

The Transfer of Requisite Civil Technology Hands-on Practical Skills to Student Teachers in South African Civil Technology Teacher Training Universities

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ABSTRACT The aim of this study was to investigate the transfer of the requisite Civil Technology hands-on practical skills to student teachers in South African teacher training universities. Purposive sampling identified four universities from which 79 third-year B.Ed. Civil Technology student teachers, together with three of their lecturing staff, were selected as participants. Questionnaires, semi-structured focus group interviews and classroom observation were used to collect data. The study found that student teachers exit the Civil Technology course without essential practical hands-on skills. Civil Technology practical activities were found to be offered inadequately in the four sampled universities. It is recommended that educators be well-trained by higher education institutions in practical activities so they may subsequently impart those requisite skills to learners in schools. It is also recommended that the entire B.Ed. program be reviewed to foster the infusion of practical into the Civil Technology course.