figure 38 Various averages of the different responses on the questionnaires

Questions on

Questionnaires	x	y
1	3.4	3.4
2	2.8	2.8
3	1.9	1.6
4	2.9	2.6
5	2.9	2.8
6	2.9	2.6
7	2.2	2.0
8	2.7	3.0
9	2.7	2.5
10	1.9	2.9
11	2.8	2.9
12	3.9	3.6
13	2.9	2.4
14	2.8	2.8

To find out if x and y correlate, the Pearson's correlation coefficient shall be used.

Figure 39 The computation of Pearson's r between score (x) Qwaqwa and (y) Bloemfontein for the rated responses of the teachers on the questionnaire

QUESTION LISTING (N)	x	y	xy	x ²	y ²
1	3.4	3.4	11.56	11.56	11.56
2	2.8	2.8	7.84	7.84	7.84
3	1.9	1.6	3.04	3.61	2.56
4	2.9	2.6	7.54	8.41	6.76
5	2.9	2.8	8.12	8.41	7.84
6	2.9	2.6	7.54	8.41	6.76
7	2.2	2.0	4.4	4.84	4.00
8	2.7	3.0	8.10	7.29	9.00
9	2.7	2.5	6.75	7.29	6.25
10	1.9	2.9	5.51	3.61	8.41
11	2.8	2.9	8.12	7.84	8.41
12	3.9	3.6	14.04	15.21	12.96
13	2.9	2.4	6.96	8.41	5.76
14	2.8	2.8	7.84	7.84	7.8
	$\Sigma x =$ 38.7	$\Sigma y =$ 37.9	$\Sigma xy =$ 107.36	$\Sigma x^2 =$ 110.57	$\Sigma y^2 =$ 105.96

Pearson's r correlation coefficient =

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N}\right] \left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}}$$

$$= \frac{107.36 - \frac{(38.7)(37.9)}{14}}{\sqrt{\left[110.57 - \frac{(38.7)^2}{14}\right] \left[105.96 - \frac{(37.9)^2}{14}\right]}}$$

$$= .74$$

A scatterplot is used to show a positive correlation.

(See graph next page)

LECTURERS AT THE COLLEGES OF EDUCATION

The following table show the various averages of the different responses on the questionnaires supplied to Lecturers at Colleges of Education.

Figure 41

Lecturers

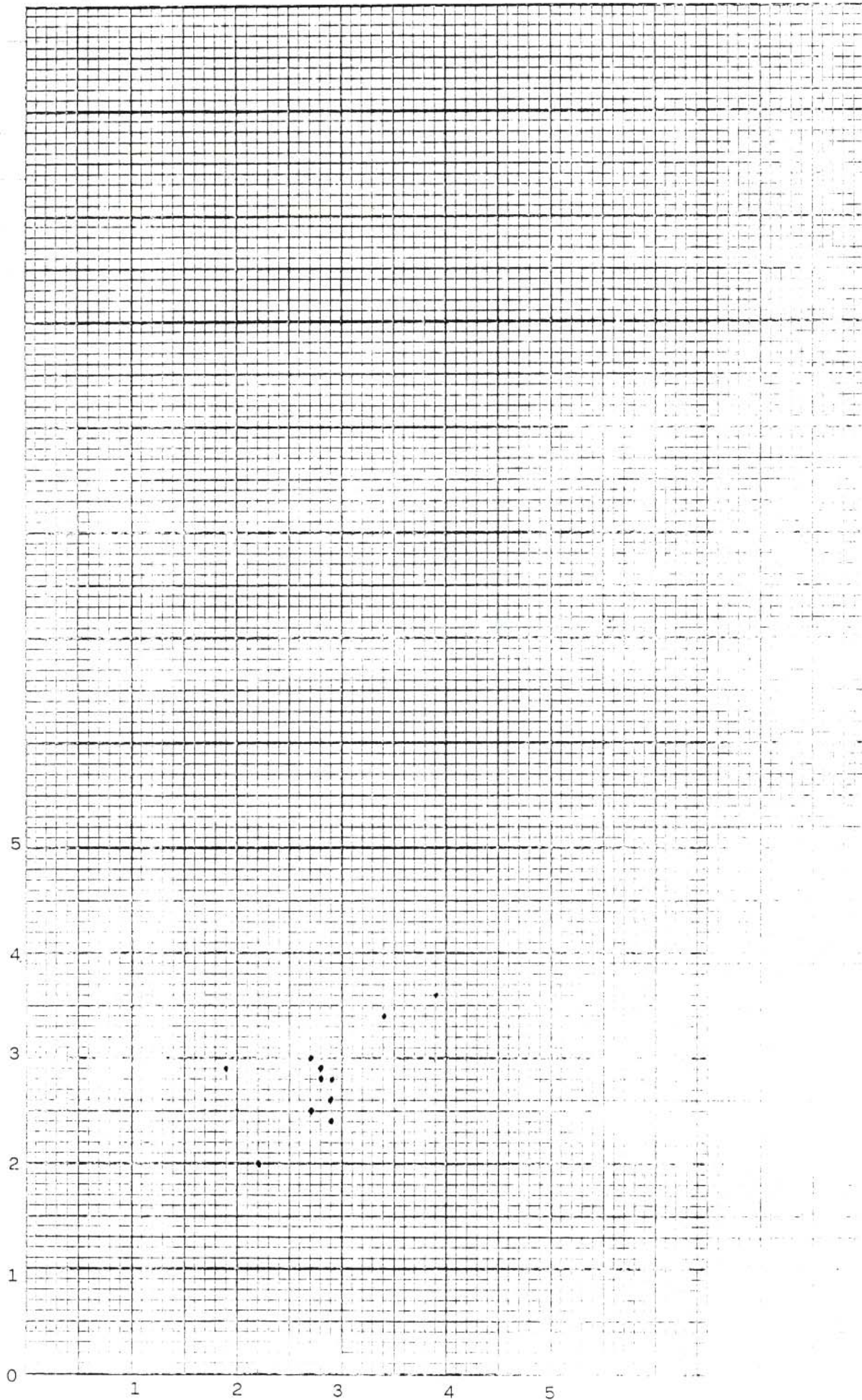
Question on

Questionnaire	x/y Bonamelo	x/y Tshiya	x/y Kagisanong	x/y Kroonstad	x/y Sefikeng
1	2.9	3.1	2.7	2.7	2.8
2	2.8	2.8	2.2	2.3	2.8
3	3.1	3.2	3.1	3.1	3.2
4	2.5	2.5	2.1	1.9	2.2
5	3.6	3.5	3.8	3.7	3.8
6	2.6	2.7	2.2	2.9	2.6
7	2.9	2.9	2.9	2.7	2.9
8	3.8	3.8	2.9	2.9	2.2
9	3.5	3.8	2.7	2.7	2.7
10	3.6	3.9	3.6	3.4	3.6
11	3.4	3.5	1.7	2.6	2.1
12	2.9	3.2	2.5	1.5	2.4

Fig 40 : A Perfect Positive Correlation .74

Scale : 10 Units 0 1 value of a variable

VARIABLE y (Bloemfontein Teachers)



The following table shows the various averages of the different responses on the questionnaires supplied to lecturers at Tshiya and Bonamelo Colleges of Education.

Figure 42 Various averages of the different responses on questionnaires

Questions on Questionnaires	x	y
1	2.9	3.1
2	2.8	2.8
3	3.1	3.2
4	2.5	2.5
5	3.6	3.5
6	2.6	2.7
7	2.9	2.9
8	3.8	3.8
9	3.5	3.8
10	3.6	3.9
11	3.4	3.5
12	2.9	3.2

To find out if x and y correlate, the Pearson's correlation coefficient will be used.

(See next page)

Figure 43 The computation of Pearson's r between scores (x) Tshiya and (y) Bonamelo for the rated responses of the lecturers on the questionnaires

Question

Listing (N)	x	y	xy	x ²	y ²
1	2.9	3.1	8.99	8.41	9.61
2	2.8	2.8	7.84	7.84	7.84
3	3.1	3.2	9.92	9.61	10.24
4	2.5	2.5	6.25	6.25	6.25
5	3.6	3.5	12.6	12.96	12.25
6	2.6	2.7	7.02	6.76	7.29
7	2.9	2.9	8.41	8.41	8.41
8	3.8	3.8	14.44	14.44	14.44
9	3.5	3.8	13.3	12.25	14.44
10	3.6	3.9	14.04	12.96	15.21
11	3.4	3.5	11.9	11.56	12.25
12	2.9	3.2	9.28	8.41	10.24
	$\Sigma x =$ 37.6	$\Sigma y =$ 38.9	$\Sigma xy =$ 123.99	$\Sigma x^2 =$ 119.96	$\Sigma y^2 =$ 128.47

Pearson's r correlation coefficient =

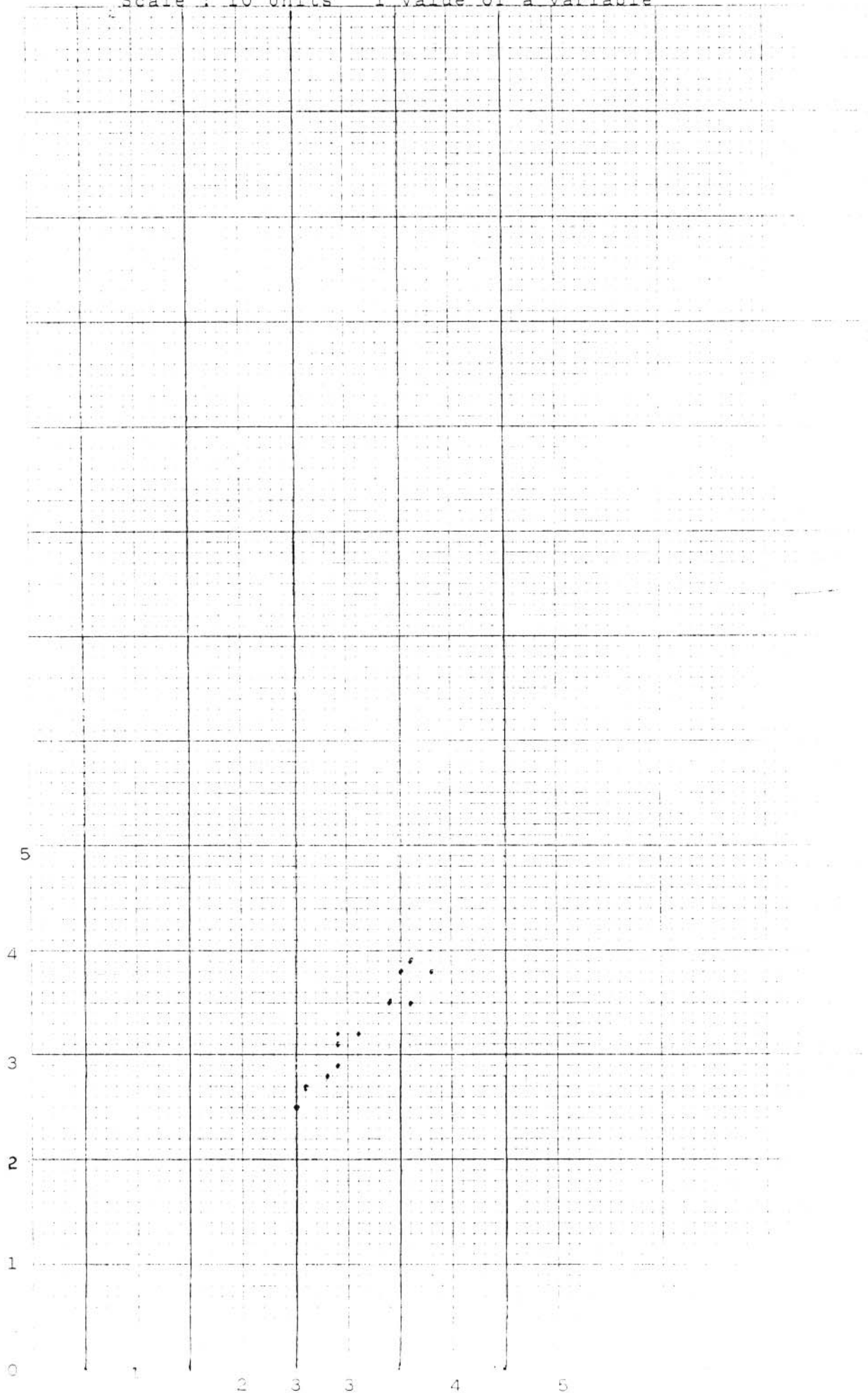
$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N}\right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N}\right]}} \\
 &= \frac{123.99 - \frac{(37.6)(38.9)}{12}}{\sqrt{\left[119.96 - \frac{(37.6)^2}{12}\right] \left[128.47 - \frac{(38.9)^2}{12}\right]}} \\
 &= .93
 \end{aligned}$$

A scatterplot is used to show a positive correlation.
(See graph next page)

Fig 44 : A Perfectt Positive Correlation : .93

Scale : 10 Units 1 value of a variable

VARIABLE y (Bonamelo lecturers)



The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 45 Various averages on of the responses on the questionnaires supplied to lecturers at Tshiya and Kagisanong Colleges of Education

Question on Questionnaires	x	y
1	2.9	2.7
2	2.8	2.2
3	3.1	3.1
4	2.5	2.1
5	3.6	3.8
6	2.6	2.2
7	2.9	2.9
8	3.8	2.9
9	3.5	2.7
10	3.6	3.6
11	3.4	1.7
12	2.9	2.5

To find out if x and y correlate, the Pearson's correlation will be used.

(See next page)

Figure 46 The computation of Pearson's r between score (x) Tshiya and (y) Kagisanong for the rated responses of the lecturers on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	2.9	2.7	7.83	8.41	7.29
2	2.8	2.2	6.16	7.84	4.84
3	3.1	3.1	9.61	9.61	9.61
4	2.5	2.1	5.25	6.25	4.41
5	3.6	3.8	13.68	12.96	14.44
6	2.6	2.2	5.72	6.76	4.84
7	2.9	2.9	8.41	8.41	8.41
8	3.8	2.9	11.02	14.44	8.41
9	3.5	2.7	9.45	12.25	7.29
10	3.6	3.6	12.96	12.96	12.96
11	3.4	1.7	5.78	11.56	2.89
12	2.9	2.5	5.4	8.41	6.25
	$\Sigma x =$ 37.6	$\Sigma y =$ 32.4	$\Sigma xy =$ 101.27	$\Sigma x^2 =$ 119.86	$\Sigma y^2 =$ 91.64

Pearson's r correlation coefficient =

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}}$$

$$= \frac{101.27 - \frac{(37.6)(32.4)}{12}}{\sqrt{\left[119.86 - \frac{(37.6)^2}{12} \right] \left[91.64 - \frac{(32.4)^2}{12} \right]}}$$

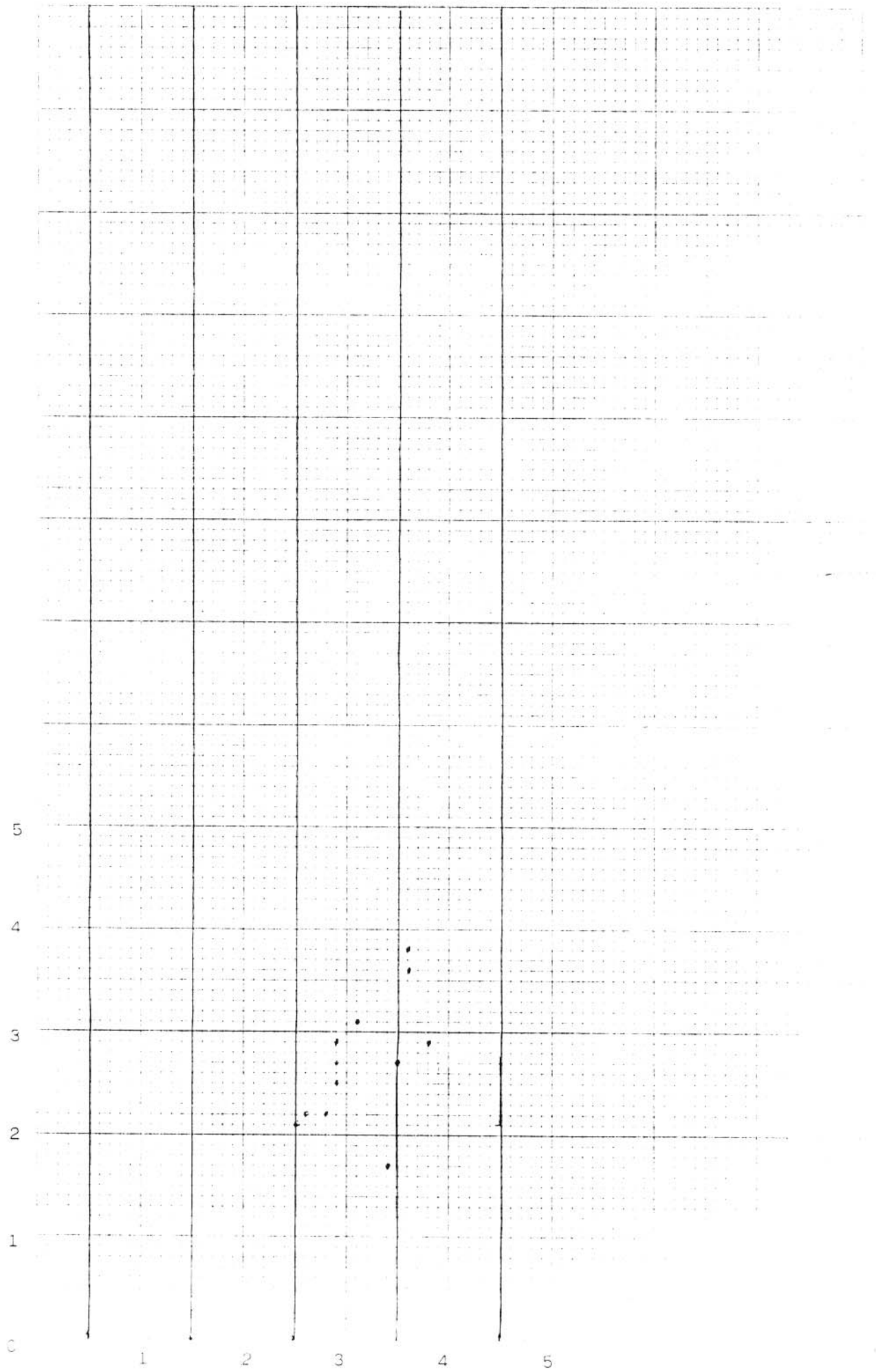
$$= - .08$$

A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 47 : A Perfect Positive Correlation..08
Scale : 10 Units 1 value of a variable

VARIABLE y (Kagisanong lecturers)



The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 48 Various averages on of the responses on the questionnaires supplied to lecturers at Tshiya and Mphohadi Colleges of Education

Question on Questionnaires	x	y
1	2.9	2.7
2	2.8	2.3
3	3.1	3.1
4	2.5	1.9
5	3.6	3.7
6	2.6	2.9
7	2.9	2.7
8	3.8	2.9
9	3.5	2.7
10	3.6	3.4
11	3.4	2.6
12	2.9	1.5

Pearson's correlation coefficient will be used to find out if x and y correlate.

(See next page)

Figure 49 The computation of Pearson's r between score (x) Tshiya and (y) Mphohadi for the rated responses of the lecturers on the questionnaires

Question

Listing (N)	x	y	xy	x ²	y ²
1	2.9	2.7	7.83	8.41	7.29
2	2.8	2.3	6.44	7.84	5.29
3	3.1	3.1	9.61	9.61	9.61
4	2.5	1.9	4.75	6.25	3.61
5	3.6	3.7	13.32	12.96	13.69
6	2.6	2.9	7.54	6.76	8.41
7	2.9	2.7	7.83	8.41	7.29
8	3.8	2.9	11.02	14.44	8.41
9	3.5	2.7	9.45	12.25	7.29
10	3.6	3.4	12.24	12.96	11.56
11	3.4	2.6	8.84	11.56	6.76
12	2.9	1.5	4.35	8.41	2.25
	$\Sigma x =$ 37.6	$\Sigma y =$ 32.4	$\Sigma xy =$ 103.22	$\Sigma x^2 =$ 119.86	$\Sigma y^2 =$ 91.46

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{1033.22 - \frac{(37.6)(32.4)}{12}}{\sqrt{\left[119.86 - \frac{(37.6)^2}{12} \right] \left[91.46 - \frac{(32.4)^2}{12} \right]}} \\
 &= 0.6
 \end{aligned}$$

A scatterplot is used to show a positive correlation.

(See graph next page)

The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Fig 50 : A Perfect Positive Correlation .6

Scale : 10 Units = 1 value of a variable

VARIABLE y (Mphohadi lecturers)

5
4
3
2
1
0

1 2 3 4 5

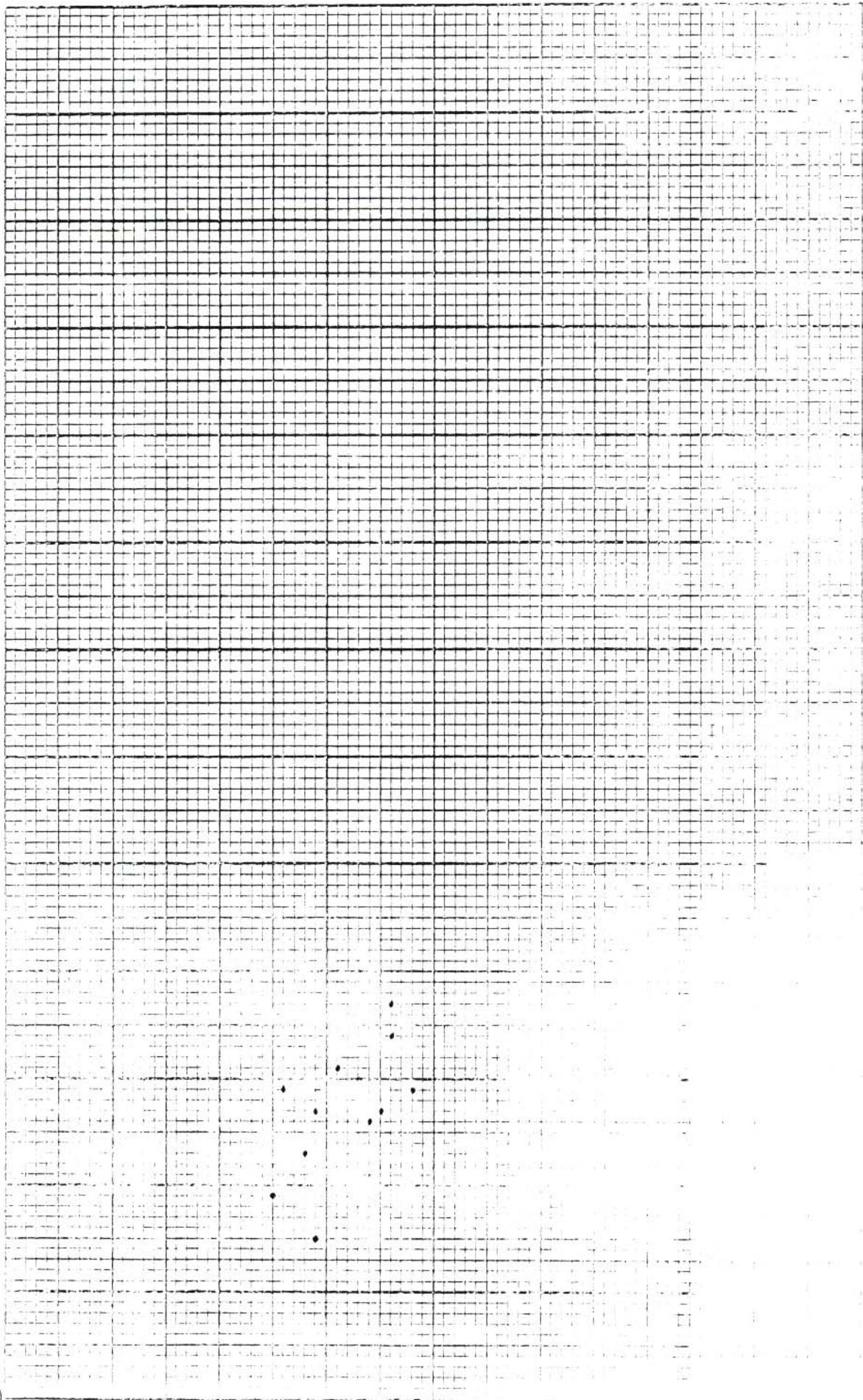


Figure 51 Various averages on of the responses on the questionnaires supplied to lecturers at Tshiya and Sefikeng Colleges of Education

Question on Questionnaires	x	y
1	2.9	2.8
2	2.8	2.8
3	3.1	3.2
4	2.5	2.2
5	3.6	2.8
6	2.6	2.6
7	2.9	2.9
8	3.8	2.2
9	3.5	2.7
10	3.6	3.6
11	3.4	2.1
12	2.9	2.4

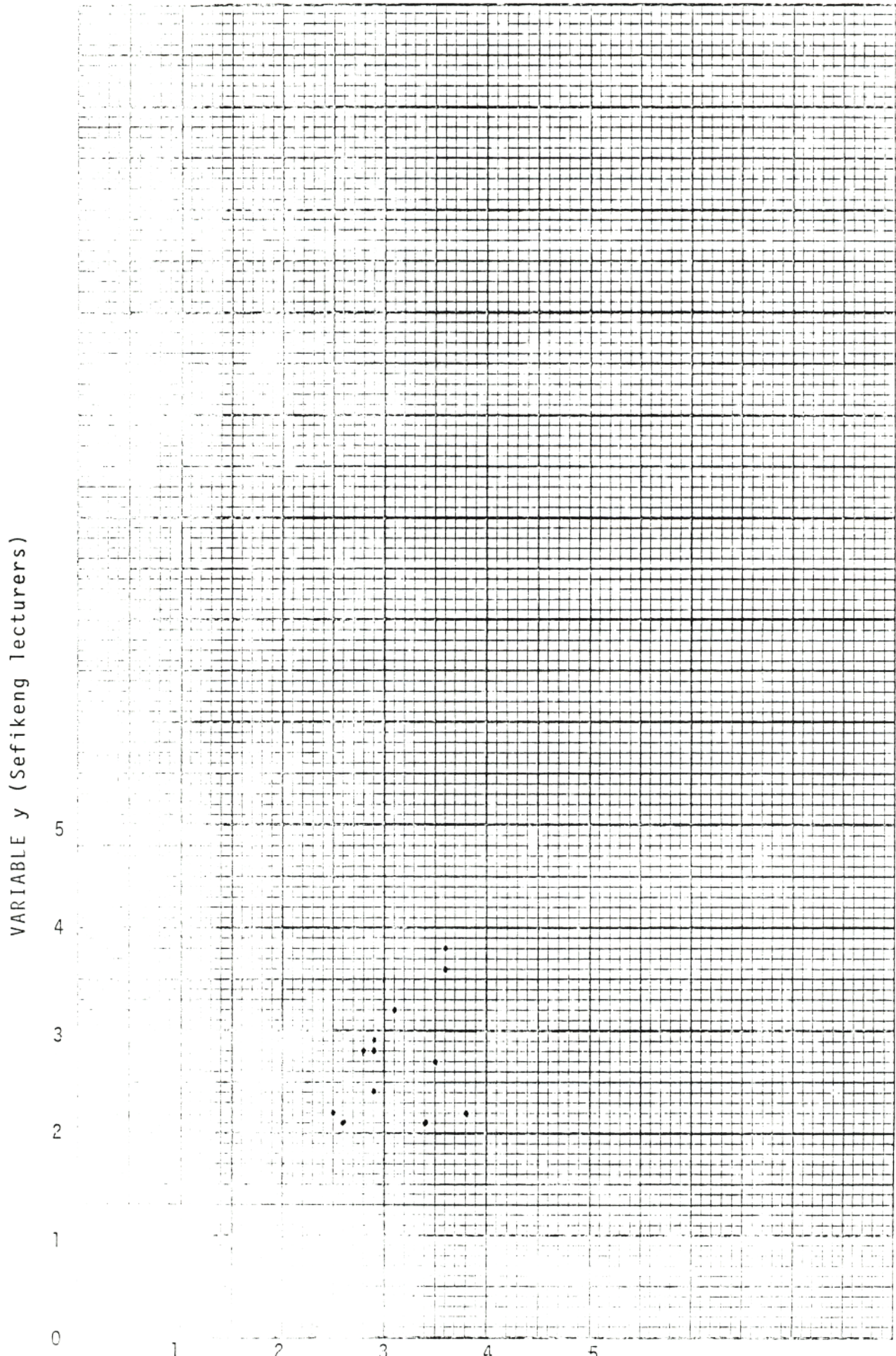
Pearson's correlation coefficient will be used to find out if x and y correlate.

Figure 52 The computation of Pearson's r between score (x) Tshiya and (y) Sefikeng for the rated responses of the lecturers on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	2.9	2.8	8.12	8.41	7.84
2	2.8	2.8	7.84	7.84	7.84
3	3.1	3.2	9.92	9.61	10.24
4	2.5	2.2	5.50	6.25	4.84
5	3.6	2.8	13.68	12.96	14.44
6	2.6	2.6	6.76	6.76	6.76
7	2.9	2.9	8.41	8.41	8.41
8	3.8	2.2	8.36	14.44	4.84
9	3.5	2.7	9.45	12.25	7.29
10	3.6	3.6	12.96	12.96	12.96
11	3.4	2.1	7.14	11.56	4.41
12	2.9	2.4	6.96	8.41	5.76
	$\Sigma x =$ 37.6	$\Sigma y =$ 33.3	$\Sigma xy =$ 105.10	$\Sigma x^2 =$ 119.83	$\Sigma y^2 =$ 95.63

Fig 53 : A Perfect Positive Correlation .29

Scale : 10 Units = 1 value of a variable



Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N}\right] \left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}} \\
 &= \frac{105.10 - \frac{(37.6)(33.3)}{12}}{\sqrt{\left[119.83 - \frac{(37.6)^2}{12}\right] \left[95.63 - \frac{(33.3)^2}{12}\right]}} \\
 &= .29
 \end{aligned}$$

A scatterplot is used to show a positive correlation.

(See graph next page)

The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 54 Various averages on of the responses on the questionnaires supplied to lecturers at Bonamelo and Kagisanong Colleges of Education

Questions on Questionnaires	x	y
1	3.1	2.7
2	2.8	2.2
3	3.2	3.1
4	2.5	2.1
5	3.5	3.8
6	2.7	2.2
7	2.9	2.9
8	3.8	2.9
9	3.8	2.7
10	3.9	3.6
11	3.5	1.7
12	3.2	2.5

Pearson's correlation coefficient will be used to find out if x and y correlate.

Figure 55 The computation of Pearson's r between score (x) Bonamelo and (y) Kagisanong for the rated responses of the lecturers on the questionnaires

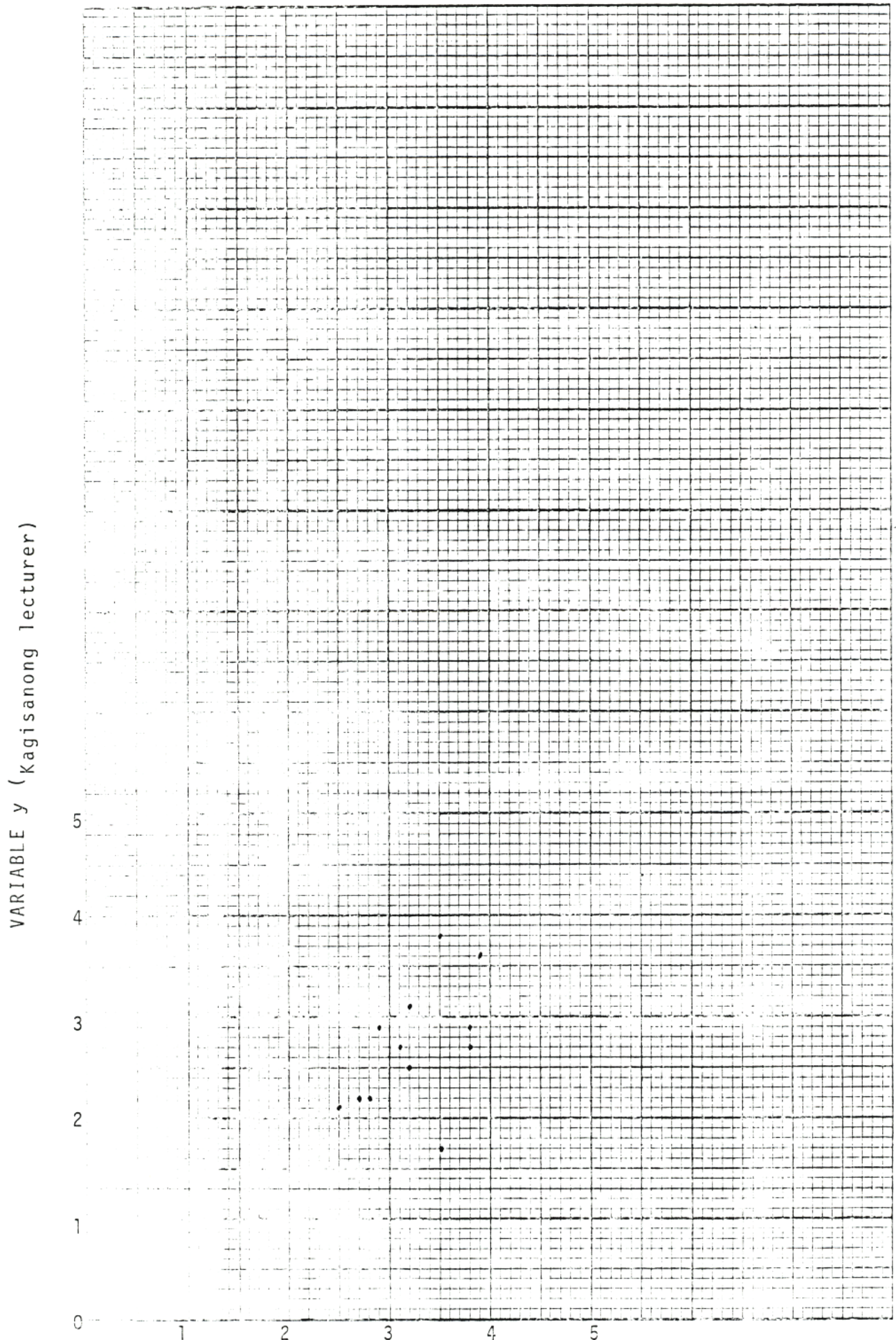
Question Listing	x	y	xy	x ²	y ²
1	3.1	2.7	8.37	9.61	7.29
2	2.8	2.2	6.16	7.84	4.84
3	3.2	3.1	9.92	10.24	9.61
4	2.5	2.1	5.25	6.25	4.41
5	3.5	3.8	13.30	12.25	14.44
6	2.7	2.2	5.94	7.29	4.84
7	2.9	2.9	8.41	8.41	8.41
8	3.8	2.9	11.02	14.44	8.41
9	3.8	2.7	11.02	14.44	7.29
10	3.9	3.6	14.04	15.21	12.96
11	3.5	1.7	5.95	12.25	2.89
12	3.2	2.5	8.00	10.24	6.25
	$\Sigma x =$ 38.9	$\Sigma y =$ 32.4	$\Sigma xy =$ 107.38	$\Sigma x^2 =$ 128.47	$\Sigma y^2 =$ 91.64

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{107.38 - \frac{(38.9)(32.4)}{12}}{\sqrt{\left[128.47 - \frac{(38.9)^2}{12} \right] \left[91.64 - \frac{(32.4)^2}{12} \right]}} \\
 &= .75
 \end{aligned}$$

Fig 56 : A Perfect Positive Correlation .75

Scale : 10 units = 1 value of a Variable



A scatterplot is used to show a positive correlation.

(See graph next page)

The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 57 Various averages on of the responses on the questionnaires supplied to lecturers at Bonamelo and Mphohadi Colleges of Education

Questions on Questionnaires	x	y
1	3.1	2.7
2	2.8	2.3
3	3.2	3.1
4	2.5	1.9
5	3.5	3.7
6	2.7	2.9
7	2.9	2.7
8	3.8	2.9
9	3.8	2.7
10	3.9	3.4
11	3.5	2.6
12	3.2	1.5

Pearson's correlation coefficient will be used to find out if x and y correlate.

(See next page)

Figure 58 The computation of Pearson's r between score (x) Bonamelo and (y) Mphohadi for the rated responses of the lecturers on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	3.1	2.7	8.37	9.61	7.29
2	2.8	2.3	6.44	7.84	5.29
3	3.2	3.1	9.92	10.24	9.61
4	2.5	1.9	4.75	6.25	3.61
5	3.5	3.7	12.95	14.44	13.69
6	2.7	2.9	7.83	7.29	8.41
7	2.9	2.7	7.83	8.41	7.29
8	3.8	2.9	11.02	14.44	8.41
9	3.8	2.7	10.26	14.44	7.29
10	3.9	3.4	13.26	12.96	11.56
11	3.5	2.6	9.10	12.25	6.76
12	3.2	1.5	4.80	10.24	2.25
	$\Sigma x =$ 38.9	$\Sigma y =$ 32.4	$\Sigma xy =$ 106.53	$\Sigma x^2 =$ 128.41	$\Sigma y^2 =$ 91.46

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{106.53 - \frac{(38.9)(32.4)}{12}}{\sqrt{\left[128.41 - \frac{(38.9)^2}{12} \right] \left[91.46 - \frac{(32.4)^2}{12} \right]}} \\
 &= .49
 \end{aligned}$$

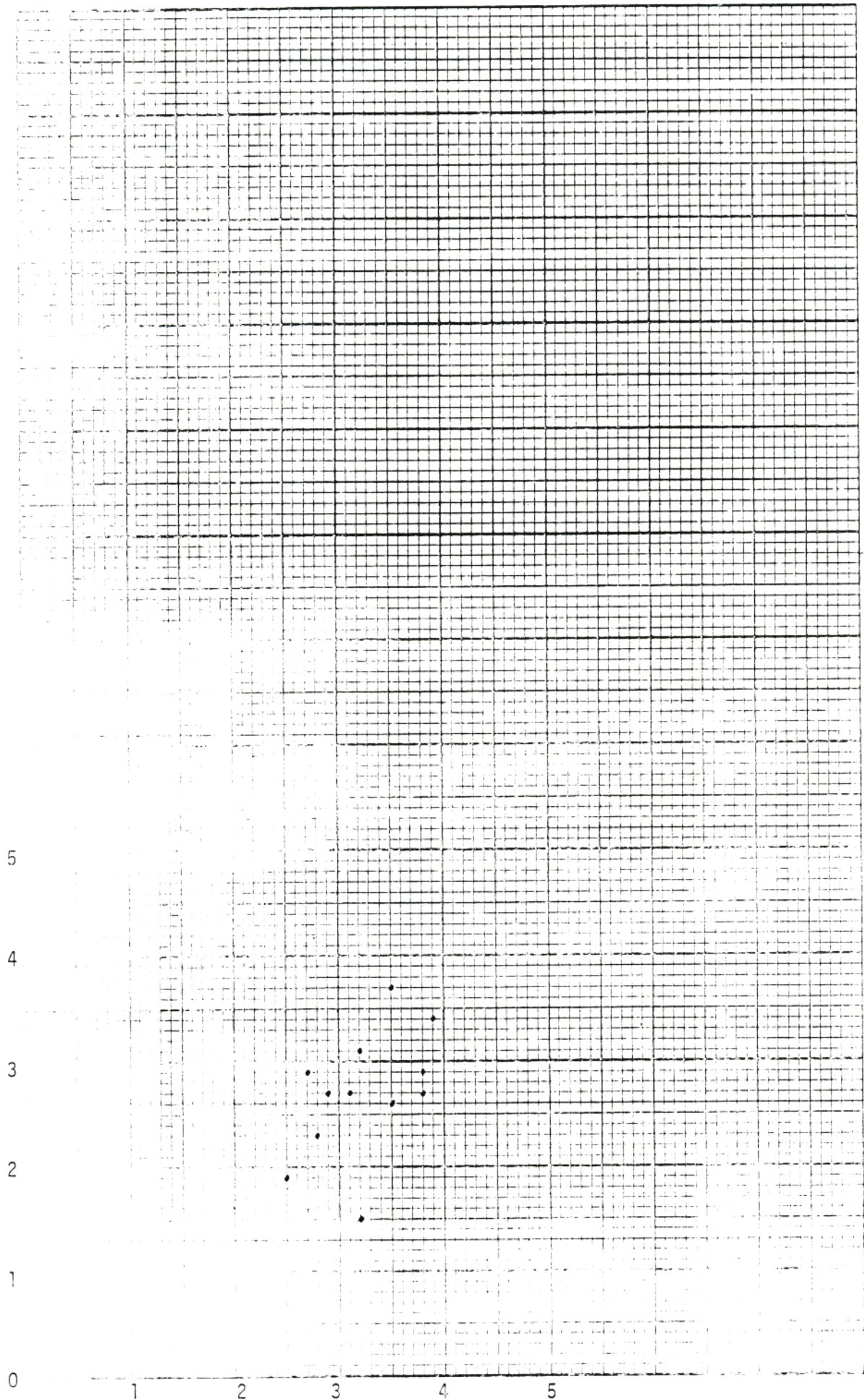
A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 59 : A Perfect Positive Correlation .49

Scale : 10 Units = 1 value of a variable

VARIABLE y (Mphohadi Lecturer)



The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 60 Various averages on of the responses on the questionnaires supplied to lecturers at Bonamelo and Sefikeng Colleges of Education

Questions on Questionnaires	x	y
1	3.1	2.8
2	2.8	2.8
3	3.2	3.2
4	2.5	2.2
5	3.5	3.8
6	2.7	2.6
7	2.9	2.9
8	3.8	2.2
9	3.8	2.7
10	3.9	3.6
11	3.5	2.1
12	3.2	2.4

Pearson's correlation coefficient will be used to find out if x and y correlate.

(See next page)

Figure 61 The computation of Pearson's r between score (x) Bonamelo and (y) Sefikeng for the rated responses of the lecturers on the questionnaires

Question Listing	x	y	xy	x ²	y ²				
1	3.1	2.8	8.68	9.61	7.84				
2	2.8	2.8	7.84	7.84	7.84				
3	3.2	3.2	10.24	10.24	10.24				
4	2.5	2.2	5.50	6.25	4.84				
5	3.5	3.8	13.30	12.25	14.44				
6	2.7	2.6	7.02	7.29	6.76				
7	2.9	2.9	8.41	8.41	8.41				
8	3.8	2.2	8.36	14.44	4.84				
9	3.8	2.7	10.26	14.44	7.29				
10	3.9	3.6	14.04	15.21	12.96				
11	3.5	2.1	7.35	12.25	4.41				
12	3.2	2.4	7.68	10.24	5.76				
$\Sigma x =$	38.9	$\Sigma y =$	33.3	$\Sigma xy =$	108.68	$\Sigma x^2 =$	128.47	$\Sigma y^2 =$	95.63

Pearson's r correlation coefficient =

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N}\right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N}\right]}}$$

$$= \frac{108.68 - \frac{(38.9)(33.3)}{12}}{\sqrt{\left[128.47 - \frac{(38.9)^2}{12}\right] \left[95.63 - \frac{(33.3)^2}{12}\right]}}$$

$$= .26$$

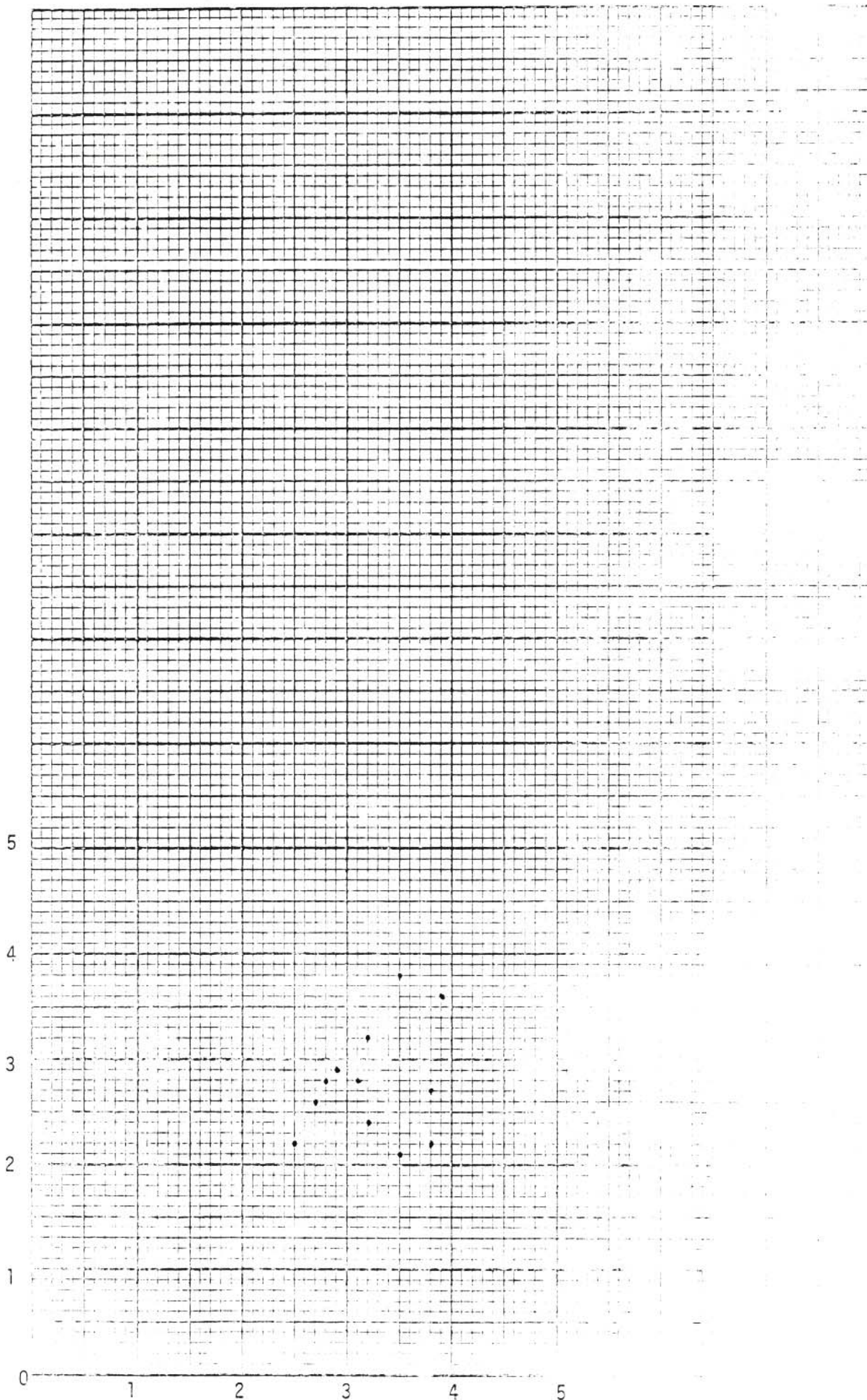
A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 62 : A Perfect Positive Correlation .26

Scale : 10 units = 1 value of a variable

VARIABLE y (Sefikeng lecturers)



The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 63 Various averages on of the responses on the questionnaires supplied to lecturers at Kagisanong and Sefikeng Colleges of Education

Questions on Questionnaires	x	y
1	2.7	2.8
2	2.2	2.8
3	3.1	3.2
4	2.1	2.2
5	3.8	3.8
6	2.2	2.6
7	2.9	2.9
8	2.9	2.2
9	2.7	2.7
10	3.6	3.6
11	1.7	2.1
12	2.5	2.4

Pearson's correlation coefficient will be used to find out if x and y correlate.

(See next page)

Figure 64 The computation of Pearson's r between score (x) Kagisanong and (y) Sefikeng for the rated responses of the lecturers on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	2.7	2.8	6.16	7.29	7.84
2	2.2	2.8	6.16	4.84	7.84
3	3.1	3.2	10.23	9.61	10.24
4	2.1	2.2	4.62	4.41	4.84
5	3.8	3.8	14.44	14.44	14.44
6	2.2	2.6	5.72	4.84	6.76
7	2.9	2.9	8.41	8.41	8.41
8	2.9	2.2	6.38	8.41	4.84
9	2.7	2.7	7.29	7.29	7.29
10	3.6	3.6	12.96	12.96	12.96
11	1.7	2.1	3.57	2.89	4.41
12	2.5	2.4	6.00	6.25	5.76
	$\Sigma x =$ 32.4	$\Sigma y =$ 33.3	$\Sigma xy =$ 91.94	$\Sigma x^2 =$ 91.64	$\Sigma y^2 =$ 95.63

Pearson's r correlation coefficient =

$$\begin{aligned}
 r &= \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}} \\
 &= \frac{91.94 - \frac{(32.4)(33.3)}{12}}{\sqrt{\left[91.64 - \frac{(32.4)^2}{12} \right] \left[95.63 - \frac{(33.3)^2}{12} \right]}} \\
 &= .55
 \end{aligned}$$

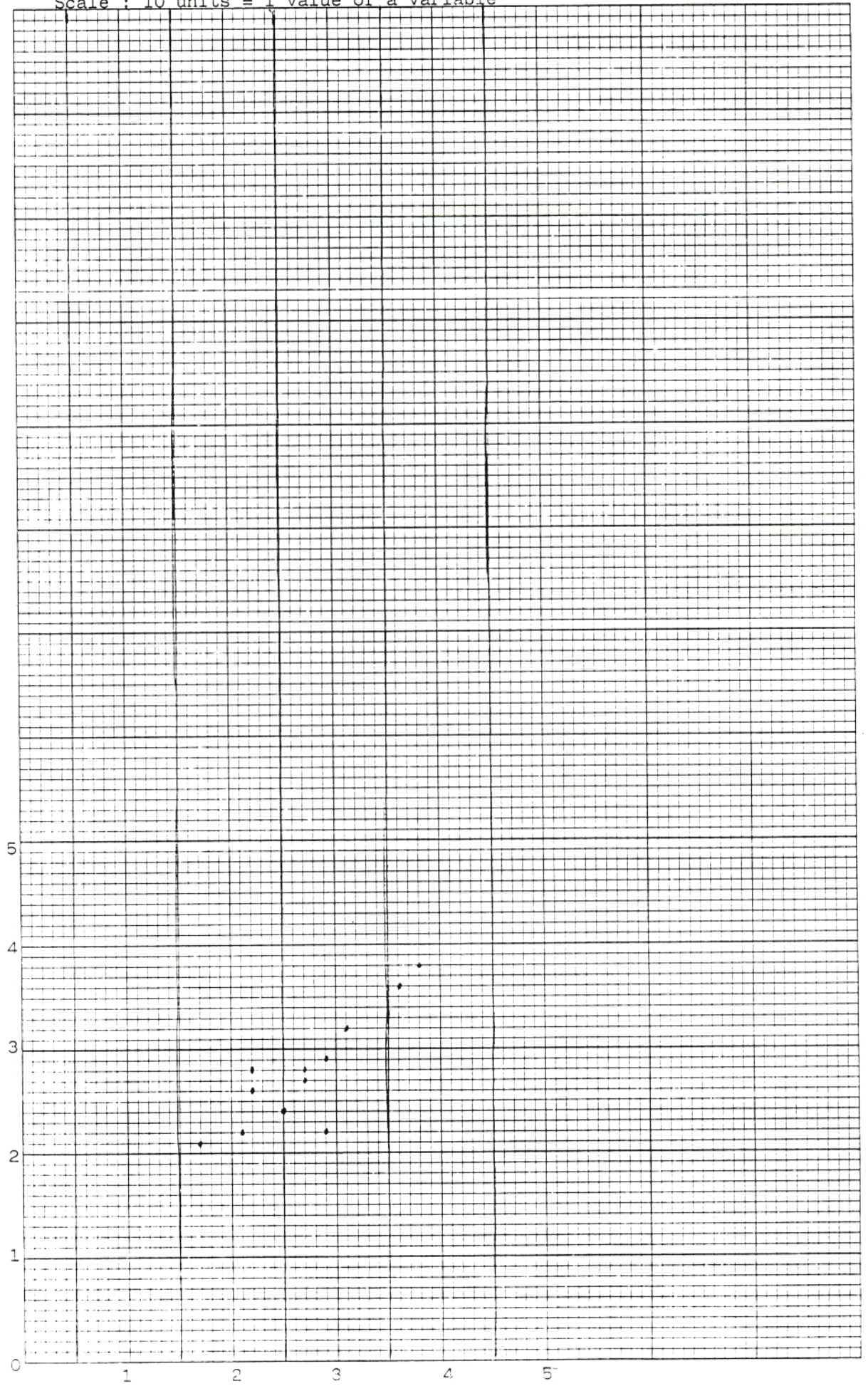
A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 65 : A Perfect Positive Correlation .55

Scale : 10 units = 1 value of a variable

VARIABLE y (Sefikeng lecturers)



VARIABLE x (Kagisanong lecturers)

The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 66 Various averages on of the responses on the questionnaires supplied to lecturers at Kagisanong and Mphohadi Colleges of Education

Questions on Questionnaires	x	y
1	2.7	2.7
2	2.2	2.3
3	3.1	3.1
4	2.1	1.9
5	3.8	3.7
6	2.2	2.9
7	2.9	2.7
8	2.9	2.9
9	2.7	2.7
10	3.6	3.4
11	1.7	2.6
12	2.5	1.5

Pearson's correlation coefficient will be used to find out if x and y correlate.

(See next page)

Figure 67 The computation of Pearson's r between score (x) Kagisanong and (y) Mphohadi for the rated responses of the lecturers on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	2.7	2.7	7.29	7.29	7.29
2	2.2	2.3	5.06	4.84	5.29
3	3.1	3.1	9.61	9.61	9.61
4	2.1	1.9	3.99	4.41	3.61
5	3.8	3.7	14.06	14.44	13.69
6	2.2	2.9	6.38	4.84	8.41
7	2.9	2.7	7.83	8.41	7.29
8	2.9	2.9	8.41	8.41	8.41
9	2.7	2.7	7.29	7.29	7.29
10	3.6	3.4	12.24	12.96	11.56
11	1.7	2.6	4.42	2.89	6.76
12	2.5	1.5	3.75	6.25	2.25
	$\Sigma x =$ 32.4	$\Sigma y =$ 32.4	$\Sigma xy =$ 90.33	$\Sigma x^2 =$ 91.64	$\Sigma y^2 =$ 91.46

Pearson's r correlation coefficient =

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}}$$

$$= \frac{90.33 - \frac{(32.4)(32.4)}{12}}{\sqrt{\left[91.64 - \frac{(32.4)^2}{12} \right] \left[91.46 - \frac{(32.4)^2}{12} \right]}}$$

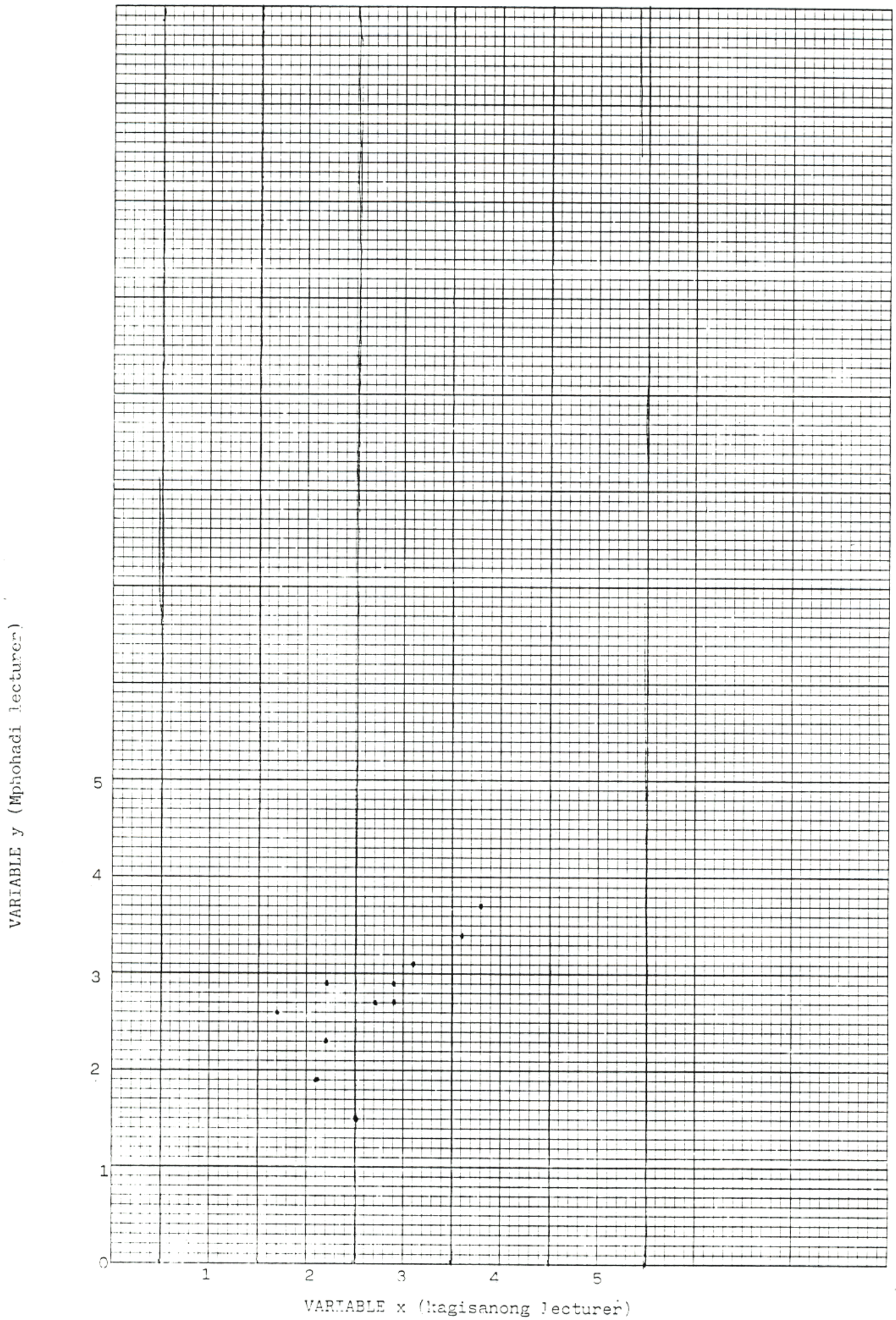
$$= .70$$

A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 68 : A perfect Positive Correlation .70

Scale : 10 Units = 1 value of a variable



The following table shows the various averages of the different responses on the questionnaire supplied to the lecturers.

Figure 69 Various averages on of the responses on the questionnaires supplied to lecturers at Mphohadi and Sefikeng Colleges of Education

Questions on Questionnaires	x	y
1	2.7	2.8
2	2.3	2.8
3	3.1	3.2
4	1.9	2.2
5	3.7	3.8
6	2.9	2.6
7	2.7	2.9
8	2.9	2.2
9	2.7	2.7
10	3.4	3.6
11	2.6	2.1
12	1.5	2.4

Pearson's correlation coefficient will be used to find out if x and y correlate.

(See next page)

Figure 70 The computation of Pearson's r between score (x) Mphohadi and (y) Sefikeng for the rated responses of the lecturers on the questionnaires

Question Listing	x	y	xy	x ²	y ²
1	2.7	2.8	7.56	7.29	7.84
2	2.3	2.8	6.44	5.29	7.84
3	3.1	3.2	9.92	9.61	10.24
4	1.9	2.2	4.18	3.61	4.84
5	3.7	3.8	14.06	13.69	14.44
6	2.9	2.6	7.54	8.41	6.76
7	2.7	2.9	7.83	7.29	8.41
8	2.9	2.2	6.38	8.41	4.84
9	2.7	2.7	7.29	7.29	7.29
10	3.4	3.6	12.24	11.56	12.96
11	2.6	2.1	5.46	6.76	4.41
12	1.5	2.4	3.90	2.25	5.76
	$\Sigma x =$ 32.4	$\Sigma y =$ 33.3	$\Sigma xy =$ 92.8	$\Sigma x^2 =$ 101.46	$\Sigma y^2 =$ 95.63

Pearson's r correlation coefficient =

$$r = \frac{\Sigma xy - \frac{(\Sigma x)(\Sigma y)}{N}}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N} \right] \left[\Sigma y^2 - \frac{(\Sigma y)^2}{N} \right]}}$$

$$= \frac{92.8 - \frac{(32.4)(33.3)}{12}}{\sqrt{\left[101.46 - \frac{(32.4)^2}{12} \right] \left[95.63 - \frac{(33.3)^2}{12} \right]}}$$

$$= .43$$

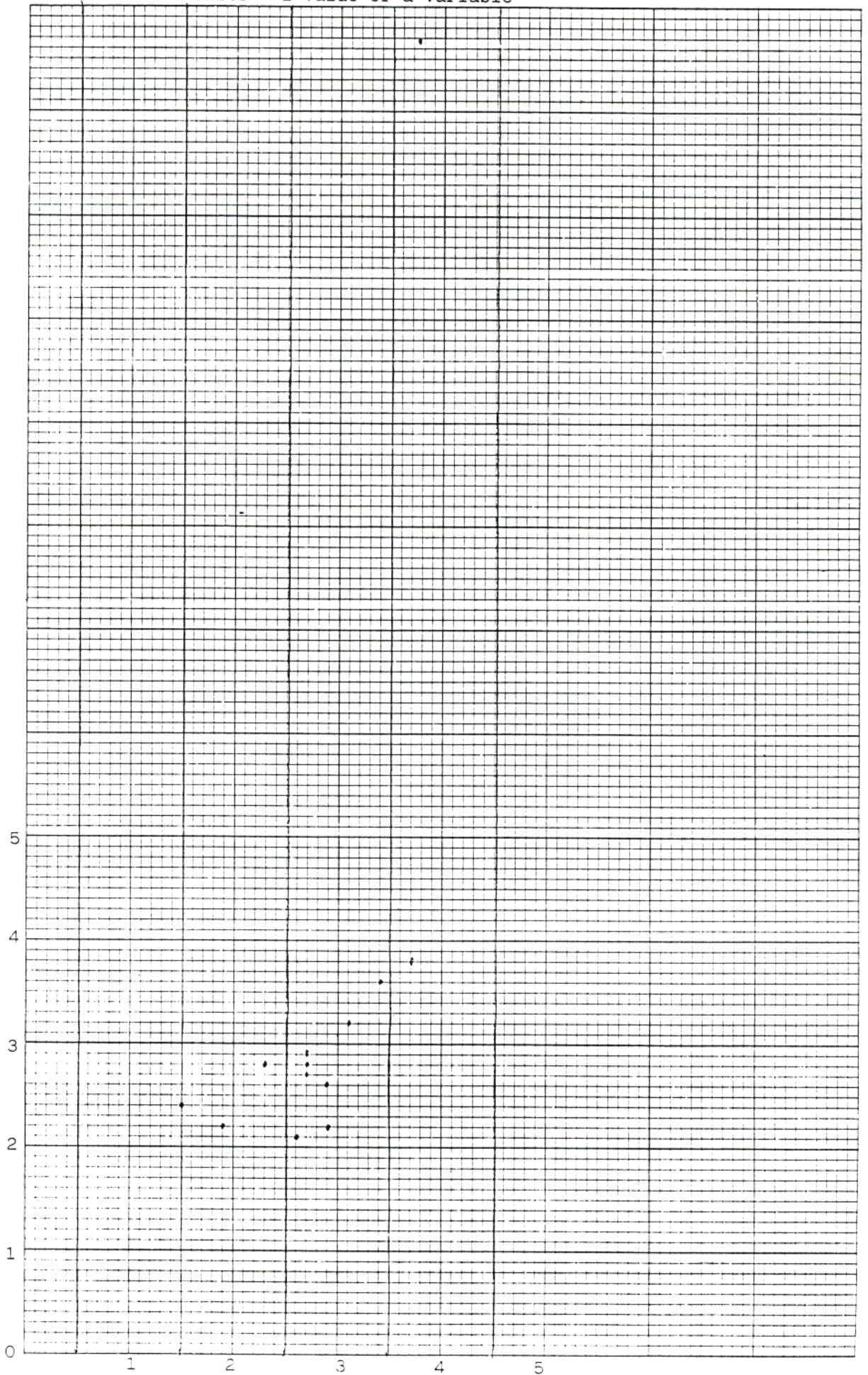
A scatterplot is used to show a positive correlation.

(See graph next page)

Fig 71 : A Perfect Positive Correlation .43

Scale : 10 Units = 1 value of a variable

VARIABLE y (Sefikeng lecturers)



In all the graphs that have been included in this research report, the observations are plotted. The x and y values are represented in the scatterplots in the various figures. The figure allows a visual check on whether a computation error has been made, as well as whether the relationship appears to be linear. It is clear that the correlation of the various variables is substantial, linear and positive; hence, the computed values should not be smaller than minus one and not bigger than one for r to appear reasonable.

Such a perfect correlation show that there is no great difference in the responses of the the two groups that are compared. In the case of the student teachers it implies that they agree that teaching practice is of value in Teacher Education. Using the results of the Pearson's correlation coefficient, it can be concluded that teachers at the practicing schools and lecturers at the colleges of Education also agree that teaching practice is of value.

SUMMARY

In this chapter, responses of the student teachers, the teachers at the practicing schools and the lecturers of the colleges of education are arranged and ordered in order to simplify reading and understanding of the data presented. The variables are compared according to the institutions they represent, for instance, the responses of the student teachers from one institution are compared with the responses of student teachers

from another institution.

The variables are manipulated into averages so that the two variables can be computed statistically to find out their correlation. It is observed that the correlation is positive.

CHAPTER 5

ANALYSIS OF DATA

Data on the responses which are made by the subjects (student teachers, teachers at practicing schools and College lecturers) will be analyzed in this chapter.

A. RESPONSES ON QUESTIONNAIRES SUPPLIED TO STUDENT TEACHERS

The researcher sampled 250 third year student teachers. The student teachers were selected for the research because of their experience and exposure in teaching practice. Out of the 250 student teachers sampled, only 181 have responded.

The following are the responses to the questionnaires:

1. Teaching practice is important

Of the 181 student teachers 137 i.e. 75% strongly agree and 39 (25%) agree that teaching practice is important. Only 7% of the student teachers disagree with this point.

The researcher observes that a greater percentage of the student teachers understand the value of teaching practice entails a very small percentage does not realize the significance of teaching practice.

2. Supervision during teaching practice

Out of 181 student teachers, 104 (57%) agree that school teachers do supervise them during teaching practice. 54 (30%) of the student teachers disagree.

It would seem that there are those teachers at practicing schools who play their role in supervising student teachers during teaching practice other teachers either play truant or do not know what to do. They do not assist in guiding and supervising student teachers during teaching practice.

3. An appropriate teacher-pupil relationship

Of the 181 student teachers, 94 (51%) agree and 66 (35%) strongly agree that an appropriate teacher-pupil relationship can easily be established at the schools.

According to the researcher's observations, pupils are always willing to receive student teachers into their classrooms and they look forward to getting something worthwhile from them. The relationship becomes appropriate if the student teachers deliver the goods.

4. Theory taught at College is applied

80 (44%) of the 181 student teachers strongly agree and 68 (38%) agree that during teaching practice they can apply the theory which is taught at the College. 33 (18%) of the student teachers disagree.

The student teacher's responses make it clear that a greater percentage of them know the relationship between what they are taught in the lecture room and what they teach in classrooms.

5. Feedback on teaching practice by lecturers

Out of 181 student teachers, 81 (45%) strongly agree and 76 (42%) agree that after evaluation of lessons, feedback or information on progress in teaching practice is given to the students. This shows that all students realize the value of being informed about how they perform in their teaching practice exercise.

6. Too many lessons per week

65 (36%) of the 181 student teachers strongly agree and 54 (30%) agree respectively that they are given too many lessons to teach per week. 42 (23%) of the 181 student teachers disagree and 18 (10%) strongly disagree on this issue.

From the responses, more than half of the students teachers show that they are given a lot of lessons (six lessons) to prepare for evaluations in a week's time. Only 60 (33%) of the 181 student teachers disagree. This shows that it varies with individual student teachers. There are those students who can cope with a lot of work. But it also differs with Colleges of Education. Some colleges give students a lot of work, others give them enough to cope with the work load.

7. Teaching practice is a worthwhile exercise

From the 181 student teachers, 96 (53%) and 69 (38%) strongly agree and agree respectively that teaching practice is a worthwhile exercise. Only 15 (8.3%) disagree.

The researcher observes that the greater percentage of students agree that teaching practice is worthwhile, and understand why they have to go for teaching practice and find it being of use to them. The smaller percentage of students who disagree do not comprehend the worth of teaching practice. They feel that they can just go to schools to teach without being exposed to teaching practice, during their period of training.

8. Student teachers get enough or sufficient practice

Out of 181 student teachers, 85 (50%) and 65 (36%) strongly agree and agree respectively that student teachers get enough or sufficient practice during teaching practice.

There are those student teachers who agree that the period allotted for teaching is sufficient. Only a small percent of the student teachers disagree. They would prefer a longer period for practicing.

9. Teachers at the practicing schools do assist student teachers

Out of 181 student teachers, 48 (25%) strongly agree and 68 (38%) agree that teachers at the practicing schools do assist

them in their practice to teach. 25 (13%) of the student teachers disagree with this point.

Of the 181 student teachers. 22,7% students disagree that they are assisted by teachers at the practicing schools during teaching practice.

This analysis shows that there are those school teachers who do assist student teachers during teaching practice. Similarly, there are those school teachers who do not make any attempt to guide and assist student teachers while they are on teaching practice at their schools.

10. Specialization subjects only

43 (24%) of the 181 student teachers disagree and 65 (40%) strongly disagree that they are evaluated only on subjects they specialize in.

From the above analysis it would seem that student teachers (especially those who are doing Primary Teacher's Diploma -PTD) are not evaluated on their subjects of specialization. They are given any subject to prepare and be evaluated upon.

11. Student teachers become confident to teach

Of the 181 student teachers 82 (45%) strongly agree and 85 (47%) agree that after teaching practice they become confident to teach.

From the analysis above, student teachers give an indication that they gain confidence through teaching practice. They get experience and get the feel of teaching through teaching practice.

12. Value of Comments by College lecturers

66 (37%) and 72 (40%) of the 181 student teachers strongly agree and agree respectively, that comments by college lecturers are of value.

The comments and guidance provided by college lecturers after evaluations are regarded by student teachers as being of great value. Student teachers learn a lot from comments made by lecturers immediately after evaluations of a lesson. They are immediately informed of their performance during an evaluation lesson and their points or marks are displayed on the evaluation form.

13. Logical and clear evaluation reports

Out of 181 student teachers, 60 (33%) strongly agree and 77 (43%) agree that college lecturers present logical and clear evaluation reports after a critique lesson.

From the analysis it would seem that student teachers appreciate the college lecturer's guidance and report on their presentation during evaluations of lessons. They agree that the lecturers' remarks and suggestions are worthwhile.

14. Suggestion on improved organization of teaching practice.

Of the 181 student teachers 81 (45%) strongly agree and 43 (24%) agree that the organization of teaching practice should be revised. 30 (16%) and 23 (13%) respectively disagree and strongly disagree on this issue.

The analysis shows that a greater percentage of the student teachers agree that the organization of teaching practice should be done differently. It is believed that if the organization of teaching practice was done differently, a lot of improvement could be seen. The organization and administration of teaching practice should be improved in order to improve the quality of teachers produced and also to improve the image of teaching as a profession.

B. RESPONSE ON QUESTIONNAIRES SUPPLIED TO TEACHERS AT PRACTICING SCHOOLS

The researcher sampled 250 teachers who are teaching at the practicing schools in the Orange Free State. Only 169 of the 250 teachers responded.

The following are the responses on from the questionnaires:

1. Student teachers are welcomed

Out of 169 teachers, 80 (47%) strongly agree and 77 (46%) agree that student teachers are welcomed during teaching practice.

From the responses it is clear that not all school teachers at the practicing schools welcome student teachers. Although a greater percentage (93%) receive student teachers with open hands, there are those who view them as coming to waste time. That could be related to the responses by student teachers that some school teachers do not assist them during teaching practice. It goes without saying that if the student teachers are not welcomed by a small number of school teachers, then they would not be assisted by the same teachers.

The researcher's observations are that, there are those school teachers who do not realize the significance of teaching practice. This implies that when these teachers were undergoing training at the colleges during their time, they did not recognize and appreciate the importance of teaching practice. Such teachers continue to perpetuate their dislike and misconception of teaching practice and thus continue to sabotage teaching practice. They make teaching practice appear meaningless and useless to the student teachers who need to be guided.

2. Handing over of pupils to the student teachers

From the 169 school teachers 87 (52%) and (27%) agree and disagree respectively, that it is easy to hand over the pupils to the student teachers who have to practice.

Following the discussion that not all the school teachers

welcome student teachers for teaching practice, the researcher observes that some teachers would not easily entrust student teachers with their pupils. Those teachers who do not welcome student teachers, most probably see them as wasting time and thus would not find it easy to hand over the pupils to them

All this may be brought about by misunderstanding of teaching practice by the school teachers when they were students themselves or the way student teachers coming to their schools have been behaving. This misunderstanding is unfortunately recurrent and continue to harm any attempt to improve teaching practice.

3. Waste of time

56 (33%) and 82(49%) of the 169 teachers disagree and strongly disagree respectively that teaching practice is a waste of time.

The responses show that although a greater percentage of school teachers find the time spent on teaching practice being worthwhile, there are those who find it to be a waste of time. It could be that those who find teaching practice to be a waste of time have come across student teachers who play truant. The other view could be, the school teachers used to play truant themselves when they were student teachers and thus they find teaching practice to be a waste of time or that

teaching practice is organized poorly by colleges and thus create confusion at practicing schools. If school teachers did not understand the significance of teaching practice during their training, it becomes difficult for them to realize its value now, and guide student teachers accordingly.

4. Student teachers cooperate

Out of the 169 teachers, 34(20%) and 87 (56%) strongly agree and agree respectively that student teachers are cooperative during teaching practice.

The researcher observes that student teachers are found to be willing to work hand in hand with school teachers. They are ready to be guided and assisted by school teachers.

5. Repetition of the lessons

62 (37%) of the 169 teachers agree and 70 (41%) disagree that the lessons which have been taught by the student teachers should be taught again.

According to the researcher's findings, some school teachers find it necessary to repeat lessons which were taught during teaching practice due to the fact that they do not have confidence in student teachers. They have the notion that those who play truant would not possibly teach properly. The other cause of mistrust could be the lack of methodology by the student teachers in teaching the pupils.

The other major problems which result in the lesson to be repeated could be, lack of guidance which the schoolteachers are supposed to provide to the student teachers. Some school teachers go on leave in the literal sense of the word, during teaching practice. They are not available to guide and control student teachers who need assistance. When teaching practice is over, they are not sure what has transpired in their classrooms, thus they repeat the lessons. In that way they regard teaching practice as a waste of time. They do not realize that they contribute in the wasting of time.

6. Student teachers contribute reasonably

Out of the 169 teachers, 96 (57%) agree that student teachers make a reasonable contribution in teaching during teaching practice. 33 (20%) of the teachers disagree.

The responses indicate that some teachers appreciate the presence and contributions made by student teachers during teaching practice. Obviously those who do not welcome student teachers and think that teaching practice is a waste of time would not realize their contributions.

There is also a possibility that some teachers find teaching practice to be a waste of time because they do not see how student teachers contribute in teaching. It could be that they wish to teach pupils without any disturbance and interference from student teachers. Such teachers are ignorant of the fact

that student teachers need to practice in order to be productive teachers in future.

7. Aims and objectives

78 (26%) of the 169 teachers agree that student teachers do not achieve their aim and objectives in the lessons they teach. 74 (44%) of the teachers disagree with this statement.

According to the researcher, it goes without saying that student teachers who are not welcomed, who are not guided by the school teachers would not be seen by the same teachers to be able to reach their aims and objectives in teaching. They are said to be wasting time, and thus their lessons are repeated. It would seem that if student teachers were assisted from the onset, they would reach their aims and objectives as planned in their lesson plans.

8. Discipline in the classroom

78 (46%) and 37 (22%) of the teachers agree and disagree respectively that student teachers are able to maintain discipline in the classrooms.

The researcher observes that student teachers are not guided on how to keep discipline in the classroom. They have to find means and ways to handle the pupils. Pupils in return want to experiment on how the teacher who is put in their care can

respond to their tricks. It is exciting for pupils to observe the reaction of different teachers to different situations. In the process of trying their tactics, the student teacher is put at a disadvantage due to lack of experience. S/he needs to be in control and handle the situation with caution. If s/he does not have a sense of humor, the situation could become chaotic.

9. Student teachers can cope

96 (57%) of the 169 teachers agree that student teachers are able to cope with the demands of teaching. 45 (27%) of the teachers disagree. The indication that student teachers do not cope with teaching is that they play truant and they complain about teaching.

10. Enough period for practicing

Out of the 169 teachers 70 (41%) and 45 (27%) agree and disagree respectively that the period allocated for teaching practice is sufficient to give student teachers enough practice.

Compared to student teachers' response, out of 181 students, 85 (50%) strongly agree and 65 (36%) agree respectively. This is an indication that student teachers do not realize the value and the importance of teaching practice.

11. Preparations only during evaluations

58 (34%) of the 169 teachers strongly agree and 47 (28%) agree that student teachers prepare their lessons properly only during evaluations. 4 (2%) of the teachers did not respond to this statement. This implies that student teachers only while away time when they are not being criticized.

12. Continuous preparation

95 (56%) and 36% of the 169 teachers strongly agree and agree respectively that student teachers should continue with thorough preparations even after evaluations. If the student teachers do not prepare, they waste time that could be used by the school teachers fruitfully. When student teachers do not prepare for additional lessons there is no way they can keep the pupils busy constructively.

13. Suggestions on a different teacher's diploma structure

Out of the 169 teachers, 49 (29%) and 55 (33%) strongly agree and agree respectively that student teachers should complete three (3) years' continuous academic education, and thereafter go to school to do one year continuous teaching - during that one year, they should be granted a minimum allowance.

14. Organization of teaching practice should be revised

41 (24%) of the teachers strongly agree that teaching practice should be organized differently, or the organization thereof should be revised. 73 (43%) of the teachers agree on this

point. 7 (4%) of the teachers did not respond to this statement.

The organization of teaching practice should be improved in order to curb truancy by the student teachers. The colleges must liaise with the practicing schools to keep track of what transpires during teaching practice. There must be a system whereby student teachers are checked if they are doing their work or they are always present at the schools.

C. RESPONSES ON QUESTIONNAIRES SUPPLIED TO LECTURERS

The researcher sampled 150 College Lecturers. 123 of the lecturers returned their responses.

The following are the responses from the Questionnaires:

1. Looking forward to evaluate

Out of 123 lecturers who were sampled, only 56 (46%) agree that lecturers always look forward to evaluating during teaching practice. 20 (16%) of the lecturers did not respond to this statement.

Lecturers look forward to teaching practice because they want to check if they have done their work effectively, and if their products are worth sending out to the schools after completion of the Course.

2. Learning theories are put into practice

63 (51%) of the 123 lecturers agree that student teachers are able to put learning theories into practice during teaching practice. The other 53 (43%) of the lecturers is not satisfied with the application of theory into practice. The dissatisfied lecturers will always indicate by giving student teachers the marks they deserve and their comments will also verify their views.

3. Student's potential and suitability can be evaluated

Out of 123 lecturers. 78 (63%) agree that student teacher's potential and suitability as a teacher can be evaluated through teaching practice.

4. Student teachers can cope

62 (50%) of the 123 lecturers do not agree with the statement that student teachers are able to cope with the demands of teaching. Some student teachers play truant, others do not want to go for teaching practice again. Some of them complain about teaching. All these are indications that student teachers do not cope.

5. Mistakes should be pointed out after presentation

98 (80%) out of 123 lecturers strongly agree that after evaluation of lessons, feedback or mistakes on the lesson should be pointed to the student immediately. This could help student teachers to use the feedback in preparation of the lessons which have not been evaluated then. In that manner

their work could improve.

6. A positive attitude towards teaching practice

Only 53 (43%) of the 123 lecturers agree that they have a positive attitude towards teaching practice; contrary to 40 (33%) which disagree with this question.

According to the researcher's observations, even college lecturers need to be oriented on teaching practice. They need to be made aware that teaching practice is a component part of teacher training. They should be reminded continuously that they are training future teachers.

College lecturers should be made aware, in case they are not, that teaching practice is an integral component of Educational studies - (Educational Studies entail both theory and practice). All this has to be done partly because some lecturers do not realize the value of teaching practice or because teaching practice is poorly organized.

7. Skills can be displayed

75 (61%) of the 123 lecturers agree that student teachers are able to demonstrate their skills during teaching practice. The other 28 (23%) of the lecturers disagree on this point. Possibly those who disagree, are those who think that student teachers cannot apply theory into practice.

8. Remedial lessons after teaching practice

On the question that after the period of teaching practice; remedial lessons should be conducted to correct common mistakes committed by student teachers, 69 (56%) and 41 (33%) of the 123 lecturers strongly agree and agree respectively. One (8%) of the lecturers did not respond to the question.

9. Time spent on teaching practice is not enough

55 (45%) of the 123 lecturers strongly agree and 36 (29.2%) agree that the time spent by student teachers at schools for teaching practice is not enough to give them sufficient practice (two weeks in addition to the four which are utilized for teaching practice). Those who do not agree might be of the opinion that student teachers must exert themselves within the given time.

10. Lecturers should be oriented on evaluations

Responding to the statement that lecturers should be oriented on evaluations, before they go out to evaluate student teachers during teaching practice: 93 (76%) of the 123 lecturers strongly agree. 2 (1.07%) of the lecturers did not respond.

According to the researcher, when new lecturers join the colleges for the first time, they are not acquainted with the procedures of teaching practice. They need to be oriented on

how teaching practice is organized and administered. They also need to be made aware of the format of the evaluation forms. The significance of teaching practice should be highlighted to them. This could reduce the mistakes committed by lecturers during teaching practice; - mistakes like staying for a short period , or going out before the stipulated period is over, giving marks which do not correlate with the comments (remarks) made on the evaluation form.

11. Different structure for teacher's diploma

A small percentage of 43 (37%) of the 123 lecturers strongly agree that after a continuous three (3) years of academic education, student teachers should go for one year's continuous teaching practice and during that one year, they should be remunerated. 35 (28%) of the lecturers strongly disagree with this statement.

The above responses indicate that some lecturers are not satisfied with the present program in teacher education, they would like to see some changes. They hope that changes would be brought about by a different program. Other lecturers do not find anything wrong with the program. Possibly they find problems with the organization of teaching practice. They feel that if teaching practice is organized efficiently, there will be some improvement in teacher education.

12. Organization of teaching practice should be revised

34 (28%) and 40 (33%) of the 123 lecturers, strongly agree and agree respectively on the suggestion that teaching practice should be organized in a different manner. Out of the 123 lecturers, 10 (8%) did not respond to the question.

According to the researcher, those lecturers who agree with the suggestion think that a different program will bring about improvements. Some of the lecturers do not respond probably because they realize that a different program might not solve the problems of the teacher education course.

SUMMARY OF THE CHAPTER

The student teachers from various colleges of education are questioned on the relative importance of teaching practice. The responses of the student teachers are analyzed according to questionnaires. This analysis also applies to the teachers at the Colleges of Education.

Responses on questionnaires supplied to student teachers

There is a great percentage of student teachers who accept that teaching practice is important. Some of the student teachers agree that teachers at practicing schools do supervise them during teaching practice. They also agree that theory taught at the colleges is put into practice during teaching practice.

It is indicated by student teachers that there is feedback from

lecturers on progress made in teaching practice. There is general complaint about too many lessons which have to be evaluated per student teacher, per week. On the contrary, some student teachers do not have a problem with presenting four lessons per week. Certain students acknowledge that teaching practice is worthwhile.

On the question whether they get enough or sufficient practice, during teaching practice; some student teachers feel that it is sufficient, although others request for more time for teaching practice. Student teachers think that they are more confident to teach after teaching practice. They believe that comments made by lecturers during evaluations in teaching practice are valuable. The lecturer's reports on progress are said to be logical and clear. They wish for an improved method of organizing teaching practice.

RESPONSES ON QUESTIONNAIRES SUPPLIED TO TEACHERS

Teachers at practicing schools indicate that student teachers are welcomed to come for teaching practice at their schools. There are those who indicate that it is not easy to hand their pupils to student teachers during teaching practice, but some feel that it is not difficult to do so. Teachers do not agree that teaching practice is a waste of time.

A great percentage of teachers agree that student teachers are cooperative during teaching practice. Some teachers believe that

the lessons taught by student teachers should be repeated. As indicated by teachers, student teachers contribute reasonably to the well being of the school during teaching practice. The aims and objectives of the student teachers can be reached during teaching practice. Some teachers believe that student teachers can cope with the demands of teaching.

The period for practicing is said to be enough. There are those teachers who agree that student teachers only do their preparation for the sake of evaluations. They also agree that the structure of the Diploma in teaching should be changed. Teachers suggest that teaching practice should be organized differently.

RESPONSE ON QUESTIONNAIRES SUPPLIED TO LECTURERS

From the responses, it would seem that some lecturers enjoy going out for teaching practice. But, not all lecturers have a positive attitude towards teaching practice. During teaching practice lecturers are able to measure student,s potential and suitability to teach.

Lecturers who are new at the Colleges of Education should be oriented so that they will be able to evaluate propi properly and give acceptable comments and remarks on the evaluation forms. They agree that student teachers are capable of putting theory into practice.

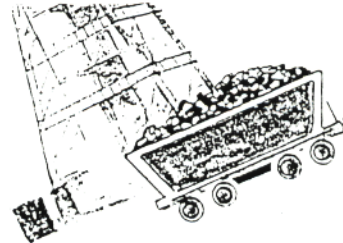
The weak points and strong points of student teachers are

highlighted by lecturers immediately after teaching practice. Student teachers become confident to teach after teaching practice. And it is indicated that time for teaching practice should be lengthened.

The analyzed data indicate that teaching practice need to be organized efficiently so that every participant could take it seriously and see its value in teacher education.

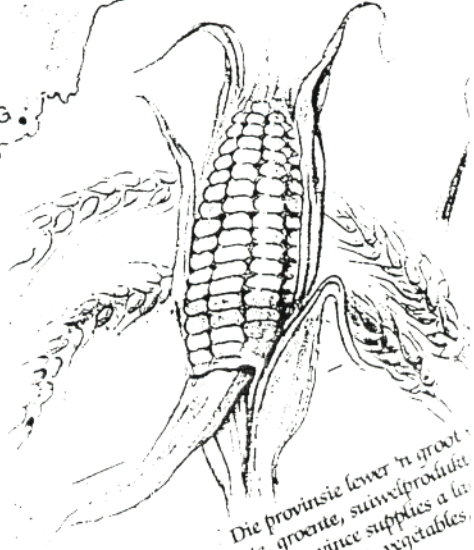
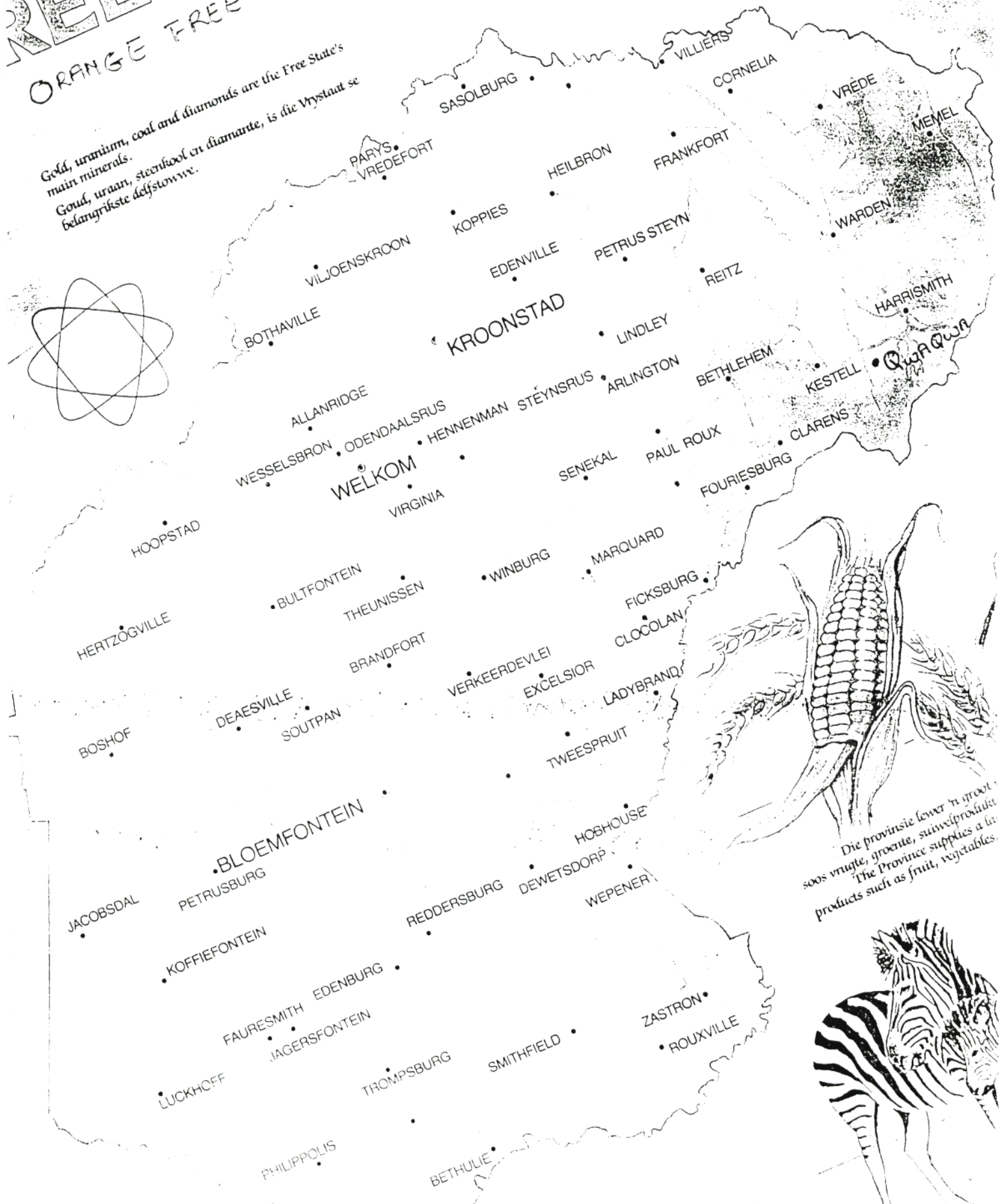
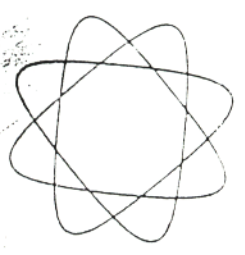
FREE STATE!

ORANGE FREE STATE



Steenkool vir die maas.
 Steenkool, springstonwe, en
 faunsmis, springstonwe, en
 Coal for the generation of electric
 and many other by-products.

Gold, uranium, coal and diamonds are the Free State's
 main minerals.
 Goud, uraan, steenkool en diamante, is die Vrystaat se
 belangrikste delfstowwe.



Die provinsie lewer 'n groot
 soos vrugte, groente, suiwelprodukte
 The Province supplies a lot
 products such as fruit, vegetables.



CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF THE RESEARCH REPORT

THE PROBLEM

The problem under study is The Relative Importance of Teaching Practice in Teacher Education

PRESENTATION OF DATA

Student teachers, school teachers and college lecturers are sampled as subjects for the research. The responses of those who responded are compared and analyzed. The comparison is made to see if the responses correlate. The responses of the subjects from one institution and those from another institution are represented as x and y variables respectively. These variables are converted into averages to make them comparable.

A Pearson's Correlation Coefficient Product is used to make a correlation between those two variables. There is no great difference between the two variables and that is shown by a positive correlation. In relation to the problem under study, the above findings indicates that the student teachers, teachers at practicing schools and college lecturers find teaching practice to be of importance.

ANALYSIS OF DATA

A. RESPONSES ON QUESTIONNAIRES SUPPLIED TO STUDENT TEACHERS

From the 181 student teachers who were sampled, the majority of them agree that teaching practice is worthwhile and important. They agree that they are being supervised by school teachers during teaching practice. School teachers assist them in teaching during their practice. The relationship between student teachers and pupils is appropriate for normal teaching to proceed although there are a few pupils who resent being taught by them.

Theory taught at the colleges is applied properly by student teachers at the practicing schools. Some student teachers are evaluated on their specialization subjects only.

Lecturers' comments on the evaluation forms are of great value and assistance to the student teachers. The comments are logical and clear on the evaluation report.

Student teachers get a feedback on how they teach during teaching practice. Their confidence to teach is developed during teaching practice.

The majority of their responses show a positive attitude towards teaching practice.

B. RESPONSES ON QUESTIONNAIRES SUPPLIED TO TEACHERS AT PRACTICING SCHOOLS

Out of the 169 school teachers who responded to the

questionnaires, a great percentage of them agree that they welcome student teachers to come and practice at their schools. Some teachers do not find it difficult to hand over their pupils to student teachers who come for teaching practice. They disagree that teaching practice is a waste of time.

Some teachers agree that there are those student teachers who are cooperative during teaching practice. They contribute reasonably in teaching when they are practicing. Their planned aims and objectives are achieved.

According to some school teachers, not all student teachers can maintain discipline in the classrooms during teaching practice. Most of them can cope with the demands of teaching. There are those who only prepare their lessons during evaluation lessons.

Teachers agree that student teachers should continuously prepare for lessons during teaching practice irrespective of whether they are going to be evaluated or not.

Teachers agree to a suggestion that there should be a different structure in the Teachers' Diploma Course. They agree that the organization of teaching practice should be revised. Some teachers agree that the period for teaching practice should be lengthened by two weeks.

C. RESPONSES ON QUESTIONNAIRES SUPPLIED TO LECTURERS

Out of 123 college lecturers who responded to the questionnaires a greater percentage of them agree that student teachers make an effort to put learning theories into practice. They do not agree that student teachers can cope with the demands of teaching.

College lecturers agree that student teachers' potential and suitability to teach can be evaluated during evaluation lessons. Some student teachers are also capable of displaying their teaching skills.

According to the lecturers, strong point and weak point of the student teachers should be pointed out after presentation of a lesson. Thus they agree that remedial lessons should be conducted after teaching practice.

Some lecturers indicate that time spent on teaching practice is not enough, it should be increased by two weeks per session of teaching practice.

New lecturers must be oriented on evaluations of student teachers during teaching practice. Some lecturers look forward to teaching practice and evaluation of student teachers.

According to some lecturers the structure for Teacher' Diploma Course must be changed. Organization of teaching practice must be revised. Possibly, the lecturers think that if the organization

of teaching practice is improved, they will see the value of teaching practice.

CONCLUSION

In this study the conclusions are made to verify the assumptions which are made in the first chapter. There are four assumptions, therefor four conclusions are made.

The first assumption is that there is inefficiency in teacher education and thus teaching practice can reduce the problem. On the contrary, teaching practice can only be successful and of value if teacher education is efficient. The inefficiency in teacher education has to be addressed in order to be able to improve teaching practice. The workload should not be left to teaching practice to reduce the problems of teacher education. Teaching practice is only a component of teacher education, it cannot function on its own to train student teachers better

without the assistance of the whole programme. The first conclusion is that Teacher Education Programme has to be revised and improved in order to make the participants see the value of teaching practice.

The second assumption is that teaching practice can improve efficiency. In response to this assumption it can be said that the efficiency in teaching by student teachers and teachers at the schools can be attained if they go through a properly organized programme of teaching practice. The products of the

teachers at school seem to show that there is inefficiency in teaching throughout the Orange free state region. By analysing the Matriculation results, one is tempted to conclude that there is no proper teaching and learning going on at the schools. Students and pupils do not seem to be motivated to learn. All this leads to the second conclusion that that student teachers must be exposed to properly organized teaching practice so that they could be efficient in their teaching and organization of the schools.

The third assumption is that evaluations during teaching practice should reflect and give correct impressions on how the student teachers are able to teach. The remarks written on the evaluation forms, and the verbal remarks given by the college lecturer must be a true reflection of of what a student teacher has achieved through teaching. The remarks should correlate with the marks allocated on the evaluation form. The third conclusion is that student teachers are not given a true reflection of how they perform during teaching practice, hence the poor performance when they have to teach permanently. The other contributory factor to lack of correlation between performance and the marks given is that lecturers might not know how to allocate marks, or they themselves are inefficient teachers or they want to curry favors from the student teachers.

Fourth, the student teachers should only be allowed to pass the Teacher's Diploma Course if they have demonstrated the ability to

teach. The marks allocated to the students during teaching practice must be taken very seriously. The last conclusion is that if the student teacher has failed teaching practice, s/he must repeat the course.

The four conclusions support the original hypotheses of the research which states that : teaching practice is indispensable in the training of prospective teachers and in teacher education in general and that if more time and dedication were provided for teaching practice, student teachers in future, (the colleges would produce better teachers).

According to the researcher, it would seem that colleges are still clinging to the old teaching methods whilst schools have embarked on a new approaches (the Molteno Programme) where pupils are given chance to make their own discoveries and express their views. When the student teachers go out on teaching practice , they cannot fit into teaching the pupils because their method of teaching is different from that of the school teachers. This bring about a lot of resistance from the student teachers and the pupils are lost in the process. The student teachers get frustrated and reluctant to teach due to the difficulties created by the lack of coordination between the Teacher Education Programme and the system of teaching at the schools. The Education Programme is lagging behind.

RECOMMENDATIONS

In the research the researcher has organized a number of areas related to this study which are worthy of further investigation. Arising from the study a number of recommendations and core suggestions regarding Teaching Practice are being Forwarded.

1. TEACHERS AT THE PRACTICING SCHOOLS SHOULD ASSIST

Teachers at the practicing schools should help in keeping records of the student teachers who will be doing teaching practice. Student teachers should be prevented from playing truant. Some times student teachers only go to the schools to get the lessons, and then, only go to the schools for evaluations, teachers at the practicing schools must report such students to the HOD or Principal who in turn should inform the college about such cases.

It is recommended that teachers at the practicing school should not leave the responsibility of their classes to the student teachers. They must assist the student teachers in managing classes. The teachers at the practicing school should conduct continuous evaluations for the student teachers in order to give them enough practice. The teacher should be encouraged to use observation guides provided by the college to be able to guide the students. This will encourage student teachers to prepare their work thoroughly every day.

2. THE ROLE OF THE HOD AND ASSISTANT TEACHER AT THE PRACTICING SCHOOL BE CLEARLY DEFINED

The HOD must liaise with the student teacher and the Principal. In the event of problems experienced by the student teachers, the HOD must be informed so that s/he can help in solving the problem. The HOD must continuously visit the classes to check if the student teachers are teaching as expected. Student teachers are answerable to class teachers, who in turn are answerable to the HOD. If work is not done properly attended to, the HOD must demand an explanation from the class teachers. This implies that the HOD will be supervising the teachers while the class teachers will in turn be supervising the student teachers. S/he must also act as an advisor to the student teachers.

3. THERE SHOULD BE A THOROUGH SELECTION OF PROSPECTIVE STUDENT TEACHERS

Selection of prospective student teachers is very crucial if the best possible candidates have to be selected. Students must apply to the college. They must then be exposed to some kind of interview. The interviews could be used to determine the personality and the character of the student. If the student has succeeded in the interview, matriculation results must be considered. Only students who have passed matriculation, with the subjects offered at the college, should be admitted at the college of education.

A manageable number of students should be admitted to the

college, so as to provide quality teachers. If fewer students should be admitted at the teacher colleges, this would encourage students to apply for other professional training other than teaching.

4. THERE SHOULD BE AN EFFECTIVE LINK BETWEEN THE COLLEGES AND PRACTICING SCHOOLS

It is very essential to have a liaison between colleges and practicing schools. "The liaison between the training colleges and schools in which students do teaching practice is clearly weak and ineffective." (BOPHUTATSWANA;1978, 59) This will effect the smooth running of teaching practice. Students should be spread over a lot of schools in order to eliminate overcrowding in schools. As more and more schools become engaged in teaching practice, there will be a close contact between the colleges and the schools. "But for more practicing schools to be used there

should be associate tutors / teachers who work hand in hand with college tutors in the assessment of student teaching competence."

(MANNE I;M; 1981;71) With their knowledge of what happens at the schools, these associate teachers would be helpful to the college lecturers. They should visit the colleges of education and be exposed to the college's techniques of assessment and observe demonstration lessons. By visiting the colleges they will be well versed in the college's techniques of how to assess their students. Competence in teaching by involving associate tutors during teaching practice, could help to eliminate the problems of

teachers who seldom assist the students because they use the teaching practice period as an opportunity to work on their own private things.

5. LENGTHEN TEACHING PRACTICE

Students are spending a period of four to five months on teaching practice during their training program of three years. It is recommended that students should complete three year's continuous academic education and thereafter be placed in schools, to do one year of continuous teaching practice. This kind of teaching practice should enable them to take full responsibility for their pupils in the same way that qualified teachers would. Students would have an opportunity for an understanding of the situation and total adjustment to the reality of teaching. During the year of teaching practice the students should be evaluated once a term by the lecturers and the associate tutors. Students should have 16 to 20 evaluation lessons judged by three different people which creates an opportunity for greater objectivity. The fact that evaluation will be done four times a year (ONCE A TERM) ensures greater opportunity for improvement, especially as the teaching experience will be continuous. This form of evaluation could also be better geared towards evaluating the student teacher in totality because total involvement can now be evaluated - including involvement in sporting and cultural activities, (EDUCAMUS FEBRUARY 1987). During the period of teaching practice, student teachers should be paid a stipend. And graduation should only take place once the teaching practice has

been successfully completed. This kind of teaching practice would resemble internship in medical, dental, legal, accounting, which has been very successful and effective.

6. ROLE OF THE SUBJECT LECTURER AT THE COLLEGE SHOULD BE REVISED

The subject lecturer must be responsible for five students teachers (INTERN) and s/he should step in as a guide. The intern's progress is monitored continuously and objectively. The subject lecturer must visit the intern at least two times during teaching practice with the idea to solve problems and evaluate. The final evaluation of the intern should take place under the supervision of the subject lecturer, who will work in conjunction with the subject didactics lecturer, associate tutors. The final results should be brought to the practical committee for approval.

The following further recommendation are made from A.L. McILVAIN's suggestions.

7. STUDENT TEACHERS

As suggested by A.L. McILVAIN (April 1993); students should become reflective practitioners who should question their aims and actions, and monitor their practice and outcomes. The notion of "reflective practice" stems from Dewey 1933 when he contested "routine" action with "reflective" action. According to McILVAIN (1993), by learning to monitor our practice, we can guard against

the dangers of approaching our teaching in routinized, fixed ways and adopt a problem solving, inquiring attitude which will extend our understanding and insights. Secondly, students could have criteria to guide their observations and to help them to move beyond intuitive, hazy, general judgments, to more specific statements which can become the basis of an action plan to develop their practice. In that way they could benefit.

Profiles and observation guides must be used by students to provide a common framework for dialogue between the student in his or her self evaluation, the College lecturer and the class teacher on the student's progress. Thus, on the one hand, students will be helped to develop teaching skills and behaviors, on the other, their attitudes and values. Central to the latter will be the development of their self-esteem and confidence. The lecturers must help them to start with positives when they evaluate themselves and help them to identify the strength of their teaching. A recommendation is made on the model which was developed by Egan (1990) and was slightly modified by McILVAIN. The model has three stages:

CURRENT SCENARIO- PREFERRED SCENARIO- HOW TO GET THERE.

This model has a conceptual simplicity and an inbuilt action.

STAGE ONE: CURRENT SCENARIO (WHERE ARE WE NOW?)

The first stage of the recommendation is to listen to the student's interpretation of the lesson and his/her identification

of strength, KNIGHTS (1985). She emphasizes the importance of disciplined listening and argues that, "talking through one's ideas with the attention of another person is a powerful way of clarifying confusion, identifying appropriate question", Wallace (1991, p. 53).

The use of the profile and observation guide help the student to be specific, concrete and to focus on salient features. The role of the College Lecturer should be to listen with attention, probe when necessary and add any points that are considered worthy of consideration.

During lesson evaluation questions such as the following may help the student to open up:

- * How do you think the lesson went?
- * What were the strengths of the lesson?
- * What were you happy with?
- * Why do you think that worked particularly well?
- * What did the children learn?
- * Tell me more about.....etc.

Taking the students through these questions could help them to clarify the experiences and learn to reflect on what they were doing in the class.

According to McILVAIN (1993); however, this can only happen in a warm, supportive atmosphere in which the students do not feel

threatened in any way but rather see the Lecturer as a helper and supportive teacher who's aim and intentions is to help him.

The interest of the Lecturer, thereafter, has to be genuine.

This also gives the Lecturer the opportunity to AFFIRM to the student the strength he/she observes. This should be done by using specific, concrete language which addresses the student's fear. For example:

I really liked the way you.....

You have put a lot of effort into.....;

Your..... are going well;

The children responded well to.....;

Such statements or remarks from the lecturer will motivate and instill confidence in the student.

STAGE TWO: PREFERRED SCENERIO (WHERE DO WE GO FROM HERE?)

At this stage the recommendation is that the student should not be left to proceed without assistance from the lecturer. Every step taken, the lecturer should be involved.

The word we should be emphasized because it will be the student, the class teacher and the lecturer's responsibility to steer the work in a specific direction.

Questions such as the following could be used by the lecturer to encourage the student to make more comments on his lesson.

* Is there anything that you would do differently next time?

* Why? How?

* How do you see yourself moving on?

* Which area do you think you need to work on?

These are some of the questions which could be used by the evaluator to move the student forward. Again, the profile guide should be used to pinpoint specifics to work on. Because the student would identify the key * 'targets' there will be a strong feeling of commitment and ownership. The student will be much more likely to work on the targets set than if the lecturer imposed them on the student. As Elliot (1977) says "The best way to improve practice lies not so much in trying to control people's behaviors as in helping them to control their own by becoming more aware of what they are doing". (p 34)

At stage two the lecturer challenges the the students' thinking, and it is important to bear in mind that, as DAY (1993) points out, both challenge and support are needed to help lecturers to develop the students. Some of the openings that can be used are:

* What about...?

* Can you explain (such and such) to me?

These are open ended questions and can give the students opportunities to voice their views. The lecturer should also relate these questions to course work and literature that was studied to help the student bridge theory to practice thus:

* Can you think of other way to do.....?

* How does this relate to.....?

* Do you think what Hughes says about games might help us here?

* Could you use any of the strategies we discussed at College to help you with this?

The student and the lecturer should then write down the targets and this becomes the basis of the "contract" between the student and the lecturer. The targets must be written in concrete, specific language i.e.g. I'll work on scanning the classroom and then the lecturer and the student prioritize two or three for immediate action.

STAGE THREE: HOW TO GET THERE (HOW WE'LL GET THERE)

It is recommended at this stage that lecturers should offer practical help and advice, which involve resources, demonstration, ideas and modeling. It is really important that the targets set are realistic in order to develop confidence and that the practicalities are carefully considered.

It is further recommended that on the next visit, the lecturer with the student should review progress made and this will help the student to gain confidence as s/he will be able to see the developments in the practice. The lecturer's affirmation of progress made (however small) will enhance the positive self concept, which is central to the process.

At this point it may be useful for the lecturer to review the strategies s/he finds particularly useful to the student in facilitating development and in building their confidence.

TRAINING in the suggested model is crucial. The lecturers should demonstrate the model to the students and explain the rationale behind it at College. The students should also carry out exercise in identifying their strength and the targets they think they may set during practice. They should work in pairs or in trios and this paves the way for their first experience of working with others in this way as they will be doing the practice. Some students might find it difficult to identify strengths at the beginning but with practice they will gain confidence.

As McIVLAIN (1993) says "The skillful, systematic observer that we need to be in order to become reflective practitioners takes time and experience to develop. It is therefore recommended that Students should be trained in observation methods and they should use a range of strategies (including diary, tape recordings, checklists, video, interviews etc.) to research their classrooms" (p 3). For as McNAMARA (1990) says, training and guidance are needed to do this effectively.

Another recommendation is that daily and weekly evaluations should be done, and assignments should be set to enable students to synthesize course work and reading with their practice in a reflective way. In this fashion students will be encouraged to bring to bear on their practice appropriate and relevant research and this will lift their perception above the "commonsense" level to more informed, professional and well considered views.

The assignments will encourage the students to evaluate and to set targets for next time. The assignments could be designed to help them to become aware of their own potential and life experiences, and how these could have influenced their thinking, values and attitudes. Barnes (1992) believes that our 'frames' need to be brought out into the open so that lecturers can challenge them and reshape them; otherwise they tend to revert to the way in which they, themselves, were taught. It could be said, therefore, that self understanding is a necessary first condition for development, but, as Fay (1997) argues, lecturers need also to be involved in a process of reconstruction and be fully effective. In the end, the student's theories need to be discussed, questioned and set against evidence in order to be challenged, reframed and extended.

LECTURERS

Firstly, lecturers should try to model to students their own reflective practice by inviting students to evaluate their sessions weekly and give oral and written feedback on the Lecturer's teaching as well as their practice supervision. Students should also know that lecturers need encouragement too. The lecturers should share with the students the methods they use to observe, monitor and evaluate their practice. These methods include a diary / journal, observation schedules, tape recordings and video.

Secondly, lecturers should model the approach they wish to use in order to inculcate it in the students. Wallace (1991) indicates that there seems little point in trying to encourage students to develop qualities of openness, criticality and reflection, unless the approach is modeled by the institution.

Thirdly, students should be given chance to be aware of the range of methods they can use in teaching (which include pair and group work, simulation, games, circle times, student led presentations, workshops, buzz groups, debates and lecturer led seminar as well as whole group lecturers. They should also be aware of why / when these methods are used. Being aware, will make the student much more aware of the range of methods they need to consider in their classrooms as well as their appropriacy. Modeling that which lecturers hope students will incorporate in their practice is a vital tool in facilitating development.

How do lecturers foster the "appropriate circumstances" within which the students can develop? This question can only be answered by modeling the appropriate methods of teaching.

C. WORKING WITH SCHOOLS: THE PROBLEMS ENCOUNTERED BY LECTURERS AND HOW THEY SHOULD DEAL WITH THEM.

Many teachers are suffering from stress-related disorders. One of the problems that the Colleges face is that many teachers lack in confidence regarding "monitoring" skills, and tend to see their

role as "supervisor" or supporter. It is not clearly explained to them that they should monitor students during teaching practice.

There is widespread variation in quality experienced by College Lecturers, and there may be incompatibilities between classroom practice and students views. This results in tension and stress for both the students and the teachers.

The following strategies are already used by McILVAIN and they are recommended to help develop the partnership of the Colleges with schools.

The College Lecturer should:

- * Ensure that schools are fully informed about the course taught at Colleges and where teaching practice fits into it.
- * Visit the schools before the practice to deal with any queries and ensure that everything is in good order.
- * Encourage the teachers to offer suggestions as to how they may improve their preparation of the students and how they may develop teaching practice in the future (thus fostering a feeling of ownership).
- * Express their gratitude by sending handwritten notes and cards to the teachers;
- * Set up meetings with groups of teachers involved to share experiences and talk things through with the lecturers.
- * Work closely with teachers who provide a good practice to

foster their monitoring skills in the belief that they can become catalysts in their schools.

- * Invite the teachers to be present when they talk with students during their visits (critique lessons).
- * Talk with students during break times or after school and involve the teachers as fully as they can in discussions. This time should also be to model the process involved in facilitating development.
- * Leave a copy of their evaluation forms and invite the teachers to complete or fill them.
- * Encourage the teachers to use the profile weekly with the students to identify strengths and targets.
- * Ask the teachers to fill in the profile at the end of the practice so that the lecturers can use it in conjunction with the one filled in by the lecturer and the student respectively, to summarize the practice and to plan ahead for the next one.
- * See the teachers alone after the evaluations to discover if there are any other points s/he wishes to make to the lecturers in private.

Doing all of the above calls for a high degree of commitment and time from all parties involved, and much of it takes place outside teaching hours.

It would be very wise to be trained at a College of Education so that the process of facilitative

feedback and monitoring could be made easy. Teachers who give a feedback to the College they have been trained in, find it easy because they are 'turned into' the reflective practical way of working. Training students in self evaluation and reflection could be said to bring long term benefits to the students and to those they teach.

APPENDIX A.1

STUDENT'S QUESTIONNAIRE

The aim of this questionnaire is to get your opinion Teaching Practice.

Would you please answer the following questions honestly and frankly. DO NOT GIVE YOUR NAME. Your answers will be treated confidentially. Neither your class lecturer nor anyone else at your College will ever see your answers.

The person who is temporarily in charge of your class during this period will collect all reports and seal them in an envelope addressed to P.O. Box 14565 WITSIESHOEK.

Mark the blocks of the answers you have chosen with a cross.

Key: Strongly agree = 4
 Agree = 3
 Disagree = 2
 Strongly disagree = 1

THE SIGNIFICANCE AND EFFECT OF TEACHING PRACTICE

1. Teaching Practice is important.

4	3	2	1
---	---	---	---

2. School teachers do supervise me during teaching practice.

4	3	2	1
---	---	---	---

3. I can easily establish an appropriate teacher-pupil relationship.

4	3	2	1
---	---	---	---

4. During teaching practice I can apply the theory which is taught at the College.

4	3	2	1
---	---	---	---

5. Immediately after my lessons are evaluated, I get feedback or information on my progress in teaching practice.

4 3 2 1

6. I am given too many lessons per week.

4 3 2 1

7. Teaching Practice is a worthwhile exercise. At the end of the teaching practice period I was able to control my class.

4 3 2 1

8. I get enough / sufficient practice during teaching practice.

4 3 2 1

9. The teachers at the practicing schools do assist me in my practice to teach.

4 3 2 1

10. I am only criticized on subjects that I specialize in.

4 3 2 1

11. I was more confident in the end of teaching practice.

4 3 2 1

12. Comments written by College Lecturers during evaluation on teaching practice are of value.

4 3 2 1

13. The College Lecturers present logical and clear evaluation reports after a critique lesson

4 3 2 1

14. I suggest that teaching practice be organized differently.

4 3 2 2

2. Please suggest how teaching practice should be organized.

>
>

APPENDIX A.2

QUESTIONNAIRE FOR TEACHERS AT PRACTICING SCHOOLS

The aim of this questionnaire is to get your opinion on Teaching Practice.

Could you please answer the following questions honestly and frankly. DO NOT GIVE YOUR NAME. Your answers will be treated confidentially.

Mark the blocks of the answers that you have chosen with a cross.

KEY: Strongly agree = 4
 Agree = 3
 Disagree = 2
 Strongly disagree = 1

THE SIGNIFICANCE OF TEACHING PRACTICE

1. Student teachers are welcome during teaching practice.

4 3 2 1

2. It is easy to hand over the pupils to the student teachers.

4 3 2 1

3. Teaching practice is a waste of time.

4 3 2 1

4. Student teachers are cooperative during teaching practice.

4 3 2 1

5. The lessons that the students have taught must be taught again.

4 3 2 1

6. Student Teachers make a reasonable contribution during teaching practice.

4 3 2 1

7. Student teachers do not achieve their aims and objectives in the lessons they teach.

4 3 2 1

8. Student teachers are able to keep discipline in the class rooms.

4 3 2 1

9. Student teachers are able to cope with the demands of teaching.

4 3 2 1

10. The period allocated for teaching practice is sufficient to give student teachers enough practice.

4 3 2 1

11. Student teachers prepare their lessons properly only during evaluations.

4 3 2 1

12. Student Teachers should continue with thorough preparations even after evaluations.

4 3 2 1

13. Student teachers should complete three years' continuous academic education, and thereafter go to schools to do one year of continuous teaching practice - during this one year, they should be granted a minimum allowance.

4 3 2 1

14. Teaching practice should be organized differently.

4 3 2 1

15. Please give other suggestions on how teaching practice should be organized and implemented.

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LECTURER'S QUESTIONNAIRE

The aim of this questionnaire is to get your opinion on Teaching Practice.

Please help me by answering the following questions frankly and honestly. DO NOT GIVE YOUR NAME. The answers will be handled confidentially.

Mark the blocks of the answers you have chosen with a cross.

KEY: Strongly agree = 4
 Agree = 3
 Disagree = 2
 Strongly disagree = 1

1. I always look forward to teaching practice.

4 3 2 1

2. Student teachers are able to put learning theories into practice during teaching practice.

4 3 2 1

3. Through teaching practice student teacher's potential and suitability as a teacher can be evaluated.

4 3 2 1

4. Student teachers are able to cope with the demands of teaching.

4 3 2 1

5. Student teachers should be informed of their mistakes immediately after presentation of a lesson.

4 3 2 1

6. Many College Lecturers have a positive attitude towards teaching practice.

4	3	2	1
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7. During teaching practice student teachers are able to display their teaching skills.

4	3	2	1
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8. After teaching practice, remedial lessons should be conducted to correct common mistakes committed by student teachers.

4	3	2	1
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9. The time spent by student teachers at schools during teaching practice is not enough to give them sufficient practice.

4	3	2	1
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10. Lecturers who are new at the College should be oriented on evaluation, before going out to evaluate student teachers during teaching practice.

4	3	2	1
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11. Student teachers should complete three years' continuous academic education, and thereafter go to schools to do one year of continuous teaching practice - during this one year, they should be granted a minimum allowance.

4	3	2	1
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12. Teaching practice should be organized differently.

4	3	2	1
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13. Please give suggestions on how teaching practice should be organized and implemented.

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