

## Student Teachers' Expectations of Teaching as a Career Choice in South Africa (Part I)

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**ABSTRACT** Attracting and retaining competent teachers is a key concern for many countries throughout the world. Research on student teachers' expectations of teaching as a career choice may help unravel the reasons underlying problems related to teacher recruitment and teacher retention, mainly in South African schools. This study explored the expectations held by first-year student teachers who had enrolled for the Bachelor of Education (BEd) degree at the University of South Africa (UNISA). A sample of 700 students from three BEd programmes completed a questionnaire. The student teachers who participated in this research were selected by identifying a module course that cuts across the three BEd programmes offered in the Teacher Education Department of Unisa. One implication of the study reported in this article is the importance of looking closely at the nature of induction programmes in schools and how they relate to student teachers' initial expectations about teaching.

### INTRODUCTION

The challenge to recruit well-qualified teachers for South African schools and to retain them is ever present. Each year about 20 000 students enrol for different teaching programmes in the 23 public institutions of higher education in South Africa (Department of Education 2007). Two popular training programmes for teachers are the Post-Graduate Certificate in Education (PGCE), an additional teaching qualification after a first degree, and the Bachelor of Education (BEd), an integrated four-year initial teacher education degree course. The retention of student teachers on teaching programmes and to a point beyond their first few years as qualified teachers in the workplace has been an area of concern for many countries throughout the world (Cockburn and Haydn 2004; White et al. 2006). In South Africa, for example, about 45 per cent of those students who embark on the teaching courses never become teachers, and of those who do become teachers, about 30 per cent or more are no longer teaching five years later (Pateron and Arends 2008; Chisholm 2009). Therefore, a question frequently asked in South Africa is: Why is it that many student teachers who have completed their teaching courses do not teach in schools a few years later?

One contributing factor that has been investigated by education researchers is related to viewing career choice as being influenced by

the degree of match between what one is seeking from a job and what the job actually offers (Kyriacou and Coulthard 2000; Richardson and Watt 2006). It may well be the case that many of those who choose school teaching as a career have expectations about what teaching as a job will offer and if those expectations are not met, they leave the profession. This article reports on research that was done to explore the types of expectations students hold at the start of their BEd degree programme at the University of South Africa (Unisa). Unisa is the only open distance learning (ODL) institution in South Africa, and it attracts many students who cannot afford tuition fees charged by other residential institutions in South Africa. As a result it has many more students than other universities. This is one of the reasons why Unisa was selected for this research.

The above mentioned study is a longitudinal project and is made up of two parts. In this article the first part of the bigger research project is discussed and the findings related to the expectations of pre-service teachers with regard to the workplace in general are reported. The second part of this research will investigate whether student teachers' expectations had remained the same or had changed due to their subsequent workplace experiences. Together, the two projects may provide valuable information as to why new entrants into the teaching profession do not stay longer in the field.

## Literature Review

The theory bases for this study are the literature review on university teacher training programmes in South Africa, teacher attrition, and Maslow and Herzberg Theories of Needs. The next section discusses the university teacher training programmes offered in South Africa.

### *University Teacher Training Programmes in South Africa*

As stated in the introduction, two popular teacher-training programmes in South Africa are the Post-Graduate Certificate in Education (PGCE) (a teaching qualification obtained after a first degree) and the Bachelor of Education (BEd) degree (an integrated four-year course in initial teacher education). More specifically in terms of this study, the BEd degree course at Unisa consists of three phases, namely the Foundation Phase, the Intermediate and Senior Phase, and the Senior and Further Education and Training Phase. This kind of structure encompasses all phases of schooling in South Africa. The South African education system consists of four phases of schooling, namely the Foundation Phase, which includes the Reception year and Grades 1, 2 and 3; the Intermediate Phase, which includes Grades 4, 5 and 6; the Senior Phase, which is made up of Grades 7, 8 and 9; and the Further Education and Training Phase, which covers Grades 10, 11 and 12.

Students may either enrol for the four-year BEd programme, specialising in a particular phase or combine two of the phases. For example, those who prefer teaching younger children would enrol for a BEd Foundation Phase (Grades R – 3), while those who prefer teaching older and much older children would enrol for a BEd Intermediate and Senior Phase (Grades 4 – 9) or a BEd Senior and Further Education and Training Phase (Grades 10 – 12) respectively.

### *Research on New Teacher Attrition*

The literature on teacher labour markets finds that teacher shortages result not only from problems with the number of teachers who are trained or certificated but rather from the attrition of these individuals out of the teaching profession. The teacher-turnover situation is often referred

to as a “revolving door” or a “leaky bucket” (Darling-Hammond and Sykes 2003; Ingersoll 2003). However, in South Africa, for example, both teacher recruitment and retention present tremendous challenges. It was projected that by 2010 there would be a shortfall of around 18,000 teachers in South Africa (Department of Education 2006; Chisholm 2009). Apparently, there are three problems that contribute to teacher shortages in South Africa: (1) a proportion of students who enrol for teaching programmes at various universities in South Africa do not complete their studies; (2) those who do complete their studies do not join the teaching profession; (3) those who do join the teaching profession do not stay in the profession for very long (Diko and Letseka 2009; Chisholm 2009).

One recent study on teacher attrition estimated that 157,000 teachers leave the profession each year while an additional 232,000 move to a different school each year, often in search of better working conditions (Alliance for Excellent Education 2008). The implications of high teacher turnover are far-reaching financially for the government, schools and taxpayers (Alliance for Excellent Education 2008; Barnes et al. 2007). Further, when teachers leave schools and the teaching profession, additional “costs” include lost institutional memory and lowered morale among teachers who remain (Behrstock and Clifford 2009).

The body of research consistently identifies several organisational and personal factors associated with new teachers’ decisions to leave their current school or the profession in general. Research (DeAngelis et al. 2002; Ducharme and Ducharme 1996; Ingersoll and Smith 2003; Marvel et al. 2007; Veenman 1984; Whitener et al. 1997; Lumadi 2008; Diko and Letseka 2009) indicates that the following organisational and personal factors contribute to teacher attrition:

### *Organisational Factors*

- ♦ Lack of support from administrators
- ♦ Difficult teaching assignments and heavy teaching loads
- ♦ Lack of autonomy or control over ones’ work
- ♦ Poor working conditions
- ♦ Isolation from colleagues
- ♦ Lack of support from the community and parents

- ♦ Performance evaluation based on criteria set for more experienced educators
- ♦ Inadequate opportunities for advancement
- ♦ Rigid working conditions or schedules

### *Personal Factors*

- Changes in family or life situation
- ♦ Mismatch of work and personal or professional expectations
- ♦ Feeling of being unprepared or underprepared
- ♦ New and more lucrative professional opportunities outside of teaching
- ♦ Feeling of being ineffective in influencing student decisions
- ♦ Inability to cope with classroom management issues
- ♦ Inability to solve teaching or learning problems
- ♦ Inability to balance work and personal problems

In addition to knowing more about teachers' reasons for entering or leaving teaching, it is important to consider how teacher expectations play out during their pre-service teaching, which is the focus of this study. It is during this stage, when they are "constructing and reconstructing their sense of professional self (values, purposes and practices that make up their identities as teachers), that they are most vulnerable" (Smethem 2007: 469). One of the few studies that looked at the impact of student teachers' expectations on retention is that of Wilhelm et al. (2000). The longitudinal study focused on a group of teachers who had trained at Sydney Teachers' College in Australia in 1978. After 15 years, in 1993, 70 of these teachers had left teaching while 87 had remained. Looking at the data collected in 1978 as predictors of retention, the researchers reported that the most powerful predictor of retention was the extent to which the student teachers anticipated gaining pleasure from teaching as a career choice. The authors further noted that of the 70 teachers who had left teaching, 74 per cent had done so within the first five years. This finding suggests that entering teaching with positive expectations may have a significant impact on retention. One might argue here that positive expectations may provide new entrants into the teaching profession with the momentum to carry them through the first few years of teaching, during which time

they will inevitably experience some challenges, disappointments and misgivings, and that this will enable them to establish themselves as teachers for the longer term. Other recent studies have shown that beginner teachers' experiences in their induction phase are critical indicators of retention (Anthony et al. 2007; Cameron et al. 2006). Given the increasing demand to attract teachers into the teaching profession, it is important also to consider how teachers' expectations are integrated and valued within their induction phase. As such, anything that can help new teachers develop and maintain confidence and enthusiasm for teaching in the early years is likely to increase retention.

While a detailed discussion of all likely reasons that influence people to join or leave the teaching profession are clearly beyond the scope of this article, principles from the theories of Maslow and Herzberg needs theories (in Herzberg et al. 1959) are relevant to this article and will be used to augment the discussion.

### *Maslow's Hierarchy of Needs*

Basic to an understanding of human needs and how these needs relate to the phenomenon called motivation as evidenced in job attitudes is the work of Abraham Maslow, who developed a hierarchy of needs: (1) basic physiological, (2) safety and security, (3) belonging and social activity, (4) esteem and status, and (5) self-realization and fulfilment (Maslow 1943). What is important about these needs is that they have a definite sequence of domination. That is, need 2 is not perceived and its fulfilment is not sought until need 1 has been at least partly satisfied. Maslow classifies needs 1 and 2 as lower-order needs, while needs 3-5 are called higher-order needs. Lower-order needs are essential to life. They stem from the inherent wish to survive. These lower-order needs, however, are essentially finite, that is, having achieved a certain level of fulfilment of these needs, man tends to become satiated. From this point onward, increases in the level of fulfilment do not generate corresponding increases in human satisfaction.

It would be safe to say that in the industrialised countries of the world today, most of the lower-order needs have been met for most people, and we are now concerned with needs at the higher level. However, the majority of the world's population including African countries

has still not consistently satisfied the lower-order needs. Therefore, it is imperative for educational leaders, school principals to work harder and establish supportive conditions that motivate new teachers to consider staying longer in teaching. In particular, to ensure that lower-order needs of new teachers are taken care of.

### ***Herzberg “Motivation-Hygiene Theory***

Herzberg Motivation-Hygiene Theory unlike Maslow is primarily concerned with the individual within the organisation and divides human needs into two categories. The first set of needs is called hygiene factors. A research conducted by Herzberg and others have shown that while hygiene factors are essential to job satisfaction, they do not play a great part in job motivation (Herzberg et al. 1959). That is, their absence leads to job dissatisfaction, but their presence does not guarantee employee motivation. The following hygiene factors are commonly thought to be essential to good personnel practice: company policy and administration, supervision, relationship with supervisors, relationship with peers, relationships with subordinates, salary, job security, personal life, working conditions, and status. In other words, poor personnel practices such as low salaries, autocratic administration, and wretched working conditions will make an employee dissatisfied. But the rectification of these conditions will not, in itself, inspire or motivate the employee. The hygiene factors are important, however, because, like primary needs, they must be met in order to prevent job dissatisfaction even though they have little effect on positive job attitudes. The reason is that, the hygiene factors are mostly related to the environment external to the job, that is, to the job context. Herzberg explains that “hygiene factors fail to provide for positive satisfaction because they do not possess the characteristics necessary for giving an individual a sense of growth. To feel that one has grown depends on achievement in tasks that have meaning to the individual and since the hygiene factors do not relate to the task, they are powerless to give such meaning to the individual” (Herzberg 1959: 78).

Motivational factors, on the other hand, are mostly related to the job itself or to job content. The motivational factors include: achievement, recognition, advancement, work itself, possibil-

ity of growth, and responsibility. These factors produce motivation and high job satisfaction. However, their absence proves strongly dissatisfying. Based on this explanation, it would appear that job satisfaction will only occur if the motivation factors are good. Herzberg notes that motivation factors tend to be intrinsic to the job, whilst hygiene factors tend to be extrinsic. Herzberg’s conclusions are based on the results of numerous studies in which employees were asked to recall a time when they had felt “exceptionally good” about their jobs. Interviewers then proceeded to look for the reasons the employees had felt as they did. The same procedure was followed to determine those factors which led to job dissatisfaction. The analysis of the incidents reported by the subjects involved in-depth interpretation by both the respondents and the investigators. The principal finding was the one just mentioned above, that is, the distinction between the dissatisfier factors and the satisfier or motivational factors. However, it is especially important to remember that one cluster of factors relates to what a person does (the job), and the other cluster relates to the environment in which he does it.

The foregoing discussion provided the theoretical framework that was used in this research. The next sections look into the methodological design and the integration of the above literature review in the empirical study.

## **METHODOLOGY**

This section of the article briefly discusses the context of the study, the characteristics of the participants and the derivation of the measurement instruments used.

### **The Context of the Study**

Despite the growing literature on the reasons why people choose a career in teaching and why they decide to leave the profession (Ross 2002; DeAngelis et al. 2002; Ducharme and Ducharme 1996; Ingersoll and Smith 2003; Marvel et al. 2007; Veenman 1984; Whitener et al. 1997; Lumadi 2008), surprisingly little attention has been paid specifically to the initial expectations of teaching held by first-year BEd degree student teachers. This study argues that in order to understand the possible impact of expectations on teacher retention, it is important to learn more

first about the type of expectations students hold at the start of their degree course. Therefore, this research was designed to investigate the expectations held by first-year student teachers who had enrolled for a BEd degree at the University of South Africa (Unisa). The University of South Africa was selected for the following two reasons: Firstly, it has a large student population compared to other universities in South Africa, and secondly, it would be easier for the researcher to conduct this study since he is a lecturer at Unisa and, in particular, in the Department of Teacher Education.

It was decided that there would be a follow-up study whereby a sample of these students would be tracked down two years after completion to establish whether their expectations of teaching had changed as a result of work experiences. This would be a project extending the current research. The future larger research would provide an important link between teachers' reasons for choosing teaching as career and the extent to which their career choice may alter in the light of subsequent work experiences. Therefore, schools and policy makers can learn from this research as they work to improve the retention of new teachers.

### Data Collection

The main aim of this study was to explore the expectations of teaching as a career choice held by first-year student teachers who had enrolled for a four-year BEd degree course at the University of South Africa (Unisa). Data were collected using a confidential questionnaire. A questionnaire was suitable, given that the study targeted a larger data set ( $n=700$ ). The questionnaire was designed as a Likert rating scale. This had the benefit of allowing sufficient and precise data for the significant features of the research questions to be collected (Oppenheim 2001). Relevant literature was used towards the formulation of the research questions. The student teachers who participated in this research were selected by identifying a module course that cuts across the three BEd programmes offered in the Teacher Education Department of Unisa. Seven hundred questionnaires, together with reply envelopes, were posted to the students. The questionnaire comprised 31 questions, with the first part of the questionnaire containing six questions aimed at gathering data on

respondents' backgrounds. The second part comprised 14 questions prefaced with the statement "When I am a qualified working teacher I expect that ..." with a five-response likert scale varying from 'strongly disagree' to 'strongly agree'. The other 10 questions each consisted of a specific question also with a five-response likert scale varying from 'strongly disagree' to 'strongly agree.' At the end of the questionnaire, participants were asked to indicate whether they would be willing to remain in contact with the researcher during their first few years of teaching employment. If the response to the question was 'Yes' they were asked to provide their contact details (for example, addresses and telephone numbers). This information will be used in the second part of this research project.

### FINDINGS

The questionnaire was completed by 500 students out of 700, resulting in a response rate of 75.4%. Of those who responded 62% were women and 38% were men. 26% had completed another degree in addition to their BEd and 30% indicated that teaching was not their first career preference. The average mean age was 25 years. A majority of the participants had enrolled for a qualification that will allow them to teach in the intermediate and senior phases.

Factors that may contribute to the early experiences of graduates as they move into the workplace is the expectations that they form of the world of work. This is a common theme in the literature on the transition to full-time work, with many suggesting that graduates may have higher expectations than most (Goodwin and O'Connor, 2003; Graham and McKenzie 1995; Perrone and Vickers 2003; Taylor 1988).

Table 1 indicates that a majority of student teachers expected that they will have good relationships with colleagues in the workplace (61%). These positive expectations may have significant implications for their adjustment and well-being in the workplace. Clearly, the ability to develop positive relationships with the people around them is vitally important to any newcomers, and first-year teachers in particular would be expected to benefit from the social support inherent in these relationships (Flores an Day 2006). Again, they expected that resources would be available in schools to support teaching (55%); that learners would be ea-

ger to learn in schools (54%); that teachers would be involved in the decision-making process in schools (53%); and that there would be enough time for teachers to do their work (52%). From the data, important expectations emerged. One might argue that where these expectations were going well, these might have an impact on retention, with teachers feeling they had made the right career choice; where these were seen as areas of disappointment, a move towards a reduced wish to remain in the teaching profession would occur. However, cases were also reported in the study by Flores and Day (2006), where beginning teachers who experienced challenges with their teaching career retained their enthusiasm and commitment towards teaching as a career, and cases where beginning teachers had positive experiences about teaching did not stay in the profession. It is clear that the agenda of expectations for beginning teachers is complex.

However, one might conclude that for each teacher it is when those expectations they hold dearest are either being fulfilled or undermined that their view of teaching as career is most likely to be shaped.

It is evident from Table 2 that 72% of the student teachers perceived teaching as the right career for them. A relatively small percentage considered other careers. Given the high percentage of responses, one might argue that the majority of participants had an understanding of the demand for teachers in South African schools and were confident of obtaining a teaching post on completion of their course. However, this is but one motivating factor towards choosing teaching as career % there might be others and few of these factors were discussed in subsequent sections in this study. Also of particular note is that a significant percentage (57%) was unsure whether they would stay in

**Table 1: Percentages responses to questions (rounded to the nearest whole number to 100%)**

<i>When I am a qualified working teacher I expect that ...</i>	<i>Strongly disagree</i>	<i>Dis-agree</i>	<i>Unsure</i>	<i>Agree</i>	<i>Strong agree</i>
Learners will be eager to learn	1	6	10	30	54
Resources will be available in schools to support teaching	1	4	20	20	55
There will be good communication between schools and parents	1	3	10	39	46
Learners will have access to computers to enable them to do their work	2	7	29	38	24
Schools will have effective administrative leadership	1	2	18	47	32
Schools will have good relations with the local community	2	3	16	48	31
Teachers will be able to influence the direction of schools	2	7	21	17	53
Teachers' performance will be recognised by the authorities	1	6	12	47	34
Disruptive behaviour of learners will be dealt with accordingly	4	4	8	48	36
Leadership will create an environment conducive to effective teaching	0	1	14	46	39
I will have good relations with my colleagues	0	1	3	36	61
The school governing body will participate in the school decision-making process	1	1	4	46	49
Learners will respect teachers and the management of the school	2	3	12	36	48
There will be enough time for me to do my teaching job	2	4	11	30	52

**Table 2: Percentage responses to questions (rounded to the nearest whole number to 100%)**

<i>Statements</i>	<i>Strongly disagree</i>	<i>Dis-agree</i>	<i>Unsure</i>	<i>Agree</i>	<i>Strong agree</i>
The teaching profession is the right career for me	1	1	4	24	72
Teaching will fulfil my personal needs	1	5	14	36	45
The entry teaching salary scale will be sufficient for my lifestyle	6	13	38	32	12
The teaching profession is generally well respected by people	3	16	11	49	20
Teaching is a socially worthwhile job	1	3	5	36	54
I will be happy with the number of school holidays	1	6	9	48	37
I intend to stay in teaching for 10 years or more	3	6	57	18	17
I hope to be involved in the school management team within the first five years of teaching	1	5	8	30	56
I expect to work for 5 years before promotion	9	23	36	23	10
On completion of my teaching qualification I will be fully prepared for the workplace	1	3	8	36	52

teaching for a period of 10 years or more. Again, 56% expected to be involved in management within a few 'years' of teaching, 54% regarded teaching as a socially worthwhile job, and lastly, 52% believed that upon completion of their qualification, they would be fully prepared for the work place.

Finally, in all, 87% of the respondents indicated that they would be willing to remain in contact with the researcher during their first few years of teaching and they provided their contact details. The information provided would be verified from the university systems to ascertain whether it was still valid or not. This information will be useful for the second part of this research project.

### DISCUSSION

Several points worthy of discussion concerning entry into initial teacher education emerged from this survey. One is that the majority of participants (72 %) perceived teaching to be the right career for them, and consequently chose teaching over other careers. In South Africa, students who have enrolled for BEd programmes receive a study bursary of R40 000 (Funza Lushaka Bursary Programme). This bursary covers expenses such as tuition, full accommodation including meals, books and learning materials, and an allowance for monthly living expenses. This forms part of a government initiative aimed at increasing the supply of teachers in the country. While it could be anticipated that such financial support might have an influence on entry into initial teacher education, it is possible that such support might not necessarily enhance retention in the profession. One might argue that more students with less positive expectations of teaching as a career may be encouraged by a bursary to give teaching a try. This view is supported by the finding that a significant percentage of the student teachers were not sure whether they would stay in teaching for a longer period. The long term implications for schools and the South African Department of education of this is that, as long as teachers stay in teaching for fewer years, the profession will undoubtedly be clouded by young teachers who lack the experience needed to take on senior roles where effective leadership and management require longer service. I further argue that irrespective of any good mechanisms

that are introduced to increase the supply of new teachers, if many of them do not stay in the profession for more than five years, then it will not be possible to maintain a healthy workforce of teachers. What is of key importance is to consider aspects that motivate a person to choose teaching as a career and remain in the profession for a longer period. Presumably the identified expectations will have an impact on retention. Based on the study by Wilhelm et al. (2000) discussed earlier, it is suggested that the student teachers' stay in teaching will be influenced by many factors of which expectations is but only one.

Research conducted by Kyriacou et al. (1999) on student teachers' motivation reveals that the responses fall into three main categories: altruistic reasons (for example, wanting to assist others to succeed); intrinsic reasons (for example, enjoying the activity of teaching), and extrinsic reasons (for example, sufficient holidays). Those aspects that motivate a person to choose teaching as a career would likely to be based on their expectations of what the job entails in reality. As such, those expectations that motivated a person to choose teaching as a career and that are subsequently not realised in view of the reality of the job may well be critical in explaining why some new teachers leave the profession within a few years. For instance, findings indicate that many student teachers expect that learners will be eager to learn and resources will be available to support teaching. If they find they are teaching in a school where learners are demotivated and there are no resources to support teaching, they would obviously feel very discouraged. The other finding was that student teachers expect to be involved in the decision-making processes that influence the direction of the school, and if this does not happen and they find that they are excluded from many decisions that affect them and their teaching, surely they will consider leaving the profession. Similarly, they also indicated that they expect to have enough time to do their teaching job. If they find that they are overloaded with things other than teaching, they are likely to leave the profession. Another expectation expressed by many student teachers was that they expect to be part of the school management team within five years of starting teaching. Again, if this does not occur they may feel frustrated and consider leaving the profession. However, we need to take account of the impor-

tance individual student teachers attach to the expectations cited in this article. We need to differentiate between expectations that are important for student teachers' career choices and for their decision to remain in the profession, and those expectations that are not important. However, these expectations will probably vary from one student teacher to the next. A crucial question that needs to be explored in further research is to ask student teachers and new entrants to teaching to indicate which expectations, if not met by the workplace, would lead them to think seriously about leaving teaching as a career.

The work of Herzberg and Maslow discussed earlier in this study is also relevant here (Herzberg et al. 1959; Maslow 1943). Herzberg distinguished between two types of factors that appear to influence people's attitudes towards their job. The first set of factors is those which appear to influence job satisfaction, such as achievement, advancement, recognition, responsibility and the work itself. Herzberg labelled these 'motivator factors'. The second group of factors are those that appear to influence job dissatisfaction, such as organisational policies, administration, supervision, interpersonal relations and the working conditions. This latter set was labelled 'hygiene factors'. Herzberg argued that if the hygiene factors were poor, we would experience job dissatisfaction, but that improving hygiene factors beyond a certain level would simply remove job dissatisfaction, but would not create job satisfaction. Herzberg argued that job satisfaction would only occur if the motivator factors were good. Herzberg noted that motivator factors tended to be intrinsic to the job, whilst hygiene factors tended to be extrinsic to the job. This distinction has strong parallels with Maslow's hierarchy of needs, and his distinction between low-level deficiency needs (for example, physiological and safety needs) and high-level growth needs (for example, esteem and self-actualisation). Herzberg's hygiene factors address Maslow's low-level deficiency, whilst motivator factors address high-level growth needs. The work of Herzberg and Maslow would suggest that in order to fully understand the impact that student teachers' expectations have on recruitment and retention, some attention needs to be given to whether the factors that influence staying in the profession are the same as or different from the factors that influence leaving the profession.

Within this framework, the decision to stay in or leave the profession could be explained in terms of the relative balance between, on the one hand, the degree of satisfaction based on motivator factors and high-level needs and, on the other hand, the degree of dissatisfaction based on hygiene factors and low-level needs. One of the findings discussed earlier shows that being recognised by educational authorities for excellent performance and working in an environment that is conducive to effective teaching and learning would be classified as motivator factors that could impact on the individual's level of satisfaction. Again, the finding that shows whether the entry teaching salary scale would be sufficient for individual lifestyle and whether teaching will fulfil their personal needs would be classified as a hygiene factors which impact on the individual's level of dissatisfaction. Therefore one might argue that the lack of relative balance between the motivator factors (recognition by educational authorities on excellent performance) and the hygiene factors (deriving satisfaction in teaching) might have an impact on the retention of teachers. The use of this framework to explore how motivator factors and hygiene factors impact on teacher satisfaction, dissatisfaction and retention has been employed in a number of studies (Gawel 1997; Kaufman 1984). This article discussed one of the ways in which this theory can be applied. Factors that motivate and demotivate teachers are also pointed out in research conducted by Lumadi (2008), Diko and Letseka (2009) who found that the factors that demotivate teachers in South African schools were low remuneration, inadequate resources and a heavy workload. These are also factors mentioned by teachers who left the profession within the first few years (Spear et al. 2000; Wilhelm et al. 2000). It may be argued that some new teachers have overly optimistic views about the job, or that they are appointed to schools where they face particularly challenging learners, or it may be the case that many new teachers never see teaching as a long-term career in the first place. The question is whether some teachers who left the profession within a few years would still be there had they been appointed to a post in a school where their expectations were better met. In a study conducted by Stokes and Tyler (2003), involving a group of workers who were currently in jobs that were not education-related, the participants were

asked about what could be done to prevent teachers like themselves from leaving. They cited the need to improve the salary, the conditions of service and the level of esteem involved in the profession. However, it was also evident that for many of them the reasons for leaving included a lack of success and satisfaction in the job and a feeling that teaching was not for them. What is at issue here is whether the job was really not the right one for them or whether they had merely found themselves teaching in a school that did not meet their expectations. These are some of the questions that need to be explored in further research.

### CONCLUSION

At a time when teacher recruitment and retention are areas of concern, it is becoming increasingly important to understand how student teachers' expectations of teaching as a career play out against their decision to remain in the profession. This research presented in this article was a small-scale study with data collected in one case. The study was premised on the notion that little research has been done on the topic, especially in South Africa. This research has shed some light on the initial expectations held by student teachers who are enrolled for the BEd degree at the University of South Africa. Several findings emerged from the questionnaire. What appears to be evident is that, in line with other studies discussed in this article, factors that influence their commitment to teaching were intrinsic (in particular being happy in the career), extrinsic (in particular working conditions, advancement and growth) and altruistic (in particular the degree to which the teacher is able to enjoy learners' success as opposed to the learners' bad behaviour).

Again, what this study also established is the fact that, positive expectations may provide new teachers with the momentum to carry them through the first few years of teaching, during which time they will inevitably experience some problems, disappointments and misgivings, but which will enable them to establish themselves as teachers for the longer term. As such, the experience of early career success and satisfaction in teachers' first appointment may increase teacher retention. Hence, one implication of the study reported in this article is the importance of looking closely at the nature of induction

programmes in schools and how they relate to student teachers' initial expectations about teaching.

### RECOMMENDATIONS

This study indicates that more detailed longitudinal research will be conducted to establish whether their expectations would change during their first few years of teaching employment, as well as to establish the extent to which their expectations have impacted on the decision either to leave or to remain in the teaching profession. The crucial question that will also be explored in further research is to ask new teachers to indicate which expectations, if not met by the reality of the job, would lead them to consider leaving the teaching profession. The value of this longitudinal study could be enhanced by tracking the participants through using in-depth qualitative interviews. This would provide an opportunity to ascertain reasons related to teacher retention in South African schools.

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