The Initial Teacher Education Research Project

Newly Qualified Teachers in South Africa

Report on the 2014 telephonic follow-up survey of the 2013 class of final year initial teacher education students

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List of acronyms and abbreviations

BEd	Bachelor of Education degree
CAPS	Curriculum and Assessment Policy Statements
CAT	Computer Applications Technology
CPUT	Cape Peninsula University of Technology
CTA	Common Task Assessments
CUT	Central University of Technology
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoE	(Former) Department of Education
DUT	Durban University of Technology
EC	Eastern Cape Province
ECD	Early Childhood Development
EGD	Engineering Graphics and Design
EMS	Economic and Management Sciences
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training Phase
FL	Funza Lushaka
FP	Foundation Phase
FS	Free State Province
GT	Gauteng Province
HoD	Head of Department
HSRC	Human Sciences Research Council
INTO	Irish National Teachers' Organisation
IP	Intermediate Phase
IT	Information Technology
ITE	Initial Teacher Education
ITERP	Initial Teacher Education Research Project
JET	JET Education Services
KZN	KwaZulu-Natal Province
LO	Life Orientation

LoLT	Language of Learning and Teaching
LP	Limpopo Province
LSEN	Learners with Special Educational Needs
MP	Mpumalanga Province
NC	Northern Cape Province
NEEDU	National Education Evaluation and Development Unit
NMF	Nelson Mandela Foundation
NMMU	Nelson Mandela Metropolitan University
NQT	Newly Qualified Teacher
NSFAS	National Student Financial Aid Scheme
NW	North West Province
NWU	North West University
OECD	Organisation for Economic Co-operation and Development
PED	Provincial education department
PERSAL	Personnel salary database
PGCE	Postgraduate Certificate in Education
PLC	Professional Learning Community
RSA	Republic of South Africa
RU	Rhodes University
SACE	South African Council for Educators
SP	Senior Phase
SUN	University of Stellenbosch
TIMSS	Trends in International Mathematics and Science Study
TUT	Tshwane University of Technology
UCT	University of Cape Town
UFH	University of Fort Hare
UFS	University of the Free State
UJ	University of Johannesburg
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UNISA	University of South Africa
UNIVEN	University of Venda
UP	University of Pretoria

UWC	University of the Western Cape
UZ	University of Zululand
WC	Western Cape Province
Wits	University of the Witwatersrand
WSU	Walter Sisulu University

Summary of key findings

Newly qualified teachers' (NQTs') general characteristics

A total of 1 476 (43%) of the 3 465 final year student-teachers who had responded to the 2013 survey, responded to the telephonic follow-up survey of 2014. Of these 1 476 respondents, 776 (52.6%) stated that they were currently teaching, 600 (40.7%) were unemployed, 52 (3.52%) were employed but not in teaching, and 48 (3.25%) were studying further.

Most respondents were female (69.6%) and African (82.8%), and almost half (48.2%) were between 18 and 25 years of age, inclusive.

The three largest single proportions of respondents spoke isiZulu (27.9%), isiXhosa (19%) and Afrikaans (12.3%) as their home languages. English was the home language of 5.5% of respondents, while almost 9 out of 10 (88.6%) listed English as their second language.

The three largest single proportions of respondents had matriculated in KwaZulu-Natal (27.9%), the Eastern Cape (18.2%) and Limpopo province (17.6%).

The three largest single proportions of respondents had studied for their initial teaching qualifications at the University of Zululand (19.8%), Walter Sisulu University (17.8%) and North West University (12.4%).

A majority of respondents who matriculated in a particular province had chosen to study at a university in the same province, and, if teaching, were also usually teaching at a school in the same province.

Some three-fifths of respondents (59.8%) had studied for a four-year Bachelor of Education (BEd) degree, and the remainder had studied for a Postgraduate Certificate in Education (PGCE).

Most respondents had specialised in the further education and training (FET) phase (54% or, in conjunction with a senior phase (SP) specialisation, 68%). Only 9% of respondents had specialised in the foundation phase (FP).

The three largest single proportions of respondents had specialised in the subjects of Life Skills or Life Orientation (465 or 31.5% of all, respondents), English (428, or 29%) and Mathematics (380, or 25.7%) (all phases combined).

Four out of every five survey respondents had received a bursary, including 56.1% who had been awarded National Student Financial Aid Scheme (NSFAS) student loans and 30.7% who had been awarded Funza Lushaka bursaries. Some 42% of all bursary recipients were unemployed.

Of the 498 respondents whose bursaries promised to place them in a school, 272 (54.6%) were in fact placed, and almost all (258) of these were currently teaching.

Over 9 out of 10 (91% of) respondents had registered with the South African Council for Educators (SACE). However, 5.3% of NQTs were currently teaching without being registered.

NQTs currently teaching

Of the 776 newly qualified teachers who were currently teaching,

- 60.2% had applied for the teaching posts they were in, while 26.8% stated that they were placed by their bursary provider;
- 52.8% were informed about available teaching posts by the schools at which they have ended up working, or by provincial or district education officials. NQTs currently in teaching posts had spent on average 10 weeks looking for such a post, and had been teaching for an average of 36 weeks or nine months;
- 95.6% were teaching in public schools, and 97.3% in ordinary schools;
- 52.6% were teaching in secondary schools, and another 11.6% were teaching in combined schools;
- 68.7% were in no fee schools;
- 72% were in a Quintile 1, 2 or 3 school;
- 52.7% were in rural and farm schools, and 26.9% were in township schools;
- 52.7% were in permanent posts; and
- 14% had had a previous teaching job in the time between graduating and completing the survey.

In addition, of the NQTs currently teaching, 53.4% were teaching in the SP, 45.6% in the FET phase, 24.4% in the intermediate phase (IP) and 14% in the FP.

The vast majority of NQTs currently teaching in the senior and FET phases had specialised in those phases (95.2% and 89.5%, respectively); but only 61.4% of those teaching in the foundation phase, and only 34.4% of those teaching in the IP, had specialised in those phases.

Across all phases, 43.2% of NQTs currently teaching who had specialised in English, and 27.6% of those who had specialised in Mathematics, were not teaching those subjects.

At the same time, 15.5% of NQTs who were teaching English, and 15.8% of those who were teaching Mathematics, had not specialised in those subjects (in any phase).

Four out of five NQTs were currently teaching more than one class, with an average of 54 learners in their largest classes and 35 in their smallest.

The majority of NQTs were coping with the everyday demands of teaching and felt no need for further training or assistance, except in three key areas: their knowledge of the subjects they

are teaching, the teaching of learners with special needs, and teaching via the language of learning and teaching (LoLT) of their schools.

Most NQTs said they used formative assessments the most and (separately) summative assessments the least.

The majority of NQTs (53.1%) were themselves responsible for developing the written tests and examinations for their grades.

More than half (51.3%) of all NQTs currently teaching said that there were not enough learning materials for all learners.

English was spoken by 80% of NQTs when teaching, and the LoLT of 86% of schools where NQTs were teaching was English.

Despite their overwhelming confidence in teaching in the LoLT of their schools, two thirds of NQTs felt that they needed more professional development in this regard.

Just under two thirds of NQTs went through a period (6 days on average) of formal induction into their schools; and almost three quarters received mentoring when they started teaching.

The vast majority (95.9%) of NQTs currently teaching said they received assistance and support from their colleagues, with more than half having requested assistance with regard to curriculum content.

Most NQTs (61.9%) were not aware of any professional learning communities (PLCs) at their schools; but the majority of those who knew of one were involved in it.

Most NQTs did not feel fully equipped to teach learners with special needs, with 71% of those who had encountered learners with learning difficulties before, and 54% of those who had encountered learners with physical disabilities before, feeling a need for further training and support.

Some 16.6% of (or 129) NQTs who were currently teaching were either no longer motivated to teach or wished to leave the teaching profession outright (although some nevertheless wished to remain in the education field).

NQTs currently studying

Of the 48 newly qualified teachers who had chosen to continue studying, more than three quarters (77.1%) were studying towards a qualification in the field of education; and the majority planned, after their studies were completed, to work either in teaching (39.6%) or the education field (33.3%).

NQTs currently unemployed

Of the 600 newly qualified teachers currently unemployed, 9 out of 10 were looking for a job, with 82% specifically looking for a teaching post. Three quarters had applied for multiple teaching posts.

Just over half (52.7%) of all unemployed NQTs had briefly taught at a school since they graduated.

The vast majority (95%) of currently unemployed NQTs considered their teacher education studies to have been worthwhile.

NQTs currently employed but not in teaching

Asked why they had chosen not to teach, the majority (59.6%) of the 52 newly qualified teachers currently working in a wide variety of jobs but not in teaching said that they could not find a teaching post.

1. Introduction

The Initial Teacher Education Research Project (ITERP) is examining the extent to which initial teacher education (ITE) programmes offered by universities are adequately preparing teachers to teach in South African schools.

In 2013, ITERP surveyed all final year initial teacher education students in South Africa, with an eye to determining their educational backgrounds, motivations for becoming teachers, perceptions of teacher education programmes, feelings of preparedness and confidence in their readiness to teach, teaching practice experiences and career plans (see Deacon 2015). In 2014, ITERP followed this up with a survey of all those who responded to the 2013 survey, aiming to see where these now newly-qualified teachers (NQTs) found themselves, how they were distributed across the country's highly varied and uneven schooling landscape, how relevant or useful they were finding their university studies in their particular teaching contexts, and what impact their experiences might have both for their own future plans and teaching and learning more broadly.

This document reports on the 2014 survey. Its findings are divided into five main areas.

The first area details the general characteristics of all responding NQTs, including their biographical profiles, educational backgrounds and teaching qualifications and specialisations.

The second and largest area focuses on the subsection of NQTs who found employment as teachers, how they were placed in or found their posts, the nature and length of their appointments, the characteristics of their schools, their teaching activities, professional development needs, experiences and future plans.

The third area concentrates on those NQTs who chose to study further rather than teach, investigating what they were studying, why they had decided to study, and what they planned to do once their studies were complete.

The fourth area examines NQTs who had not been able to secure teaching posts and were currently unemployed, including those who had taught briefly as temporary or substitute teachers, asking how long they had been unemployed or briefly teaching (and if the latter, which phases, grades and subjects they taught), whether they had applied for and followed up on any posts, and if they felt their teacher education studies had been worthwhile.

The fifth and final area sheds some light on those NQTs who found employment but not in teaching, including the nature of their work and why they had chosen not to teach.

The next section of this report reviews the national and international literature relevant to the placement, induction, mentoring, teaching experiences, professional development, attrition and retention of newly qualified teachers. A brief discussion of the survey methodology then precedes an in depth discussion of the findings.

2. Background

Prompted by international research which deems teacher quality to be central to learner achievement (Darling-Hammond 2000; Hanushek and Rivkin 2006; Mourshed and Barber 2007; OECD 2005; Rice 2003) and seeking to grapple with the issue of poor learning outcomes in South Africa, the Initial Teacher Education Research Project (ITERP) is investigating the nature and quality of initial teacher education (ITE) programmes offered by universities and the extent to which these programmes are meeting the needs of the South African schooling system. The four components of ITERP are:

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

The present report provides a description of the second (2014) iteration of component 3 above.

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

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

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

Given these initial, unpromising findings, further ITERP research, including the survey results documented here, has focused on seeking additional qualitative and quantitative evidence with which to assess both the readiness and the actual ability of South Africa's newly qualified teachers to teach in the schools where they are located or, indeed, if they are not teaching, then the reasons for and implications of this for initial teacher education programmes. It is also important to begin to assess the kinds of experiences NQTs are having and the challenges they are facing on an everyday basis in their current environments, which will inevitably impact upon their perceptions of the quality and consequence of their teacher education studies and of where they currently find themselves, and how and where they see themselves now and in the near future.

Despite widespread teaching inefficiencies, poor learner performance, and research that shows that many teachers have weak subject knowledge and pedagogical skills (Carnoy et al 2012: 12; Taylor and Taylor 2013: 223-4), new teachers in South Africa tend to have very positive perceptions of their own subject and pedagogical competences, feeling highly confident of their classroom abilities (Arends and Phurutse 2009: 18; Gravett et al 2011: S131; Henning and Gravett 2011: S28). ITERP research found that final year student teachers are supremely confident of their abilities, with 84% feeling well or very well prepared by their teacher education programme and 92% declaring themselves confident or very confident that they would be able to teach effectively immediately after graduating (Deacon 2015: 26-28). Much the same levels of confidence apply to teachers already in the system (Arends 2013: 25).

Globally, however, between 25% and 50% of new teachers leave the profession within a few years. Some newly qualified teachers do not enter the profession immediately or at all, preferring to study, travel or pursue other opportunities which a university qualification can provide. In the United Kingdom, new teachers have been found to leave the profession firstly because of workloads and thereafter as a result of unfavourable working conditions, salaries and personal circumstances (Ashby et al 2008: 68; Bertram et al, 2006; Cosser 2009; Haigh and Anthony 2012; Jensen et al 2012; Roness and Smith 2009: 111).

Part of becoming a teacher involves being acculturated into one's new school and its policies, procedures, culture and context (Ashby et al 2008; Hammerness et al 2005). Across Organisation for Economic Co-operation and Development (OECD) countries, new teachers are often expected to immediately assume the same responsibilities as the existing teachers in a school (Jensen et al 2012: 10). A school's culture may be inclusive and supportive of new teachers, but this cannot be guaranteed. In some schools, established and experienced teachers may pay insufficient attention to the few new arrivals; in others, a high proportion of young

teachers and few experienced colleagues can reduce the availability of mentoring and support, while limited resources, high workloads, and large class sizes may have similar effects (Arends and Phurutse 2009; Ashby et al 2008).

Research into teacher induction emphasises its value in improving the work-readiness of new teachers, integrating them into school practices, and helping to reduce high levels of early attrition. However, formal induction processes are not yet ubiquitous, even in more developed countries, and range from the perfunctory to the comprehensive, may be voluntary or mandatory, and may or may not be funded or assessed. Induction also commonly occurs in tandem with mentoring, for which carefully selected, trained, and accountable mentors are deemed essential if one wishes to avoid merely passing on bad practices. It follows that while mentors are usually teachers, the best teachers are not necessarily the best mentors (Dexter et al 2005; Feiman-Nemser et al 1999; INTO 2007; Jensen et al 2012).

An earlier South African study of beginner teachers found that they were unaware of any inductive support specifically intended for them, either from schools or from education officials (Arends and Phurutse 2009: x, 32), even though the latter are ostensibly expected to handle the selection, appointment, induction, and management of all school personnel, including new teachers (DBE/DHET 2011b: 161).

It is in relation to the various issues outlined above that ITERP research in general, and the findings of this report in particular, need to be considered.

3. Methodology

Between October 2014 and February 2015, inclusive, a telephonic follow-up survey of all those who responded to the 2013 ITERP survey was undertaken.

Respondents were contacted at various times between the hours of 08:00 and 16:30, or later if they requested this. Respondents initially unavailable or telephone numbers to which there was no initial reply were contacted repeatedly, for a minimum of three times per respondent; respondents who had provided email addresses were also alerted to the survey in advance of being telephoned.

The average length of the telephonic interview was 30-35 minutes. Responses were captured directly into the system. Interviews were conducted in English except in a few instances where a respondent requested the use of another language.

Table 1: Respondents and response rates, 2013 and 2014, by university

University	Final year BEd and PGCE students 2013[1]	Survey respondents 2013	Response rate 2013[2]	Survey respondents 2014	Response rate 2014[3]
	No.	No.	%	No.	%
CPUT	934	19	2	5	26
CUT	693	380	55	180	47
DUT	180	138	77	52	38
NMMU	342	12	4	2	17
NWU	1515	469	31	183	39
RU	129	89	69	25	28
SUN	419	53	13	14	26
TUT	570	8	1	4	50
UCT	145	111	77	19	17
UFH	210	5	2	1	20
UFS	493	139	28	60	43

[1] These enrolment figures were supplied by the universities but were not audited by the Department of Higher Education and Training (DHET). Recent DHET data indicates that 16 496 ITE students actually graduated in 2013 (DHET 2015b: 6).

[2] Response rate 2013 refers to the percentage of final year students who completed the 2013 survey.

[3] Response rate 2014 refers to the percentage of 2013 respondents who completed the 2014 survey.

University	Final year BEd and PGCE students 2013[1]	Survey respondents 2013	Response rate 2013[2]	Survey respondents 2014	Response rate 2014[3]
	No.	No.	%	No.	%
UJ	678	2	0	0	0
UKZN	1143	14	1	8	57
UL	474	372	78	168	45
UNISA	5225	84	2	38	45
UNIVEN	503	173	34	100	58
UP	833	99	12	37	37
UWC	344	20	6	9	45
UZ	1402	729	52	292	40
Wits	435	41	9	17	41
WSU	896	508	57	262	52
TOTAL	**17563**	**3465**	**20**	**1476**	**43**

Notes: CPUT = Cape Peninsula University of Technology; CUT = Central University of Technology; DUT = Durban University of Technology; NMMU = Nelson Mandela Metropolitan University; NWU = North West University; RU = Rhodes University; SUN = Stellenbosch University; TUT = Tshwane University of Technology; UCT = University of Cape Town; UFH = University of Fort Hare; UFS = University of the Free State; UKZN = University of KwaZulu-Natal; UL = University of Limpopo; UNISA = University of South Africa; UP = University of Pretoria; UNIVEN = University of Venda; UZ = University of Zululand; UWC = University of the Western Cape; Wits = University of the Witwatersrand; WSU = Walter Sisulu University.

The telephonic follow-up survey of the 3 465 students who responded to the 2013 survey generated a total of 1 476 completed interviews, or a survey response rate of 43%.

The remaining 1 989 potential respondents either could not be traced (their contact numbers being invalid) or, in the vast majority of cases, could not be contacted to, or did not, complete the survey despite repeated attempted calls or call-backs.

While the 2014 response rate of 43% is twice as high as the 20% achieved in 2013, the 2014 figure constitutes only 8.4% of the total number of final year student-teachers in 2013.

The three largest single numbers of 2014 respondents had studied at UZ (292, or 19.8% of all respondents), WSU (262, or 17.8%), and NWU (183, or 12.4%), together constituting almost exactly half (737, or 49.9%) of the total number of respondents. As a result, the findings shed much more light on the graduates of ITE programmes at former historically disadvantaged universities located in small town or rural settings than they do on those from former historically advantaged institutions located in the major cities.

Response rates per university varied widely, from 0% (UJ) to 58% (UNIVEN). With regard to the seven universities from each of which, in 2013, more than 50% of final year students had

responded (namely, CUT, DUT, RU, UCT, UL, UZ and WSU), survey response rates in 2014 were 47%, 38%, 28%, 17%, 45%, 40% and 52%, respectively. While UNISA – the largest single provider of new teachers in the country – had a response rate of 45% in 2014, this was based on a tiny (2%) response rate in 2013.

A number of limitations related to the study should be noted. First, the relatively low response rate makes it difficult, if not impossible, to generalise from the findings of this follow-up census-style survey. While a low response rate in itself does not necessarily reduce accuracy or increase bias, caution should be exercised in interpreting all findings.

Second, responses are skewed in part by the nature and number of the respondents to the 2013 survey, which included large numbers of respondents from just a few universities and negligible numbers of responses from other institutions. Significantly, as noted above, these under-represented institutions include UNISA.

The lengthy nature of the interviews, comprising around 90 questions or sub questions depending on the post-graduation status of the respondent, may have contributed to the relatively high proportion of potential respondents who could not be contacted to complete the survey, and may also have slightly affected the quantity or quality of responses to particular questions in completed surveys.[4]

Finally, apart from the fact that most data was self-reported and often involved respondents' perceptions or beliefs, results may also be slightly skewed in that the telephonic interview was conducted primarily in English and was answered by respondents most of whom only speak English as a second language.

However, quality control checks were in place and conducted at all stages of the process: interviewers were trained, their performance targets were checked on a daily basis, and explanations were sought and solutions applied if these targets were not met; and all data was cleaned, double-checked and verified against pre-existing data that had been collected in the preceding survey.

[4] Note, too, that in some tables, percentages do not add up to exactly 100% due to rounding.

4. Findings

4.1 General characteristics of responding newly qualified teachers

In following up on the country's final-year initial teacher education class of 2013, the 2014 survey aimed firstly, and at the most general level, to determine which of four possible paths each of the 2013 respondents had taken after completing their teaching qualifications:[5]

- Employed as a teacher;
- Studying;
- Unemployed; or
- Employed but not in teaching.

Within this broad focus on NQTs' post-graduation status, this first section examines the general characteristics of respondents in terms of:

- Gender;
- Age;
- Race;
- Home and second languages;
- Province where they matriculated;
- University attended;
- Teaching qualification;
- Phase and subject specialisations;
- The year in which they completed their ITE qualification;
- Study financing (including whether a bursary was received, which bursary, whether it promised to place the recipient in a school and whether it did in fact place the recipient);
- SACE registration; and
- Whether they had submitted their details to a provincial department of education.

[5] All respondents to the present (2014) survey indicated that they had qualified as teachers: 92.5% completed the final year of their initial teacher education studies in 2013, and the remaining 7.5% completed during 2014 (see Table 16).

4.1.1 Post-graduation status

Table 2: All NQTs: Post-graduation status

Post-graduation status	Total respondents	
	No.	%
Teaching	776	52.58
Studying	48	3.25
Unemployed	600	40.65
Employed but not in teaching	52	3.52
Total	1476	100.00

Of the 1 476 respondents, most (776, or 52.6%) were fully-fledged members of the teaching profession, having for the most part – as will be shown – successfully completed their teaching qualifications, registered with SACE, found or been placed in a teaching post by a bursary provider or provincial education department, and were now formally employed as teachers in schools.

The second largest proportion of respondents (40.7%) indicated that they were unemployed.

Finally, very small proportions of respondents were either studying further, or employed but not in teaching.

4.1.2 Gender

Table 3: All NQTs: Gender, by post-graduation status

Gender	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	22	42.31	12	25.00	273	35.18	142	23.67	449	30.42
Female	30	57.69	36	75.00	503	64.82	458	76.33	1027	69.58
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Of the 1 476 respondents, 1 027 (or 69.6%) were female, slightly less than the proportion of females who responded to the 2013 survey (71.5%). Amongst the 776 respondents employed as teachers, females outnumbered males by almost two to one.

Females also outnumbered males amongst those studying as well as amongst those employed outside of teaching. Finally, many more female than male respondents were unemployed.

4.1.3 Age

Table 4: All NQTs: Age, by post-graduation status

Age	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
18-25	28	53.85	29	60.42	435	56.06	220	36.67	712	48.24
26-29	17	32.69	14	29.17	212	27.32	202	33.67	445	30.15
30-35	2	3.85	5	10.42	83	10.70	140	23.33	230	15.58
36+	5	9.62	0	0.00	46	5.93	38	6.33	89	6.03
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Almost half (48.2%) of all respondents were in the 18-25 age group. (In the 2013 ITERP survey, just over half (53.2%) of respondents were in the 18-25 age group.)

Amongst those currently teaching, 56.1% were 18-25 year olds and amongst those studying, 60.4%, whereas among unemployed respondents only 36.7% were in this age group. Almost 10% of NQTs employed but not in teaching were over the age of 35

4.1.4 Race

Table 5: All NQTs: Race, by post-graduation status

Race	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
African	29	55.77	28	58.33	620	79.90	545	90.83	1222	82.79
White	21	40.38	18	37.50	118	15.21	44	7.33	201	13.62
Coloured	0	0.00	0	0.00	28	3.61	8	1.33	36	2.44
Indian/ Asian	2	3.85	1	2.08	8	1.03	1	0.17	12	0.81
Refused	0	0.00	1	2.08	1	0.13	2	0.33	4	0.27
Missing	0	0.00	0	0.00	1	0.13	0	0.00	1	0.07
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Note: Refused = Refused to answer.

The majority of respondents were African (82.8%), slightly more than the proportion of Africans in the 2013 ITERP survey (76%). White, coloured and Indian respondents totalled 13.6%, 2.4% and 0.8%, respectively.

Of the newly graduated African respondents, 44.6% were unemployed, together with 21.9% of white graduates.

4.1.5 Home language and second language

Table 6: All NQTs: Home language, by post-graduation status

Home language	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Afrikaans	17	32.69	13	27.08	111	14.30	40	6.67	181	12.26
English	8	15.38	7	14.58	50	6.44	16	2.67	81	5.49
isiNdebele	0	0.00	0	0.00	3	0.39	2	0.33	5	0.34
isiXhosa	6	11.54	6	12.50	90	11.60	179	29.83	281	19.04
isiZulu	2	3.85	4	8.33	184	23.71	221	36.83	411	27.85
Sepedi	1	1.92	5	10.42	83	10.70	26	4.33	115	7.79
Sesotho	10	19.23	5	10.42	93	11.98	52	8.67	160	10.84
Setswana	4	7.69	2	4.17	49	6.31	10	1.67	65	4.40
siSwati	1	1.92	0	0.00	19	2.45	8	1.33	28	1.90
Tshivenda	2	3.85	2	4.17	53	6.83	25	4.17	82	5.56
Xitsonga	1	1.92	3	6.25	41	5.28	19	3.17	64	4.34
Other	0	0.00	1	2.08	0	0.00	2	0.33	3	0.20
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

The three largest single proportions of respondents spoke isiZulu (27.9%), isiXhosa (19%) and Afrikaans (12.3%) as their home languages. English was the home language of 5.5% of respondents.

(In the 2013 ITERP survey, the same languages were spoken by the three largest single proportions of students: isiZulu (28.1%), isiXhosa (15.38%) and Afrikaans (15.32%), with English as the home language of 9.8% of respondents.)

Almost one third (32.7%) of respondents employed outside of teaching were Afrikaans-speaking, as were over a quarter (27.1 %) of respondents who were studying. The largest single proportion of respondents who were currently teaching spoke isiZulu as their home language; and isiZulu was also the home language of more than one third (36.9%) of respondents who indicated that they were unemployed.

Table 7: All NQTs: Second language, by post-graduation status

Second language	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Afrikaans	5	9.62	5	10.42	41	5.28	12	2.00	63	4.27
English	42	80.77	41	85.42	670	86.34	555	92.50	1308	88.62
isiNdebele	0	0.00	0	0.00	3	0.39	0	0.00	3	0.20

Second language	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
isiXhosa	1	1.92	0	0.00	6	0.77	6	1.00	13	0.88
isiZulu	0	0.00	0	0.00	12	1.55	8	1.33	20	1.36
Sepedi	0	0.00	0	0.00	8	1.03	5	0.83	13	0.88
Sesotho	2	3.85	0	0.00	18	2.32	7	1.17	27	1.83
Setswana	2	3.85	0	0.00	9	1.16	6	1.00	17	1.15
siSwati	0	0.00	1	2.08	0	0.00	0	0.00	1	0.07
Tshivenda	0	0.00	0	0.00	5	0.64	1	0.17	6	0.41
Xitsonga	0	0.00	1	2.08	3	0.39	0	0.00	4	0.27
Other	0	0.00	0	0.00	1	0.13	0	0.00	1	0.07
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

The vast majority of respondents (88.6%) listed English as their second language, slightly more than the proportion in the 2013 ITERP survey (83.3%). Amongst those who were studying, the second largest proportion (10.4%) gave their second language as Afrikaans.

4.1.6 Province where matriculated

Table 8: All NQTs: Province where matriculated, by post-graduation status

Province	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
EC	6	11.54	9	18.75	84	10.82	169	28.17	268	18.16
FS	17	32.69	6	12.50	131	16.88	65	10.83	219	14.84
GT	10	19.23	8	16.67	64	8.25	14	2.33	96	6.50
KZN	5	9.62	4	8.33	172	22.16	230	38.33	411	27.85
LP	7	13.46	8	16.67	173	22.29	71	11.83	259	17.55
MP	0	0.00	3	6.25	49	6.31	13	2.17	65	4.40
NC	0	0.00	0	0.00	6	0.77	3	0.50	9	0.61
NW	3	5.77	5	10.42	67	8.63	18	3.00	93	6.30
WC	3	5.77	3	6.25	26	3.35	11	1.83	43	2.91
Outside SA	1	1.92	2	4.17	1	0.13	4	0.67	8	0.54
Not Applicable	0	0.00	0	0.00	3	0.39	2	0.33	5	0.34
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Notes: EC = Eastern Cape; FS = Free State; GT = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape; and SA = South Africa.

The three largest single proportions of respondents had matriculated in KwaZulu-Natal (27.9%), the Eastern Cape (18.2%) and Limpopo province (17.6%).

Amongst respondents who were teaching, 22.3% had matriculated in Limpopo and 22.2% had matriculated in KwaZulu-Natal. The largest single proportion of respondents employed outside of teaching had matriculated in the Free State (32.7%). KwaZulu-Natal and Eastern Cape matriculants predominated amongst unemployed respondents, at 38.3% and 28.2%, respectively.

A closer examination of this data also shows that in most cases a majority of a province's matriculants had chosen to study at a university in the same province (see Appendix A, Table A1). Moreover, most respondents who had found employment as teachers were teaching in schools in the same provinces in which they had matriculated (see below, and also Appendix A, Table A2).[6]

Table 9 below delineates the universities and campuses at which respondents had studied towards their initial teacher education qualifications, broken down by respondents' post-graduation status.

4.1.7 University attended

Table 9: All NQTs: University attended, by post-graduation status

University – campus	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
CPUT – Mowbray	0	0.00	0	0.00	3	0.39	1	0.17	4	0.27
CPUT – Wellington	0	0.00	0	0.00	0	0.00	1	0.17	1	0.07
CUT – Bloemfontein	14	26.92	2	4.17	78	10.05	39	6.50	133	9.01
CUT – Welkom	4	7.69	2	4.17	24	3.09	17	2.83	47	3.18
DUT – Indumiso	1	1.92	0	0.00	37	4.77	13	2.17	51	3.46
NMMU – South	1	1.92	0	0.00	1	0.13	0	0.00	2	0.14
NWU –	0	0.00	0	0.00	30	3.87	3	0.50	33	2.24

[6] However, these particular findings are very strongly influenced, in the context of the survey as a whole, by the relatively large numbers of respondents from just a few universities, such as WSU, NWU, UL and UNIVEN, compared to negligible numbers of respondents from other institutions, such as NMMU and UFH, and from Gauteng universities in general.

University – campus	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Mafikeng										
NWU – Potchefstroom	12	23.08	12	25.00	83	10.70	41	6.83	148	10.03
NWU – Vaal Triangle	1	1.92	0	0.00	1	0.13	0	0.00	2	0.14
RU – St Peters	4	7.69	4	8.33	11	1.42	6	1.00	25	1.69
SUN – Main	0	0.00	2	4.17	7	0.90	2	0.33	11	0.75
TUT – Soshanguve	0	0.00	0	0.00	3	0.39	1	0.17	4	0.27
UCT – Upper	0	0.00	4	8.33	14	1.80	1	0.17	19	1.29
UFH – East London	0	0.00	0	0.00	1	0.13	0	0.00	1	0.07
UFS – Bloemfontein	0	0.00	1	2.08	2	0.26	0	0.00	3	0.20
UFS – Qwa Qwa	1	1.92	0	0.00	39	5.03	17	2.83	57	3.86
UKZN – Edgewood	0	0.00	1	2.08	6	0.77	1	0.17	8	0.54
UL – Turfloop	0	0.00	7	14.58	123	15.85	38	6.33	168	11.38
UNISA	7	13.46	0	0.00	29	3.74	7	1.17	43	2.91
UNIVEN – Thohoyando	3	5.77	1	2.08	64	8.25	32	5.33	100	6.78
UP – Groenkloof	1	1.92	1	2.08	31	3.99	4	0.67	37	2.51
UWC – Bellville	0	0.00	0	0.00	7	0.90	2	0.33	9	0.61
UZ – KwaDlangezwa	0	0.00	3	6.25	93	11.98	196	32.67	292	19.78
Wits – Parktown	0	0.00	2	4.17	13	1.68	1	0.17	16	1.08
WSU – B*worth, Ibika	1	1.92	1	2.08	5	0.64	13	2.17	20	1.36
WSU – Mthatha, NMD*	0	0.00	3	6.25	32	4.12	59	9.83	94	6.37
WSU – Mthatha, Zamu*	2	3.85	2	4.17	39	5.03	105	17.50	148	10.03
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Notes: CPUT = Cape Peninsula University of Technology; CUT = Central University of Technology; DUT = Durban University of Technology; NMMU = Nelson Mandela Metropolitan University; NWU = North West University; RU = Rhodes University; SUN = Stellenbosch University; TUT = Tshwane University of Technology; UCT = University of Cape Town; UFH = University of Fort Hare; UFS = University of the Free State; UKZN = University of KwaZulu-Natal; UL = University of Limpopo; UNISA = University of South Africa; UP = University of Pretoria; UNIVEN = University of Venda; UZ = University of Zululand; UWC = University of the Western Cape; Wits = University of the Witwatersrand; WSU = Walter Sisulu University; B*worth = Butterworth; NMD* = Nelson Mandela Drive; Zamu* = Zamukulungisa.

The three largest single proportions of respondents had studied for their initial teaching qualifications at the University of Zululand (19.8%), Walter Sisulu University (17.8%) and North West University (12.4%). No one who had studied at the University of Johannesburg responded to the survey.

(In the 2013 ITERP survey, the three largest single proportions of respondents were also studying at University of Zululand (21%), Walter Sisulu University (14.6%) and North West University (13.5%).)

Amongst respondents who were teaching, the largest single proportion (15.9%) had studied at the University of Limpopo. The largest single proportion of respondents employed outside of teaching had studied at the Central University of Technology (34.6%). Respondents who had attended the University of Zululand made up the largest single proportion of respondents who were unemployed, at 32.7%.

4.1.8 Teaching qualifications

Table 10: All NQTs: Teaching qualifications, by post-graduation status

Teaching qualification	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
BEd	12	23.08	17	35.42	494	63.66	360	60.00	883	59.82
PGCE	40	76.92	31	64.58	282	36.34	240	40.00	593	40.18
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Some three-fifths of respondents (59.8%) had studied for a four-year BEd degree and the remainder had studied for a PGCE, a one-year teaching qualification which caps a three-year undergraduate degree or equivalent.

(Similar proportions of respondents to the 2013 ITERP survey were enrolled in BEd (61.15%) and PGCE (38.7%) programmes.)

PGCE graduates predominated amongst respondents who were now studying (64.6%) or employed but not in teaching (76.9%), while more BEd graduates than PGCE graduates indicated that they were unemployed (60%).

4.1.9 Phase specialisations

Table 11: All NQTs: Phase specialisations, by post-graduation status

Phase specialisation	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
FP	4	7.69	3	6.25	83	10.74	41	6.83	131	8.88
FP+FET	0	0.00	0	0.00	1	0.12	0	0.00	1	0.07
FP+IP	0	0.00	0	0.00	1	0.12	0	0.00	1	0.07
IP	2	3.85	5	10.42	32	4.12	16	2.67	55	3.73
IP+SP	5	9.62	4	8.33	82	10.56	89	14.83	180	12.20
IP+SP+FET	0	0.00	0	0.00	1	0.13	0	0.00	1	0.07
SP	5	9.62	4	8.33	39	5.05	58	9.67	106	7.18
SP+FET	8	15.38	10	20.83	116	14.94	65	10.83	199	13.48
FET	28	53.85	22	45.83	421	54.25	331	55.17	802	54.34
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

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

Most respondents had specialised in the Further Education and Training (FET) phase (54.3% or, in conjunction with other phase specialisations, 68%). Only 9% of respondents had specialised in the FP.

(In the 2013 ITERP survey, 53.7% of respondents indicated that they were specialising in the FET phase (or in conjunction with the SP, 65.2%), with 11% specialising in the FP

Altogether, 87.3% of respondents were qualified in terms of their combined phase specialisations to teach at secondary school level and 25% at primary school level.

FET phase specialists constituted the single largest proportions of all post-graduation categories. Amongst those currently teaching, only 30.6% of respondents had a non-FET phase specialisation.

4.1.10 Subject specialisations

Table 12: All NQTs: Subject specialisations (FP), by post-graduation status

Subject specialisation (FP)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Afrikaans	2	4.88	0	0.00	32	78.05	7	17.07	41	100.00
English	3	2.46	3	2.46	80	65.57	36	29.51	122	100.00

Subject specialisation (FP)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
isiXhosa	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
isiZulu	0	0.00	2	5.00	12	30.00	26	65.00	40	100.00
Sepedi	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
Sesotho	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
Setswana	0	0.00	0	0.00	12	100.00	0	0.00	12	100.00
Tshivenda	0	0.00	0	0.00	4	100.00	0	0.00	4	100.00
Xitsonga	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Mathematics	3	2.61	3	2.61	76	66.09	33	28.70	115	100.00
Life Skills	3	2.65	3	2.65	71	62.83	36	31.86	113	100.00

Notes: n=133. FP = Foundation Phase.

Among the 133 respondents who had specialised in the FP (either alone or in combination with another phase), the largest single proportion had specialised in English (122), followed by Mathematics and Life Skills.

Very few respondents had specialised in an African language, except in the case of Afrikaans (41) and isiZulu (40) and none at all had specialised in isiNdebele or siSwati.

Just under two thirds (65.6%) of those who had specialised in FP English were currently teaching, while 30% were unemployed; there were similar proportions of Mathematics and Life Skills specialists unemployed. By contrast, 65% of respondents who had specialised in FP isiZulu were unemployed.

Table 13: All NQTs: Subject specialisations (IP), by post-graduation status

Subject specialisation (IP)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Afrikaans	3	20.00	0	0.00	8	53.33	4	26.67	15	100.00
English	3	3.95	2	2.63	43	56.58	28	36.84	76	100.00
isiXhosa	0	0.00	0	0.00	1	25.00	3	75.00	4	100.00
isiZulu	0	0.00	0	0.00	11	32.35	23	67.65	34	100.00
Mathematics	3	3.85	4	5.13	45	57.69	26	33.33	78	100.00
Life Skills	3	3.19	4	4.26	37	39.36	50	53.19	94	100.00
Nat Sci & Tech	1	2.22	7	15.56	27	60.00	10	22.22	45	100.00
Social Science	1	4.00	2	8.00	16	64.00	6	24.00	25	100.00
Accounting	0	0.00	0	0.00	3	50.00	3	50.00	6	100.00

Subject specialisation (IP)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Business Studies	1	11.11	0	0.00	4	44.44	4	44.44	9	100.00
CAT	1	50.00	0	0.00	0	0.00	1	50.00	2	100.00
Life Sciences	0	0.00	0	0.00	6	50.00	6	50.00	12	100.00
Physical Science	0	0.00	0	0.00	2	100.00	0	0.00	2	100.00
IT	1	100.00	0	0.00	0	0.00	0	0.00	1	100.00
Geography	0	0.00	0	0.00	7	63.64	4	36.36	11	100.00
Tourism	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
History	0	0.00	0	0.00	6	85.71	1	14.29	7	100.00
Music	0	0.00	0	0.00	0	0.00	0	1	1	100.00

Notes: n=237. IP = Intermediate Phase. CAT = Computer Applications Technology; Nat Sci and Tech = Natural Science and Technology; IT = Information Technology.

Of the 237 respondents who had specialised in the IP (either alone or in combination with another phase), the largest single proportion had specialised in Life Skills (94), followed by Mathematics and English.

However, 53.2% of these Life Skills specialists were unemployed, as were 33.3% of Mathematics and 36.8% of English specialists. Twenty-three (or 67.7%) of the 34 IP isiZulu specialists were unemployed.

None of the respondents to this survey had specialised in the IP in any languages other than Afrikaans, English, isiXhosa, and isiZulu, i.e. none had specialised in IP isiNdebele, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, or Xitsonga.

The only responding IP Information Technology (IT) specialist was employed, but not in teaching, and the only responding IP Music specialist was unemployed.

Table 14: All NQTs: Subject specialisations (Senior Phase), by post-graduation status

Subject specialisation (SP)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Afrikaans	3	15.79	1	5.26	11	57.89	4	21.05	19	100.00
English	3	2.80	2	1.87	64	59.81	38	35.51	107	100.00
isiXhosa	0	0.00	0	0.00	2	40.00	3	60.00	5	100.00
isiZulu	0	0.00	0	0.00	7	21.21	26	78.79	33	100.00
Sepedi	0	0.00	1	6.25	13	81.25	2	12.50	16	100.00

Subject specialisation (SP)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Sesotho	0	0.00	0	0.00	1	50.00	1	50.00	2	100.00
Setswana	0	0.00	0	0.00	4	100.00	0	0.00	4	100.00
Tshivenda	0	0.00	0	0.00	1	50.00	1	50.00	2	100.00
Xitsonga	0	0.00	0	0.00	9	90.00	1	10.00	10	100.00
Mathematics	5	5.00	5	5.00	61	61.00	29	29.00	100	100.00
Life Orientation	5	3.14	4	2.52	59	37.11	91	57.23	159	100.00
Natural Science	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Technology	7	11.67	3	5.00	34	56.67	16	26.67	60	100.00
Social Science	1	3.03	2	6.06	15	45.45	15	45.45	33	100.00
Creative Arts	1	6.25	1	6.25	6	37.50	8	50.00	16	100.00
EMS	5	3.88	3	2.33	53	41.09	68	52.71	129	100.00
Accounting	1	2.50	0	0.00	22	55.00	17	42.50	40	100.00
Agric Science	0	0.00	1	16.67	3	50.00	2	33.33	6	100.00
Business Studies	4	6.45	3	4.84	24	38.71	31	50.00	62	100.00
CAT	1	14.29	0	0.00	2	28.57	4	57.14	7	100.00
Consumer Studs	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Dramatic Arts	0	0.00	0	0.00	1	50.00	1	50.00	2	100.00
Economics	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Life Sciences	0	0.00	4	11.43	21	60.00	10	28.57	35	100.00
Physical Science	0	0.00	1	8.33	9	75.00	2	16.67	12	100.00
Geography	0	0.00	5	22.73	11	50.00	6	27.27	22	100.00
Tourism	0	0.00	1	20.00	3	60.00	1	20.00	5	100.00
History	0	0.00	0	0.00	13	59.09	9	40.91	22	100.00
Music	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Visual Arts	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00

Notes: n=486. SP = Senior Phase. Agric = Agricultural; CAT = Computer Applications Technology; EMS = Economic and Management Sciences; Studs = Studies.

Specialists in Life Orientation (159), Economic and Management Sciences (129), English (107) and Mathematics (100) constituted the four largest single proportions of the 486 respondents who had specialised in the SP (either alone or in combination with another phase).

However, more than half of these Life Orientation and Economic and Management Sciences specialists were unemployed (57.2 and 52.7%, respectively). Over three quarters (78.8%) of respondents who had specialised in SP isiZulu were unemployed.

Almost a quarter of the (22) SP Geography specialists had decided to study further.

Table 15: All NQTs: Subject specialisations (FET Phase), by post-graduation status

Subject specialisation (FET)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Afrikaans	2	9.09	2	9.09	15	68.18	3	13.64	22	100.00
English	1	0.47	6	2.80	149	69.63	58	27.10	214	100.00
isiXhosa	0	0.00	0	0.00	13	38.24	21	61.76	34	100.00
isiZulu	0	0.00	1	1.19	20	23.81	63	75.00	84	100.00
Sepedi	0	0.00	0	0.00	24	85.71	4	14.29	28	100.00
Sesotho	0	0.00	0	0.00	17	70.83	7	29.17	24	100.00
Setswana	0	0.00	0	0.00	6	100.00	0	0.00	6	100.00
siSwati	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
Tshivenda	0	0.00	0	0.00	8	66.67	4	33.33	12	100.00
Xitsonga	0	0.00	0	0.00	13	72.22	5	27.78	18	100.00
Mathematics	2	1.75	4	3.51	86	75.44	22	19.30	114	100.00
Maths Literacy	1	2.17	0	0.00	21	45.65	24	52.17	46	100.00
Life Orientation	8	3.83	7	3.35	95	45.46	99	47.37	209	100.00
Accounting	5	3.52	5	3.52	76	53.52	56	39.44	142	100.00
Agric Science	1	7.69	2	15.38	7	53.85	3	23.08	13	100.00
Business Studies	18	6.02	12	4.01	125	41.81	144	48.16	299	100.00
Civil Tech	0	0.00	0	0.00	5	71.43	2	28.57	7	100.00
CAT	9	7.32	3	2.44	64	52.03	47	38.21	123	100.00
Consumer Studs	2	16.67	0	0.00	4	33.33	6	50.00	12	100.00
Design Studies	0	0.00	0	0.00	0	0.00	1	100.00	1	100.00
Dramatic Arts	0	0.00	0	0.00	7	36.84	12	63.16	19	100.00
Economics	7	3.03	9	3.90	97	41.99	118	51.08	231	100.00
Electrical Tech	0	0.00	0	0.00	2	100.00	0	0.00	2	100.00
Life Sciences	4	4.26	6	6.38	62	65.96	22	23.40	94	100.00
Natural Science	0	0.00	0	0.00	1	100.00	0	0.00	1	100.00
Physical Science	2	2.67	4	5.33	54	72.00	15	20.00	75	100.00
IT	3	13.04	0	0.00	13	56.52	7	30.43	23	100.00
Mechanical Tech	0	0.00	0	0.00	12	80.00	3	20.00	15	100.00
Geography	2	2.13	2	2.13	67	71.28	23	24.47	94	100.00
EGD	0	0.00	0	0.00	14	77.78	4	22.22	18	100.00
Tourism	5	15.63	1	3.13	20	62.50	6	18.75	32	100.00
History	1	1.35	2	2.70	33	44.59	38	51.35	74	100.00
Music	0	0.00	0	0.00	2	25.00	6	75.00	8	100.00

Subject specialisation (FET)	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Visual Arts	0	0.00	0	0.00	2	28.57	5	71.43	7	100.00

Notes: n=1003. FET = Further Education and Training Phase. Agric = Agricultural; CAT = Computer Applications Technology; Studs = Studies; EGD = Engineering Graphics and Design; IT = Information Technology; Tech = Technology.

Among the 1 003 respondents who had specialised in the FET Phase (either alone or in combination with another phase), the largest single proportions specialised in Business Studies (299), followed by Economics (231) and English (214).

Approximately half of the Business Studies and Economics specialists, and just over a quarter of the English specialists, were unemployed; and the same applies to 52% of Mathematical Literacy specialists (versus almost 20% of Mathematics specialists), as well as three quarters of the 83 respondents who had specialised in teaching isiZulu at FET level.

At the same time, 72% of those who had specialised in Physical Science were in teaching posts, as were 71.3% of the Geography specialists.

4.1.11 Year in which initial teaching qualification was completed

Table 16: All NQTs: Year of completion[7], by post-graduation status

Year of completion	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
2013	45	86.54	42	87.50	746	96.13	532	88.67	1365	92.48
2014	7	13.46	6	12.50	30	3.87	68	11.33	111	7.52
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Of the 1 476 respondents, 1 365 (or 92.5%) had completed the final year of their initial teacher education studies in 2013. The remaining 7.5% of respondents completed during 2014, having still to complete or rewrite a number of outstanding modules.

Thirty respondents obtained teaching positions prior to having completed their studies. These include seven UNISA students who only officially graduated in May or October of 2014, as well as three respondents who were already in teaching posts prior to 2014; the remainder were employed as teachers while simultaneously repeating, rewriting or otherwise completing

[7] 'Year of completion' is understood here as the year in which the last final examination in the teaching qualification was successfully completed, as distinct from when the respondent formally graduated and/or received the certificate.

modules of their qualifications and/or awaiting the receipt of their formal results or certificates.

4.1.12 Study financing

Table 17: All NQTs: Form of study financing, by post-graduation status

Financing	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Bursary	23	44.23	28	58.33	636	81.96	497	82.83	1184	80.22
Student Loan	2	3.85	5	10.42	20	2.58	15	2.50	42	2.85
Self-Funded	13	25.00	8	16.67	46	5.93	28	4.67	95	6.44
Parent/Guardian	14	26.92	7	14.58	65	8.38	50	8.33	136	9.21
Other	0	0.00	0	0.00	9	1.16	10	1.67	19	1.29
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Four out of every five respondents had received a bursary to study. Parents/guardians funded the studies of just under 10% of all respondents.

Of the 1 184 respondents who had been given bursaries while studying, 636 (53.7%) had found employment as teachers and 497 were still unemployed.

Overall, much higher proportions of those teaching or unemployed had received bursaries, compared to those studying or employed elsewhere; and higher proportions of those studying or employed elsewhere had been self- or parent-funded, compared to those teaching or unemployed.

Table 18: All NQTs: Type of bursary received, by post-graduation status

Bursary received	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
FL[8]	1	1.92	7	14.58	288	37.11	68	11.33	364	24.66
NSFAS[9]	16	30.77	15	31.25	240	30.93	393	65.50	664	44.99
ETDP SETA	1	1.92	1	2.08	8	1.03	7	1.17	17	1.15
Other	5	9.62	5	10.42	100	12.89	29	4.83	139	9.42
N/A	29	55.77	20	41.67	140	18.04	103	17.17	292	19.78
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Notes: FL = Funza Lushaka; NSFAS = National Student Financial Aid Scheme; ETDP SETA = Education Training and Development Practices Sector Education and Training Authority; N/A = Not applicable.

NSFAS student loans had been awarded to the largest single proportion of respondents (664, or 56.1% of all bursary recipients) and a Funza Lushaka (FL) dedicated teaching bursary had been awarded to 364 respondents (24.7% of all respondents, or 30.7% of all bursary recipients).

Of these 364 Funza Lushaka bursary recipients, more than three quarters (288, or 79.1%) were in a teaching position (see also Table 24for a further breakdown of how these Funza Lushaka bursary recipients had found or been placed in teaching posts) and an additional five currently unemployed Funza Lushaka bursary recipients had, nevertheless, taught briefly at a school since graduating.

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[8] Funza Lushaka bursaries are full-cost government bursaries financially administered by the NSFAS and awarded to prospective teacher education students already admitted to a university and meeting national selection criteria (including: academic ability; intention to qualify in two national priority teaching areas; commitment to a teaching career; and commitment to teach wherever appointed), with selection favouring those from rural areas, wishing to teach in rural areas and who would otherwise be unable to afford enrolment in a teacher education programme. Bursary recipients are obliged to teach at a public school for the same number of years for which they received the bursary (failing which the bursary converts to a repayable loan). A provincial education department, upon notification by the recipient that he/she has successfully obtained his/her teaching qualification, determines whether a suitable post is available and makes an offer of appointment which the recipient must accept. If no post is available, the recipient must accept an offer from another provincial education department. However, if the recipient receives no offer within 60 days of having sent notification of having qualified, the recipient must inform NSFAS who, having verified that no offers were made, will cancel the recipient's service obligation. (See FL 2015).

[9] Note that while a NSFAS bursary is actually a government-administered student loan, it was described as a bursary in the interview questionnaire and is considered here and below under this overall category so as to distinguish it from the more commercial form of student loan such as might be provided by a bank. In the remainder of this report, where necessary or appropriate, the NSFAS student loan is clearly distinguished as a special subcategory of 'bursary'.

Slightly fewer NSFAS (240) than Funza Lushaka bursary recipients (288) were currently teaching; and substantially more NSFAS than Funza Lushaka bursary recipients were unemployed.

Under the category of 'Other', accounting for just under 10% of respondents, the most common bursary received was from a province or a provincial department of education: some 35 of the 139 respondents in this category received such a bursary and another 79 respondents stated that they had received a 'Department of Education' bursary.[10]

Table 19: All NQTs: Bursary providers promised to place, by post-graduation status

Bursary promised to place recipient	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	4	7.69	9	18.75	375	48.32	110	18.33	498	33.74
No	19	36.54	19	39.58	259	33.38	387	64.50	684	46.34
Refused	0	0.00	0	0.00	2	0.26	0	0.00	2	0.14
N/A	29	55.77	20	41.67	140	18.04	103	17.17	292	19.78
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Notes: Refused = Refused to answer; N/A = Not applicable.

Of the total of 1 184 respondents who had received a bursary, a minority (498, or 42.1%) were promised a place in a school. Of this minority, 375 (75.3%) were currently teaching, two thirds (68.8%, or 258) of these having actually been placed in a school (see also below).

One hundred and ten (22.1%) of the 498 respondents whose bursary providers had promised them a place in a school were currently unemployed. (Of these 110, 67 indicated in response to a separate question that despite being currently unemployment, they had taught briefly at a school since graduating.)

On the other hand, 259 (37.9%) of the 684 whose bursary providers had *not* promised them a place had managed to find places and were teaching in schools.

[10] Since the DHET did not itself award any bursaries to this cohort of graduates, and since the DBE has in the recent past directly awarded only a small number of bursaries, mainly in fields other than teaching (personal communications, Whitfield Green, DHET, and Nompumelelo Moholwane, DBE, May 2015), it is likely that these 79 respondents also received bursaries from a provincial department of education or else were mistaken and had in fact received Funza Lushaka bursaries.

Table 20: All NQTs: Bursary providers placed recipients, by post-graduation status

Bursary Provider did place recipient	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	0	0.00	1	2.08	258	33.25	13	2.17	272	18.43
No	4	7.69	8	16.67	117	15.08	97	16.17	226	15.31
Refused	0	0.00	0	0.00	2	0.26	0	0.00	2	0.14
N/A	48	92.31	39	81.25	399	51.42	490	81.67	976	66.12
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Notes: Refused = Refused to answer; N/A = Not applicable.

Of the 498 respondents whose bursary providers promised to place them in a school, 272 (54.6%) were in fact placed and almost all (258) of these were currently teaching. Of the 226 bursary recipients promised a place but not placed, 117 (51.8%) nevertheless managed to obtain teaching posts.

It can be seen from Table 20 above that 13 currently unemployed bursary recipients had in fact been placed in schools by their bursary providers. Delving deeper into the data, only eight of these 13 now-unemployed-but-originally-placed bursary recipients actually taught briefly in a school (for an average of six months, all as temporary or substitute teachers, before presumably being let go or choosing to leave). It can therefore be surmised that five of the 13 recipients never actually took up the places they were offered in schools.

4.1.13 SACE registration

Table 21: All NQTs: Registration with SACE, by post-graduation status

Registration with SACE	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	32	61.54	39	81.25	733	94.46	540	90.00	1344	91.06
No	20	38.46	9	18.75	41	5.28	60	10.00	130	8.81
Refused	0	0.00	0	0.00	2	0.26	0	0.00	2	0.14
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Note: SACE = South African Council for Educators. Refused = Refused to answer.

Over 9 out of 10 (91% of) respondents had registered with the South African Council for Educators (SACE). Some 41 respondents (or 5.3% of all those in teaching positions) were currently teaching despite being unregistered.

4.1.14 Submission of details to a provincial department of education

Table 22: All NQTs: Submission of details, by post-graduation status

Submission of details to province	Employed but not in teaching		Studying		Teaching		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	22	42.31	32	66.67	667	85.95	468	78.00	1189	80.56
No	30	57.69	16	33.33	106	13.66	132	22.00	284	19.24
Refused	0	0.00	0	0.00	3	0.39	0	0.00	3	0.20
Total	52	100.00	48	100.00	776	100.00	600	100.00	1476	100.00

Note: Refused = Refused to answer.

Almost one-fifth (19.3%) of all respondents had not submitted details of their qualified or about to be qualified status to a provincial department of education. Among respondents currently teaching, only 13.7% had not submitted their details, compared to 22% of those currently unemployed.

4.2 Newly qualified teachers currently teaching

Just over half (776, or 52.6%) of all the newly qualified teachers who responded to the survey were currently teaching.

In relation to this particular category of currently teaching NQTs, this section examines:

- How they obtained their current posts (with a particular sub-focus on those who had received bursaries during their studies);
- From whom or where they found out about available teaching posts;
- How long they spent looking for a post;
- The characteristics of the schools where they now teach (ordinary or special needs, public or independent, provincial and socio-spatial location, size, and Quintile and fee status);
- The nature of their current teaching appointments;
- The length of time they had been at their current schools;
- Whether they had taught at another school since graduating and, if so, the phases, grades and subjects they had taught there, for how long and in what position and their reasons for leaving;
- The phases, grades, subjects, classes and class sizes they currently teach and their extramural activities;

- Whether they felt they needed further training or support across a range of teacher knowledge and skill areas;
- The assessment processes, types and media they mostly used;
- The teaching resources commonly used and learning materials needed;
- Their schools' use of language of learning and teaching (LoLT) and the languages they mostly used while teaching;
- The induction and mentoring they received (including for how long, by whom and how useful it was);
- The assistance and support received and requested from colleagues;
- The existence and nature of professional learning communities at their schools, whether they were part of them and how useful they were;
- Whether they had encountered and felt equipped to teach learners with learning difficulties or physical disabilities; and
- If their experiences so far had motivated them to remain in teaching in the schools where they were currently employed, whether they were going to continue in the teaching profession or, if not, what they would consider doing instead.

Before examining these issues, here is a summary of what the preceding section (Section 4.1) identified as currently teaching NQTs' general characteristics.

Almost two thirds (64.8%) of NQTs currently teaching were female; four fifths (79.9%) were African; more than half (56.1%) were between the ages of 18 and 25 inclusive; and exactly half (50%) spoke either isiZulu (23.7%), Afrikaans (14.3%) or Sesotho (12%) as their home language.

In addition, almost two thirds of NQTs currently teaching (63.7%) had studied towards a BEd degree as their initial teaching qualification; and over four fifths (82%) had received bursaries during their studies (including 37.1% who received Funza Lushaka bursaries).

Lastly, over two thirds (69.4%) had specialised in the FET phase (either alone or in combination with another phase, largely the SP); and considering all phases, 336 had specialised in English, 266 in Mathematics and 261 in Life Skills or Life Orientation (all phases).

4.2.1 Finding a teaching post

Table 23: Teaching NQTs: Manner in which current post obtained

How current post obtained	NQTs	
	No.	%
Applied for the post	467	60.18
Placed by bursary provider	208	26.80
Placed by provincial education department	51	6.57
Was already teaching at this school	23	2.96
Other	27	3.48
Total	776	100.00

Most of the NQTs (467, or 60.2%) currently teaching applied for the teaching posts they are now in. Slightly more than one quarter (208, or 26.8%) stated that they were placed by their bursary providers.[11]

Some respondents who indicated here that they had 'applied for their post' *also* held a bursary; and some of those who stated that they were 'placed by their bursary provider' may have applied separately for the same post. This can be gauged from the following table (Table 24).

[11] This figure of 208 (or 26.8%) of NQTs currently teaching having been placed by their bursary providers would seem to contradict an earlier finding (see Table 20 above) where 258 (or 33.3%) of those currently teaching indicated that their bursary providers placed them in a teaching post. This discrepancy might be explained if the number of respondents placed by bursary providers is combined with those respondents placed by provincial education departments; alternatively, some, even most, of these excess respondents may indeed have been placed, but did not take up the placements, or took them up and then shortly thereafter moved to other posts for which they had applied themselves, or even to other posts subsequently made known to them by provincial education departments. Finally, it is also possible that the excess respondents did not distinguish between their bursary providers as such and the provincial departments actually employing them; or interviewers did not clarify the matter.

Table 24: Teaching NQTs: Manner in which current post obtained, by bursary

Bursary	How current post obtained										Total	
	Applied for post		Placed by bursary provider		Placed by PED		Already teaching at this school		Other			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FL	100	28.25	167	80.29	14	33.33	1	8.33	6	30.00	288	45.28
NSFAS	207	58.47	3	1.44	10	23.81	8	66.67	12	60.00	240	37.74
ETDP SETA	8	2.26	0	0.00	0	0.00	0	0.00	0	0.00	8	1.26
Other	39	11.02	38	18.27	18	42.86	3	25.00	2	10.00	100	15.72
Total	354	100.00	208	100.00	42	100.00	12	100.00	20	100.00	636	100.00

Notes: FL = Funza Lushaka; NSFAS = National Student Financial Aid Scheme; ETDP SETA = Education Training and Development Practices Sector Education and Training Authority; PED = Provincial Education Department

Of the 636 bursary recipients who were teaching, a total of 354 (or 55.7%) had applied for their current posts, including 100 NQTs who had received Funza Lushaka bursaries.[12]

Table 25: Teaching NQTs: Sources of information about available posts

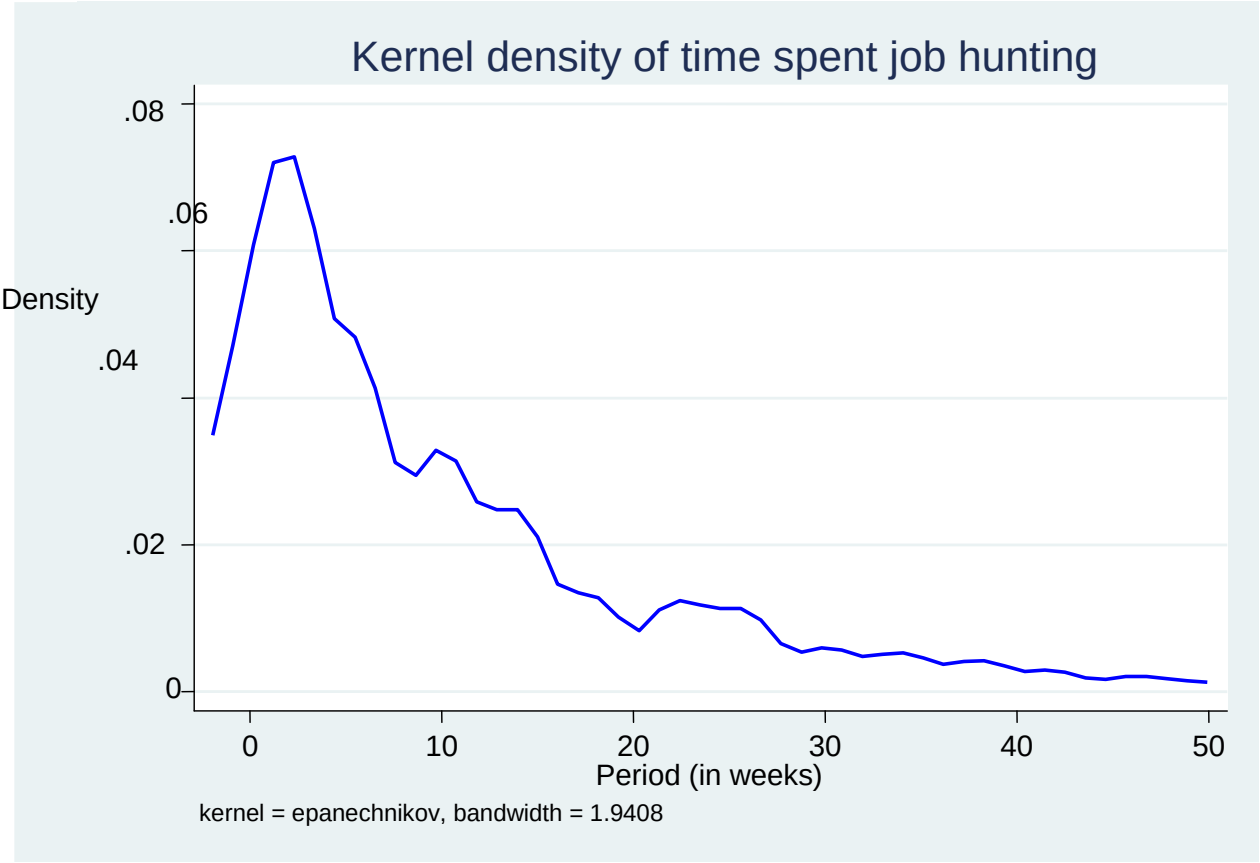
Source of information	NQTs	
	No.	%
School where they now work	226	29.12
Another school or teacher	23	2.96
Provincial or district education official	184	23.71
Bursary provider	127	16.39
Friend or family member	118	15.21
South African Council for Educators	12	1.55
Teacher union	6	0.77
University	9	1.15
Newspaper, radio or Internet	68	8.76
Other	3	0.38
Total	776	100.00

For NQTs currently teaching, the single most important source of information on the availability of teaching posts was the actual schools at which they have ended up working. It was from these schools, together with provincial or district education officials as the second most important source, that the majority (52.8%) of NQTs heard about their jobs.

Bursary providers (16.4%) and friends or family members (15.2%) were additional important sources of information.

[12] While this suggests that these 100 Funza Lushaka bursars were not in fact placed by their bursary provider and instead independently applied for and obtained their posts, this would appear to defy the Funza Lushaka bursary agreement which insists that "bursars cannot apply directly to a school for a teaching position" (FL 2015: 1). A perhaps more likely reading of this finding is therefore that either these respondents did not adequately distinguish between these two categories (such that these Funza Lushaka bursars assumed – not unreasonably – that by having submitted their details to a province, as 90 out of the 100 of them did and as their contracts required them to do, they had in effect applied for a post). It is also possible that some of these 100 respondents were *both* placed by the Funza Lushaka programme *and* had applied independently for the posts that they obtained; given Funza Lushaka's less than 100% placement rate coupled with the inefficiencies of many provincial departments of education, independently applying for posts would be an entirely rational and wise practice on the part of NQTs, regardless of the contractual legalities involved.

Figure 1: Teaching NQTs: Kernel density of time spent looking for a post



NQTs currently in teaching posts spent on average 10 weeks looking for a post. (Funza Lushaka graduates spent only 8 weeks on average, while NSFAS bursars spent an average of 13 weeks.) A quarter of all NQTs currently teaching (25.5%), however, said that they found a post within a week, while the majority (51%) found one within approximately four weeks.

4.2.2 School characteristics

This subsection examines the characteristics of the schools where currently teaching NQTs were located, including whether their schools were ordinary or special needs schools, public or independent, primary, secondary or combined, as well as the schools' provincial and socio-spatial locations, sizes, quintiles and fee status.

Table 26: Teaching NQTs: School types

School types	NQTs	
	No.	%
Ordinary	755	97.29
Special Needs (LSEN)	17	2.19
ECD	4	0.52
Public	742	95.62
Independent	34	4.38

School types	NQTs	
	No.	%
Primary	278	35.82
Secondary	408	52.58
Combined	90	11.60
No Fee	533	68.69
Fee-Paying	237	30.54
Not Applicable	6	0.77

Notes: n=776. ECD = Early Childhood Development.

The vast majority of NQTs currently teaching were teaching in public (95.6%) ordinary (97.3%) schools. Just over half of the schools where NQTs have obtained posts were secondary schools, which is consistent with the general trend for NQTs to qualify as SP and, in particular, FET phase teachers; and another 11.6% were teaching in combined schools.

In addition, just over two-thirds (68.7%) of NQTs currently teaching were teaching in no fee schools, corresponding with the finding (see Table 28) that the majority (68.6%) of NQTs were teaching in school quintiles 1, 2 and 3, most of which charge no school fees.

Table 27: Teaching NQTs: Provinces

Province	NQTs	
	No.	%
EC	58	7.47
FS	97	12.50
GT	103	13.27
KZN	178	22.94
LP	158	20.36
MP	58	7.47
NC	10	1.29
NW	82	10.57
WC	32	4.12
Total	776	100.00

Notes: EC = Eastern Cape; FS = Free State; GT = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; and WC = Western Cape.

The largest single proportion of NQTs (22.9%) was teaching in schools in KwaZulu-Natal, with the second largest proportion (20.4%) in Limpopo.[13]

Table 28: Teaching NQTs: School quintiles

School Quintile	NQTs	
	No.	%
Quintile 1	196	25.26
Quintile 2	198	25.51
Quintile 3	138	17.78
Quintile 4	53	6.83
Quintile 5	78	10.05
Not applicable	18	2.32
To be updated	57	7.35
Did not respond	38	4.9
Total	776	100.00

Notes: 'Not applicable' refers to special needs (LSEN) schools. 'To be updated' refers to schools on the DBE master list for which data is unavailable or the Quintile status of which is being reviewed.

Just over half of all newly qualified teachers currently in teaching posts were employed in schools classified as Quintile 1 or Quintile 2, the country's poorest schools. Only 10% of NQTs currently teaching were employed in the wealthiest, or Quintile 5, category of schools.

Table 29: Teaching NQTs: School socio-spatial locations

School location	NQTs	
	No.	%
Farm	32	4.12
Rural	377	48.58
Inner-City	48	6.19
Township	209	26.93

[13] Given that 96% of these NQTs are in public schools, it is instructive to note that recent DHET data also found that KZN (the province with the largest numbers of learners, teachers and schools in the country) had employed the highest number (34.4%) of 2013 ITE graduates whose identity numbers matched the PERSAL database at the end of 2014, followed by Gauteng (18.6%) and the Western Cape (10.2%) (see DHET 2015: 7). Nevertheless, the proportions in Table 27 are partly an effect of the predominance within the survey of respondents from certain provinces and, within those, from just a few universities (particularly UZ, WSU, NWU and UL), coupled with the facts that, in most cases, a majority of a province's matriculants had chosen to study at a university in the same province (see above, and also Appendix A, Table A1) and that most respondents who have found employment as teachers were teaching in schools in the same provinces in which they had matriculated (see Appendix A, Table A2).

School location	NQTs	
	No.	%
Suburban	100	12.89
Other	10	1.29
Total	776	100.00

More than half of NQTs currently teaching were in rural and farm schools. In addition, over a quarter of NQTs were in township schools. Amongst the 288 Funza Lushaka bursary recipients currently teaching, the majority (159, or 55.2%) were in rural schools.

Table 30: Teaching NQTs: School sizes

School size	NQTs	
	No.	%
Fewer than 101 learners	15	1.93
From 101 to 300 learners	79	10.18
From 301 to 600 learners	205	26.42
From 601 to 1000 learners	247	31.83
From 1001 to 1500 learners	146	18.81
More than 1500 learners	53	6.83
Refused to answer/did not answer	31	4.00
Total	776	100.00

The largest single proportion (or 31.8%) of schools where NQTs were currently teaching had between 600 and 1 001 learners, while slightly more than half of all NQTs were in schools with learner populations from 601 to 1 500 learners.

4.2.3 Nature of current teaching appointment

This subsection examines the nature of currently teaching NQTs' appointments, i.e. whether permanent, temporary or substitute; the time they had spent at their current schools; if in temporary or substitute positions, how long they had been in those position; and whether these were their first teaching appointments since graduating.

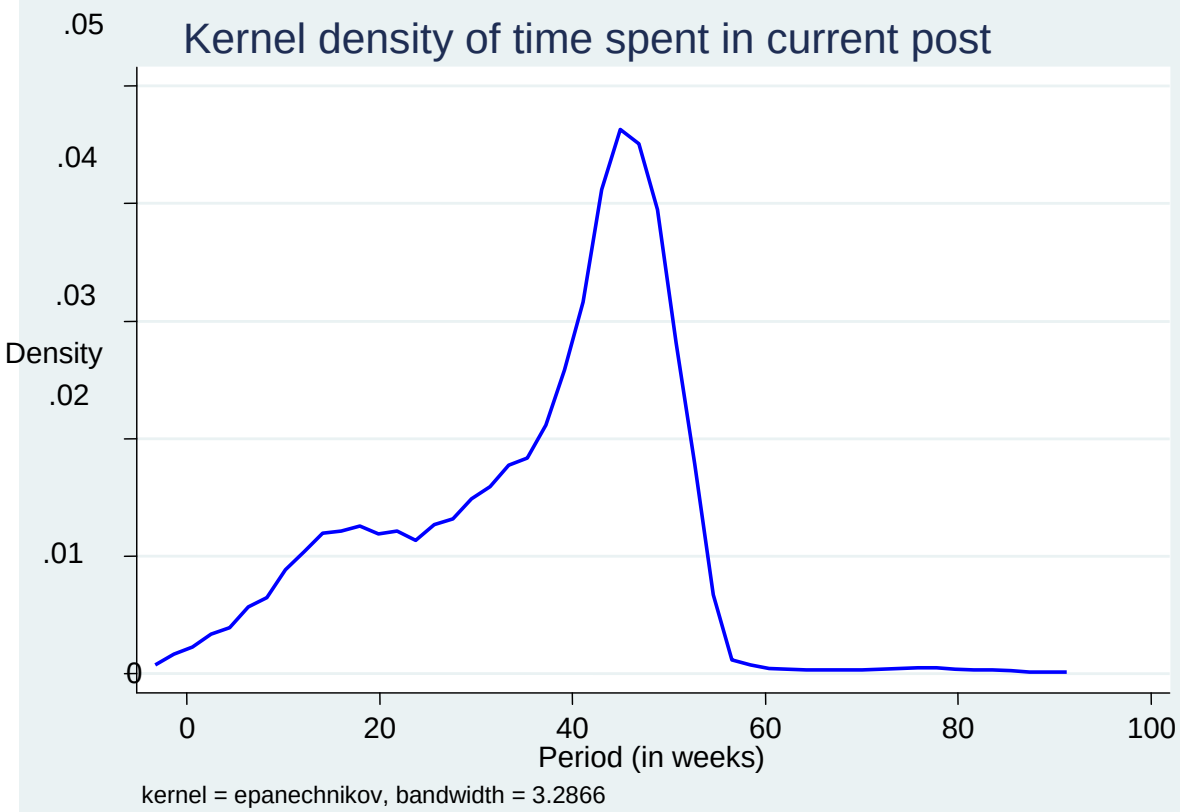
Table 31: Teaching NQTs: Current teaching appointment

Nature of current teaching appointment	NQTs	
	No.	%
Permanent	409	52.71
Temporary	304	39.18
Substitute	61	7.86
Not Applicable	2	0.26

Total	776	100.00

Just over half of NQTs currently teaching stated that they were in permanent posts. These permanently-appointed NQTs had been teaching at their schools for an average of 40 weeks, or 10 months.[14]

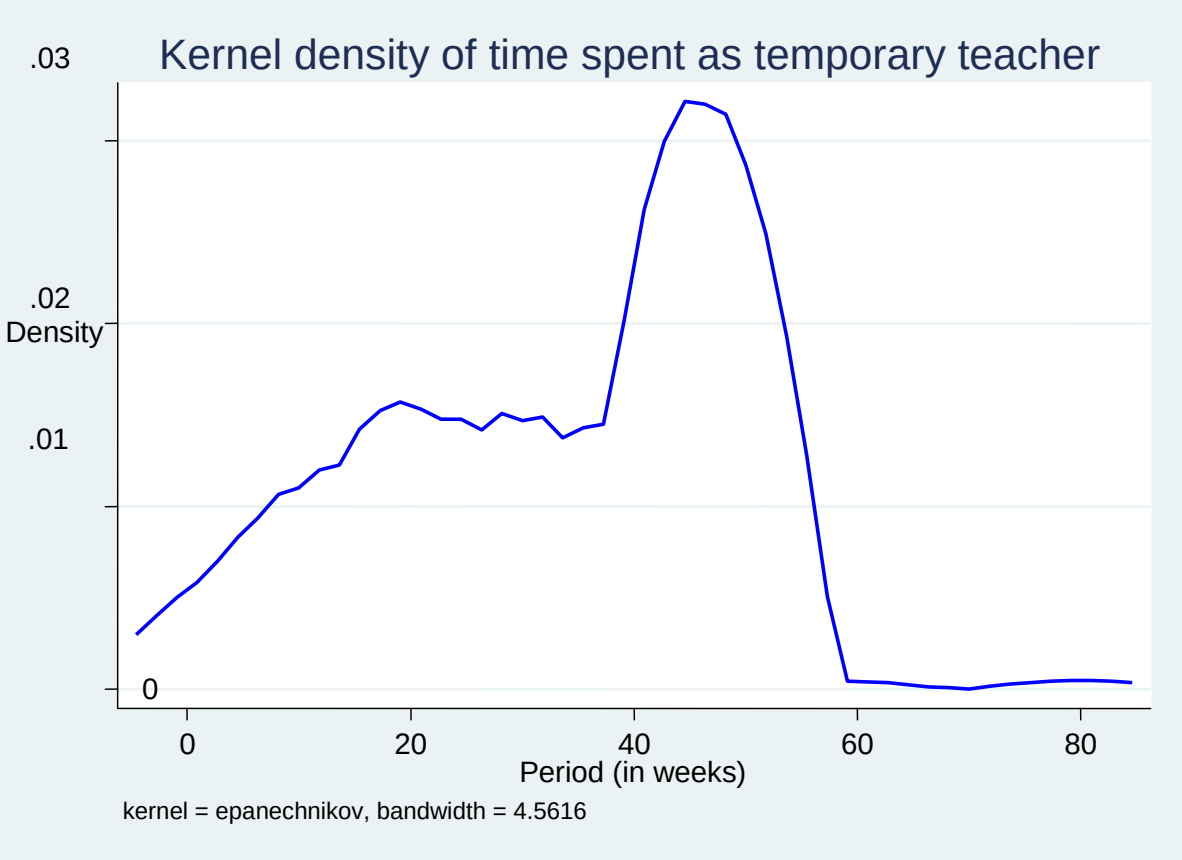
Figure 2: Teaching NQTs: Kernel density of time spent in current post



NQTs currently teaching had been teaching at their schools for an average of 36 weeks or nine months. Just over a quarter (25.5%) had been teaching for 28 weeks (seven months) and almost half (49.2%) for 40 weeks.

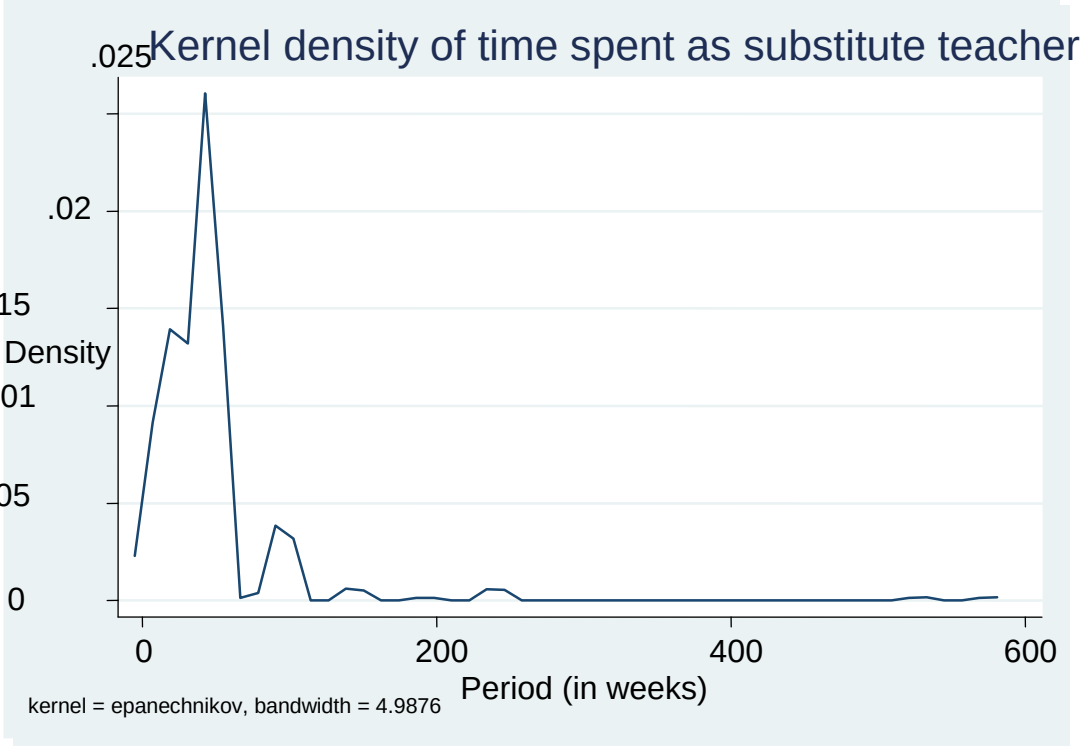
[14] Note: this is the average time they had been teaching at their schools, not the average time they had been in permanent positions.

Figure 3: Teaching NQTs: Kernel density of time spent as temporary teacher



NQTs currently teaching and in temporary positions at their schools had been in such positions for an average of 33 weeks or just over eight months. A quarter had been temporary teachers for 20 weeks (5 months), while three quarters had been temporary for a year (48 weeks).

Figure 4: Teaching NQTs: Kernel density of time spent as substitute teacher



NQTs currently teaching and in substitute positions at their schools had been in such positions for an average of 45 weeks or just over 11 months.

Table 32: Teaching NQTs: First teaching position since graduation?

First teaching position since graduation?	NQTs	
	No.	%
Yes	628	80.93
No	108	13.92
Refused to answer	2	0.26
Did not answer	38	4.89
Total	776	100.00

While most NQTs currently teaching had only ever been in one teaching position, some 14% had had a previous teaching job in the time between graduating and completing the survey. These 108 respondents had spent an average of 22 weeks (5½ months) at their current schools.

4.2.4 Nature of previous teaching position

In this subsection the currently teaching NQTs who had held previous teaching positions since graduating were asked about the phases, grades and subjects they had taught at their previous schools, for how long and in what position and their reasons for leaving.

Table 33: Teaching NQTs: School phases taught previously

Phases taught previously	NQTs	
	No.	%
FP	12	1.55
FP+FET	2	0.26
FP+IP	1	0.13
FP+IP+SP+FET	1	0.13
FP+SP	1	0.13
IP	8	1.03
IP+FET	1	0.13
IP+SP	8	1.03
IP+SP+FET	4	0.52
SP	12	1.55
SP+FET	42	5.41
FET	16	2.06
Did not teach before, or did not respond	668	86.08
Total	776	100.00

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

Of the 108 respondents who had held a previous teaching position since graduating, most had taught in either the senior or the FET phase (63% and 61%, respectively); 21.3% had taught in the IP and 15.7% in the FP .

While these NQTs had taught across all grades (with the exception of Grade 1) as well as a wide range of subjects, English stood out as a subject taught by a quarter (or 27) of the respondents, followed by Life Skills or Life Orientation and Mathematics.

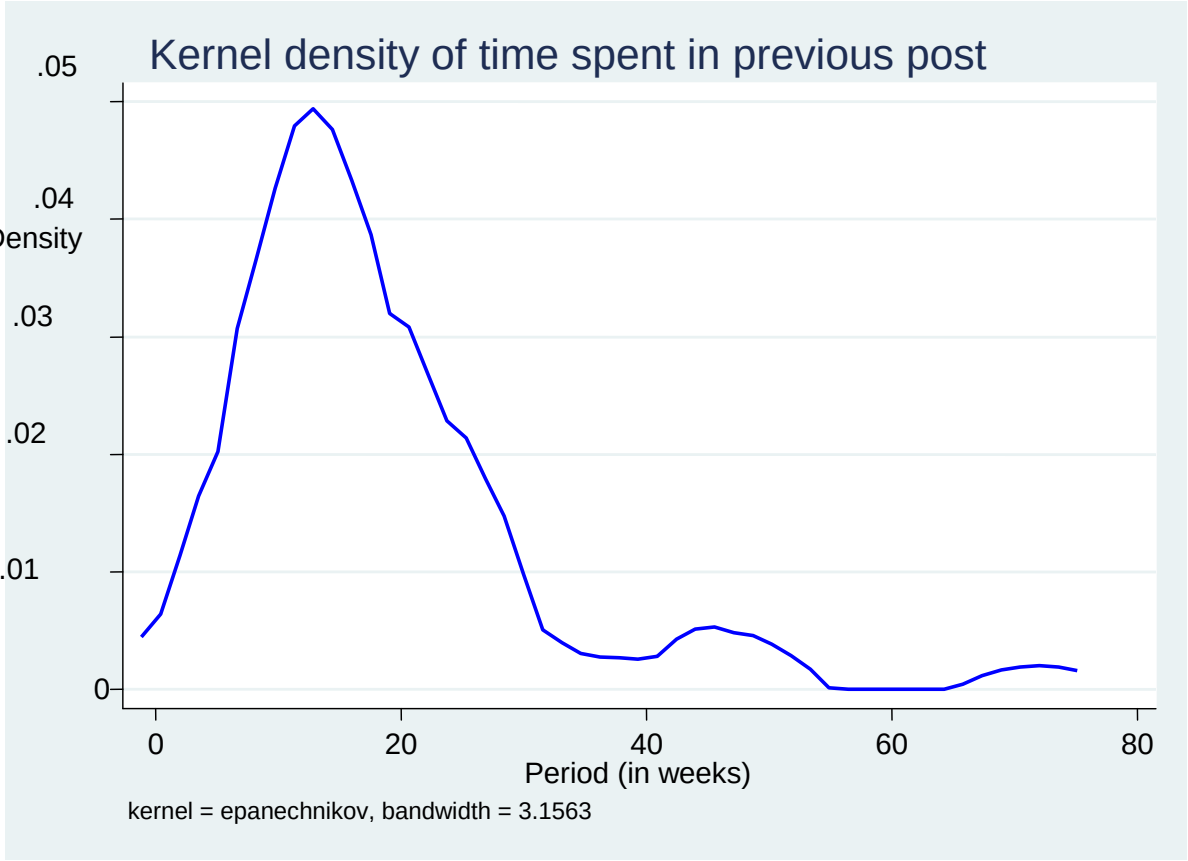
Table 34: Teaching NQTs: Previous teaching appointment

Nature of previous teaching appointment	NQTs	
	No.	%
Permanent	9	9.73
Temporary	36	42.47
Substitute	51	47.80
Did not answer	12	11.11
Total	108	100.00

A few (9.7%) of these NQTs with previous teaching jobs had been in permanent positions, but the vast majority had been in temporary or substitute positions.

A comparison of these NQTs' previous and current teaching appointments shows that more than a third (44, or 38.9%) had left a temporary or substitute position at their previous schools and moved to permanent positions at their current schools. The majority, however, had moved from one temporary or substitute position to another temporary or substitute position.

Figure 5: Teaching NQTs: Kernel density of time spent in previous post



NQTs currently teaching and for whom this was not their first appointment since graduation had worked in their previous teaching positions for an average of 18 weeks. One quarter had worked there for 12 weeks (3 months) and half had spent 16 weeks (4 months) in those positions.

Table 35: Teaching NQTs: Reasons for leaving previous post

Reason for leaving previous post	NQTs	
	No.	%
Found full-time post at another school	13	12.03
Was in a temporary/short-term position	59	54.62
Found post closer to home	3	2.77
Did not feel respected in my job	1	0.92
Got married	1	0.92

Reason for leaving previous post	NQTs	
	No.	%
Moved house	1	0.92
Was replaced	3	2.77
Learners were undisciplined	2	1.85
Other	26	24.07

Note: n=108.

Most NQTs (55%) who had taught previously left those positions because they had only been temporary or short-term. Another 12% left because they had in the meantime found full-time positions elsewhere.[15]

4.2.5 Nature of current teaching position

NQTs currently teaching were asked to indicate the phases, grades, subjects, number of classes (and whether single- or multi-grade) and class sizes (including, if more than one class, the largest and smallest number of learners in a class) they were teaching in their current schools and in which extramural activities they were involved, if any. They were also asked whether they felt they needed further training or support across various teacher knowledge and skill areas.

[15] It is possible that these two categories overlapped somewhat, in that some respondents may have *both* left a temporary or short-term position *and* found a full-time – though not necessarily permanent – position.

Table 36: Teaching NQTs: Phases currently taught, by phase specialisations

Phases currently being taught	NQT phase specialisations																			
	FP		FP+FET		FP+IP		IP		IP+SP		IP+SP+FET		SP		SP+FET		FET		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FP	61	73.49	1	100.00	0	0.00	2	6.25	5	6.10	0	0.00	1	2.56	7	6.03	18	4.28	95	12.24
FP+IP	0	0.00	0	0.00	0	0.00	1	3.13	1	1.22	1	100.00	0	0.00	0	0.00	2	0.48	5	0.64
FP+IP+FET	1	1.20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.13
FP+IP+SP	0	0.00	0	0.00	0	0.00	0	0.00	1	1.22	0	0.00	0	0.00	0	0.00	1	0.24	2	0.26
FP+IP+SP+FET	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.86	0	0.00	1	0.13
FP+SP	3	3.61	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.24	4	0.52
FP+SP+FET	1	1.20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.13
IP	3	3.61	0	0.00	0	0.00	13	40.63	19	23.17	0	0.00	8	20.51	14	12.07	27	6.41	84	10.82
IP+FET	0	0.00	0	0.00	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.13
IP+SP	3	3.61	0	0.00	0	0.00	6	18.75	22	26.83	0	0.00	4	10.26	22	18.97	31	7.36	88	11.34
IP+SP+FET	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	1.72	5	1.19	7	0.90
SP	0	0.00	0	0.00	0	0.00	3	9.38	6	7.32	0	0.00	8	20.5	16	13.7	51	12.1	84	10.8

Phases currently being taught	NQT phase specialisations																			
	FP		FP+FET		FP+IP		IP		IP+SP		IP+SP+FET		SP		SP+FET		FET		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
														1		9		1		2
SP+FET	0	0.00	0	0.00	0	0.00	4	12.50	10	12.20	0	0.00	9	23.08	35	30.17	169	40.14	227	29.25
FET	1	1.20	0	0.00	0	0.00	0	0.00	4	4.88	0	0.00	6	15.38	9	7.76	96	22.80	116	14.95
Did not respond	10	12.05	0	0.00	0	0.00	3	9.38	14	17.07	0	0.00	3	7.69	10	8.62	20	4.75	60	7.73
Total	83	100.00	1	100.00	1	100.00	32	100.00	82	100.00	1	100.00	39	100.00	116	100.00	421	100.00	776	100.00

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

Of the 776 NQTs currently teaching, the largest single proportion (414, or 53.4%) was teaching in the SP (only or while also teaching in other phases). In the same vein, 354 (45.6%) were teaching in the FET phase, 189 (24.4%) in the IP and 109 (14%) in the FP.

Among those teaching in only one phase, there were 116 teaching in the FET phase, 95 in the FP and 84 each in the IP and SP.

The vast majority of NQTs currently teaching in the senior and FET phases had specialised in those phases, i.e., 394 (or 95.2%) of the 414 teaching in the SP had specialised in that phase and 317 (or 89.5%) of the 354 teaching in the FET phase had specialised in that phase.

However, of the 109 currently teaching in the FP, only 67 (61.4%) had specialised in that phase, while barely a third (65, or 34.4%) of the 189 teaching in the IP had specialised in that phase. These figures include 22 NQTs who had specialised in teaching Grades 10-12 (the FET phase) and were currently teaching Grades 1-3 (the FP); and another 66 NQTs also trained and qualified to teach at the senior secondary level but were teaching senior primary (or IP) learners.

In other words, between 5% and 10% of secondary school NQTs were teaching out of phase, as were some 38% of FP NQTs and a staggering 65% of IP NQTs. (Note, however, that these proportions will be influenced by the fact that 60 (or 7.7% of) respondents did not answer this question.)

Table 37: Teaching NQTs: Subjects currently taught, by phase currently taught

Subject	Phase							
	FP (n=109)		IP (n=189)		SP (n=414)		FET (n=354)	
	No.(Sp)	%n	No.(Sp)	%n	No.(Sp)	%n	No.(Sp)	%n
Afrikaans	24(13)	22.02	18(0)	9.52	13(4)	3.14	10(6)	2.82
English	67(36)	61.47	64(12)	33.86	82(23)	19.81	61(39)	17.23
isiNdebele	0(0)	0.00	0(0)	0.00	0(0)	0.00	0(0)	0.00
isiXhosa	3(0)	2.75	4(0)	2.12	5(0)	1.21	7(4)	1.98
isiZulu	11(6)	10.09	13(2)	6.88	16(0)	3.86	17(13)	4.80
Sepedi	3(0)	2.75	5(0)	2.65	10(4)	2.42	7(7)	1.98
Sesotho	8(1)	7.34	4(0)	2.12	8(0)	1.93	4(3)	1.13
Setswana	9(3)	8.26	5(0)	2.65	3(1)	0.72	5(4)	1.41
siSwati	1(0)	0.92	1(0)	0.53	1(0)	0.24	2(1)	0.56
Tshivenda	10(4)	9.17	2(0)	1.06	5(0)	1.21	1(0)	0.28
Xitsonga	2(0)	1.83	2(0)	1.06	5(3)	1.21	0(0)	0.00
Mathematics	97(60)	88.99	63(13)	33.33	86(18)	20.77	67(45)	18.93
Maths Literacy	-	-	-	-	-	-	7(4)	1.98
Life Skills/LO	90(53)	82.57	70(6)	37.04	72(8)	17.39	57(16)	16.10
CAT	1(0)	0.92	2(0)	1.06	3(1)	0.72	11(10)	3.11

Subject	Phase							
	FP (n=109)		IP (n=189)		SP (n=414)		FET (n=354)	
	No.(Sp)	%n	No.(Sp)	%n	No.(Sp)	%n	No.(Sp)	%n
Music	1(0)	0.92	-	-	-	-	-(1)	-
Nat Sci and Tech	-	-	62(7)	32.80	-	-	-	-
Natural Science	-	-	-	-	64(0)	15.46	16(0)	4.52
Technology	-	-	-	-	67(5)	16.18	-	-
Physical Science	-	-	-	-	1(0)	0.24	22(18)	6.21
Life Sciences	-	-	3(0)	1.59	1(0)	0.24	33(24)	9.32
Social Science	-	-	57(8)	30.16	49(0)	11.84	-	-
Geography	-	-	2(1)	1.06	5(0)	1.21	34(30)	9.60
History	-	-	-(6)	-	5(2)	1.21	8(5)	2.26
Dramatic Arts	-	-	2(0)	1.06	-(1)	-	2(0)	0.56
Creative Arts	-	-	-	-	54(2)	13.04	-	-
EMS/ Economics	-	-	-	-	96(23)	23.19	31(22)	8.76
Agricultural Science	-	-	-	-	1(0)	0.24	9(2)	2.54
EGD	-	-	-	-	1(0)	0.24	10(9)	2.82
Tourism	-	-	-	-	1(0)	0.24	18(8)	5.08
Accounting	-	-	-(1)	-	-(12)	-	35(27)	9.89
Business Studies	-	-	-(2)	-	-(14)	-	38(29)	10.73
Civil Technology	-	-	-	-	-	-	1(1)	0.28
Electrical Technology	-	-	-	-	-	-	2(2)	0.56
IT	-	-	-	-	-	-	2(2)	0.56
Mechanical Tech	-	-	-	-	-	-	1(1)	0.28
Religious Studies	-	-	-	-	-	-	1(0)	0.28
Consumer Studies	-	-	-	-	-	-	3(1)	0.85

Notes: FET = Further Education and Training Phase; SP = Senior Phase; IP = Intermediate Phase; FP = Foundation Phase. LO = Life Orientation; CAT = Computer Applications Technology; Nat Sci and Tech = Natural Science and Technology; EMS = Economic and Management Sciences; EGD = Engineering Graphics and Design; IT = Information Technology; Tech = Technology.

No. = number of respondents currently teaching this subject; n = total number of respondents teaching in this phase; (Sp) = number of respondents currently teaching this subject who specialised in this subject; %n = number of respondents currently teaching this subject as percentage of total number of respondents teaching in this phase; - = subject not offered in this phase, or not being taught by any respondents.

Across all phases, English, Mathematics and Life Skills or Life Orientation were what the largest single proportions of NQTs were teaching, but in the SP the number of NQTs currently teaching EMS exceeded those teaching any other subject in that phase. Amongst languages, respondents were more likely to be teaching Afrikaans and isiZulu than any other official language except English.

Across all subjects, in very few instances had all or even most NQTs currently teaching a subject specialised in teaching that subject. In the FP, for example, only 36 of the 67 NQTs teaching English had specialised in FP English, only 60 of the 97 NQTs teaching Mathematics had specialised in FP Mathematics and only 53 of the 90 teaching Life Skills had specialised in FP Life Skills.

(Delving deeper into the data on FP Mathematics: of the 37 NQTs who were currently teaching that subject but who had not specialised in it at that level, all except three had also not specialised in that phase. Most (24) indicated that they had specialised in neither the FP nor the subject of Mathematics. Instead, they had specialised in the FET phase in subjects other than Mathematics. Among these 24 FP Mathematics teaching NQTs who had been trained to teach in the FET phase were 11 Business Studies specialists, seven Economics specialists, eight English specialists as well as a couple of Sepedi and isiZulu specialists, five Computer Applications Technology specialists, four Life Orientation specialists, three Geography specialists, two Accounting specialists and one each with a History, Consumer Studies and Tourism specialisation.)

With regard to FP language subjects, none of the NQTs teaching isiXhosa, Sepedi, siSwati and Xitsonga had specialised in those languages, while fewer than half of those teaching Sesotho, Setswana and Tshivenda had specialised in those. Only 13 of the 24 Afrikaans teachers and six of the 11 isiZulu teachers had specialised in the languages they were teaching.

In the IP only 12 of the 64 NQTs teaching English, only 13 of the 63 teaching Mathematics and only 6 of the 70 teaching Life Skills had specialised in IP English, Mathematics and Life Skills, respectively.

There were only seven subject specialists among the 62 respondents teaching IP Natural Science and Technology and only eight among the 57 teaching IP Social Science. Hardly any of the 118 NQTs teaching an official language in the IP had been trained to teach that language, those few including just 12 English specialists and two isiZulu specialists.

In the SP only 23 of the 82 NQTs teaching English, only 18 of the 86 teaching Mathematics, and only eight of the 72 teaching Life Orientation had specialised in SP English, Mathematics and Life Orientation, respectively. None of the 64 SP Natural Science teachers or the 49 SP Social Science teachers and only five of the 67 SP Technology teachers were specialists in those fields.

Fewer than a quarter of (or 23 of 96) SP Economic and Management Sciences teachers were specialists.

Amongst SP language subjects, only 35 of the 135 NQTs had been trained to teach the language they were teaching, with none of the isiXhosa, isiZulu, siSwati, Tshivenda or Sesotho teachers being specialists.

In the FET phase, while around two thirds of the NQTs teaching English and Mathematics (39 of 61 and 45 of 67, respectively) had specialised in those subjects, less than one third of (or 16 of 57) NQTs teaching Life Orientation had done so.

Eighteen of the 22 FET Physical Science teachers were specialists, as were 24 of 33 Life Sciences, 30 of 34 Geography and 27 of 35 Accounting teachers. Just under three quarters (73%) of the 105 newly qualified FET language teachers had been trained to teach the languages they were teaching.

In only five subjects, all at the FET level, were all NQTs currently teaching the subjects they qualified to teach: Sepedi, Civil Technology, Electrical Technology, Information Technology and Mechanical Technology.

Across all subjects and all phases, 43.2% of the 280 NQTs who had specialised in English (for any phase) and 27.6% of the 243 NQTs who had specialised in Mathematics (for any phase), were not teaching those subjects. At the same time, 15.5% of the 236 NQTs who were teaching English and 15.8% of the 260 NQTs who were teaching Mathematics had not specialised in those subjects (in any phase).

Finally, if one compares the total number of respondents currently teaching each subject in Table 37 above (1 822), against the total number of respondents currently teaching each of those subjects who also specialised in those subjects (649), then only 35.6% of all respondents can be said to have specialised in the subjects they were currently teaching.

Table 38: Teaching NQTs: Number of classes currently taught

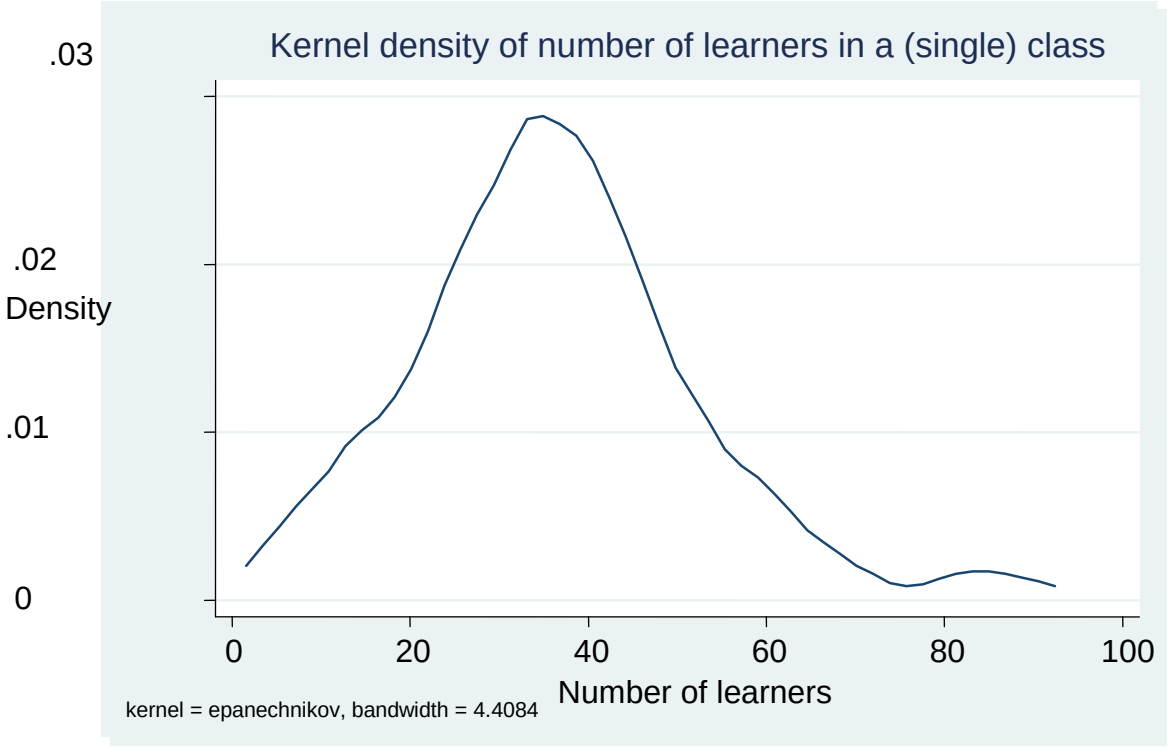
Number of classes currently taught	NQTs	
	No.	%
One	150	19.33
More than one	626	80.67
Total	776	100.00

Four out of five NQTs were currently teaching more than one class.

Of the almost 20% who indicated that they were teaching just a single class, most (90) were teaching in the FP where it is common for a single teacher to be responsible for a single class; and for another nine of these respondents, their single class was in fact a multi-grade class. The remaining 51 respondents who indicated they were teaching a single class must have

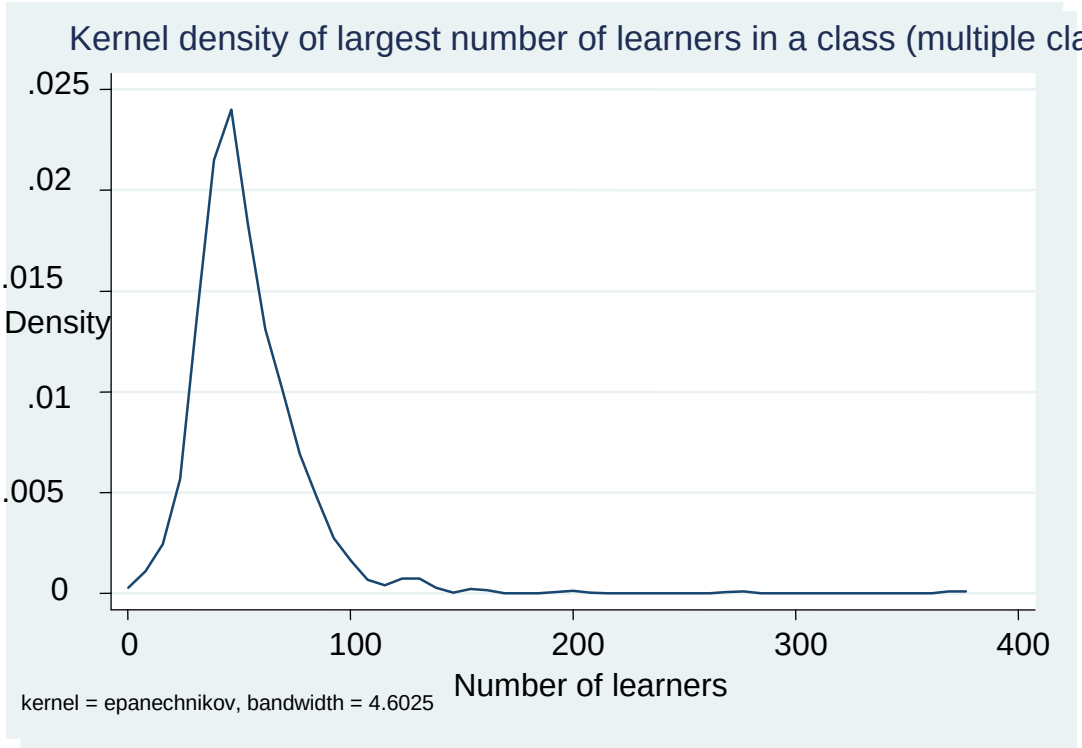
responded in error, since in response to a separate question they stated that they were teaching more than one grade.

Figure 6: Teaching NQTs: Kernel density of number of learners in a class (NQTs teaching one class)



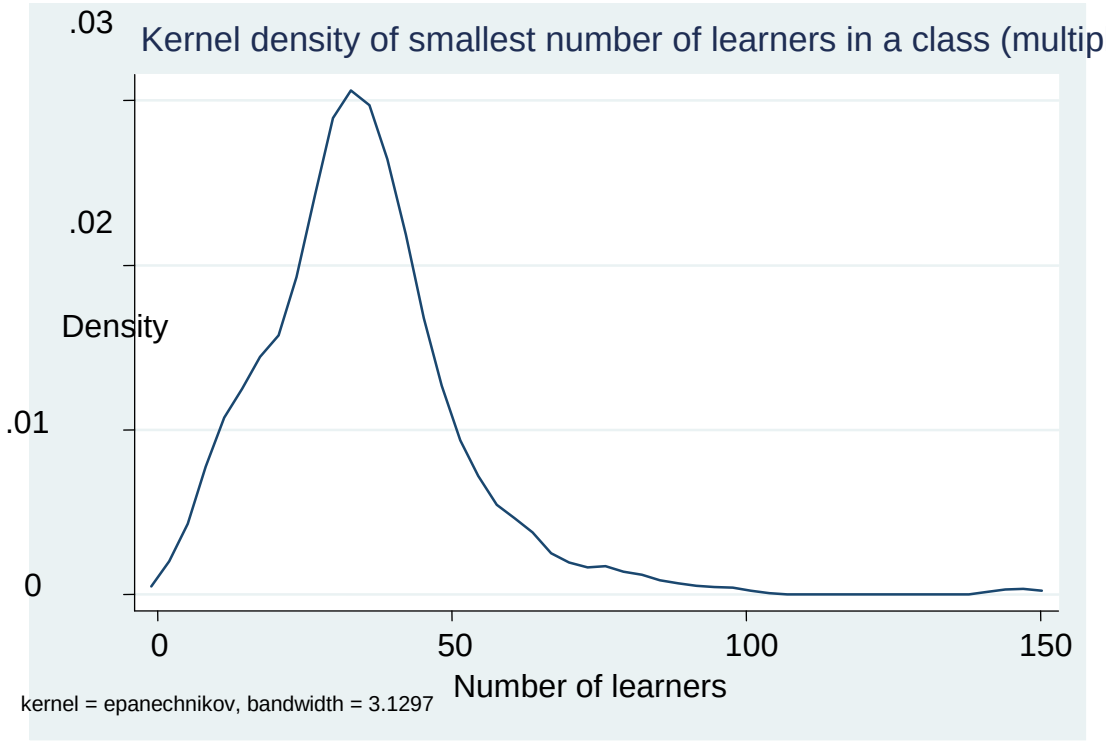
The 150 respondents currently teaching only one class had on average 36 learners in their class. Some 15% of these teachers were teaching 20 or fewer learners, while almost 17% were teaching a class with 50 or more learners. At the extremes, two NQTs had only 6 learners in their individual classes, while one NQT was teaching 88 learners.

Figure 7: Teaching NQTs: Kernel density of largest number of learners in a class (NQTs teaching multiple classes)



Newly qualified teachers currently teaching more than one class had an average of 54 learners in their largest class. Just under half of these 626 respondents teaching multiple classes had 50 or more learners in their largest class, with some 3.7% teaching 100 or more learners at one time; another 3% had only 20 or fewer learners in their largest class.

Figure 8: Teaching NQTs: Kernel density of smallest number of learners in a class (NQTs teaching mul classes)



Newly qualified teachers currently teaching more than one class had an average of 35 learners in their smallest class. Some 14% of those teaching multiple classes had 50 or more learners in their smallest class, while 18% had 20 or fewer learners in their smallest class.

Table 39: Teaching NQTs: Single- or multi-grade classes

Teaching single- or multi-grade classes	NQTs	
	No.	%
Single Grade	713	91.88
Multi-Grade	63	8.12
Total	776	100.00

Some 8% of NQTs currently teaching were teaching multi-grade classes. Half (32) of these taught various combinations of senior and FET phase grades (specifically, Grades 8, 9, 10, 11 and 12), while another 23 NQTs taught combinations of IP and SP grades (Grade 4, 5, 6, 7, 8 and 9).

Table 40: Teaching NQTs: Involvement in extracurricular activities

Involvement in extracurricular activities	NQTs	
	No.	%
Yes	622	80.15
No	153	19.72

Involvement in extracurricular activities	NQTs	
	No.	%
Refused to answer	1	0.13
Total	776	100.00
***If yes, what kind?* (n=622)**		
Sport	458	73.63
The Arts	82	13.18
Homework or extra tutoring	42	6.75
Aftercare	10	1.60
Other	31	4.84

Four-fifths (or 80.3%) of NQTs currently teaching were participating in extracurricular activities, with most of them (73.6%) involved in sport.

Table 41 Teaching NQTs: Knowledge/skills needing more training

Teaching knowledge and skill area	NQTs needing further training and support	
	No.	%
Knowledge of the subject(s) they are teaching	399	51.42
Knowledge of how to teach the subject(s) they are teaching	343	44.20
Knowledge of CAPS	308	39.69
Knowledge of classroom management/discipline	286	36.86
Teaching practice[16]	175	22.55
Developing assessment tasks	323	41.62
Carrying out administrative tasks	296	38.14

Note: n=776.

In all except one of the seven teaching knowledge and skill areas listed in Table 41 above the majority of NQTs presently employed in schools indicated that they were coping with the everyday demands of teaching and felt no need at this stage for further training or assistance. Only with regard to their knowledge of the subjects they were teaching did a slight majority (51.4%) of respondents indicate that they needed more preparation or development.

[16] The category of 'Teaching practice' was intended to refer broadly to practical knowledge and learning from and in practice (DHET 2011: 8; DHET 2015a: 10), but may have been interpreted more narrowly as pertaining to practising one's teaching akin to the manner in which pre-service teachers spend periods of time in schools.

In all other areas, more than half and as many as three quarters of NQTs felt sufficiently prepared for the teaching tasks in which they were currently engaged. Fewer than half felt that they needed more training or support in how to teach the subjects they are teaching (i.e., pedagogical knowledge and skills); while approximately two-fifths thought they might benefit from more knowledge of the Curriculum and Assessment Policy Statements CAPS (i.e., curriculum knowledge) or from additional training with regard to developing assessment tasks or carrying out administrative tasks. Just one third of NQTs expressed a need for help with classroom management and discipline; and less than a quarter felt that they needed support with regard to teaching practice (i.e., practical knowledge and techniques).

The following seven tables delve a little deeper into the nature of the teaching knowledge and skills in which NQTs felt they needed further training, assistance, preparation or development by comparing these expressed needs across the subjects which the largest proportions of respondents indicated they were actually teaching, namely Mathematics, English and Life Skills or Life Orientation (see Table 37 above).

Table 42: Teaching NQTs: Subject knowledge training needed, by selected subjects

Subjects currently taught	NQTs needing further training in knowledge of subjects	
	No.	%
Mathematics (all phases)	146	56.15
FP Mathematics	55	56.70
IP Mathematics	33	52.38
SP Mathematics	50	58.14
FET Mathematics	43	64.18
English (all phases)	121	51.27
FP English	37	55.22
IP English	29	45.31
SP English	40	48.78
FET English	28	45.90
Life Skills/LO (all phases)	138	52.87
FP Life Skills	52	57.78
IP Life Skills	37	52.86
SP Life Orientation	38	52.78
FET Life Orientation	26	45.61

Whereas 51.4% of NQTs currently teaching needed more training in the knowledge of the subjects they are teaching (see Table 41), 56.2% of NQTs currently teaching Mathematics (all phases) needed more of such training. In particular, 64.2% of NQTs currently teaching FET Mathematics indicated a need for more training in subject knowledge.

With regard to NQTs currently teaching English (all phases), 51.3% needed more training in subject knowledge, particularly those teaching FP English (where 55.2% needed more training in that area).

In terms of Life Skills or Life Orientation, 52.9% of NQTs currently teaching these subjects (all phases) needed more training in subject knowledge. In particular, 57.8% of NQTs currently teaching FP Life Skills needed more such training.

Table 43: Teaching NQTs: Pedagogical knowledge training needed, by selected subjects

Subjects currently taught	NQTs needing further training in how to teach subjects	
	No.	%
Mathematics (all phases)	122	46.92
FP Mathematics	45	46.39
IP Mathematics	25	39.68
SP Mathematics	39	45.35
FET Mathematics	39	58.21
English (all phases)	98	41.53
FP English	27	40.30
IP English	24	37.50
SP English	32	39.02
FET English	27	44.26
Life Skills/LO (all phases)	116	44.44
FP Life Skills	41	45.56
IP Life Skills	35	50.00
SP Life Orientation	35	48.61
FET Life Orientation	20	35.09

Whereas 44.2% of NQTs currently teaching needed more training in the knowledge of how to teach the subjects they are teaching (i.e., pedagogical knowledge) (see Table 41), 46.9% of NQTs currently teaching Mathematics (all phases) needed more training in pedagogical knowledge, including 58.2% of NQTs currently teaching FET Mathematics.

With regard to NQTs currently teaching English (all phases), 41.5% needed more training in pedagogical knowledge, particularly those teaching FET English (where 44.3% needed more training in that area).

In terms of Life Skills or Life Orientation, 44.4% of NQTs currently teaching these subjects (all phases) needed more training in pedagogical knowledge. In particular, exactly 50% of NQTs currently teaching IP Life Skills expressed a need for more such training.

Table 44: Teaching NQTs: CAPS training needed, by selected subjects

Subjects currently taught	NQTs needing further training in CAPS	
	No.	%
Mathematics (all phases)	111	42.69
FP Mathematics	44	45.36
IP Mathematics	24	38.10
SP Mathematics	34	39.53
FET Mathematics	29	43.28
English (all phases)	100	42.37
FP English	30	44.78
IP English	27	42.19
SP English	33	40.24
FET English	25	40.98
Life Skills/LO (all phases)	107	41.00
FP Life Skills	41	45.56
IP Life Skills	30	42.86
SP Life Orientation	30	41.67
FET Life Orientation	18	31.58

Whereas 39.7% of NQTs currently teaching needed more training in CAPS (i.e., curriculum knowledge) (Table 41), 42.7% of NQTs currently teaching Mathematics (all phases) needed more training in CAPS, including 45.4% of NQTs currently teaching FP Mathematics.

With regard to NQTs currently teaching English (all phases), 42.4% needed more training in CAPS, particularly those teaching FP English (where 44.8% needed more training in that area).

In terms of Life Skills or Life Orientation, 41% of NQTs currently teaching these subjects (all phases) needed more training in CAPS. In particular, 45.6% of NQTs currently teaching FP Life Skills needed more such training.

Table 45: Teaching NQTs: Classroom management training needed, by selected subjects

Subjects currently taught	NQTs needing further training in classroom management	
	No.	%
Mathematics (all phases)	106	40.77
FP Mathematics	36	37.11
IP Mathematics	23	36.51
SP Mathematics	34	39.53
FET Mathematics	32	47.76
English (all phases)	85	36.02

Subjects currently taught	NQTs needing further training in classroom management	
	No.	%
FP English	19	28.36
IP English	28	43.75
SP English	31	37.80
FET English	23	37.70
Life Skills/LO (all phases)	95	36.40
FP Life Skills	32	35.56
IP Life Skills	30	42.86
SP Life Orientation	28	38.89
FET Life Orientation	18	31.58

Whereas 36.9% of NQTs currently teaching needed more training in the knowledge of classroom management and discipline (see Table 41), 40.8% of NQTs currently teaching Mathematics (all phases) needed more training in classroom management, including 47.8% of NQTs currently teaching FET Mathematics.

With regard to NQTs currently teaching English (all phases), 36% needed more training in classroom management, particularly those teaching IP English (where 43.8% needed more training in that area).

In terms of Life Skills or Life Orientation, 36.4% of NQTs currently teaching these subjects (all phases) needed more training in classroom management. In particular, 42.9% of NQTs currently teaching IP Life Skills expressed a need for more such training.

Table 46: Teaching NQTs: Practical knowledge training needed, by selected subjects

Subjects currently taught	NQTs needing further training in teaching practice[17]	
	No.	%
Mathematics (all phases)	67	25.77
FP Mathematics	23	23.71
IP Mathematics	16	25.40
SP Mathematics	24	27.91
FET Mathematics	21	31.34
English (all phases)	45	19.07
FP English	12	17.91

[17] See previous footnote.

Subjects currently taught	NQTs needing further training in teaching practice[17]	
	No.	%
IP English	16	25.00
SP English	12	14.63
FET English	7	11.48
Life Skills/LO (all phases)	60	22.99
FP Life Skills	21	23.33
IP Life Skills	19	27.14
SP Life Orientation	13	18.06
FET Life Orientation	12	21.05

Whereas 22.6% of NQTs currently teaching needed more training in teaching practice (i.e. practical knowledge and techniques) (see Table 41), 25.8% of NQTs currently teaching Mathematics (all phases) needed more training in teaching practice, including 31.3% of NQTs currently teaching FET Mathematics.

With regard to NQTs currently teaching English (all phases), 19.1% needed more training in teaching practice, particularly those teaching IP English (where 25% needed more training in that area).

In terms of Life Skills or Life Orientation, 23% of NQTs currently teaching these subjects (all phases) needed more training in teaching practice. In particular, 27.1% of NQTs currently teaching IP Life Skills needed more such training.

Table 47: Teaching NQTs: Assessment task training needed, by selected subjects

Subjects currently taught	NQTs needing further training in developing assessment tasks	
	No.	%
Mathematics (all phases)	118	45.38
FP Mathematics	44	45.36
IP Mathematics	25	39.68
SP Mathematics	40	46.51
FET Mathematics	34	50.75
English (all phases)	91	38.56
FP English	27	40.30
IP English	26	40.63
SP English	34	41.46
FET English	19	31.15
Life Skills/LO (all phases)	109	41.76
FP Life Skills	43	47.78

IP Life Skills	30	42.86
SP Life Orientation	27	37.50
FET Life Orientation	17	29.82

Whereas 41.6% of NQTs currently teaching needed more training in developing assessment tasks (Table 41), 45.4% of NQTs currently teaching Mathematics (all phases) needed more training in this area, including 50.8% of NQTs currently teaching FET Mathematics.

With regard to NQTs currently teaching English (all phases), 38.6% needed more training in developing assessment tasks, particularly those teaching SP English (where 41.5% needed more training in that area).

In terms of Life Skills or Life Orientation, 41.8% of NQTs currently teaching these subjects (all phases) needed more training in developing assessment tasks. In particular, 47.8% of NQTs currently teaching FP Life Skills needed more such training.

Table 48: Teaching NQTs: Administrative task training needed, by selected subjects

Subjects currently taught	NQTs needing further training in carrying out admin tasks	
	No.	%
Mathematics (all phases)	111	42.69
FP Mathematics	40	41.24
IP Mathematics	24	38.10
SP Mathematics	39	45.35
FET Mathematics	35	52.24
English (all phases)	86	36.44
FP English	25	37.31
IP English	23	35.94
SP English	28	34.15
FET English	22	36.07
Life Skills/LO (all phases)	98	37.55
FP Life Skills	37	41.11
IP Life Skills	25	35.71
SP Life Orientation	29	40.28
FET Life Orientation	17	29.82

Whereas 38.1% of NQTs currently teaching indicated a need for more training in carrying out administrative tasks (Table 41), 42.7% of NQTs currently teaching Mathematics (all phases) needed more training in this area, including 52.2% of NQTs currently teaching FET Mathematics.

With regard to NQTs currently teaching English (all phases), 36.4% needed more training in carrying out administrative tasks, particularly those teaching FP English (where 37.3% needed more training in that area).

In terms of Life Skills or Life Orientation, 37.6% of NQTs currently teaching these subjects (all phases) needed more training in carrying out administrative tasks. In particular, 41.1% of NQTs currently teaching FP Life Skills called for more such training.

4.2.6 Assessment: processes, types and media

This subsection considers the frequency at which Common Task Assessment meetings were taking place at respondents' schools, as well as which types of assessment respondents tended to use the most and the least, which assessment medium they used the most, who developed the written tests and exams for the grades respondents were teaching and whether these last were CAPS-aligned.

Table 49: Teaching NQTs: Frequency of Common Task Assessment meetings

Frequency of Common Task Assessment (CTA) meetings	NQTs	
	No.	%
Once a week	246	31.70
Once a month	310	39.94
Once a term	75	9.66
Unknown	44	5.68
No CTA meetings	101	13.02
Total	776	100.00

The large majority of the schools at which respondents were located had meetings to discuss Common Task Assessments (CTAs),[18] but 13% of NQTs said their schools did not have such meetings and another 5.7% weren't sure.

Of the 354 NQTs currently teaching in the FET Phase, 88% were aware of CTA meetings. Some 40% of all respondents stated that their schools had these meetings on a monthly basis, while for 31.7% the meetings took place weekly.

[18] Common Task Assessments are FET phase examinations set by provincial education departments (with the exception of the Grade 11 exam, which is set by the DBE) and written by all schools in June or September every year.

Table 50: Teaching NQTs: Assessment types used most and least

Type of assessment	Assessment that NQTs use the *most*		Assessment that NQTs use the *least*	
	No.	%	No.	%
Baseline assessments	252	32.47	196	25.26
Formative assessments	296	38.14	124	15.98
Diagnostic assessments	77	9.92	189	24.36
Summative assessments	114	14.69	207	26.68
Not applicable	37	4.77	60	7.73
Total	776	100.00	776	100.00

Formative assessments were used the most by the largest number of respondents (296, or 38.1%), and diagnostic assessments were used the most by the fewest number of respondents (77, or 9.9%).

Summative assessments were used the least by the largest number of respondents (26.7%), and formative assessments were used the least by the fewest number of respondents (124, or 16%).

Many of those who responded 'Not applicable' also commented that they either did not use one type of assessment more or less than another, or used them equally, or combined them, or just didn't know.

Table 51: Teaching NQTs: Assessment medium used most

Assessment medium	Assessment medium that NQTs use the most	
	No.	%
Oral presentations	69	8.89
Written tests and examinations	126	16.24
Projects or assignments	58	7.47
Groupwork	115	14.82
All of the above	406	52.32
None of the above	2	0.26
Total	776	100.00

Asked to choose the one assessment medium they used most to assess their learners, the majority (52.3%) of NQTs currently teaching chose the category 'All of the above', combining oral presentations, written tests and examinations, projects or assignments, and groupwork.

Table 52: Grade test and examination development and alignment

Who developed the grade's written tests and exams?	NQTs	
	No.	%
All teachers set a joint paper	157	20.23
Head of Department	143	18.43
Self	412	53.09
Other	64	8.25
Total	776	100.00
***Are tests CAPS-aligned?* (n=776)**		
Yes	758	97.68
No	12	1.55
Refused to answer	6	0.77

The majority of NQTs (53.1%) stated that they themselves developed the written tests and examinations for their grades, although in one-fifth of cases teachers worked together to set a joint paper. Most (46) of the 64 who indicated 'Other' added that tests and examinations were developed by their provincial departments of education or their district or circuit officials. Hardly any test (2.3%) was not CAPS-aligned.

4.2.7 Teaching and learning resources

Respondents were asked questions about the kinds of resources they used for the preparation and teaching of their lessons, the availability of learning materials and the usefulness of selected resources.

Table 53: Teaching NQTs: Resources used for preparation and teaching

Resources for preparation and teaching	NQTs using resource	
	No.	%
CAPS documents	759	97.81
Textbooks	755	97.29
Sourced resources (e.g. newspaper articles)	630	81.19
Photocopies and notes from other teachers	677	87.24
Existing worksheets	684	88.14
Departmental workbooks	654	84.28
Other	161	20.74

Note: n=776.

NQTs used a wide range of resources for preparation and teaching, with CAPS documents and textbooks heading the list (both over 97%). Sourced resources (81.2%) and departmental workbooks (84.3%) were the two least used from a list of nevertheless commonly used resources.

Under 'Other', some 100 respondents specifically mentioned the Internet, with others referring to additional texts, posters, radio, television and digital and other multimedia. Only one respondent made mention of writing on a chalkboard.

More than half (55.4%, or 430) of the 776 NQTs currently teaching stated that they used all six of the listed categories of resources, while 99 (12.8%) used all six categories and more (i.e., they also checked the 'Other' category).

Table 54: Teaching NQTs: Sufficiency of learning materials

Are there sufficient learning materials for all learners?	NQTs	
	No.	%
Yes	377	48.58
No	398	51.29
Refused to answer	1	0.13
Total	776	100.00
If no, what do you do to overcome this? (n=398)		
Ask learners to share	141	35.43
Make photocopies	241	60.55
Other	16	4.02

More than half (51.3%) of all NQTs currently teaching said that there were not enough learning materials for all learners. They overcame this in the main by making photocopies (60.6%), or else by asking learners to share (35.4%).

Three specific follow-up questions were asked with regard to the utility of three of the resources used for preparation and teaching.

Table 55: Teaching NQTs: Usefulness of selected resources

Usefulness of resource	NQTs who agreed	
	No.	%
Departmental workbooks are difficult for learners to use (n=654)	243	37.15
CAPS documents are user-friendly (n=759)	732	96.44
Textbooks provide sufficient information for teaching (n=755)	526	69.66

Almost one third of NQTs who made use of workbooks as resources for preparation and teaching stated that these were difficult for learners to use. The overwhelming majority of NQTs who used CAPS documents believed that they were user-friendly, while just over two-thirds thought that the textbooks provided sufficient information for teaching.

4.2.8 Languages of Learning and Teaching

This subsection details: the languages NQTs most commonly used, both singly and severally, while actually teaching their schools' official LoLT; their confidence in teaching in this LoLT; and whether NQTs felt a need for more professional development in this regard.

Table 56: Teaching NQTs: Language most spoken when teaching

Language most spoken when teaching	NQTs	
	No.	%
Afrikaans	52	6.70
English	622	80.15
isiNdebele	1	0.13
isiXhosa	9	1.16
isiZulu	28	3.61
Sepedi	10	1.29
Sesotho	19	2.45
Setswana	21	2.71
siSwati	4	0.52
Tshivenda	7	0.90
Xitsonga	3	0.39
Total	776	100.00

English was by far the language most commonly used by NQTs when teaching. This goes hand-in-hand with the fact that in most schools in which NQTs were currently teaching the LoLT was English (see below).

Table 57: Teaching NQTs: Additionally spoken teaching language

Language used in addition to most commonly used language while teaching	NQTs	
	No.	%
Afrikaans	80	10.31
English	191	24.61
isiNdebele	1	0.13
isiXhosa	54	6.96
isiZulu	169	21.78
Sepedi	85	10.95
Sesotho	69	8.89
Setswana	45	5.80
siSwati	11	1.42
Tshivenda	37	4.77
Xitsonga	33	4.25

Language used in addition to most commonly used language while teaching	NQTs	
	No.	%
Other	1	0.13
Total	776	100.00

Asked if they sometimes used more than one language when they taught (i.e. code-switching), and what that other language was, respondents indicated that the languages which they more commonly utilised – apart from English which is, nevertheless, used by 24.6% – were isiZulu (21.8%), Sepedi (11%) and Afrikaans (10.3%).

In keeping with the finding that English was the second language of almost nine out of ten NQTs in this survey, one quarter of respondents, when teaching primarily in one of the country's other official languages, sometimes also used English as an additional language in the classroom.

Comparing these responses to those to the previous question (Table 56), most (130) of the 154 respondents who did not mostly speak English when teaching, nevertheless spoke English in addition to their other more commonly used language.

It can also be assumed that, in the approximately 13% of NQTs' schools which did not use English as the LoLT (see below), English was more likely to be the first additional language to which respondents turned while teaching.

Table 58: Teaching NQTs: School's LoLT

School's Language of Learning and Teaching (LoLT)	NQTs	
	No.	%
Afrikaans	53	6.83
English	670	86.34
isiXhosa	3	0.39
isiZulu	14	1.80
Sepedi	2	0.26
Sesotho	14	1.80
Setswana	18	2.32
Xitsonga	1	0.13
Other	1	0.13
Total	776	100.00

The predominant LoLT in the schools in which NQTs were currently teaching was English (86.3%).[19]

Table 59: Teaching NQTs: Confidence in teaching in the LoLT

Confidence in teaching in the LoLT	NQTs	
	No.	%
Not confident at all	15	1.93
Somewhat confident	13	1.68
Confident	385	49.61
Very confident	363	46.78
Total	776	100.00

Respondents were overwhelmingly confident or very confident (96.4%) in their ability to teach in the LoLT of their respective schools.

Table 60: Teaching NQTs: Need for more LoLT development

Need more professional development to teach in the LoLT	NQTs	
	No.	%
Yes	512	65.98
No	263	33.89
Not relevant for my post	1	0.13
Total	776	100.00

Despite their overwhelming confidence in teaching in the LoLT of their schools (see Table 59), almost two thirds of NQTs agreed that they needed more professional development in this regard.

4.2.9 Induction

Respondents were asked whether they had undergone a formal induction process at their schools and, if so, who had managed the process, how long it was and whether they had found it to be useful.

[19] This accords with the approximate national average of 80% of schools using English as the LoLT, as calculated in recent government findings (DBE 2010: 17, 23-8; DBE 2014: 22).

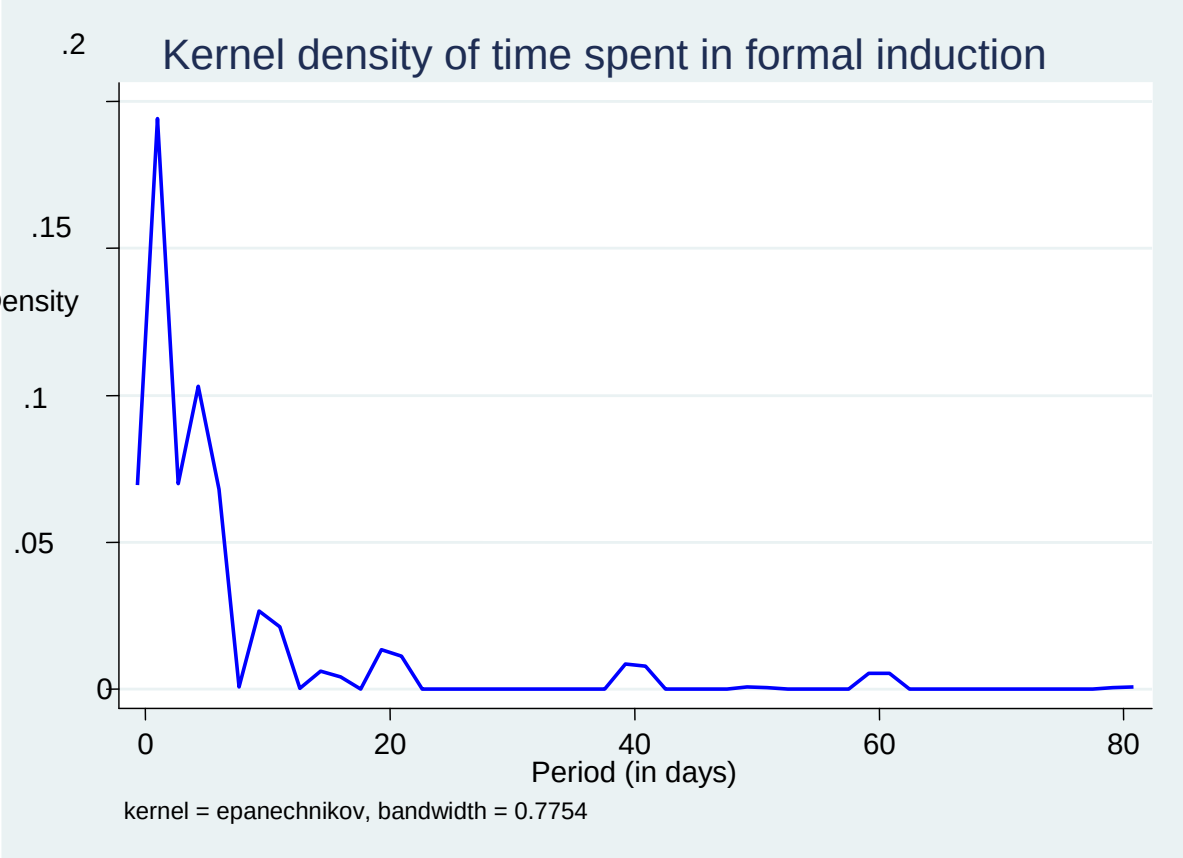
Table 61: Teaching NQTs: Formal induction

Formal induction process	NQTs	
	No.	%
Yes	493	63.53
No	283	36.47
Total	776	100.00
If yes, (a) who managed the induction process? (n=493)		
Principal/Deputy Principal	204	41.38
Head of Department	237	48.07
Curriculum adviser	37	7.51
Other	15	3.04
If yes, (b) was the induction process useful? (n=493)		
Yes	475	96.34
No	16	3.24
Refused to answer	2	0.42

More than one-third of newly qualified teachers stated that they did not receive any formal induction into their schools and their ways of working.

Among the majority of NQTs who were inducted, however, most inductions took place under the auspices of either school heads of department (HoDs) (48%), or school principals or deputy principals (41.4%). Curriculum advisers managed some 8% of inductions. The vast majority of inductees found the process useful.

Figure 9: Teaching NQTs: Kernel density of time spent in formal induction



The average length of time NQTs spent undergoing formal induction was six days. However, for half of those who were inducted, the process lasted just two days.

4.2.10 Mentoring

In this subsection, respondents were asked whether they had received any mentoring when they had started teaching at their new schools and, if so, who their mentors were and whether they had found the mentoring useful.

Table 62: Teaching NQTs: Mentoring

Mentoring received	NQTs	
	No.	%
Yes	572	73.71
No	203	26.16
Refused to answer	1	0.13
Total	776	100.00
If yes, (a) who was your mentor? (n=572)		
Principal/deputy principal	50	8.74
Head of Department	288	50.35
Senior teacher	178	31.13

Mentoring received	NQTs	
	No.	%
Another teacher	45	7.86
Curriculum or subject adviser	6	1.05
Other	5	0.87
If yes, (b) was the mentoring useful? (n=572)		
Yes	565	98.78
No	6	1.05
Refused to answer	1	0.17

Almost three quarters of newly qualified teachers received mentoring when they started teaching. Most mentors were school HoDs (50.4%), followed by senior teachers (31.1%). As was the case with school induction, the vast majority of NQTs who received mentoring when they started teaching found it useful.

NQTs who had applied for their posts were a little more likely to receive mentoring than those who were placed by their bursaries: 76% of those who applied, versus 65.4% of those who were placed, received mentoring when they started teaching. (However, NQTs who were placed by provincial education departments, or who were already teaching in a school, were most likely of all to be mentored, at 78.4% and 95.7%, respectively.)

In addition, wealthier schools were more likely to provide their new teachers with mentoring than were poorer schools: 85.4% of NQTs currently teaching in Quintile 5 schools received mentoring, compared to 71.4% of those currently teaching in Quintile 1 schools. However, slightly more NQTs in public schools (74%) than independent schools (67.7%) received mentoring.

The nature of NQTs' appointments appeared to have little discernible influence on whether they received mentoring: 73.1% of permanent appointees, 74.7% of temporary appointees and 73.8% of substitute appointees were mentored.

If an NQT received formal induction, s/he was much more likely to receive mentoring: 82.6% of those who were inducted also received mentoring, compared to 58.3% of those who did not receive formal induction.

4.2.11 Assistance and support from colleagues

This subsection outlines currently teaching NQTs' responses to questions about whether they received assistance and support from their colleagues, who they were most likely to ask first for assistance, in which areas they had requested help and whether the assistance received actually remedied the problem. Respondents were also asked about what meetings they had attended at school.

Table 63: Teaching NQTs: Assistance and support from colleagues

Assistance and support from colleagues	NQTs	
	No.	%
Yes	744	95.88
No	31	3.99
Refused to answer	1	0.13
Total	776	100.00
Person likely to be asked first for assistance: (n=776)		
Principal/deputy principal	50	6.44
Head of Department	324	41.75
Senior teacher	275	35.44
Another teacher	118	15.20
University lecturer	2	0.26
Curriculum or subject adviser	3	0.39
Other	4	0.52
Nature of assistance requested: (n=776)		
Help with curriculum content	415	53.48
Help with children's behaviour	205	26.42
Dealing with/approaching parents	43	5.54
Dealing with/approaching school management	66	8.51
Help with personal matters	13	1.68
Other	34	4.38
Did assistance remedy the problem? (n=776)		
Yes	743	95.75
No	29	3.74
Refused to answer	4	0.52

The vast majority (95.9%) of NQTs currently teaching said they received assistance and support from their colleagues. If assistance was needed, an NQT was more likely to ask an HoD first (41.8%), followed by a senior teacher (35.4%), before asking another teacher (15.2%) or a principal or deputy principal (6.4%).

More than half (53.5%) of the NQTs had requested assistance with regard to curriculum content and over a quarter (26.4%) had asked for help with learner behaviour. These requests for help were said to be almost invariably successful, resulting in the difficulties or challenges being remedied.

Table 64: Teaching NQTs: Attendance at meetings

Meeting	NQTs who have attended meetings	
	No.	%
Staff meetings	765	98.58
Meeting parents	623	80.28
Union meetings	399	51.42
Meetings with district and provincial officials	350	45.10
Subject meetings	688	88.66
Cluster meetings	567	73.07
Professional Learning Community (PLC) meetings	175	96.15

Note: n=776, except for PLC meetings where n=182.

Almost all (98.6% of) NQTs currently in teaching posts have attended staff meetings at their schools, 88.7% have been in subject meetings and 80.3% have met with parents.

Just over half (51.4%) have attended union meetings and 45.1% have spent time in meetings with district and provincial officials.

4.2.12 Professional Learning Communities and Learners with Special Educational Needs

Respondents who indicated that they were aware of the existence of a Professional Learning Community (PLC) at their school, were further asked whether they were involved in it, whether they benefited from it and what kinds of issues the PLC mostly discussed.

Separately, NQTs were asked about their experiences in teaching Learners with Special Educational Needs (LSENs), especially those with learning difficulties and physical disabilities, and whether they felt equipped to teach such learners or needed further training and support in this regard.

Table 65: Teaching NQTs: Professional Learning Communities

Professional Learning Communities (PLCs)	NQTs	
	No.	%
Yes, there is a PLC at my school (n=776)	296	38.14
I am part of the PLC (n=296)	180	60.81
I benefit from the PLC (n=182)	176	96.70
The PLC mostly discusses: (n=182)		
Teaching practice	171	93.95
Curriculum topics that learners find difficult	175	96.15
Curriculum topics that teachers find difficult to teach	171	93.95
Material to support learning and teaching	176	96.70
Assessment practice and techniques	176	96.70

More than three-fifths of NQTs (61.9%) were not aware of any PLCs at their schools. Of those who were aware, 61% were part of the PLC and those involved were overwhelmingly positive that they benefited from the PLC. With regard to the kinds of discussions in the PLC, respondents made no real distinction between the various proposed topics, ranging from teaching practice through curriculum to learning and teaching support materials and assessment.

Table 66: Teaching NQTs: Learners with special needs

Learners with special needs	NQTs who agreed	
	No.	%
Ever taught a learner with learning difficulties? (n=776)	645	83.12
Need further training to teach learners with learning difficulties? (n=645)	458	71.00
Ever taught a learner with physical disabilities? (n=776)	204	26.29
Need further training to teach learners with physical disabilities? (n=204)	111	54.41

A large majority of NQTs (83.1%) had at some point in time taught learners with learning difficulties or barriers to learning. Of these NQTs, almost three quarters (71%) felt that they needed further training and support with regard to teaching such learners.

By contrast, comparatively few NQTs (26.3%) had ever taught a learner with physical disabilities, but only 54.4% of these NQTs felt that they needed further training and support in this regard. A greater proportion of NQTs thus feel equipped to teach learners with physical disabilities than feel equipped to teach learners with learning difficulties.

Nevertheless, in the case of both learners with learning difficulties and those with physical disabilities, most NQTs who had been exposed to such learners in classroom situations did not feel fully equipped to teach them.

4.2.13 Motivation to remain in teaching at their schools

Finally, all NQTs currently teaching were asked whether their experiences in teaching so far had motivated them to remain in teaching in their schools.

Table 67: Teaching NQTs: Motivation to remain in teaching in their schools

Motivated to remain in teaching in this school	NQTs	
	No.	%
Yes	694	89.43
No	82	10.57
Total	776	100.00

Almost 90% of NQTs felt that their experiences so far motivated them to remain in teaching in the schools in which they were currently employed.

Of the 694 respondents who answered positively, however, 56 (or 8.1%) added that they would, nevertheless, not continue in the teaching profession. Asked in turn what they might do instead, most planned to study further (often in the educational field); only nine would look for 'a job in a non-education field'.

4.3 Newly qualified teachers currently studying

Forty-eight of the newly qualified teachers who responded to the survey had chosen to continue studying. Their general characteristics have already been outlined in Section 4.1 and can be summarised as follows.

Exactly three quarters were female; more than half (58.3%) were African (while 37.5% were white); more than half (60.4%) were between the ages of 18 and 25 inclusive; and over a quarter, and the largest single proportion, spoke Afrikaans as their home language (27.1%).

In addition, almost two thirds of NQTs currently studying (64.6%) studied towards a PGCE as their initial teaching qualification, with exactly one quarter having studied at NWU. Two thirds (66.6%) had specialised in the FET phase (either alone or in combination with the SP); and more than half (58.3%) had received bursaries during their studies (for 31.3% this was a NSFAS student loan). During their teacher education studies, 18 of the 48 had specialised in Life Skills or Life Orientation, 16 in Mathematics, 15 in Business Studies and 13 in English.

This section focuses mainly on what these NQTs were studying, why they had decided to study and what they planned to do once their studies were complete.

4.3.1 Fields of study

Table 68: Studying NQTs: Fields of study

Field of study	NQTs	
	No.	%
Completing modules from last year	5	10.42
Another Bachelor's degree	4	8.33
Honours in Education	19	39.58
Master's in Education	9	18.75
Other postgraduate studies in education	3	6.25
Other	8	16.67
Total	48	100.00

Most NQTs currently studying were studying towards an Honours (39.6%) or Masters (18.8%) degree in Education. In fact, including the five respondents completing modules from their teaching qualifications, more than three quarters (37, or 77.1%) were studying towards a qualification in the field of education.

Under 'Other', respondents for the most part specified postgraduate studies in fields like Accounting, Law and Fine Arts.

Fourteen respondents (29.2%) were currently receiving bursaries (only one of these being a Funza Lushaka bursary). Most (70.8%) were not working while studying, but six (12.5%) were working full-time.

Asked why they had decided to study, exactly half of the respondents stated that they wanted a higher degree (but still planned to teach or work in the field of education). Another 10 respondents (or 20.8%) indicated that they were studying to increase their chances of being promoted, but the remainder (12, or 29.2%) were studying because they did not wish to teach and/or wanted a different or better career. (Nevertheless, all except three of this remainder, when asked what they were going to do when they completed their studies, said they would teach or work in education.)

The largest single proportion (41.7%) intended to complete their studies by the end of 2015; another 37.5% would complete after 2015.

The majority stated that after their studies were completed, they planned to work either in teaching (39.6%) or the education field (33.3%).

4.4 Newly qualified teachers currently unemployed

Of the 1 476 respondents, 600 (40.65%) were currently unemployed. Their general characteristics were outlined above, in Section 4.1, and can be summarised as follows.

Over three quarters (76.3%) were female; the vast majority (90.8%) were African (7.3% were white); just over one third (36.7%) were between the ages of 18 and 25 inclusive, and another third (33.7%) between the ages of 26 and 29 inclusive; and the two largest single proportions spoke isiZulu (36.8%) and isiXhosa (29.8%) as their home languages.

In addition, exactly three fifths of NQTs currently unemployed (60%) had studied towards a BEd degree as their initial teaching qualification. Two thirds (66%) had specialised in the FET phase (either alone or in combination with the SP). Most (82.8%) had received bursaries during their studies (including 68, or 11.3%, who had received Funza Lushaka bursaries).

Finally, in terms of their subject specialisations, and taking into account all phases, 276 (or 46%) of the 600 unemployed NQTs had specialised in Life Skills or Life Orientation, 179 in Business Studies, 160 in English, 138 in isiZulu, 119 in Economics and 110 in Mathematics.

The rest of this section investigates the extent to which these NQTs were looking for jobs, particularly for teaching posts; how long they had been unemployed; whether they had applied for teaching posts (and how many posts), completed placement forms and/or listed themselves on the unemployed teachers database; and whether they had followed up on their job applications or been for job interviews.

The section also examines how many currently unemployed NQTs had taught at schools since graduation, teaching which phases and subjects, for how long and in what positions (as permanent, temporary or substitute teachers). Finally it asks whether these unemployed NQTs considered their teacher education studies to have been worthwhile.

4.4.1 Job search status and activities

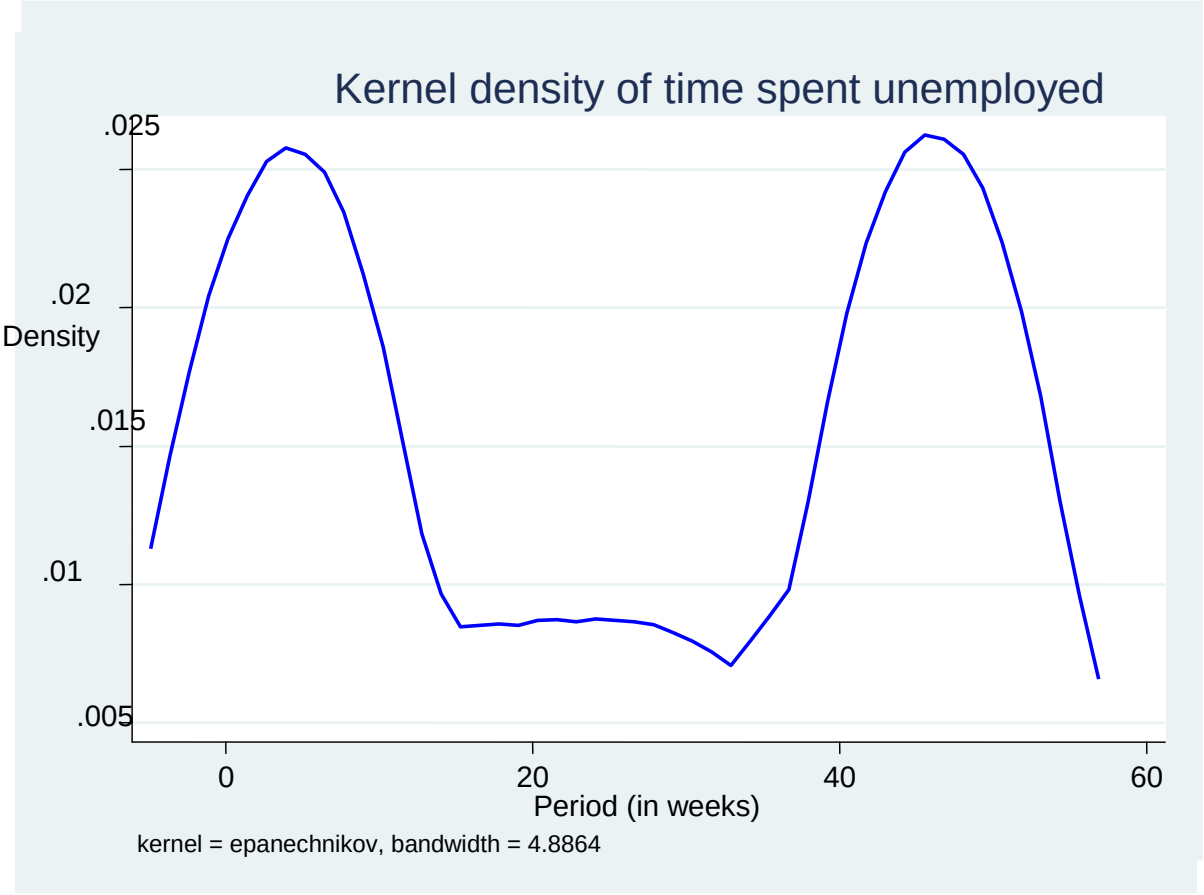
Table 69: Unemployed NQTs: Job search status

Job search status	NQTs	
	No.	%
Looking for a teaching post	492	82.00
Looking for any job	58	9.67
Not looking for a job	49	8.16
Not applicable	1	0.17
Total	600	100.00

The vast majority (91.7%) of unemployed NQTs, asked why they were not currently employed, stated that they were looking for jobs, with most (82%) looking for teaching posts. Several indicated that they had been volunteering at nearby schools.

Most (i.e. at least 30, or over 61% of) respondents who stated that they were not looking for jobs also commented that they already had teaching jobs scheduled to start in the near future. It can therefore be assumed that very few, if any, unemployed NQTs have as yet entirely given up on finding employment.

Figure 10: Unemployed NQTs: Kernel density of time spent unemployed



NQTs who were currently unemployed had been in this position for an average of 25 weeks or just over six months. Almost one third (32.8%) stated that they had been unemployed for up to four weeks. Another quarter (24.3%) had been unemployed for up to 48 weeks (or one year).

Table 70: Unemployed NQTs: Applications for posts

Applied for a teaching post in any district?	NQTs	
	No.	%
Yes	465	77.50
No	132	22.00
Refused to answer	2	0.33
Not applicable	1	0.17
Total	600	100.00
***If yes*: (n=465)**		
Applied for one post?	113	24.30
Applied for more than one post?	352	75.70

Over three quarters (77.5%) of NQTs currently unemployed had applied for teaching posts in districts. Of these, another three quarters (75.7%) had applied for multiple teaching posts. Of those who had applied for teaching posts, whether one or more, 52.7% had followed up with the relevant district.

Not counting those who had taught briefly at a school at some point in the past year (see below), 109 (39.5%) of the remaining unemployed NQTs had been for job interviews since they graduated.

Table 71: Unemployed NQTs: Taught at a school since graduation?

Taught at a school since graduation	NQTs	
	No.	%
Yes	316	52.67
No	284	47.33
Total	600	100.00

Just over half (52.7%) of all currently unemployed NQTs had taught briefly at a school since graduating.

Of the 284 who had never taught since graduating, 9.8% had received a Funza Lushaka bursary and 59.8% a NSFAS student loan. The vast majority (84.8%) had registered with SACE, 70.3% had submitted their details to a provincial education department and 71.7% had applied for a teaching post in a district. Fifty (17.6%) of these respondents only completed their studies during 2014.

4.4.2 Nature of brief teaching experience

Table 72: Unemployed NQTs: Phases taught briefly

Phases taught	NQTs	
	No.	%
FP	42	13.29
FP+IP	6	1.9
IP	78	24.68
IP+SP	4	1.27
SP	45	14.24
SP+FET	76	24.05
FET	65	20.57
Total	316	100.00

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

Most of those unemployed NQTs who had taught briefly at schools had taught in the SP and/or FET phase (60.1%).

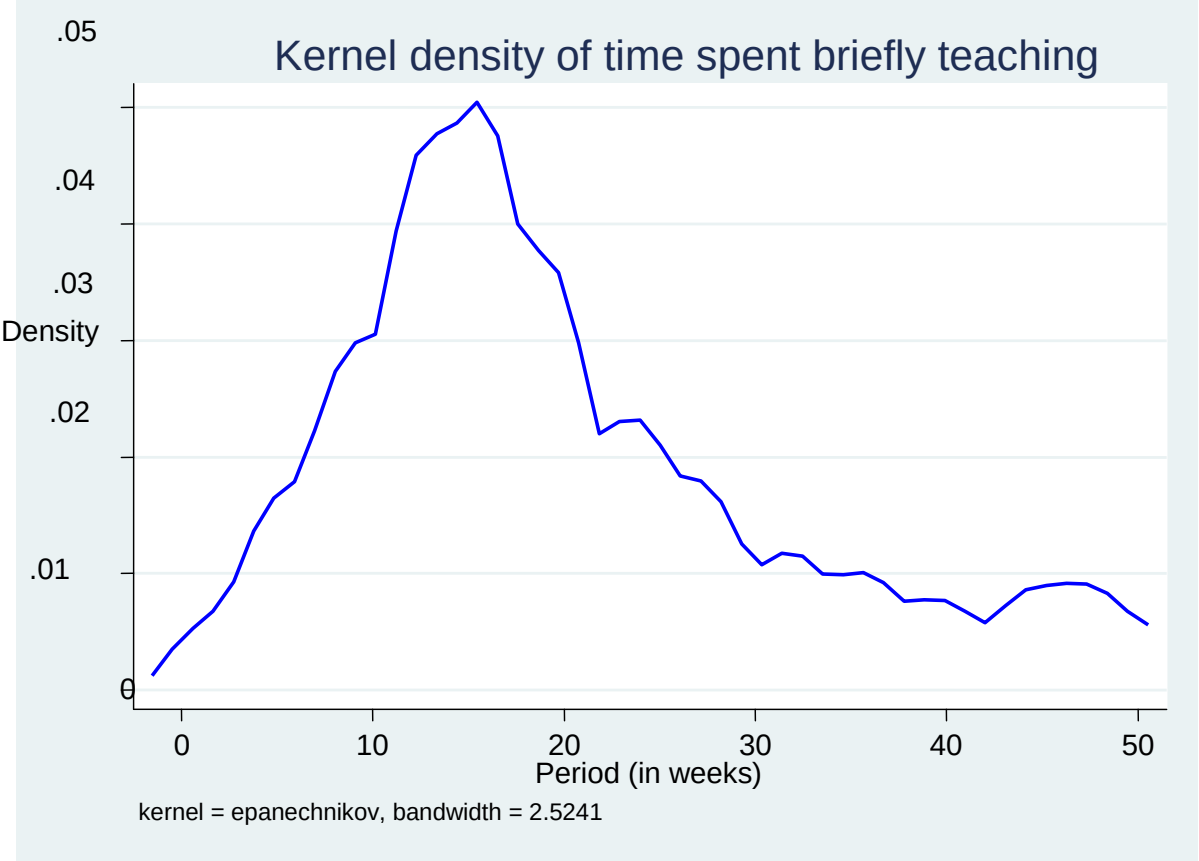
Table 73: Unemployed NQTs: Selected subjects taught briefly

Selected subjects	NQTs	
	No.	%
Mathematics (all phases)	91	28.79
FP Mathematics	40	12.65
IP Mathematics	24	7.59
SP Mathematics	18	5.69
FET Mathematics	11	3.48
English (all phases)	108	34.17
FP English	38	12.02
IP English	30	9.49
SP English	26	8.22
FET English	16	5.06
Life Skills/LO (all phases)	135	42.72
FP Life Skills	42	13.29
IP Life Skills	40	12.65
SP Life Orientation	23	7.27
FET Life Orientation	33	10.44

Notes: n=316. FET = Further Education and Training Phase; SP = Senior Phase; IP = Intermediate Phase; FP = Foundation Phase.

Of the 316 currently unemployed NQTs who had taught at schools since they graduated, 135 (42.7%) had taught Life Skills or Life Orientation, 108 (34.2%) had taught English and 91 (28.8%) had taught Mathematics (all phases).

Figure 11: Unemployed NQTs: Kernel density of time spent briefly teaching



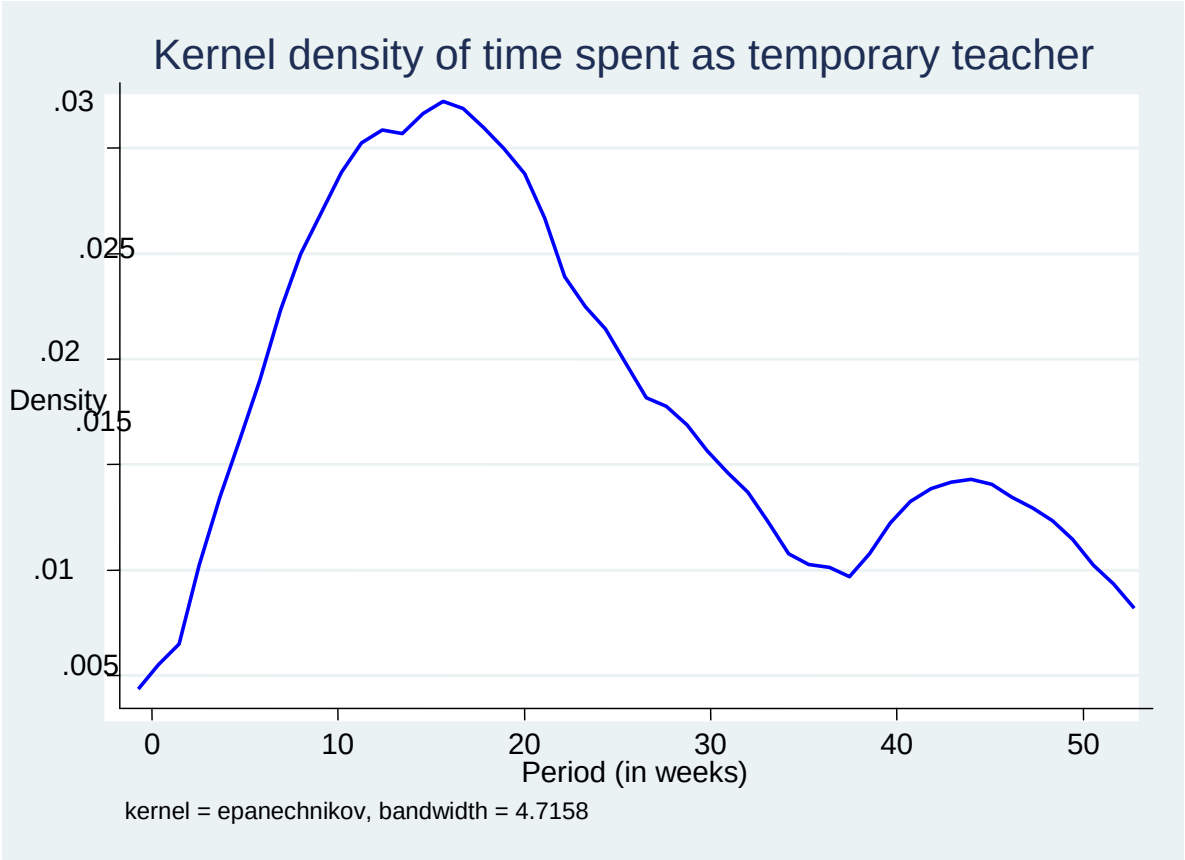
NQTs currently unemployed but who had nevertheless taught at schools since graduating had spent an average of 20 weeks or five months in the respective schools. Almost a third (31.9%) had spent 12 weeks teaching and a few (5.3%) had spent an entire year (48 weeks) teaching before becoming unemployed.

Table 74: Unemployed NQTs: Brief teaching appointment

Nature of teaching appointment	NQTs	
	No.	%
Temporary	124	39.24
Permanent	3	0.95
Substitute	189	59.81
Total	316	100.00

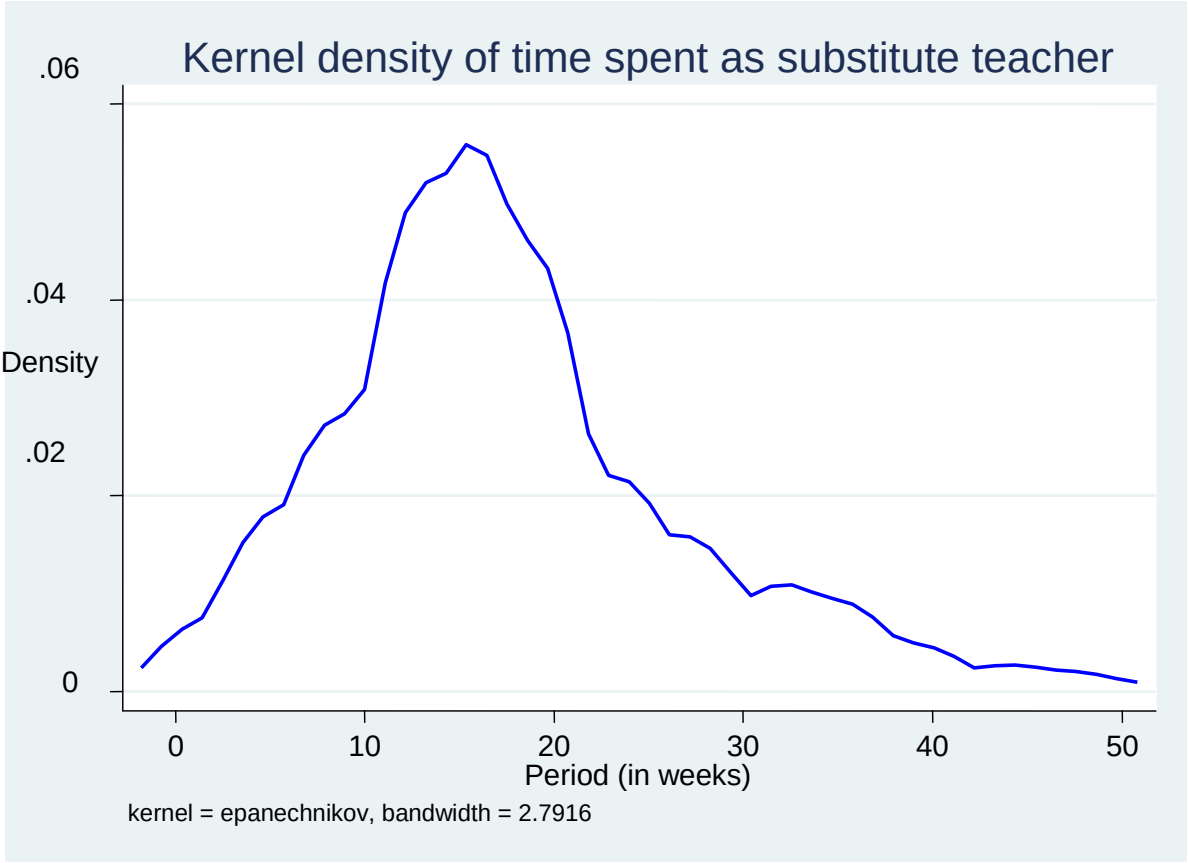
Of the 316 currently unemployed NQTs who had taught at schools since graduating, almost all had been appointed as substitute (59.8%) or temporary (39.2%) teachers.

Figure 12: Unemployed NQTs: Kernel density of time spent as temporary teacher



Currently unemployed NQTs who had taught in temporary positions at schools since graduating were in those temporary positions for an average of 24 weeks or six months. One third (33.1%) were temporary for 12 weeks and another 13% for a year.

Figure 13: Unemployed NQTs: Kernel density of time spent as substitute teacher



Currently unemployed NQTs who had taught in substitute positions at schools since graduation were in those substitute positions for an average of 18 weeks or around four and a half months. A third (32.1%) were substitute teachers for 12 weeks; hardly any (1%) were substitutes for as long as a year.

4.4.3 Perceived value of teacher education studies

Table 75: Unemployed NQTs: Perceived value of teacher education studies

Were your teacher education studies worthwhile?	NQTs	
	No.	%
Yes	567	94.50
No	32	5.33
Not applicable	1	0.17
Total	600	100.00

The vast majority of currently unemployed NQTs considered their teacher education studies to have been worthwhile.

Of the 32 NQTs disillusioned with their studies, 14 had taught briefly at a school since graduation. Only two had received a Funza Lushaka bursary (the majority had NSFAS student loans). Most had also registered with SACE and submitted their details to a provincial education department.

4.5 Newly qualified teachers currently employed but not in teaching

Of the 1 476 respondents, 52 (3.52%) were currently employed but not in teaching. Their general characteristics, as outlined above in Section 4.1, are summarised below.

Over half (57.7%) were female; 55.8% were African and 40.4% were white; just over half (53.9%) were between the ages of 18 and 25 inclusive; and the majority spoke either Afrikaans (32.7%) or Sesotho (19.2%) as their home languages.

Furthermore, three quarters (76.9%) of NQTs currently employed outside of teaching had studied towards a PGCE as their initial teaching qualification, with exactly half having studied either at CUT (Bloemfontein campus) (26.9%) or NWU (Potchefstroom campus) (23.1%). Over two thirds (69.2%) had specialised in the FET phase (either alone or in combination with the SP). Fewer than half (44.2%) had received bursaries during their studies (including only a single respondent who had received a Funza Lushaka bursary), with the majority having instead been funded either by their parents/guardians (26.9%) or by themselves (25%).

Lastly, in terms of their subject specialisations, and taking into account all phases, 23 (or 44.2%) of the 52 NQTs employed elsewhere had specialised in Business Studies, 19 in Life Skills or Life Orientation, 13 in Mathematics and 10 in English.

These 52 NQTs in other employment were first asked about the nature of their work and then why they had chosen not to teach.

The kinds of work in which these NQTs were involved varied widely, but can be classified into the following broad functional areas, with no more than a handful of respondents falling into any one area: administrative positions (from clerks to coordinators), finance-related positions (from accounting clerks to bookkeepers), information technology work (from computer facilitators to systems analysts), human resources (from human resources interns to developers and recruiters), marketing and sales (from event organisers to travel agents) and operational or service positions (from au pairs through literacy and Pilates instructors to call centre operators), sprinkled with a few managerial positions (from a managing director and a guest house manager to a restaurant owner).

4.5.1 Reasons for not teaching

Table 76: NQTs employed but not in teaching: Reasons for not teaching

Reason for not teaching	NQTs	
	No.	%
Could not find a post	31	59.62
Did not want to teach	3	5.77
Pay is too low	8	15.38
Other	10	19.23
Total	52	100.00

Asked why they had chosen not to teach, the majority (31, or 59.6%) said that they could not find teaching posts. More than half of these (18) had received bursaries, none of which were Funza Lushaka bursaries and only two of which promised to (but did not) place them. Two thirds (21) of those who could not find posts had registered with SACE, but only half (16) had submitted their details to provincial education departments.

Three simply never intended to teach: two had done a PGCE only because the company for which they now worked (Telkom) had made it a bursary requirement; and the third was already qualified (and intending to pursue a career) in biokinetics.

Eight respondents (15.4%) felt that the pay was too low. (Their current occupations ranged from florist through IT and human resources to restaurant owner.) None had received a bursary to finance their studies.

Finally, among those who responded 'Other', six had received offers or been presented with opportunities they deemed preferable, two were still waiting for their results and one was, in fact, about to start teaching.

5. Issues arising

The 2014 survey findings raise several issues of particular interest to ITERP and, indeed, to all education stakeholders. Among other things, the findings have a bearing on the kinds of knowledge and skills that student-teachers develop in the course of their university studies; their experiences of the process of placement in schools; the extent to which newly qualified teachers are able to implement what they have learnt during their studies; the manner in which these teachers are supported in schools; and factors affecting the retention of newly qualified teachers. These are discussed further below, under the headings of the placement of newly qualified teachers, newly qualified teachers' readiness to teach and the utilisation and retention of newly qualified teachers.

The placement of newly qualified teachers

The findings that two thirds of the NQTs who had obtained teaching posts were teaching in Quintile 1, 2 and 3 schools (which are largely no fee schools) and that more than half were in rural and farm schools would seem to bode well for the future: these findings suggest that learners in schools with the least resources are getting the lion's share of new teachers who have been exposed to the most up-to-date subject and pedagogical knowledge and skills. It must be borne in mind, however, that the predominance of new teachers in rural and farm school locations is skewed by the large numbers of survey respondents who studied at rural universities. For instance, a quarter of the NQTs now teaching at rural schools had studied at UL and almost a fifth were UZ graduates. As the 2013 ITERP survey found, large proportions of student-teachers studying on rural and small town university campuses also spent much of their teaching practice periods in, and were generally most familiar with, rurally-situated schools (Deacon 2015: 30).

Another promising finding is that half of the respondents currently teaching were already in permanent posts. This is encouraging in the light of criticisms in the recent past that processes of appointing new teachers to permanent positions were extremely slow and cumbersome, with some teachers being retained in temporary positions for years (DBE/DHET 2011b: 12, 14, 38). Although this finding cannot be generalised to all NQTs, it is worth noting, for comparative and perhaps corrective purposes, that recent DHET data on a large portion of 2013 ITE graduates (the approximately 9 470 or 57% of the 2013 ITE graduates employed in public service posts in public schools in November 2014) indicates that only 33% of these graduates occupied permanent positions by the end of their first year of teaching and that 55.7% were in temporary positions (DHET 2015b: 7-8).

These promising developments are completely overshadowed, however, by the finding that, in a country where for years both the quantity and quality of teachers and of teaching has been inadequate, 41% of all respondents, or 600 newly qualified teachers, were unemployed. This figure of 600 unemployed NQTs, moreover, is just the minimum verifiable level of unemployment amongst the teacher education class of 2013 – if all student-teachers who graduated in 2013 had responded to the survey, the figure would very likely have been higher.

Helping to shed further light on this finding is the DHET estimate (based on the matching of the identity numbers of ITE graduates from 2009 to 2012 against the Personnel Salary (PERSAL) Database at the end of each of the immediately following years) that "the public system takes up about 60% of the new teachers that graduate each year in public service posts" (DHET 2015b: 6). If one considers that most of the unemployed respondents indicated that they were looking for teaching posts, then the DHET estimate of 60% could still be attained or even exceeded by the class of 2013, albeit over a period of a few years.[20]

This is of no consolation to these unemployed graduates, nor to the possibly thousands of learners who, as a result, are being denied the benefits of these graduates' training in particular subjects (including high priority subjects such as languages and Mathematics), in part because of bureaucratic inefficiencies and vested interests (DBE/DHET 2011b: 40-42).

This wastage of human resources is exacerbated by the wastage of the financial resources used to train them. Four-fifths of these unemployed graduates had been awarded bursaries and yet, after four years of study, this financial support coupled with the students' successful academic efforts appear to have achieved nothing more than to swell the ranks of the highly educated unemployed. Indeed, of the 1 184 respondents who were awarded bursaries, 497 (or 42%) were unemployed. This is a poor return for the financial investment in these students. Given such an outcome, the (mostly government) funds which supported these students might have been more effective if allocated instead to developing the scarce skills needed by other sectors of the economy.

Among these 600 unemployed NQTs were 68 Funza Lushaka bursary recipients, constituting 20% of all Funza Lushaka recipients. Since such bursary holders not placed within 60 days of notifying a provincial department of their final results (FL 2015) are released from the obligation to pay or work back the money, it can be assumed that from the perspective of the state this investment was futile. The coordination between national and provincial departments of education with regard to Funza Lushaka graduates and new teacher placement mechanisms more generally clearly need to be dramatically improved.

That said, there recently seems to have been some improvement in the Funza Lushaka programme, even though, in all its years of operation, it has never yet succeeded in placing 100% of its graduates within 12 months. For instance, by the end of July 2009 (seven months after completion), only 68% of the eligible 2008 graduates had been employed in provincial posts (DBE/DHET 2011b: 40); by the end of June 2013 (six months after completion), 64% of the 2012 graduates were in provincial posts (DBE 2013: 31); while as of 31 March 2015 (three months after completion), 68% of the 2014 graduates had been placed (DHET 2015b: 10-11).

[20] Note that the 2014 ITERP survey includes all posts in both public and independent schools, while this DHET estimate is restricted to public service posts, i.e., non-school governing body posts, in public schools only.

These figures do suggest a slowly increasing capacity by provincial departments to place these Funza Lushaka-funded NQTs more quickly.

A closer examination of the 68 currently unemployed Funza Lushaka bursary recipients reveals that eight stated that they had actually been placed in a school (but presumably later became unemployed), while 52 were never placed. (The remaining eight said that they were not even promised a place, let alone placed. This would seem to be an error, because the Funza Lushaka agreement implicitly promises a place by stating that recipients "will be placed by a provincial education department to teach in a public school" (FL 2015: 1), with various provisos if that promise cannot be kept.) Among the other eight currently unemployed recipients, who actually received places, five indicated in response to a separate question that they had taught briefly at a school since graduating, while for the remaining three respondents, unemployment was, for whatever reason, clearly preferable to taking up employment in the schools in which they had been placed.

Apart from the oddity of some Funza Lushaka bursary recipients stating that they were not promised places in schools, some 41 NSFAS student loan recipients claimed to have been promised places; although this does not appear to be NSFAS practice. It is possible that all these respondents responded in error, confused their NSFAS student loans[21] with Funza Lushaka bursaries,[22] or were simply misinformed.

The findings that many bursary recipients promised places in schools were currently unemployed and that many other such recipients who had not been promised places had, nevertheless, managed to find places and were teaching in schools, are instructive. Not only do they reveal the extent to which most bursary providers cannot and do not promise employment opportunities, but they show that even a bursary provider's promise of a place is no guarantee of actually getting a place. Nonetheless, not being promised a place is not necessarily an obstacle in the path to finding a place in a school.

In addition to conditions like phase and subject specialisations and timeframes, a whole host of other issues pertinent to the everyday world of South African schools and their contexts also have a bearing on whether promises are kept, contractual obligations met and NQTs actually placed. These conditions include political infighting between and amongst shifting coalitions of school principals, school governing bodies, teacher unions, provincial and district education officials and local communities; provincial post provisioning calculations, teaching posts determined to be 'in excess' and teachers occupying such posts as well as temporary positions;

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[21] A NSFAS loan must be repaid once the recipient begins earning an income of R30 000 or more per annum. However, up to 40% of the loan may, given good academic results, be converted to a non-repayable bursary; in addition, recipients who qualify to graduate in their final year may have their entire loan converted to a bursary. See NSFAS 2015.

[22] See FL 2015 and above.

and of course the preferences and predilections of NQTs themselves, not to mention their actual competence and quality.

In this context of teacher education for unemployment, the institutions that accepted and trained – and were subsidised to train – these now unemployed graduates need to reflect upon their own selection procedures. While universities cannot be held directly responsible for what happens to their students after graduation, nor can any university programme guarantee employment, such a level of unemployment amongst any institution's recent graduates is embarrassing. Apart from the need to work much more closely with government and schools to ensure a better match between supply and demand, universities ought also to consider the ethics of accepting applicants into programmes in the knowledge (as of now) that many graduates of these programmes may end up unemployed for an extended period of time. Steps need to be taken to inform, guide and/or support these students before, during and after their programme, to enable them to make better choices. Taking just one institution as an example, viz. the university which in 2013 had the third-largest number of final year ITE students in the country: 1 in 5 (or 20%) of all those students was unemployed one year later.

Nonetheless, despite their current circumstances, the vast majority (95%) of these unemployed NQTs considered their teacher education studies to have been worthwhile. One might have expected a larger proportion of people, having successfully completed four years of study which ought to provide entry into a profession for which demand outstrips supply, but finding that door still closed (or revolving, in that some have briefly taught), reflecting negatively on the value of their recent endeavours. This is not the case with these unemployed NQTs. They do not appear to directly link their teacher education studies with opportunities for employment in schools. On the contrary, one might infer, their satisfaction with their teacher education studies is at least partially due to the fact that it was a personal achievement; whereas the employment which it might entail and the institutional bureaucracies which might employ them (but have not) seem unrelated to this achievement.

While one cannot draw any firm conclusions with regard to the very few respondents who were employed but not in teaching, it should at least be noted that the majority claimed that the reason they were not teaching was because they could not find posts. Certainly, more of these NQTs indicated that they had wanted to teach but 'could not find a post', than those who indicated, negatively, that they did not want a post (whether because the post as such was unattractive or the alternative employment was more attractive). This implies that if posts (and information about posts) had been more readily available, more would have decided to teach.

A lack of ready and up to date information on the number and kinds of teaching posts available is certainly a key aspect of the bureaucratic inefficiencies that have left hundreds of NQTs unemployed. Three quarters of NQTs heard about teaching positions from sources other than provincial or district officials. There is thus a large information gap between the primary employers of teachers and newly trained potential employees, even given the likelihood that

many schools and bursary providers work through or together with education officials in recruiting and placing teachers.

Moreover, even allowing for the fact that Funza Lushaka works very closely with provinces in order to find places for new graduates, less than two fifths of Funza Lushaka graduates heard about their current teaching jobs from their bursary provider and one quarter heard from a provincial department; this implies that over one-third of Funza Lushaka recipients who found teaching posts did so in spite of a dearth of information emanating from government (whether bursary provider or provincial department).

More information can only go so far, however; national and provincial role-players also need to ensure that annual post provisioning processes are finalised timeously and accurately, along with improving their own capacity, activity and will to find places for new teachers. Moreover, the survey results give the impression that unemployed teachers themselves could be doing more to find a position, or at least to make their availability known, over and above applying for multiple teaching posts. First, although 81% of the 600 unemployed NQTs had submitted their details (of having qualified or about to qualify as a teacher) to a provincial education department, only 49% had followed up with that department as to the availability of teaching posts. Second, while 57% also stated that they had completed placement forms while they were at university, only 48% had both submitted their details and completed the placement forms. Third, although 393 of the 468 who had submitted their details had gone further and applied for a teaching post in a district, only 206 of those had followed up with the district and only 127 (or 21.7% of all unemployed NQTs) had also followed up with the provincial department as to the availability of posts.

In other words, there are comparatively few NQTs (fewer than a quarter) who are leaving no stone unturned in searching for a teaching position, even using only official channels. This is due, perhaps in part, to ignorance, or lethargy, or misgivings about the career for which they have studied or, for some, to the belief that a few months spent as a temporary or substitute teacher will translate into more long-term employment. Financial limitations may also play a part, since completing and posting forms, even online, or travelling to or telephonically inquiring of district offices or schools all cost money. However, provincial education departments, district offices and universities are not portrayed by respondents as being as helpful as they could be. These role-players – along with bursary providers and SACE – could increase their efficiency and eliminate any delays in processing documentation received. They could, in general, better assist all final year student-teachers and newly qualified teachers to follow all bureaucratic procedures (insisting that they do so) and keep them informed of available posts.

It is worth noting that some two-thirds of all survey respondents specialised to teach at secondary school level (the FET and senior phases). While there is certainly demand for teachers at this level of the schooling system, there is just as much, if not more, demand for teachers at primary school level, especially the FP (Green et al 2011; Green et al 2014), but also, as this survey suggests, the IP. This apparent overemphasis on the production of

secondary school teachers is exacerbated by perceptions amongst prospective students that such teaching positions are of higher status; it is also accompanied by a continuing predisposition amongst universities to concentrate on training such teachers (who constituted, until this century, the universities'' traditional and even only strength within the field of teacher education) (DBE/DHET 2011b: 22, 42). The situation suggests, too, that the Funza Lushaka bursary programme and other government policies have been relatively ineffectual in directing, supporting or encouraging prospective teachers to specialise at primary school level and especially in the all-important FP.[23] In this light, it would immensely assist NQTs in finding or obtaining places if there was better coordination between schools, provinces and universities with regard to the number and kinds of teachers needed, particularly in terms of phases and subjects. Moreover, if government is serious about improving the quantity and quality of FP teachers, then it should consider reversing the proportions of Funza Lushaka bursaries currently being awarded to FP and FET specialists.

(It also may be of interest for both university selection and teacher placement planning purposes that a majority of survey respondents who matriculated in each province had chosen to study at a university in the same province, and thereafter, if teaching, were usually teaching at a school in the same province.)

Newly qualified teachers' readiness to teach

For the most part, NQTs presently employed in schools evince largely positive conceptions of self-efficacy, judged by their feelings of being sufficiently prepared across a wide range of key knowledge and skill areas and in no need of any further training. These positive conceptions accord with other research in South Africa, where not only newly qualified but also experienced teachers have been found to consider themselves competent (if not more than competent) in the classroom across all areas, ranging from subject content knowledge through pedagogical practices to classroom management techniques (Arends 2013: 25; Arends and Phurutse 2009: 18; Gravett et al 2011: S131; Henning and Gravett 2011: S28).

These South African research findings also stand out against much international research, with the 2011 Trends in International Mathematics and Science Study (TIMSS) finding that South African Mathematics and Science teachers felt some 10% more confident than the international average in teaching those subjects (Arends 2013: 25). The NQTs surveyed here diverge from international (mostly OECD) research in another respect as well in that they categorised the area of classroom management and discipline as one in which, comparatively speaking, they were *more prepared* than most (with only a third requesting assistance); by contrast, in OECD

[23] Recent (2015) figures for the Funza Lushaka bursary programme indicate that 13 886 bursary recipients are currently in training at one or other of the 24 universities offering initial teacher education; but of these, 56.2% are specialising in the FET phase and only 17.9% in the FP. In more detail, 5 290 FL bursars are specialising in the FET phase, 2 517 in SP/FET and 795 in SP (all secondary school phases), as compared to 2 463 bursars in the FP, 17 in FP/IP, 1 295 in IP and 1 484 in IP/SP (largely primary school phases) (DHET 2015c: 27).

countries, new teachers commonly feel *least prepared* for classroom management and discipline (Ashby et al 2008: 37; Flores and Day 2006: 226-7; Haigh and Anthony 2012: 2; Jensen et al 2012: 9-10; MacBeath 2012: 16; Veenman 1984: 153; see also Arends and Phurutse 2009: 18).

Viewing these conceptions of self-efficacy from the opposite perspective, however, it can be said that roughly one-fifth to one-half of all NQTs currently teaching felt that they were not adequately coping in one or other teaching knowledge or skill area and needed further training or support. It is of particular concern that the area in which a majority of NQTs felt they needed more preparation or development was their knowledge of the subjects they were teaching. Examining this need at the level of selected subjects (those which high proportions of NQTs were teaching) allows one to identify newly qualified FET Mathematics teachers as those exhibiting (within the context of this survey) the greatest need: almost two thirds of NQTs currently teaching FET Mathematics called for more subject knowledge preparation.

In addition to subject knowledge, the survey revealed two other areas where even more significant majorities of NQTs felt a need for further training. In the first of these areas, most NQTs felt wanting with regard to the official LoLT of their schools: although they were highly confident of their ability to teach in the LoLT of their schools – in 86% of which the LoLT was English and where NQTs predominantly used English and also commonly engaged in code switching while teaching – two thirds of NQTs agreed that they needed more professional development to teach in the LoLT. In the second area, most NQTs did not feel fully equipped to teach learners with special needs, with 71% of those who had previously encountered learners with learning difficulties and 54% of those who had previously encountered learners with physical disabilities feeling a need for further training and support.

Admittedly, these are brand new teachers who are still 'learning the ropes' and, as some research has suggested (Henning and Gravett 2012: ii), they cannot be expected to be as knowledgeable or as skilled as they might become with practice within a few years, or to be as well-versed with the everyday demands of teaching as many experienced teachers undoubtedly are. In addition, this is self-reported data emanating from young people finding themselves formally employed, often for the very first time, in a new and demanding environment; and to that extent they may exaggerate what may be only transient difficulties and overestimate the skills or resources they need to overcome them.

Yet it should be borne in mind that these needs are being expressed by the same respondents who, just one year ago, had felt supremely confident and well prepared for the teaching tasks with which they soon expected to be faced. The 2013 ITERP survey found that 94% of the final year student-teacher class of 2013 felt well or very well prepared by their ITE programmes; 92% felt confident or very confident that they would be able to teach effectively; 94.2% and 89.4% were confident or very confident in their subject content knowledge with regard, respectively, to their first and second subject specialisations; and 85% were confident or very confident about teaching their major subjects in English (Deacon 2015: 26, 29). It can legitimately be asked, therefore, why these newly qualified teachers, freshly minted from ITE

programmes which lay heavy emphasis on developing strong subject knowledge (Taylor et al 2014: 7-8), did not collectively express greater nominal preparedness than 48.5% in subject knowledge and 55.8% in pedagogical knowledge, as Table 41 implies.

NQTs' responses to two separate questions about the kinds of assistance they had requested from colleagues and about the types of assessment they used most often and why shed further light on the extent of their preparedness.

In response to the first question, a majority of NQTs (53.5%) indicated that they had asked for help with regard to 'curriculum content' (see Table 63). The use of this term in the questionnaire was unfortunate, since respondents could have interpreted it ambiguously as referring more to 'curriculum' (as in CAPS), or more to 'content' (as in specific subject curricula, hence subject content knowledge), or to both at the same time. Nevertheless, either interpretation indicates a degree of need and hence of relative under preparedness on the part of NQTs. If one interprets it as 'curriculum as in CAPS', then most NQTs need and are seeking help with regard to understanding and/or implementing curriculum (i.e. CAPS) knowledge. Alternatively, if one interprets 'curriculum content' more widely, as also including specific subject content, then it can be inferred that a majority of NQTs need and are seeking help with regard to subject knowledge, reinforcing the finding that NQTs need further training in that key knowledge and skill area.

Indeed, if one compares those (slightly more than 50% of NQTs currently teaching) who had requested assistance from colleagues with regard to 'curriculum content' and those (also slightly more than 50%) who expressed a need for more preparation or development with regard to their knowledge of the subjects they were teaching (see Table 41), 228 (54.9%) of the 415 who requested assistance with curriculum content also wanted further training with regard to their subject knowledge. On the other hand, 180 (43.4%) of the same 415 requesting help with curriculum content wanted more development with regard to CAPS. This does suggest, within the broadest sense of 'curriculum content', a slightly stronger leaning amongst these responding NQTs towards the need for improved knowledge of their subjects per se than of the curriculum.

In response to the second question, on the types of assessment they used and why, NQTs clearly favoured formative assessments above summative assessments. This preference, along with the assumption of an underlying dichotomy between formative and summative assessment (Lau 2015: 1), is quite common in current assessment theory and practice and to that extent is unremarkable. What is remarkable, however, was the extent of NQTs' uncertainty about and, indeed, lack of understanding of these different kinds of assessment and why they were using them. When NQTs were asked why they used a particular type of assessment more than others, their open-ended responses seldom clarified their choices of preferred assessment type. Most of these responses were expressed in general terms that could apply to multiple types of assessment (e.g. "to test learners' knowledge"). Some explanations were dubious (e.g. one used formative assessment because "it helps test the IQ level of the learners"), while others were wide of the mark (e.g. formative assessment "helps give the teacher an idea of how much

the learners understand the topic before they start doing it"). Only a handful of NQTs' open-ended responses provided clear evidence that the respondent was using a specific assessment type in a purposeful manner: one respondent used baseline assessment because "it helps identify the learners' prior knowledge of the subjects"; a second used diagnostic assessment "so I can assist my learners on their difficulties and to test their strengths and weaknesses"; a third used formative assessment because it "is a continuous assessment to test learners' progress"; and summative assessment was used by one "to test if the learners understand what they have been taught".

In fact, in relation to the use of all assessment types, several rationales or explanations put forward by NQTs instead took the form of rationalisations or justifications, including "It's easier" or "It's school policy". This confusion about the purposes of different kinds of assessment in part reflects a tendency in some of the assessment literature to blindly assume that learning processes are more important than learning outcomes and that a series of opportunities for improvement are more edifying than fixed and final judgements of competence (Lau 2015: 1). But more to the point, these inadequate understandings of different types of assessment may correspond, in part, to the finding that some 42% of NQTs felt a need for more training in developing assessment tasks. In turn, this reinforces the overall sense that NQTs currently teaching in schools are not quite as prepared and not coping quite as well as they might be expected to be.

The 'reality shock' or 'transition shock' experienced by new teachers in their first year of teaching, as the ideals developed during their studies encounter "the harsh and rude reality of everyday classroom life" (Veenman 1984: 143), is well documented (Ashby et al 2008: 37; Flores and Day 2006: 219; Rots et al 2007: 543-4). One might therefore reasonably expect that the confidence that these newly qualified teachers had evinced in their final year of study will be somewhat dented when fully exposed to school realities and that this would in part translate into feelings of under preparedness, or at least a wish to be more prepared. A recent international comparative study also found just such a disparity between students' and graduates' perceptions of career preparedness, with current students, and South African students in particular, generally more optimistic than former students now employed in their chosen fields. In fact, South African current students (together with those from Japan) were found to have "inflated expectations of how well college is providing the skills they need for their careers, compared to employee perceptions", and (together with students from the United Kingdom and Australia) to be "overly optimistic about the experience they gain in college as it applies to their careers, compared to employee perceptions" (Stein and Irvine 2015: 3).

However, an even more important reason such a large proportion of NQTs overall indicated a need for more training or development, and in the area of subject knowledge in particular, is undoubtedly the fact that many graduates are being assigned by schools to teach phases and subjects for which they have absolutely no training, let alone qualification. The mis-utilisation of NQTs is probably also a factor influencing their lesser, but nevertheless substantial, expressed need for assistance in the other knowledge and skill areas surveyed. For instance,

even though two thirds of the NQTs currently teaching FET Mathematics had specialised in the subject for that phase, the majority still wanted more training in not only subject knowledge (64%) but also in pedagogical knowledge (58.2%), in developing assessment tasks (50.8%) and in carrying out administrative tasks (52.2%).

The reasons NQTs were both highly confident teaching in the LoLT of their schools – which is mainly English – *and* felt a need for more professional development in the LoLT are more complicated, given a national context in which most teachers speak English as a second language and teach English second language learners by using English as the medium of instruction. Delving more deeply into this contrast between NQTs' confidence in the LoLT and their expressed need for more professional development, 202 (55.6%) of the 363 who stated that they were *very confident* in their ability to teach in the LoLT of their school also desired more development in that LoLT; and most of these (180, or 49.6%) were also in English LoLT schools. (A few were English (10) or Afrikaans (13) home language speakers, but most spoke one of the other nine official languages as home language.) This implies that confidence in an area of teaching does not necessarily imply capacity in that area. As found in the previous ITERP survey, the majority of (the few) final year student-teachers who felt poorly prepared by their teacher education programme still expressed confidence in their ability to teach effectively (Deacon 2015: 28). In turn, this suggests that NQTs' expressed confidence in teaching in their schools' LoLTs needs to be treated cautiously.

It is also worth noting that, on the one hand, a total of 65 currently teaching NQTs stated that they needed further training and support in *all seven* of the teaching knowledge and skill areas (with 49 of them also wanting more professional development in order to teach in their particular school's LoLT), while on the other hand, 164 respondents felt that they needed *no* further training and support in *any* of the teaching knowledge and skill areas (with 84 of these also feeling no need for more professional development in teaching in their particular school's LoLT).

Were the 65 respondents displaying a laudable eagerness to hone their knowledge and skills, or a level-headed awareness of their limitations, or were they in fact not sufficiently prepared for and not properly coping with almost every challenge of their first year of teaching? Or perhaps they were just saying what they thought the interviewer was expecting to hear?

Were the 164 respondents just loathe to acknowledge any weaknesses or simply unaware of any actual deficiencies they might have had in these areas, or were they actually sufficiently prepared for and coping quite effectively with most of the initial demands of their new careers? Perhaps they too thought that this is how they ought to respond to questions of this sort?

No matter what answers one gives to these questions, the findings above merit closer examination by all educational stakeholders: the schools and provinces that have employed these NQTs; the universities that have admitted and trained them; the public and private bursary providers that have funded most of their studies; and the government departments and public institutions at the national, provincial and local levels that have overseen, regulated

or vetted their teacher education programmes and must now also manage and assist with their placement, utilisation and continuing professional development.

The utilisation and retention of newly qualified teachers

One of the most surprising findings of the survey was that large numbers of NQTs currently teaching in particular phases and particular subjects had not actually trained or specialised in those phases or subjects. This conspicuous mismatch between the preparation of new teachers and their utilisation in schools seems most acute in the FP and IP and is apparent across almost all subjects that respondents were teaching, being especially severe in all languages (including, although to a lesser extent, English). The reasons for this mismatch, and the roles, responsibilities, needs and expectations of the universities which accept and train new teachers, the various levels and departments of government which support and place them and the schools which manage and utilise them need to be urgently investigated. Furthermore, if this problem is so acute amongst newly qualified teachers, it may well be prevalent amongst existing teachers as well.

The mis-utilisation of NQTs seems also to be being accompanied by, in some cases, their under-utilisation and, in others, their over-utilisation. For instance, it is not clear why practically one fifth of all respondents currently teaching was not participating in any extracurricular activity. A lack of sport and other facilities and equipment and learner travelling arrangements might affect some extracurricular activities, but no additional facilities or equipment are needed to offer extra lessons or tutoring support.

The finding that more than half of NQTs were developing the written tests and examinations for their grades would seem like an instance of both over- and mis-utilisation of NQTs. It implies that brand new teachers are being given the responsibility and the accompanying work of developing grade-wide (rather than just class-specific) assessments that other, more experienced teachers (assuming that at most schools there will be more than one teacher per grade) could be expected to be more familiar with and informed about. Delegating the formulation of tests and examinations for entire grades to relatively inexperienced newcomers is even more problematic when one considers that more than two fifths of all NQTs currently teaching felt that they needed more training in developing assessment tasks and that in some subjects (such as FET Mathematics), more than half of the NQTs teaching these subjects felt in need of more preparation or assistance in this respect.

The induction of new teachers into schools and their ways of working is an area in need of much greater attention, with over a third of NQTs not receiving any formal induction and half of those who did receiving just two days' worth of induction. Apart from the involvement of some curriculum advisers, provincial or district education officials appear to play a negligible role in new teacher induction, despite longstanding national education policy expectations of their involvement (DBE/DHET 2011b: 161; see also DHET 2015c). SACE, even though it also recently mooted the introduction of an 'induction year' for new teachers (Wakefield 2015), appears to play no role at all in any induction processes.

Similarly, most NQTs were unaware of any PLCs at their schools. (It is also possible that the term, 'professional learning community', was relatively unfamiliar to NQTs and to teachers more generally, for whom variously named subject, curriculum or cluster planning committees might be more common.) Although government efforts to establish these PLCs, or assist in their establishment are as yet in their infancy, this is an area to which more attention must be devoted if this aspect of the *Integrated Strategic Planning Framework* is to bear any fruit (DBE/DHET 2011a: 14).

Another finding of this survey indicates that most NQTs are regularly handling classes with upwards of 50 learners. Given the fact that large class sizes are and will remain a feature of the South African schooling system for the foreseeable future and leaving aside the difficulties of properly teaching so many learners at one time, this finding nevertheless raises the question of whether new teachers are being unfairly assigned larger classes than might be the norm at particular schools, with potentially negative implications for teacher turnover and retention.

Finally, with many countries today struggling to devise ways of keeping new teachers in the profession, it is somewhat gratifying to find that almost 9 out of 10 respondents to this (limited) survey felt sufficiently motivated to remain in the teaching profession, if not to continue teaching at the schools at which they were employed at the time. Moreover, even amongst those (56) respondents who intended to leave the teaching profession, most would study further or work in education, albeit not in teaching.

In fact, only 23 NQTs (i.e., 14 whose experiences so far had not motivated them to remain in teaching in the schools in which they were currently employed and who would therefore seek a job in another field; together with 9 who were not going to continue in the teaching profession and would also 'find a job in a non-education field'), after having spent barely a year formally teaching in a school, would leave education completely.

This is a very small, even negligible, proportion (3%) of all respondents who currently have teaching positions. Even if one factors in all those who wish no longer to teach even if they do not leave the education field, the proportion increases to only 16.6% (or 129 NQTs currently teaching but who were either no longer motivated to teach or wished to leave the teaching profession outright). While bearing in mind the limitations of this study, this proportion is still much lower than the 25% to 50% of new teachers which international research has found to be leaving the profession early in their careers (Jensen et al 2012: 3; Haigh and Anthony 2012: 1).

Although the vast majority of NQTs already teaching intend to remain in the profession, a fair number have changed schools in the short time that they have been teaching. This finding that around one in seven NQTs was already in his/her (at least) second teaching position within a year of graduating has implications for teacher intra-school turnover and inter-school mobility and should be an area for future research. Some of these NQTs (33, or 29.2%), moreover, had had Funza Lushaka bursaries and their move to another teaching position may have repercussions for their contractual obligations.

6. Conclusion: Profile of a 2014 newly qualified teacher

Bearing in mind the limitations of the survey as outlined at the beginning of this report, a profile of the average 2014 newly qualified teacher's background, teaching qualification and specialisations, school characteristics, training and development needs and future plans can be constructed.

South African NQTs are most likely to be female, African and under 27 years of age. English is their second language.

They are likely to have studied at a university in the same province in which they had matriculated and to have graduated with a BEd degree, in which they specialised as an FET phase teacher. They are very likely to have been awarded a bursary during their studies.

Most of these new graduates are likely to have found or been placed in a teaching position at a school, but a significant minority will be unemployed.

If teaching, NQTs are likely to be in a permanent post in a public ordinary secondary rural or farm school which charges no fees and in which the LoLT is English. Most will have gone through a formal process of induction and received mentoring when they started teaching.

These NQTs are likely to be teaching in the SP and/or FET phase, in classes of between 35 and 54 learners on average.

Most are likely to be coping with the everyday demands of teaching, except in relation to their knowledge of the subjects they are teaching, the teaching of learners with special needs and the LoLT of their schools, where most feel that they need more training, development or assistance. Nevertheless, most are motivated to teach and intend to remain in the teaching profession.

In short, the 2014 NQT is a young African woman with a BEd degree, in a permanent post at a rural secondary school where she teaches large classes through the medium of English and who, while motivated and coping with her new career, needs assistance in a number of areas.

7. Recommendations

Recommendations for further research

The dimensions and extent of NQTs' readiness to teach, and of their general need for more training or development, particularly but not only in the areas of subject knowledge, curriculum content and teaching using the LoLT, need to be investigated further, ideally through classroom observations or, if not, then through either a follow-up survey or a subsequent iteration of ITERP's Component 2 case studies of selected NQTs.

NQTs' (and teachers') ability to use language(s) effectively in school classrooms and their confidence and proficiency in teaching using the LoLT need closer investigation. This could be coupled with an examination of the frequency with which student-teachers, NQTs and, indeed, all teachers and their learners, speak, hear and read English, given the findings of the ITERP 2013 survey in this regard.

Given the slow progress in government's implementation of and support for its inclusive education strategy, which emphasises the mainstreaming of learners with special needs at the same time as full service schools and special needs schools are developed and equipped, NQTs' feelings and degrees of preparedness for teaching such learners – and indeed in being rendered more employable in special needs environments – is worth further investigation by ITERP.

Given the findings that some NQTs might be being over- or under-utilised (in addition to being mis-utilised) in schools, it will be worthwhile investigating new teacher workloads and their broader working conditions in greater detail.

Closer scrutiny of NQTs' understandings and uses of different types and media of assessment will be valuable and would assist and be assisted by ITERP's Component 2 case studies.

The nature of the (seemingly all too brief) induction being received by NQTs as well as the form that mentoring takes needs further investigation, especially in the light of the finding that NQTs need more training or development across a range of knowledge and skill areas.

While NQT motivation to teach and to remain in the teaching profession is promising, ITERP research should continue to monitor this so as to determine the proportions of (and reasons for) NQTs wanting to leave teaching after their second or third year in a school or in the system more generally.

A thorough study of turnover, retention and/or mobility amongst NQTs in the schools in which they currently teach or might teach in future and in relation to the schooling system and the teaching profession as a whole will assist future planning around teacher supply and demand.

Recommendations for universities

Universities need to redouble their efforts to ensure that information regarding the numbers and kinds of newly or about-to-be-qualified teachers are made available to those most likely to employ them, namely, provincial departments of education, perhaps by insisting that final year students submit their details and by helping to ensure that these details are transmitted timeously.

Recommendations for government

With at least 600 NQTs unemployed, the reasons why the national and provincial departments of education seem unable to make full and effective use of large numbers of sorely-needed and expensively trained human resources should be the subject of an in-depth investigation.

The mismatch between NQTs' phase and subject specialisations and the phases and subjects they are assigned to teach needs to be urgently investigated, including the roles, responsibilities, needs and expectations of the universities which accept and train new teachers, the various levels and departments of government which support and place them and the schools which manage and utilise them. Ideally, this investigation should draw upon recent data on teacher profiles generated by the DBE so as to thoroughly examine the manner in which not only NQTs but teachers more generally are being (mis)utilised in schools.

Provincial education departments and their district offices, as well as bursary providers, need to improve their processes intended to inform and assist final year student-teachers and newly qualified teachers to find places or be placed in schools.

There needs to be far greater coordination between government, universities and schools with regard to the number and kinds of teachers needed by schools/provinces, particularly in terms of phases and subjects.

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Appendix A

Table A1: All NQTs: University attended, by province where matriculated

University attended	Province where matriculated																					
	EC		FS		GT		KZN		LP		MP		NC		NW		WC		Other		N/A	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
CPUT	1	20.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	80.00	0	0.00	0	0.00
CUT	5	2.78	161	89.44	2	1.11	2	1.11	1	0.56	1	0.56	0	0.00	4	2.22	1	0.56	3	1.67	0	0.00
DUT	0	0.00	0	0.00	0	0.00	49	94.23	0	0.00	2	3.85	0	0.00	0	0.00	0	0.00	0	0.00	1	1.92
NMMU	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
NWU	3	1.64	23	12.57	31	16.94	4	2.19	13	7.10	13	7.10	7	3.83	80	43.72	8	4.37	1	0.55	0	0.00
RU	11	44.00	0	0.00	6	24.00	5	20.00	0	0.00	1	4.00	0	0.00	0	0.00	2	8.00	0	0.00	0	0.00
SUN	0	0.00	0	0.00	3	21.43	1	7.14	1	7.14	0	0.00	1	7.14	1	7.14	6	42.86	1	7.14	0	0.00
TUT	0	0.00	0	0.00	3	75.00	1	25.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
UCT	1	5.26	1	5.26	2	10.53	1	5.26	0	0.00	2	10.53	0	0.00	0	0.00	11	57.89	1	5.26	0	0.00
UFH	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

UFS	1	1.67	29	48.33	2	3.33	23	38.33	0	0.00	5	8.33	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
UKZN	0	0.00	0	0.00	0	0.00	5	62.50	0	0.00	1	12.50	0	0.00	0	0.00	0	0.00	2	25.00	0	0.00
UL	0	0.00	0	0.00	3	1.79	1	0.60	144	85.71	19	11.31	0	0.00	1	0.60	0	0.00	0	0.00	0	0.00
UNISA	3	7.89	4	10.53	6	15.79	13	34.21	3	7.89	3	7.89	0	0.00	2	5.26	1	2.63	0	0.00	3	7.89
UP	0	0.00	0	0.00	20	54.05	2	5.41	2	5.41	9	24.32	0	0.00	3	8.11	0	0.00	0	0.00	1	2.70
UWC	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	8	88.89	0	0.00	0	0.00
UNIVEN	0	0.00	0	0.00	1	1.00	1	1.00	94	94.00	4	4.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
WITS	0	0.00	1	5.88	14	82.35	0	0.00	1	5.88	0	0.00	0	0.00	1	5.88	0	0.00	0	0.00	0	0.00
WSU	239	91.22	0	0.00	1	0.38	18	6.87	0	0.00	0	0.00	1	0.38	1	0.38	2	0.76	0	0.00	0	0.00
ZULU	0	0.00	0	0.00	2	0.68	285	97.60	0	0.00	5	1.71	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	268	18.16	219	14.84	96	6.50	411	27.85	259	17.55	65	4.40	9	0.61	93	6.30	43	2.91	8	0.54	5	0.34

Notes: CPUT = Cape Peninsula University of Technology; CUT = Central University of Technology; DUT = Durban University of Technology; NMMU = Nelson Mandela Metropolitan University; NWU = North West University; RU = Rhodes University; SUN = Stellenbosch University; TUT = Tshwane University of Technology; UCT = University of Cape Town; UFH = University of Fort Hare; UFS = University of the Free State; UKZN = University of KwaZulu-Natal; UL = University of Limpopo; UNISA = University of South Africa; UP = University of Pretoria; UNIVEN = University of Venda; UZ = University of Zululand; UWC = University of the Western Cape; Wits = University of the Witwatersrand; WSU = Walter Sisulu University; EC = Eastern Cape; FS = Free State; GT = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; and WC = Western Cape. Other = matriculated outside South Africa. N/A = not applicable.

Table A2: Teaching NQTs: Province matriculated, by province teaching

Province where matriculated	Province where currently teaching																			
	EC		FS		GT		KZN		LP		MP		NC		NW		WC		T	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
EC	54	93.10%	2	2.06%	4	3.88%	16	8.99%	0	0.00%	0	0.00%	1	10.00%	4	4.88%	3	9.38%	84	
FS	1	1.72%	91	93.81%	15	14.56%	0	0.00%	0	0.00%	3	5.17%	3	30.00%	18	21.95%	0	0.00%	131	
GT	2	3.45%	1	1.03%	49	47.57%	2	1.12%	0	0.00%	4	6.90%	0	0.00%	4	4.88%	2	6.25%	64	
KZN	0	0.00%	1	1.03%	8	7.77%	153	85.96%	0	0.00%	8	13.79%	0	0.00%	0	0.00%	2	6.25%	172	
LP	0	0.00%	0	0.00%	12	11.65%	0	0.00%	151	95.57%	8	13.79%	0	0.00%	2	2.44%	0	0.00%	173	
MP	1	1.72%	2	2.06%	4	3.88%	3	1.69%	4	2.53%	34	58.62%	0	0.00%	0	0.00%	1	3.13%	49	
NC	0	0.00%	0	0.00%	0	0.00%	1	0.56%	0	0.00%	0	0.00%	3	30.00%	2	2.44%	0	0.00%	6	
NW	0	0.00%	0	0.00%	9	8.74%	1	0.56%	3	1.90%	1	1.72%	1	10.00%	52	63.41%	0	0.00%	67	
WC	0	0.00%	0	0.00%	1	0.97%	0	0.00%	0	0.00%	0	0.00%	2	20.00%	0	0.00%	23	71.88%	26	
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	3.13%	1	

N/A	0	0.00%	0	0.00%	1	0.97%	2	1.12%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
Total	58	100.00%	97	100.00%	103	100.00%	178	100.00%	158	100.00%	58	100.00%	10	100.00%	82	100.00%	32	100.00%	776

Notes: EC = Eastern Cape; FS = Free State; GT = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; and WC = Western Cape. Other = Outside South Africa. N/A = not applicable.