

## BRONNELYS

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**Die onderwyseres se persepsie van intrinsieke bevorderingshindernisse**

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## Die onderwyseres se persepsie van intrinsieke bevorderingshindernisse

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**WETTE sien SUID-AFRIKA**

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**IDILETTE VAN DEVENTER**

(012) 473726

ALPINEWEG 271  
MENLOPARK  
0081  
18 OKTOBER 1996

Verw. TOA 9-7-2/77/94

Dr Du Plooy  
Gauteng Departement van Onderwys  
PRETORIA  
0001

Geagte Dr Du Plooy

**M Ed NAVORSINGSVRAELYS: IDILETTE VAN DEVENTER. PERSAL: 13846744**

In opvolg van ons telefoniese gesprek van 15 Oktober 1996, gee ek aan u die volgende inligting deur:

- ek is tans 'n ingeskrewe student in Onderwysbestuur aan die Nagraadse Skool vir Opvoedkunde, PU vir CHO;
- my studieleier is Prof Philip C van der Westhuizen;
- ek het reeds my M Ed eksamen in 1994 met onderskeiding afgeleë;
- die onderwerp van my navorsing is 'Die onderwyseres se persepsie van bevorderingshindernisse'

Ek het reeds op 15 September 1994 by die ex-TOD aansoek gedoen om sekere data te ontvang (Bylae A). As gevolg van ernstige hartprobleme wat my eggenoot aan die begin van 1995 ontwikkel het, en 'n rugoperasie wat ek onderwys in Augustus dieselfde jaar ondergaan het, moes ek my studies egtj vir 'n jaar onderbreek.

Ek doen dus nou aansoek om toestemming van die Gautengse Departement van Onderwys om:

- 'n vraelys (Bylae B) aan geselekteerde skole in die Noordstreek van Gauteng te stuur (Bylae C);
- genoemde vraelys sal aan onderwyseresse op posvlak 1 en 2 wat permanent aangestel is, gegee word om te voltooi.

Ek is wel doeglik bewus van die veranderende politieke situasie in Suid-Afrika asook die positiewe gevolge wat dit reeds vir vroue op vele terreine inhou. Aangesien my studie egtj aanvanklik volgens my Navorsingsvoorlegging (Bylae D) - soos wat dit deur die PU vir CHO aan die begin van 1995 goedgekeur is - gerig was op Blanke onderwyseresse verbonde aan Afrikaanse skole, wil ek vriendelik versoek dat ek hierdie groep behou as my populasie.

Ek kan ook meld dat 'n soortgelyke studie onder swart onderwyseresse in die voormalige Boputhatswana, in dieselfde tydperk daar deur mnr N A Monau onderneem is. Die titel is 'Under-representation of female teachers in management positions in high schools', waarvoor hy reeds sy M Ed-graad aan die PU vir CHO ontvang het.


Ek vertrou dat u my aansoek gunstig sal oorweeg

Vriendelike groete.


Idilette van Deventer

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## GAUTENG DEPARTEMENT VAN ONDERWYS

 : (011) 355 -1518/9

Commissionerstraat 111  
JOHANNESBURG

 : (011) 333-5545

2001

Verwysing: A. Chandler

Posbus 7710  
JOHANNESBURG  
2000

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2 April 1997

Mev. I. van Deventer  
Alpineweg 271  
MENLOPARK  
0081

Geagte Mev. Van Deventer

### DIE ONDERWYSERES SE PERSEPSIE VAN BEVORDERINGSHINDERNISSE

U skrywe, gedateer 1996-10-15, asook u besoek aan die Gauteng Departement van Onderwys op 18 Oktober 1996 en 17 Maart 1997, het betrekking.

Die Gauteng Departement van Onderwys verleen hiermee aan u toestemming om die verkorte vraelys deur die geselekteerde skole in Gauteng te laat invul (Bylae B).

Die toestemming is onderworpe aan die volgende voorwaardes:

- Skakel asseblief me. Vernet Napo, Ontwikkelingsbeampte vir Toeganklikheid en Billikheid, by (011) 355-0480 voordat u u vraelys versprei. Me. Napo het onlangs 'n verslag voltooi oor die posisie van vroue in skole van ons Departement. Sy sal ook in staat wees om aan u inligting te verstrek oor ander navorsing oor geslag wat tans in die Departement onderneem word. Deur enige oorfleueling uit te skakel, kan die waarde van u eie navorsing slegs verhoog word.
- Laat asseblief die Engelse weergawe van die vraelys wat u aan die Departement voorgelê het, taalversorg en sekere vrae behoort duideliker gestel word. Dieselfde geld die briewe wat u vraelys vergesel.

- Dat u die betrokke Distriksdirekteure in kennis stel dat u die Gauteng Departement van Onderwys se toestemming verkry het om die ondersoek uit te voer en hulle samewerking verkry.

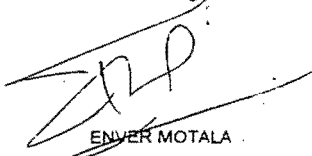
Die distrikte waarin die skole val, is langs die naam van die betrokke skool (Bylae B) aangebring. Die name en adresse van die Distriksdirekteure word as Bylae A aan u voorsien.

- U moet asseblief hierdie brief aan die betrokke skoolhoofde en voorsitters van Bestuursliggame as bewys toon dat u die Departement se toestemming verkry het om die ondersoek uit te voer. Die brief plaas egter geen verpligting op skole om aan die navorsingsprogram deel te neem nie.
- 'n Brief waarin die doel met die navorsing baie kortliks uiteengesit word, moet asseblief aan die skoolhoofde beskikbaar gestel word.
- U moet self die vrywillige samewerking van die skoolhoofde en onderwyseresse verkry. Onderwyseresse wie hulle samewerking verleen, sal nie enige voo deel van die Departement ontvang nie. Diegene wie verkies om nie aan u navorsingsprogram deel te neem nie, sal geensins daardeur benadeel word nie.
- Die invul van die vraelys mag geen inbreuk maak op die normale skoolprogram nie. Dit moet in ooreenstemming met die skoolhoof geskied.
- Die name van skole en onderwyseresse mag nie sonder hulle toestemming in u navorsing vermeld word nie.

Na voltooiing van u verhandeling, sal dit hoog op prys gestel word as u die Departement asseblief van 'n gebinde kopie kan voorsien.

Die Departement wens u sterkte toe met u navorsing.

Vriendelike groete



ENVER MOTALA

ADJUNKHOOF VAN ONDERWYS: BELEID EN ADMINISTRASIE



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IDILETTE VAN DEVENTER



012 473726 (H: TEL/FAKS)  
012 422 8067 (W)

ALPINEWEG 271  
MENLOPARK  
0081

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2 Mei 1997

Geagte Kollega

**NAVORSING: DIE ONDERWYSERES SE PERSEPSIE VAN BEVORDERINGS-  
HINDERNISSE**

Ek is tans besig met 'n M Ed-studie oor die onderwyseres se persepsie van bevorderingshindernisse.

Vir volledige resultate moet

- die mening van onderwyseresse
- op posvlak 1 en 2
- wat permanent aangestel is, getoets word.

Hiermee versoek ek u vriendelik om die vraelys so noukeurig en eerlik as moontlik te beantwoord. Na voltooiing moet u die vraelys aan die hoof of verantwoordelike persoon terugbesorg.

Dit behoort nie langer as 15 tot 30 minute te neem om die vraelys te voltooi nie. Ek kan u die versekering gee dat u anonimiteit gewaarborg is en dat alle inligting vertroulik hanteer sal word.

Baie dankie vir u samewerking.

Vriendelike groete.

*Idillette Van Deventer*

**IDILETTE VAN DEVENTER**

**Onthou asseblief om die vraelys terug te besorg!**

**LET WEL:**

Voltooi asseblief die vraelys aangaande DIE ONDERWYSERES SE PERSEPSIE VAN BEVORDERINGSHINDERNISSE aan die hand van u:

- ♀ HUIDIGE en/of VORIGE pos(te) beklee,  
 ♀ ondervinding en/of ervaring,  
 ♀ kennis, kundigheid en  
 ♀ houdings.

**BAIE DANKIE VIR U TYD EN INSETTE MET HIERDIE VRAELYS.**

♀♀♀♀♀

**DIE ONDERWYSERES SE PERSEPSIES VAN BEVORDERINGSHINDERNISSE**

VIR KANTOORGEBRUIK			
VRAELYSNOMMER			
		(1 - 3)	
KAARTNOMMER	1	(4)	

**AFDELING A: Biografiese besonderhede.**

Voltooi asseblief die volgende vrae. Merk die toepaslike blokkie met 'n (X).

1. HUWELIKSTATUS:

Getroud	
Ongetroud	
Geskei	
Weduwee	

(5)

2. OUDERDOM:

20 - 29	
30 - 39	
40 - 49	
50+	

(6)

3. KINDERS:

Voorskool 0 - 5:	Ja	
	Nee	

(7)

Laerskool 6 - 12:	Ja	
	Nee	

(8)

Hoërskool 13 - 18:	Ja	
	Nee	

(9)

Tersiër:	Ja	
	Nee	

(10)

4.	POSVLAK	Posvlak 1		
		Posvlak 2		
5.	KATEGORIE:	A		(11)
		B		
		C		
		D		
		E		
		F		
		G		(12)
6.	JARE ERVARING IN DIE ONDERWYS:	0 - 5		
		6 - 10		
		11 - 15		
		16 - 20		
		21 - 25		
		26+		(13)
7.	AKADEMIESE KWALIFIKASIES:	Geen graad		
		B-graad		
		Honneurs-graad		
		M-graad		
		D-graad		(14)
8.	PROFESSIONELE KWALIFIKASIES:	Geen diploma		
		1 jaar diploma		
		2 jaar diploma		
		3 jaar diploma		
		4 jaar diploma		(15)
9.	HOOGSTE FORMELE OPLEIDING IN ONDERWYSBESTUUR	Geen		
		VDO		
		B Ed		
		M Ed		
		Doktoraal		(16)

10.	HET U IN U HUIDIGE POS AANSOEK GEDOEN VIR DIE VOLGENDE POSVLAK ?	Ja		(17)
		Nee		
11.	MET SUKSES NÁ SLEGS EEN AANSOEK?	Ja		(18)
		Nee		
12.	MET SUKSES NÁ MEER AS EEN AANSOEK?	Ja		(19)
		Nee		
13.	SONDER ENIGE SUKSES NA VELE AANSOEKE?	Ja		(20)
		Nee		
14.	UIT HOEVEEL LEDE BESTAAN U PERSONEEL?	Mans		(21)
		Dames		
15.	HOEVEEL PERSONEELLEDE OP POSVLAK 1?	Mans		(22)
		Dames		
16.	HOEVEEL PERSONEELLEDE OP POSVLAK 2?	Mans		(23)
		Dames		
17.	HOEVEEL PERSONEELLEDE OP POSVLAK 3 EN 4? (ADJUNK EN SENIOR-ADJUNKHOOFDE)	Mans		(24)
		Dames		
18.	DIE GESLAG VAN U HOOF?	Man		(25)
		Dame		

## AFDELING B:

Beantwoord die volgende vrae deur 'n kruisie (X) in die toepaslike blokkie te maak.

	In watter mate:	G E E N	G E R I N G E	R E D E L I K	G R O O T	K G A E N B R O U O I R K
1	beskou u die onderwys as die ideale beroep vir die vrou?	1	2	3	4	(28)
2	beskou u die onderwyseres se taak as hoofsaaklik onderrigend van aard	1	2	3	4	(30)
3	mag die onderwyseres op grond van haar geslag nie op dieselfde bevorderingsregte en voorregte as die man aanspraak maak nie?	1	2	3	4	(28)
4	beskik mans oor vanselfsprekende bestuursvaardighede?	1	2	3	4	(29)
5	identifiseer u uself met 'n mensgeoriënteerde bestuurstyl?	1	2	3	4	(30)
6	beskou u u vrou-tipiese opvoeding as 'n rede waarom vroue nie bevorder word nie?	1	2	3	4	(31)
7	het u opvoeding as dogter 'n invloed op u persoonlikheid uitgeoefen?	1	2	3	4	(32)
8	aanvaar u dat die man se beroep - en dus ook bevordering - belangriker as die vrou s'n is?	1	2	3	4	(33)
9	beleef u 'n teenstrydigheid tussen wat u in uself wil bereik en wat andere van u verwag om te bereik?	1	2	3	4	(34)
10	is u deur die voorbeeld van u ouers en die skool gelei om onderwys as beroepskeuse te oorweeg?	1	2	3	4	(35)
11	stem die bestuurstyl wat by u skool toegepas word, ooreen met die 'bestuur' van 'n tradisionele patriargale huisgesin?	1	2	3	4	(36)
12	word mans vanselfsprekend beskou as senior bestuurders en vroue as onderwyseresse van leerlinge?	1	2	3	4	(37)
13	moet die staat 'n rol speel om bevorderingsposte vir die onderwyseres meer toeganklik te maak?	1	2	3	4	(38)
14	beleef u dat u taal deur die gebruik van die manlike aanduiers van 'hy', u in 'n swakker posisie as die man plaas?	1	2	3	4	(39)
15	vind u dat mans en vroue rolle in die onderwys vertolk wat in ooreenstemming is met hul geslag?	1	2	3	4	(40)
16	is u beïnvloed deur die Christelik-Bybelse beskouing van die rol van die vrou teenoor die man?	1	2	3	4	(41)

	In watter mate:	G E E N	G E R I N G E	R E D E L I K	G R O O T	K G A E N T R O U O I R K
17	moet vroue deur 'n houdingsverandering in hulself, hul posisie in bevorderingsposte verbeter?	1	2	3	4	(42)
18	is u denke oor u rol as onderwyseres deur u opvoeding bepaal?	1	2	3	4	(43)
19	is u as onderwyseres deur die skool geleer om u by u vrou-tipiese rol aan te pas?	2	3	4	4	(44)
20	is u oortuig dat u vroulikheid nie ooreenstem met die tipiese eise wat van 'n persoon in 'n bestuurspos verwag word nie?	1	2	3	4	(45)
21	beleef u as onderwyseres openlike seksisme wat aangeleerde geslagsverskille tussen mans en vroue verabsoluteer?	1	2	3	4	(46)
22	beleef u manlike chauvinisme binne beroepsverband?	1	2	3	4	(47)
23	ondervind u dat die onderwyseres slegs binne die grense wat haar geslag vir haar stel, behoort op te tree?	1	2	3	4	(48)
24	beleef u geslagsdiskriminasie binne beroepsverband?	1	2	3	4	(49)
25	speel die gemeenskap se houding teenoor vroue in senior bestuursposte 'n rol in u besluit om aansoek te doen vir 'n bevorderingspos?	1	2	3	4	(50)
26	ervaar u samelewingsdruk as 'n beheermeganisme om vroue in die klaskamer en uit onderwysbestuur te hou?	1	2	3	4	(51)
27	beskou u die onderwys as 'n normale verlengstuk van u versorgende huislike situasie?	1	2	3	4	(52)
28	neem vroue die mening van kollegas in ag?	1	2	3	4	(53)
29	word u skool se leerlinge gelei om sekere vakke en vakrigtings (bv. tik huishoudkunde, houtwerk) as slegs geskik vir seuns of meisies te beskou?	1	2	3	4	(54)
30	beskou u self as die intellektuele mindere van die man?	1	2	3	4	(55)
31	is u deur ekonomiese oorwegings beïnvloed om tot die arbeidsmark toe te tree?	1	2	3	4	(56)
32	is u nie geregtig op bevordering nie omdat u nie beskou word as 'n ekonomiese selfstandige individu nie?	1	2	3	4	(57)
33	vermy u konfliktsituasies?	1	2	3	4	(58)

	In watter mate:	G E E N	G E R I N G E	R E D E L I K	G R O O T	K G A E N T R O U O I R K
34	vind u dit nodig om aanvullende prestasieterreine buite die klaskamer (buitemuurse prestasie, studie, vroueaksies, ens.) te soek?	1	2	3	4	(59)
35	is u in u beroepsituasie emosioneel in u optrede?	1	2	3	4	(60)
36	beskou u aggressie as 'n manlike persoonseienskap?	1	2	3	4	(61)
37	beskik u oor 'n lae selfbeeld?	1	2	3	4	(62)
38	het u 'n gebrek aan selfvertroue in beroepsverband?	1	2	3	4	(63)
39	beskou u uself in u beroepsituasie as passief, afhanklik en ontoereikend?	1	2	3	4	(64)
40	het u 'n behoefte aan vriendskap met u eie portuurgroep?	1	2	3	4	(65)
41	identifiseer u uself met kompeterende optrede?	1	2	3	4	(66)
42	is u bewus van manipuleringsmetodes ten opsigte van bevorderingsposte in die onderwyssituasie?	1	2	3	4	(67)
43	is dit vir u gerieflik dat die leiding deur mans geneem word?	1	2	3	4	(68)
44	is die moreel van personeel vir u belangrik?	1	2	3	4	(69)
45	is u deur 'n gebrek aan motivering gerig om nie aansoek om 'n bevorderingspos te doen nie?	1	2	3	4	(70)
46	het u doelbewuste loopbaanbeplanning gedoen?	1	2	3	4	(71)
47	is die gebrek aan bevorderingsgeleenthede vir u demotiverend?	1	2	3	4	(72)
48	lê u beroepsbevrediging in die suksesse van u leerlinge?	1	2	3	4	(73)
49	beskik u oor ambisie?	1	2	3	4	(74)
50	beleef u 'n gevoel van vrees vir sukses wat daartoe lei dat u sukses vermy?	1	2	3	4	(75)
51	vrees u die negatiewe gevolge wat suksesbereiking kan inhou?	1	2	3	4	(76)
52	is vrees vir sukses 'n menslike en nie slegs 'n vroulike eienskap nie?	1	2	3	4	(77)
53	beleef u rolkonflik in die onderwys in terme van die veelvoud van beroepseise wat aan u as onderwyseres gestel word?	1	2	3	4	(78)

	In watter mate:	G E E N	G E R I N G E	R E D E L I K	G R O O T	K G E N T R O U O I R K
	<b>KAART 2:</b>					(1)
54	het u dit al oorweeg om die onderwys vir 'n ander beroep te verlaat?	1	2	3	4	(2)
55	geniet bestuurswerk 'n hoër status as onderligwerk?	1	2	3	4	(3)
56	voel u dat u onder 'n verpligting staan om die rol van supervrou te vertolk?	1	2	3	4	(4)
57	beleef u stres as gevolg van die veelvoud van rolle wat u moet vertolk?	1	2	3	4	(5)
58	beleef u uitbranding as gevolg van die werkslading in die onderwys?	1	2	3	4	(6)
59	beskou u die onderwys as 'n beroep met bevorderingsgeleenthede vir vroue?	1	2	3	4	(7)

	<b>AFDELING C:</b>					
	<b>Word slegs deur onderwyseresse wat getroud, geskei of weduwees is, beantwoord.</b>					
1	beskou u uself as 'n tweede inkomste-generoerder?	1	2	3	4	(8)
2	het u 'n doelbewuste keuse tussen 'n huwelik en 'n beroep gemaak?	1	2	3	4	(9)
3	ervaar u probleme om u rol as vrou, moeder én beroepsvrou bevreëdigend uit te leef?	1	2	3	4	(10)
4	beskou u u gesinsverpligtinge as 'n hindernis in u besluit om aansoek om 'n bevorderingspos te doen?	1	2	3	4	(11)
5	ervaar u skuldgevoelens teenoor u gesins- en beroepsituasie omdat u voel dat u die een ten koste van die ander verwaarloos?	1	2	3	4	(12)
6	voel u dat u 'n keuse moet maak tussen u gesins- en beroepsbelange?	1	2	3	4	(13)



<b>AFDELING D:</b> <b>Word slegs deur onderwyseresse met drie jaar en langer onderwyserervaring beantwoord.</b>  <b>In watter mate:</b>		<b>G E E N</b>	<b>G E R I N G</b>	<b>R E D E L I K</b>	<b>G R O O T</b>	<b>K G A E N T R O U O I K</b>
<b>1</b>	word u by voorbaat uitgeskakel uit bevorderingsposte op grond van persepsies dat u nie die kompeterende beroepswêreld van bestuur sal kan hanteer nie?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(14)
<b>2</b>	beleef u dat u aan ander vereistes as die man moet voldoen by die aanstelling in 'n bevorderingspos?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(15)
<b>3</b>	ervaar u dat u gesag voortdurend deur kollegas getoets word?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(16)
<b>4</b>	beleef u onderlinge jaloesie in gesagsposisies?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(17)
<b>5</b>	het u 'n gebrek aan selfvertroue om vir bevorderingsposte aansoek te doen?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(18)
<b>6</b>	het u 'n gebrek aan selfvertroue om leiding te neem?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(19)
<b>7</b>	ondervind u dat u uself nie in professionele situasies kan laat geld nie?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(20)
<b>8</b>	is u geleer om mag oor kollegas uit te oefen?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(21)
<b>9</b>	is u versigtig vir die verwerping van u mede-onderwyseresse indien u in 'n bevorderingspos aangestel sou word?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(22)
<b>10</b>	het u indiensopleiding ontvang om die vaardighede van bestuur te bemeester?	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	(23)

**baie dankie vir die moeite, tyd en insette wat u gelewer het met die voltooiing van die vraelys.**

**Onthou asseblief om die voltooië vraelys aan die verantwoordelike hoof of kollega terug te besorg.**

—o0o—

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IDILETTE VAN DEVENTER

012 473726 (H:TEL/FAX)  
012 422 8067 (W)



271 ALPINE ROAD  
MENLOPARK  
0081

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2 May 1997

Dear Colleague

**RESEARCH: *THE FEMALE TEACHER'S PERCEPTION OF BARRIERS TO PROMOTION***

I am at present studying towards an M Ed degree that focuses on the female teacher's perception of barriers to promotion.

For conclusive research results it is necessary to

- evaluate the opinions of female teachers
- on post levels one and two
- who are at present employed on a permanent basis.

I hereby cordially request you to complete the enclosed questionnaire as thoroughly and as honestly as possible. On completion, please hand it back to either the headmaster or the responsible person, as arranged with you.

It should not take you longer than fifteen to thirty minutes to complete the questionnaire. Rest assured that I guarantee your anonymity and that all information will be strictly confidential.

Thank you very much for your cooperation.

Kind regards



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IDILETTE VAN DEVENTER

**(Please remember to hand back the questionnaire!)**

**PLEASE NOTE:**

Kindly complete the enclosed questionnaire, which focuses on THE FEMALE TEACHER'S PERCEPTION OF PROMOTIONAL BARRIERS, in view of

- ♀ the PRESENT teaching position you are filling and/or PREVIOUS teaching position(s) you may have filled,
- ♀ experience
- ♀ knowledge
- ♀ skills and
- ♀ attitudes

**THANK YOU FOR YOUR INPUT AND TIME IN COMPLETING THIS QUESTIONNAIRE**

**THE FEMALE TEACHER'S PERCEPTION OF PROMOTIONAL BARRIERS**

OFFICE USE ONLY		
NUMBER OF QUESTIONNAIRE		
		(1-3)
CARD NUMBER	1	(4)

**SECTION A: Biographic details**

Please complete the following questions. Mark the appropriate box with an "X".

1. MARITAL STATUS:	Married		
	Unmarried		
	Divorced		
	Widow		(5)
2. AGE	20-29		
	30-39		
	40-49		
	50+		(6)
3. CHILDREN	Preschool 0-5:	Yes	
		No	(7)
	Primary School:	Yes	
		No	(8)
	Secondary School:	Yes	
		No	(9)
	Tertiary	Yes	
		No	(10)

4. POST LEVEL	Post level one	
	Post level two	(11)
5. CATEGORY	A	
	B	
	C	
	D	
	E	
	F	
	G	(12)
6. NUMBER OF YEARS' TEACHING EXPERIENCE	0-5	
	6-10	
	11-15	
	16-20	
	21-25	
	25+	(13)
7. ACADEMIC QUALIFICATION	No degree	
	B-degree	
	Honours degree	
	M-degree	
	D-degree	(14)
8. PROFESSIONAL QUALIFICATIONS	No diploma	
	One year diploma	
	Two year diploma	
	Three year diploma	
	Four year diploma	(15)
9. HIGHEST LEVEL OF FORMAL TRAINING IN EDUCATIONAL MANAGEMENT	None	
	FDE	
	B Ed	
	M Ed	
	Doctorate	(16)

10.	HAVE YOU APPLIED FOR A HIGHER POST LEVEL WHILE FILLING YOUR PRESENT TEACHING POSITION?	Yes	
		No	(17)
11.	WERE YOU SUCCESSFUL AFTER ONLY ONE APPLICATION?	Yes	
		No	(18)
12.	WERE YOU SUCCESSFUL AFTER MORE THAN ONE APPLICATION?	Yes	
		No	(19)
13.	WERE YOU REPEATEDLY UNSUCCESSFUL IN YOUR APPLICATIONS?	Yes	
		No	(20)
14.	HOW MANY STAFF MEMBERS ON YOUR STAFF?	Men	
		Women	(21)
15.	HOW MANY TEACHERS ARE FILLING POST LEVEL ONE POSITIONS?	Men	
		Women	(22)
16.	HOW MANY TEACHERS ARE FILLING POST LEVEL TWO POSITIONS?	Men	
		Women	(23)
17.	HOW MANY TEACHERS ARE FILLING POST LEVEL THREE AND FOUR POSITIONS (Deputy and senior deputy principal)?	Men	
		Women	(24)
18.	WHAT IS YOUR PRINCIPAL'S GENDER?	Men	
		Women	(25)

## SECTION B:

Answer the following questions, by marking the appropriate boxes with an "X".

	To what degree	NONE	SLIGHT	FAIR	LARGELY	OFFICE
1	do you view <i>teaching</i> as the ideal occupation for a woman?	1	2	3	4	(26)
2	do you view the female teacher's responsibility to be primarily that of <i>teaching</i> ?	1	2	3	4	(27)
3	may the female teacher (because of her gender) not claim the same promotional rights and privileges as male teachers?	1	2	3	4	(28)
4	do men have a natural (obvious) aptitude for managerial skills?	1	2	3	4	(28)
5	do you identify yourself with a people-oriented style of management?	1	2	3	4	(30)
6	do you regard your own education as a reason for not promoting women?	1	2	3	4	(31)
7	has your own education as a young person influenced your personality?	1	2	3	4	(32)
8	do you accept that a man's occupation (including promotion) is more important than a woman's?	1	2	3	4	(33)
9	do you witness a discrepancy between that which you want to achieve within yourself and that which other people might expect you to achieve?	1	2	3	4	(34)
10	has the example set by your parents and the school led you to consider <i>teaching</i> as a profession?	1	2	3	4	(35)
11	does the management style adopted at your school agree with the "management" of a traditional <i>patriarchal</i> family (household)?	1	2	3	4	(36)
12	are men obviously being considered as senior managers and women merely as teachers of children?	1	2	3	4	(37)
13	should the State have to play a role in making promotion positions more accessible for females?	1	2	3	4	(38)
14	do you experience that your home language ranks you lower, compared with men, by the usage of male indicators like "he", "his" and "him"?	1	2	3	4	(39)
15	do you find that both men and women often interpret their respective roles in education by their gender?	1	2	3	4	(40)

	To what degree	NONE	SLIGHT	FAIR	LARGELY	OPPOSITE
16	are you influenced by your own belief-system regarding the conduct of the women towards men?	1	2	3	4	(41)
17	do women have to improve their position in promotion posts by way of changing their own attitudes?	1	2	3	4	(42)
18	has your own education formed your ideas about your role as a female teacher?	1	2	3	4	(43)
19	has school coached you, as a female teacher, to adapt to a typically female role?	2	3	4	4	(44)
20	are you convinced that your femininity is not in keeping with the typical requirements for a person who fills managerial positions?	1	2	3	4	(45)
21	do you, as a female teacher, experience blatant sexism?	1	2	3	4	(46)
22	do you experience male chauvinism in group contexts?	1	2	3	4	(47)
23	is it your experience that only female teachers are expected to perform within the confines determined by their gender?	1	2	3	4	(48)
24	do you experience sexual discrimination in group contexts?	1	2	3	4	(48)
25	is your decision to apply for a promotion post influenced by society's attitude towards women in senior managerial positions?	1	2	3	4	(50)
26	is it your experience that societal pressure acts as a control mechanism to keep women in the classroom and out of education management?	1	2	3	4	(51)
27	do you regard the teaching profession as the normal extension of your own caring domestic environment?	1	2	3	4	(52)
28	do women consider the opinions of their colleagues?	1	2	3	4	(53)
29	are the students in your school led to believe that certain subjects and learning areas (eg. Domestic Science, Typing, Woodwork, etc.) suit only boys or girls?	1	2	3	4	(54)
30	do you regard yourself to be intellectually inferior to men?	1	2	3	4	(55)
31	have financial considerations influenced you to enter the labour market?	1	2	3	4	(56)
32	are you not entitled to promotion because you are not considered an economically independent individual?	1	2	3	4	(57)
33	do you avoid situations of conflict?	1	2	3	4	(58)

	To what degree	NONE	SLIGHT	FAIR	LARGELY	OFFICE
34	do you consider it necessary for the female teacher to act only within the parameters allowed for by her sex?	1	2	3	4	(59)
35	are you emotional in your choice of a profession?	1	2	3	4	(60)
36	do you regard aggression to be characteristic of the male personality?	1	2	3	4	(61)
37	do you have low self-esteem?	1	2	3	4	(62)
38	do you lack confidence in your profession?	1	2	3	4	(63)
39	do you regard yourself to be passive, dependent and inadequate in your professional environment?	1	2	3	4	(64)
40	are you in want of friends among your peers?	1	2	3	4	(65)
41	do you identify yourself with competitive behaviour?	1	2	3	4	(66)
42	are you aware of manipulative conduct regarding promotion posts in education?	1	2	3	4	(67)
43	do you find it convenient that men take charge?	1	2	3	4	(68)
44	is the staff's morale important to you?	1	2	3	4	(69)
45	is your lack of motivation a restriction in the fact that you do not apply for a promotion post?	1	2	3	4	(70)
46	did you purposefully plan your career?	1	2	3	4	(71)
47	do you find the lack of promotional opportunities demoralising?	1	2	3	4	(72)
48	does your job satisfaction depend on the academic successes of your students?	1	2	3	4	(73)
49	would you describe yourself as ambitious?	1	2	3	4	(74)
50	do you experience a fear of success, so that you often avoid success?	1	2	3	4	(75)
51	do you fear the negative consequences that may follow the achievement of success?	1	2	3	4	(76)
52	is fear of success characteristic of human, rather than of exclusive female behaviour?	1	2	3	4	(77)
53	does the demanding nature of your professional duties as a female teacher cause you to experience a conflict of roles in the teaching profession?	1	2	3	4	(78)



	<b>CARD 2:</b>					(1)
54	have you contemplated leaving the teaching profession for another job?	1	2	3	4	(2)
55	do managerial duties rank higher than teaching duties?	1	2	3	4	(3)
56	do you feel that you are obliged to play the part of "superwoman"?	1	2	3	4	(4)
57	do you experience stress because of the multiplicity of the professional duties that you have to do?	1	2	3	4	(5)
58	do you experience "burnout" because of your workload in the teaching profession?	1	2	3	4	(6)
59	do you regard the teaching profession to be a profession that offers promotion opportunities for women?	1	2	3	4	(7)

**SECTION C:**

**Only to be completed by female teachers who are either married or divorced, or who are widowed.**

	<b>SECTION C: To what degree</b>					
1	do you regard yourself as a secondary generator of income?	1	2	3	4	(8)
2	did you purposefully choose between marriage and an occupation?	1	2	3	4	(9)
3	do you (or did you) have trouble in satisfactorily balancing your role as wife, mother and career woman?	1	2	3	4	(10)
4	does your obligation towards your family handicap your decision to apply for a promotion position?	1	2	3	4	(11)
5	do you experience feelings of guilt towards both your family and your profession because you feel that you might neglect the one at the cost of the other?	1	2	3	4	(12)
6	do you feel that you are being forced to choose between the interests of your family and those of your profession?	1	2	3	4	(13)

**SECTION D:**

**Only to be completed by female teachers with three or more years actual teaching experience.**

	To what degree					
1	are you not promoted because of the perception that you probably cannot cope with the demands of a competitive management environment?	1	2	3	4	(14)
2	do you feel that you have to meet different requirements than men to be appointed in a promotion position?	1	2	3	4	(15)
3	do you experience that your colleagues are constantly challenging your authority?	1	2	3	4	(16)
4	do you experience mutual jealousy between people that are appointed in positions of authority?	1	2	3	4	(17)
5	do you lack the confidence to apply for a promotion position?	1	2	3	4	(18)
6	do you lack the confidence to take charge?	1	2	3	4	(19)
7	do you find that you are not reckoned with in professional situations?	1	2	3	4	(20)
8	have you been coached to exercise control over your colleagues?	1	2	3	4	(21)
9	are you wary of being rejected by your fellow female teachers should you be appointed in a promotion position?	1	2	3	4	(22)
10	have you undergone in-service training to master the intricacies and skills of effective management?	1	2	3	4	(23)

**Thank you very much for the trouble and time you took in completing this questionnaire. I highly appreciate your participation.**

**Please remember to hand the completed questionnaire back to your principal or to the person responsible.**

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