

Pre-Service Teachers' Perceptions of their Preparedness for Teaching

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ABSTRACT A teacher's first exposure to the teaching profession may not always meet his/her expectations of a career in teaching and may come as a bit of a shock. Drawing on the findings of a similar study, the researcher has discovered that if the expectations of pre-service teachers are not met, they sometimes experience frustration and disappointment in the workplace. This study examines how well the University of South Africa prepares its students for the teaching profession. Quantitative research design was used for this study. Final-year Bachelor of Education (BEd) students completed the questionnaire. Principles from the person-environment fit theory, the social cognitive theory and the self-efficacy theory were used to explore some of the factors that may impact on the adjustment of newly qualified teachers to the workplace. All in all, the results indicate that pre-service teachers reported feeling better prepared for their workplace in the following year.