

ABSTRACT

The purpose of this study was to discover the effects of certain cognitive, motivational and environmental variables on vocational suitability, measured by performance in the final examination of final-year student teachers, in order to identify underlying factors explaining variation in vocational suitability. The research was also designed to ascertain whether each student was suitably placed in Traditional and Non-Traditional institutions in which he was currently enrolled.

The data obtained from ratings on variables selected (those which, from relevant literature, appeared most promising) were subjected to three major analytic procedures:

1. *ORTHOGONAL FACTOR ANALYSIS* through which the following factors emerged by Varimax rotation:
 - (a) *A Vocational Orientation factor for the total Ss, female Ss and male Ss, loading significantly on the criterion measure in all three instances.*
 - (b) *A Vocational Drive factor for the total Ss and male Ss, and falling just below the prescribed line of significance for the female Ss.*
 - (c) *A Social Influence factor for all three groups; this loaded significantly on the same factor as the criterion measure for males only.*
 - (d) *An Independence/Confidence factor for the total Ss and female Ss.*
 - (e) *A Vocational Awareness factor defined for female Ss.*
 - (f) *An Intellectual factor displayed only in the case of male Ss on which the criterion measure loaded significantly.*
2. *STEPWISE MULTIPLE REGRESSION* which identified the best predictor of vocational suitability to be VAR-9 (Vocational Interests) in all three groups of Ss. VAR-10 (Field-independence) emerged at Step 2 for the total Ss as the second best predictor, while low S.E.S. and low Past Educational Attainment appeared for the male Ss as the other significant variables.
3. *DISCRIMINANT FUNCTION ANALYSIS* made use of the best predictors emerging from multiple regression analyses in order to discover whether students had been accurately classified in the two types of institutions. Results revealed that more than half of the total Ss were suitably classified but with the Traditionals being less suitably classified than the Non-Traditionals. J.S.A. Ss in the latter group had the lowest percentage correct placement and Ss studying Industrial Technology were most appropriately placed.

From these findings the following conclusions were drawn:

- 1. The present selection criteria for entry to teacher training institutions are in part inadequate. Large numbers of students deemed unsuitable are being accepted for training and the colleges are unable to fully cope with this task.*
- 2. Inappropriate placement for training of potentially suitable teachers is a waste of ability and frustration of personal development.*
- 3. Although Vocational Interests and Field-dependence/independence have high predictive value for vocational suitability, each alone is inadequate as a criterion selection procedure.*
- 4. Females are generally more aware of the tasks demanded of the profession and display greater suitability for teaching than males who are probably deterred by certain aspects of the profession that appear attractive to the females.*

As a result of the findings and conclusions, it has been recommended that:

- 1. The Kuder Vocational Interest Inventory and Witkin's Test of Field-dependence/independence should be utilized to supplement selection criteria for entry to teacher-training institutions.*
- 2. Educational institutions should implement programmes involving trained personnel for vocational guidance.*
- 3. A system of liaison between all teacher training institutions should be implemented in an effort to identify potential science teachers.*
- 4. Agricultural education should be emphasized commencing at the Primary level.*
- 5. Teacher training colleges should take cognizance of the educational level at which prospective students are admitted.*
- 6. Government's recruitment programme should be so structured as to place special emphasis on attracting more males into teaching.*
- 7. Government should give Primary education highest priority.*