

## BIBLIOGRAFIE

- ALDERFER, C.P. 1969. A new theory of human needs. Organizational behavior and human performance, 4:142-175.
- ANON.1984. Goedkeuring van aanbevelings in verband met die diensvoorwaardes van vroulike onderwyspersoneel en veral die kwotastelsel. Die unie, 80(12):316, Jun.
- APPLE, M.W. 1983. Work gender and teaching. teachers' college record, 84(3):611-628, Spring.
- APPLE, M.W. 1985. Teaching and "women's work": a comparative historical and ideological analysis. Teachers college record, 86(3):455-473, Spring.
- ARGYRIS, C. 1957. The formal organization: personality and organization. New York : Harper.
- ARGYRIS, C. 1972. The applicability of organizational sociology. Cambridge, Mass.: Cambridge University Press.
- ASCH, S.E. 1955. Opinions and social pressure. Scientific American, 193(5):31-35, Nov.
- ASHTON, P. 1984. Teacher efficacy : a motivational paradigm for effective teacher education. journal of teacher education, 35(5):28-32, Sept./Oct.
- ATKINSON, J.W. & RAYNOR, J.O. 1974. Motivation and achievement. Washington DC : Winston.
- ATKINSON, J.W. 1980. Motivational effects and so-called tests of ability and educational achievement (In Fyans, L.J. red. Achievement motivation : recent trends in theory and research. New York : Plenum. p. 9-21.)
- BACHARACH, S.B., LIPSKY, D.B. & SHEDD, J.B. 1984. Paying for better teaching: merit pay and its alternatives. Ithaca, New York: Organizational analysis and practice.
- BACKER, W. 1979. 'n Kritiese evaluering van die motiveringshigiene van Herzberg. Pretoria: Houtnywerheid en Manekragdienste. (Proefskrif (D. Litt. et Phil. - Universiteit van Pretoria.)
- BARNARD. A.L. 1980. Die bydrae van sinvolle werk tot werksmotivering. Potchefstroom : PU vir CHO.
- BARNARD, S.S. 1984. Inleiding tot die vergelykende opvoedkunde. Pretoria : Butterworth.
- BARON, R.A. & BYRNE, D. 1977. Social psychology: understanding human interaction. Boston : Allyn & Bacon.
- BESS, J.L. 1973. Patterns of satisfaction of organizational prerequisites and personal needs in university academic departments. Sociology of education, 46:99-114, Winter.
- BLEIER, R. 1972. Women and the Wisconsin experience. College English, 34(1):100-106, Oct.
- BLUMBERG, A. 1974. Supervisors and teachers. Berkeley, Calif : McCutchan.

- BRIDGES, E.M. 1980. Job satisfaction and teacher absenteeism. Educational administration quarterly, 16(2):36-41, Spring.
- BROWN, T.F. 1984. Improving school climate - the symptom vs the problem. NASSP-Bulletin, 68(472):3-7, May.
- CHANDLER, T.A. 1984. Can theory Z be applied to public schools. Education, 104(4):343-345, Summer.
- CHERRINGTON, D.J., REITZ, H.J. & SCOTT, W.E. 1971. Effects of contingent and noncontingent reward on the relationship between satisfaction and task performance. Journal of applied psychology, 55(6):531-536, Dec.
- COETZEE, C.J.S. 1977. Tersiere onderwys en beroepspotensiaal van vroue in vergelyking met dié van mans. Potchefstroom. (Proefskrif (D.Ed.) - PU vir CHO.)
- ✓COETZEE, C.J.S. 1979. Geslagsverskille in tersiere onderwys en beroepstoetrede. Pretoria: Instituut vir mannekragnavorsing, R.G.N. (MT 44.)
- COETZEE, J.H. 1978. Plek en bydrae van die blanke vrou in die onderwysberoep in die RSA.: Educare, 104(1):15-18, Fall.
- CRONJE, C. 1982. Rolkonflik by die beroepsvrou. (Verhandeling (MA) - PU vir CHO.)
- COHEN, E.G. 1973. Open-space schools, the opportunity to become ambitious. Sociology of education, 46:143-161, Spring.
- CROW, M.L. 1985. The female educator at midlife. Phi Delta Kappan, 67(4):281-284, Dec.
- DAVIES, L. 1986. Women, educational management and the third world: a comparative framework for analysis. International journal of educational development, 6(1):61-75.
- DE WET, J.J., MONTEITH, J.L. de K., STEYN, H.S. & VENTER, P.A. 1981. Navorsingsmetodes in die opvoedkunde. Durban : Butterworths.
- DE WET, P.R. 1980. Inleiding tot onderwysbestuur. Kaapstad : Lex Patria.
- DILLON, L. & BROWN, M. 1983. Quality circles: tools for assessing effectiveness and planning strategy. NASSP-Bulletin, 67(465):50-53, Oct.
- DINERMAN, B. 1971. Sex discrimination in academia. Journal of higher education, 42(4):253-264, April.
- DRUCKER, P.F. 1969. Managing the educated. (In SUTERMEISTER, R.A. 1969. People and productivity. 2nd ed. New York: McGraw-Hill. p. 164-171.)
- DUNATHAN, A. & SALUZZI, J. 1980. Measuring job satisfaction. Instructional innovator, 25(7):17-19, Oct.

- DUNNE, T., O'NEILL & MAURER, R. 1982. Improving your school through quality circles. NASSP-Bulletin, 66(457):87-90, Nov.
- DU TOIT, S.H.C. & STUMPF, R.H. 1982 Riglyne by die ontleding van omvangryke datastelle. Pretoria : RGN. (Verslag WS-28.)
- DU TOIT, S.H.C., STEYN A.G.W. & STUMPF, R.H. 1984. Statistiese grafika. Pretoria : RGN. (Verslag WS- 30.)
- DUVENAGE, B. s.j. Skrifperspektiewe en skrifgegewens oor arbeid. Potchefstroom : PU vir CHO. (Departement Wetenskapsleer.)
- DYER, D. 1985. Teacher excellence - is it a contemporary oxymoron? NASSP-Bulletin, 69(483):73-81, Oct.
- ERICKSON, H.L. 1985. Conflict and the female principal. Phi Delta Kappan, 67(4):288-291, Dec.
- ERLANDSON, D.A. & PASTOR, M.C. 1981. Teacher motivation, job satisfaction and alternatives: directions for principals. NASSP-Bulletin, 65(442):5-9, Feb.
- FANSHER, T.A. & BUXTON, T.H. 1984. A job satisfaction profile of the female secondary school principal in the United States. NASSP-Bulletin, 68(468):30-32, Jan.
- FARMER, H.S. 1987. A multivariate model for explaining gender differences in career and achievement motivation. Educational researcher, 16(2): 7-8, March.
- FARMER, H.S. & FYANS, L.J. 1980. Women's achievement and career motivation. (In Fyans, L.J. red. Achievement motivation: recent trends in theory and research. New York : Plenum. p. 390-414.)
- FIEDLER, F.E. 1965. Engineer the job to fit the manager. Harvard business review, 43(5):115-122.
- FIRESTONE, W.A. & WILSON, B.L. 1984. The culture of a school is a key to more effective instruction. NASSP-Bulletin, 68(476):7-9, Dec.
- FORSYTH, P.B. & HOY, W.K. 1978. Isolation and alienation. Education administration quarterly, 14(1):80-96, Winter.
- FOX, M.F. 1981. Sex segregation and salary structure in academia. Sociology of work and occupations, 8(1):39-60, Feb.
- FUTRELL, M. 1986. How principals and teachers can improve relationships. NASSP-Bulletin, 70(489):52-65, April.
- FYANS, L.J., red. 1980. Achievement motivation: recent trends in theory and research. New York : Plenum.
- GALLUP, A. 1984. The Gallup poll of teachers' attitudes towards the public schools. Phi Delta Kappan, 66(2): 97-107, Oct.

- GALLUP, A. 1985. The Gallup poll of teachers' attitudes towards the public schools. Phi Delta Kappan, 66(5): 323-329, Jan.
- GALLUP, A. & HARRIS, L. 1984. What do teachers think? Instructor, 94(4):30-32, Nov./Dec.
- GELDENHUYS, B.P. 1975. Motivering: 'n histories-fundamentele inleiding. Pretoria: Academica.
- GELLERMAN, S.W. 1963. Motivation and productivity. New York : American management association.
- GELLERMAN, S.W. 1968. Management by motivation. New York : American management association.
- GEORGE, P.S. 1984. Theory Z and schools: what can we learn from Toyota? NASSP-Bulletin, 68(472):76-79, May.
- GOLDSTEIN, J.W. 1973. Affirmative action, equal employment rights for women in academia. Teacher's college record, 74(3):395-422, Feb.
- GORTON, R.A. 1978. School administration: challenge and opportunity for leadership. Dubuque, Ia.: Brown.
- GORTON, R.A. 1983. School administration and supervision: leadership challenges and opportunities. Dubuque, Ia.: Brown.
- GOWER, G. 1981. Fact sheet 84 motivation. People and profits, 8(1):19:22, Jan.
- GREENFIELD, W. & BLASE, J.J. 1981. Motivating teachers: understanding the factors that shape performance. NASSP-Bulletin, 65(448):1-10, Nov.
- HALL, V.C., HOWE, A., MERKEL, S. & LEDERMAN, N. 1986. Behavior, motivation, and achievement in desegregated junior high school science classes. Journal of educational psychology, 78(2):108-114, April.
- HAMOVITCH, W. & MORGENSTERN, R.D. 1977. Children and the productivity of academic women. Journal of higher education, 48(6):633-645, Dec.
- HANSON, E.M. 1985. Educational administration and organizational behavior. Boston : Allyn & Bacon.
- HARDER, M.B. 1981. Woman in leadership roles in Phi Delta Kappan. Paper presented at a chapter meeting of Phi Delta Kappan. May.
- HAT  
kyk
- ODENDAL, F.F., red.
- HAUGHEY, M.L. & MURPHY, P.J. 1983. Are rural teachers satisfied with the quality of their work life. Educare, 104(1):56, Fall.
- HEIBERG, P.J. 1975. Perspektiewe van die wysbegeerte van die wetsidee vir 'n Christelike filosofie van die opvoeding. (In Op al Sy Akkers. Bloemfontein : Sacum.)
- HEIDER, F. 1958. The psychology of interpersonal relations. New York: Wiley.

- HERZBERG, F., MAUSNER, B., SNYDERMAN, E. & BARBARA, B. 1959. The motivation to work. New York: Wiley.
- HERZBERG, F., MAUSNER, B., SNYDERMAN, E. & BARBARA, B. 1967. The Motivation to work. 2nd ed. New York: Wiley.
- HERZBERG, F. 1968. One more time, how do you motivate employees. Harvard business review, 46(1):53-62. Jan./Feb.
- HOLDAWAY, E.A. 1978. Facet and overall satisfaction of teachers. Education administration quarterly, 14(1):30-47, Winter.
- HORNER, M.S. 1968. Sex differences in achievement motivation and performance in competitive and non-competitive situations. Ann Arbor: University Michigan.
- HOWE, F. 1971. A report on women and the profession. College English, 32(8):847-854, May.
- HOULIHAN, T. 1983. Using the right variables in measuring school effectiveness. NASSP-Bulletin, 67(465):9-13, Oct.
- HOY, W.K. & MISKEL, C.G. 1978. Educational administration: theory research and practice. New York : Random House.
- HUMAN, L. 1982. Some brief comments on research into equal pay for work of equal value with specific reference to woman. South African journal of labour relations, 6(3 & 4):33-43, Sept./Dec.
- JACKSON, B. 1985. Lowered expectations: how schools reward incompetence. Phi Delta Kappan, 67(4):304-305, Dec.
- JACKSON, L.H. & MINDELL, M.G. 1980. Motivating the new breed. Personnel, 57(2):53-61, March/April.
- JEFFS, A. 1986. Motivation as a consideration in organisational change and staff development within a peripatetic support group. Educational management and administration, 14(1):39-47, Spring.
- JOHNSON, S.M. 1986. Incentives for teachers: what motivates, what matters. Educational administration quarterly, 22(3):54-79, Summer.
- JOLLEY, J.S. 1985. An investigation: self-esteem and female elementary school teachers. Paper presented at the Annual Woman Researcher Conference, 16th Kalamazoo, Australia M1. Nov. 8, 1985.
- KAAPLANDSE ONDERWYSDEPARTEMENT. 1979. Regulasies insake verloop van afwesigheid van onderwysers. Onderwysgaset, LXXVIII(6):303, Mei. 3.
- KAAPLANDSE ONDERWYSDEPARTEMENT. 1981. Diensvoorwaardes vir onderwyspersoneel, en aanverwante aangeleenthede, 1-15. Kaapstad.

- KAAPLANDSE ONDERWYSDEPARTEMENT. 1986. Omsendbrief 66. Kaapstad.
- KAAPLANDSE ONDERWYSDEPARTEMENT. 1987. Omsendbrief 36, 1-3. Kaapstad.
- KAAPLANDSE ONDERWYSDEPARTEMENT. 1987. Omsendbrief 57, 1-8. Kaapstad.
- KAAPLANDSE ONDERWYSDEPARTEMENT. 1988. Omsendbrief 6/1988. Kaapstad.
- KAISER, J.S. & POLCZYNSKI, J.J. 1979. A practical theory of motivation for principals. NASSP-Bulletin, 63(425):19-23, March.
- KELLY, G.P. & ELLIOTT, C.M. 1982. Women's education in the third world. Albany : State University of New York press.
- KIMMEL, E., HARLOW, D. & TOPPING, M. 1979. Training women for administrative roles. Educational leadership, 37(8):229-231, Dec.
- KING, T.J. 1981. Die nuwe rol van die vrou in die onderwysstelsel vir blankes in die RSA. Pretoria. (Verhandeling (M.Ed.) - Unisa.)
- KLEYNHANS, F.H. 1980. Motiveer die onderwyser. Neon, 32:29-30, Mei.
- KLEYNHANS, F.H. 1981. The role of staff motivation in educational management. The Transvaal educational news, 78(4):11-13, April.
- KOLESNIK, W.B. 1978. Motivation - understanding and influencing human behaviour. Boston : Allyn & Bacon.
- LA SORTE, M.A. 1971. Academic women's salaries: equal pay for equal work. Journal of higher education, 42(4):265-278, April.
- LE ROUX, P.J. 1986. Die evaluering van onderwysers onder die Kaaplandse Onderwysdepartement met besondere verwysing na bevorderbaarheid. Stellenbosch. (Proefskrif (D.Ed.) - Universiteit Stellenbosch.)
- LIKERT, R. 1961. New patterns of management. New York : McGraw-Hill.
- LIKERT, R. 1967. The human organization: its management and value. New York : McGraw-Hill.
- LIPMAN-BLUMEN, J. 1972. How ideology shapes woman's lives. Scientific American, 226(1):34-42.
- LIPMAN-BLUMEN, J., LEAVITT, H.J., PATTERSON, H.J., BIES, R.J. & HANDLEY-ISAIXEN, A. 1980. A model of direct and relational achieving styles. (In Fyans, L.J. red. Achievement motivation: recent trends in theory and research. New York : Plenum. p. 135-168.)
- LIPMAN-BLUMEN, J. 1984. Gender roles and power. Englewood Cliffs, N.J. : Prentice Hall.

- LITWIN, S.H. & STRINGER, R.A. 1968. Motivation and organizational climate. Boston: Harvard University Press.
- LITWIN, S.H. & STRINGER, R.A. 1975. Motivation and Behavior. (In STEERS, R.M.E. & PORTER, L.W. Motivation and work behavior. New York: McGraw-Hill, p. 51-61).
- LOCKE, E.A. 1969. What is job satisfaction? Organizational behavior and human performance, 4:316-319.
- LORTIE, D.C. 1975. School teacher: a sociological study. Chicago: University of Chicago.
- MARX, F.W. 1981. Bedryfsleiding. Pretoria : HAUM.
- MASLOW, A.H. 1954. Motivation and personality. New York : Harper.
- MASLOW, A.H. 1970. Motivation and personality. New York : Harper.
- MATTALIANO, A.P. 1982. Theory X or theory Y - what is your style? NASSP-Bulletin, 66(456):37-40, Oct.
- MATTHEWS, K.M. & HOLMES, C.T. 1982. A tool for principals: a method for assessing teacher motivation. NASSP-Bulletin, 66(458):22-28, Dec.
- MATTHEWS, K.M. & HOLMES, C.T. 1984. Implications of regional cost adjustments to school finance plans. Educational administration quarterly, 20(1): 69-92, Winter.
- MCCLELLAND, D.C. 1961. The achieving society. New York : Free press.
- MCCLELLAND, D.C. 1985. Human motivation. Glenview, Ill.: Scott, Foresman.
- MCGREGOR, D. 1960. The human side of enterprize. New York : Graw-Hill.
- MANUAL FOR THE MINNESOTA IMPORTANCE QUESTIONNAIRE.  
Kyk
- ROUNDS, J.B., HENLY, G.A., DAWIS, R.V., LOFQUIST, L.H. & WEISS, D.J.
- MEGGINSON, L.C. 1981. Personnel management: a human resources approach. 4th ed. Homewood, Ill.: Irwin.
- METZGER, C. 1985. Helping woman prepare for principalships. Phi Delta Kappan, 67(4):292-296, Dec.
- MISKEL, C. & HELLER, L. 1973. The educational work components study: an adapted set of measures for work motivation. The journal of experimental education, 42(1):45-47, Fall.
- MURNANE, R.J. & COHEN, D.K. 1986. Merit pay and the evaluation problem: why most merit pay plans fail and a few survive. Harvard educational review, 56(1):1-16, Feb.

- NASSTROM, R.R. & BUTLER, W.E. 1975. The professionalism of women teachers. Kappa Delta Pi Record, 12(1):6-8, Oct.
- NEL, S.J. 1986. Die houding van onderwysstudente teenoor die onderwyser, die onderwys en die nagraadse onderwyskursus. Suid-Afrikaanse tydskrif vir opvoedkunde, 6(4):202-208, Nov.
- NELL, W.L. & De WET, P.R. 1981. Diensvoorwaardes vir onderwysers. Kaapstad : Lex Patria.
- NELL, W.L. & De Wet, P.R. 1983. Diensvoorwaardes vir onderwysers. Kaapstad : Lex Patria.
- NEWTON, R.R. 1981. Why theory N can help you more than theory X or theory Y. NASSP-Bulletin, 65(448):3-7, Jan.
- ODENDAL, F.F., red. 1984. Verklarende handwoordeboek van die Afrikaanse taal. Johannesburg : Perskor. 1 378 p.
- OWENS, R.G. 1981. Organizational behaviour in education. Englewood Cliffs, N.J.: Prentice-Hall.
- PAUL, R.J. 1975. Some correlates of role ambiguity - men and women in the same work environment. Educational administration quarterly, 11(3):85-98, Autumn.
- PELLICER, L.O. 1984. Job satisfaction: its impact upon teacher attendance. NASSP-Bulletin, 68(475):44-45, Nov.
- PHILLIPS, G. & McCally, W. 1982. The Japanese model of management: will it work for high schools. NASSP-Bulletin, 66(457):83-85, Nov.
- PIENAAR, D. & Le ROUX, S. 1984. Die vrou in die arbeidsmark: 'n geselekteerde bibliografie. Sentrum vir Biblioteek- en Inligtingsdienste, RGN. RSA 2000, 6(1):36-46.
- PORAT, K.L. 1985. The woman in the principal's chair in Canada. Phi Delta Kappan, 67(4): 297-301, Dec.
- PORTER, L.W. & LAWLER, E.E., III. 1968. What job attitudes tell about motivation. Harvard business review, 46(1):118-126, Jan./Feb.
- PORTER, L.W., LAWLER, E.E. & HACKMAN, J.R. 1975. Behaviour in organizations. New York : Mc Graw-Hill.
- POTTAS, C.D. 1969. Werksmotivering. Pretoria : Van Schaik.
- REBORE, R.W. 1985. Educational administration: a management approach. Englewood Cliffs, N.J.: Prentice-Hall.
- RHEEDERS, H.J.H. 1982. Kriteria vir bevorderbaarheid van onderwysers. Potchefstroom. (Proefskrif (D.Ed.) - PU vir CHO.)
- ROBBINS, S.P. 1980. The administrative process. Englewood Cliffs, N.J. : Prentice-Hall

- ROBINSON-AWANA, P., KEHLE, T.J. & JENSON, W.R. 1986. But what about smart girls: adolescent self-esteem and sex role perceptions as a function of academic achievement. Journal of educational psychology, 78(3):179-183, June.
- ROTHER, H.F. 1960. Does higher pay bring higher productivity? Personnel, 37:20-27, July-Aug.
- ROUNDS, J.B. HENLY, G.A., DAWIS, R.V., LOFQUIST, L.H. & WEISS, D.J. 1981. Manual for the Minnesota importance questionnaire: a measure of vocational needs and values. Minneapolis, MN.: Minnesota University.
- SALILI, F. 1980. Achievement and vocational behaviour of women in Iran: a social and psychological study. (In Fyans, L.J. ed. Achievement motivation: recent trends in theory and research. New York: Plenum. p. 374-389.)
- SCHOEMAN, P.G. 1980. An introduction to a philosophy of education. Durban: Butterworths.
- SERGIOVANNI, T.J. 1967. Factors which affect satisfaction and dissatisfaction of teachers. Journal of educational administration, 5: 66-82, May.
- SERGIOVANNI, T.J., METZCUS, R. & BURDEN, L. 1969. Toward a particularistic approach to leadership style: some findings. American educational research journal, 6(1): 62-80, Jan.
- SERGIOVANNI, T.J. & STARRATT, R.J. 1979. Supervision: human perspectives. New York : McGraw-Hill.
- SERGIOVANNI, T.J. & CARVER, F.D. 1980. The new school executive: a theory of administration. 2nd ed. New York : Harper & Row.
- SMITH, M. 1983. Indiensopleidingsbehoefte van die vrou in die onderwys: 'n situasie-analise. (Verhandeling (M.Ed.) - RAU.) (Mikrofiche).
- STANDER, M.W. 1986. 'n Ondersoek na die wenslikheid van 'n sentrum vir huweliks- en gesinsberaad in Potchefstroom. (Verhandeling (M.Comm.) - PU vir CHO.)
- STEDT, J.E. & FRAZER, H.W. 1984. A checklist for improving teacher morale. NASSP-Bulletin, 68(470):70. March.
- STEERS, R.M.E. & PORTER, L.W. 1975. Motivation and work behavior. New York : McGraw-Hill.
- STEYN, A.F. & BREEDT, A. 1977. Die veranderende gesin. Pretoria : Academica.
- STONE, H.J.S. 1974. Struktuur en motief van die onderwysstelsel: 'n studie in die vergelykende opvoedkunde. Elsie'srivier: Sacum.
- SUTERMEISTER, R.A. 1969. People and productivity. 2nd ed. New York : McGraw-Hill.
- SUTERMEISTER, R.A. 1976. People and productivity. 3rd ed. New York : McGraw-Hill.

- SWANEPOEL, E. 1982. Working women - the need for perspective. South African journal of labour relations, 6(3-4):45-57, Sept./Dec.
- TALJAARD, J.A.L. 1974. 'n Skrifmatige antropologie en samelewingsleer. Potchefstroom: PU vir CHO.
- TALJAARD, J.A.L. 1975. 'n Skrifmatige sinsleer. D. Phil.-lesings, 21/75. Potchefstroom: PU vir CHO.
- TALJAARD, J.A.L. 1976. Polished lenses. Potchefstroom: Pro Rege.
- THOMAS, M.D. 1986. Why aren't women administering our schools? NASSP-Bulletin, 70(488):90-92, March.
- TRANSVAALSE ONDERWYSDEPARTEMENT. 1979. Bylae tot jaarverslag. Pretoria : T.O.D.
- TRANSVAALSE ONDERWYSDEPARTEMENT. 1983. Diensvoorwaardes en aanverwante aangeleenthede rakende onderwyspersoneel. Pretoria:Publikasie en Taaldiens.
- TROWN, E.A. & NEEDHAM, G. 1981. Headships for women: long-term effects of the re-entry problem. Educational studies, 7(1): 41-44.
- URICH, T.R., MITCHELL, M. & LA VORONA, J. P. 1983. A mutually reinforcing model for self-directed change. NASSP-Bulletin, 67(464):104-111, Sept.
- VAN DER MERWE, C.F. 1973. Die beroepswerksame getroude vrou met gesinsverantwoordelikheid. 'n sosiologiese ondersoek in Pretoria. (Proefskrif (D.Phil.) - Universiteit van Pretoria.)
- VAN DER WALT, J.L., DEKKER, E.I. & VAN WYK, J.H. 1977. Inleiding tot die fundamentele opvoedkunde. Potchefstroom:Pro Rege.
- VAN DER WALT, J.L. 1980. Opvoedkunde as lewende wetenskap: inleiding tot die wetenskapsleer van die opvoedkunde. Pretoria : Butterworth.
- VAN DER WALT, J.L. & DEKKER, E.I. 1982/3. Fundamentele opvoedkunde vir onderwysstudente. Pretoria: Promedia-Publikasies.
- VAN DER WALT, J.L., DEKKER, E.I. & VAN DER WALT, I.D. 1983. Die opvoedingsgebeure: 'n skrifmatige perspektief. Potchefstroom : PU vir CHO. (Instituut vir Reformatoriese Studie.)
- VAN DER WALT, S. 1984. 'n Kwantitatiewe beeld van die vrou in die werksituasie in die RSA. RSA 2000, 6(1): 28-35, Nov.
- VAN DER WESTHUIZEN, P.C. 1978. Die implikasies van 'n Christelike kenteorie vir die opvoedkunde. (Proefskrif (D.Ed.) - PU vir CHO.)
- VAN DER WESTHUIZEN, P.C., red. 1986. Onderwysbestuur: grondslae en riglyne. Pretoria : HAUM.

- VAN ROOYEN, J. 1981. Female career commitment. A life-span perspective. Pretoria: National Institute for Personnel Research, Council for Scientific and Industrial Research (Special Report. PERS. 327.)
- VAN ROOYEN, J. 1983.<sup>a</sup> Faktore wat loopbaanbeplanning en -benutting van vroue beïnvloed. Pretoria : RGN.
- VAN ROOYEN, J. 1983.<sup>b</sup> Sex role identity and preferred achievement style. Pretoria: RGN.
- VAN SCHALKWYK, O.I. 1981. Fokus op die onderwystelsel. Durban : Butterworth.
- VAN TONDER, J.L. 1973. Handleiding vir die trek van steekproewe in geesteswetenskaplike navorsing. Pretoria: RGN. (Verslag WS-8.)
- VAN WYK, J.G. 1982. Onderwysreg vir die onderwyser. Pretoria : Academica.
- VENTER, H.C.A. 1977. Gelyke besoldiging vir mans en vroue in die onderwys. Pretoria: RGN. (Verslag 0-59.)
- VENTER, J.B. 1971. Motivering as bestuursaktiwiteit in kleiner ondernemings. Bloemfontein: Instituut vir Sosiale en Ekonomiese Navorsing, UOVS.
- VLOK, A. 1970. Produktiwiteit en geestesgesondheid. Rede uitgespreek by aanvaarding van amp van Hoogleraar in Bedryfsielkunde aan RAU. Publikasiereeks, RAU: A30, Johannesburg.
- VROOM, V.H. 1964. Work and motivation. New York: Wiley.
- WALBERG, H.G. & UGUROGLU, M. 1982. Motivation and educational productivity: theories, results and implications. Achievement Motivation (In Fyans, L.J. red. Achievement motivation: recent trends in theory and research. New York : Plenum. p. 114-134.)
- WANGBERG, E.G., METZGER, D.J. & LEVITOV, J.E. 1982. Working conditions and career options lead to female elementary teacher job dissatisfaction. Journal of teacher education, 33(5):37-40, Sept./Oct.
- WARR, P., COOK, J. & WALL, T. 1979. Scales for the measurement of some work attitudes and aspects of psychological well-being. Journal of occupational psychology, 52:129-148.
- WATKINS, M.W. & BROWN, R.D. 1980. Competency and interpersonal ratings of teacher specialties: what teachers think of each other. Psychology in the schools, 17(1):102-105, Jan.
- WELLER, L.D. 1982. Principals, meet Maslow. A prescription for teacher retention. NASSP-Bulletin, 66(456):32-36, Oct.
- WESSELS, D.M. 1975. Achievement motivation and occupational aspirations of women. CSIR: Paper presented at International convention of women, Grahamstown.

- WESSELS, D.M. 1981. Career orientation and work commitment of university-educated women. Pretoria: CSIR. (Verslag MM 85.)
- WESSELS, D.M. 1982. Research findings on graduate women's job expectations and job rewards. South African journal of labour relations, 6(3-4):20-32, Sept./Dec.
- WHITE, W.F. 1963. (In Gellerman, S.W. 1963. Motivation and productivity. New York: American management association, p. 63-71.)
- WILDER, J.F. & PLUTCHIK, R. 1982. Preparing the professional: Building prevention into training. (In Paine, W.S., red. 1982. Job stress and burnout: research, theory and intervention perspectives. London: Sage Publications, p. 113-129).
- WILKENS, R. 1986. Gaining insights from foreign studies: a catechism for review. Educational management and administration, 14(1):49059, Spring.
- WILSON, J. 1984. Influence of sex, age, teacher experience and race on teacher perception of school climate. Education, 104(4):444-445, Summer.
- WOO, L.C. 1985. Woman administrators: profiles of success. Phi Delta Kappan, 67(4):285-287, Dec.
- YEAKEY, C.C., JOHNSTON, G.S. & ADKISON, J.A. 1986. In pursuit of equity: a review of research on minorities and women in educational administration. Educational administration quarterly, 22(3):110-149, Summer.
- YOUNG, M.N. 1978. Women's work: sex discrimination in higher education. Civil liberties review, 5(2):41-43, Jul.-Aug.



## KOMMUNIKASIEDIENS

## COMMUNICATION SERVICE

Verwysings No. ....  
Reference

Privaatsak X76

Navra .  
Enquiries

PRETORIA

Tel. No. ....

0001

Mnr I H Hillebrand  
Tudor 1  
Grimbeeckpark  
POTCHEFSTROOM  
2520

NAVRAAG: AANTAL ONDERWYSERESSE IN DIENS VAN DIE TRANVAALSE  
ONDERWYSDEPARTEMENT

Na aanleiding van u telefoniese navraag word die volgende gegewens deur ons Afdeling Statistiek verstrek. (Ek gebruik die nommers van vrae soos in u brief van 86-09-15).

1. Hoeveel sekondêre skole is daar onder die jurisdiksie van die TOD?

Antwoord: 247

2. Hoeveel onderwyseresse is verbonde aan hierdie skole?

Antwoord: 7 668

3. Watter persentasie is dit van alle opvoeders aan sekondêre skole?

Antwoord: 64,9%

2/...

4. Hoeveel dames beklee bevorderingsposte in sekondêre skole?

4.1 Hoeveel is skoolhoofde?

Antwoord: 12

4.2 Hoeveel is adjunkhoofde?

Antwoord: 39

4.3 Hoeveel is departementshoofde?

Antwoord: 646

8. Uit watter bron kan hierdie gegewens gevind word?

Antwoord: Hierdie syfers kom uit die "Eerste Dinsdag in Maart-gegewens" of vanaf TOD-rekenaar.



Namens HOOF: KOMMUNIKASIEDIENS

Verwysings No. TOA 9-7-1  
Reference .....

Navrae ..... Dr. C. G. Coetzee  
Enquiries .....

Tel. No. (012) 281950-7  
.....



Alle mededelings moet geadresseer word aan die  
Direkteur van Onderwys

All communications must be addressed to the  
Director of Education.

**TRANSVAALSE ONDERWYSDEPARTEMENT**  
**TRANSVAAL EDUCATION DEPARTMENT**  
BURO VIR ONDERWYSNAVORSING

Privaatsak X76  
Private Bag X76

PRETORIA ..... 1986-08-12 .....

0001

Mnr. I.H. Hillebrand  
Tudorpark 1  
Grimbeekpark  
POTCHEFSTROOM  
2520

Geagte mnr. Hillebrand

VRAELYS AAN ONDERWYSERESSE

U skrywe gedateer 1986-06-06 het betrekking.

Die Transvaalse Onderwysdepartement verleen hiermee toestemming dat u die voorgelegde vraelys aan getroude en ongetroude Blankeonderwyseresse op posvlak een en twee in tydelike en permanente poste, verbonde aan veertig sekondêre skole in Transvaal, mag stuur om ingevul te word. Die goedkeuring is onderworpe aan die volgende voorwaardes:

- . U moet self die toestemming en samewerking van betrokke skoolhoofde en onderwyseresse verkry sonder om hierdie brief as hefboom te gebruik.
- . Skole en onderwyseresse moet anoniem bly.
- . Die skoolprogram mag nie ontwrig word nie.
- . Na voltooiing van u studie moet u die Transvaalse Onderwysdepartement van 'n kopie van u verhandeling voorsien.

Die uwe

namens DIREKTEUR VAN ONDERWYS

Tel. (01481) 23291

Tudorpark 1  
Grimbeekpark  
POTCHEFSTROOM  
2520  
22 Augustus 1986

Geagte Mejuffrou/Mevrou

VRAELYS: WERKSMOTIVERING VAN DIE ONDERWYSERES

Vir my skripsie "Die werksmotivering van die onderwyseres" het ek inligting oor u beroepservaring nodig. Die doel van die ingeslote vraelys is om vas te stel watter faktore die onderwyseres tot vrywillige harde werk motiveer en ook om faktore wat die onderwyseres demotiveer, te identifiseer.

Nadat skriftelike toestemming vir hierdie ondersoek van die Transvaalse Onderwysdepartement verkry was, is skole - u skool ingesluit - op ewekansige wyse as steekproef getrek. Aangesien bundelsteekproefneming gebruik word, sal dit die geldigheid van die navorsing versterk, indien elke onderwyseres in die personeel die vraelys voltooi. Die betroubaarheid van die navorsing sal verhoog word, indien u u eerlike mening gee.

Om absolute anonimiteit te verseker hoef u glad nie u naam, of u skool se naam, op die vraelys aan te bring nie. Wees verseker dat ook enige verdere inligting of opmerkings wat u op die vraelys mag aanbring, streng vertroulik behandel sal word. Beskou ook asseblief vraag 31 en 32 as opsioneel.

Ek besef dat die voltooiing van die vraelys inbreuk op u reeds beperkte vrytyd gaan maak, maar nogtans doen ek 'n beroep op u kollegiale ondersteuning met die versoek dat u die vraelys voor 10 September sal voltooi en in die ingeslote koevert aan u skoolsekretaresse sal gee. Sy sal al die koeverte gesamentlik aan my terugstuur.

By voorbaat baie dankie vir u samewerking. Ek glo dat u inset tot hierdie navorsing 'n belangrike bydrae tot die uitbreiding van kennis op die terrein van die Onderwysbestuur kan lewer.

Kollegiale groete.

*I.H. Hillebrand*

I.H. HILLEBRAND

## KATEGORIE 1: KENNINGSUITVOERING VAN DIE ONDERWYSERS.

Trek asseblief 'n kruisie in die toepaslike blokkie.

## 1. BIOGRAFIESE BESONDERHEDE:

- 1.1 Departementshoof: 

Nee (1)	<input type="checkbox"/>
Ja (2)	<input type="checkbox"/>

 (5) (Syfers tussen hakies is vir rekenaardoeleindes).
- 1.2 Merietetoekennings: 

0	<input type="checkbox"/>
1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>

 (6)
- 1.3 Kategorie: 

C	<input type="checkbox"/>
D	<input type="checkbox"/>
E	<input type="checkbox"/>
F	<input type="checkbox"/>
G	<input type="checkbox"/>

 (7)
- 1.4 Jare onderwysondervinding: 

0-3 (1)	<input type="checkbox"/>
4-6 (2)	<input type="checkbox"/>
7-9 (3)	<input type="checkbox"/>
10+ (4)	<input type="checkbox"/>

 (8)
- 1.5 Aanstelling: 

Tydelik (1)	<input type="checkbox"/>
Permanent (2)	<input type="checkbox"/>

 (9)
- 1.6 Huistaal: 

Engels (1)	<input type="checkbox"/>
Afrikaans (2)	<input type="checkbox"/>
Afrikaans en Engels (3)	<input type="checkbox"/>
Ander (4)	<input type="checkbox"/>

 (10)
- 1.7 Huwelikstaat: 

Ongetroud (1)	<input type="checkbox"/>
Weduwee/geskei (2)	<input type="checkbox"/>
Getroud (3)	<input type="checkbox"/>

 (11)
- 1.8 Kinders: Ouderdom en aantal:
- 1.8.1 Voorskoolse kinders: (0-5jaar) 

Een (1)	<input type="checkbox"/>
Twee (2)	<input type="checkbox"/>
Drie of meer (3)	<input type="checkbox"/>

 (12)
- 1.8.2 Primêre skool: (6-12jaar) 

Een (1)	<input type="checkbox"/>
Twee (2)	<input type="checkbox"/>
Drie of meer (3)	<input type="checkbox"/>

 (13)
- 1.8.3 Sekondêre skool: 

Een (1)	<input type="checkbox"/>
Twee (2)	<input type="checkbox"/>
Drie of meer (3)	<input type="checkbox"/>

 (14)
2. DEMOGRAFIESE BESONDERHEDE:
- 2.1 Skool: 

In stad (1)	<input type="checkbox"/>
Groot dorp (2)	<input type="checkbox"/>
Kleiner dorp (3)	<input type="checkbox"/>

 (15)
- 2.2 Grootte van skool: 

GS-skool (1)	<input type="checkbox"/>
S1 : Meer as 550 leerlinge (2)	<input type="checkbox"/>
S2 : Minder as 550 leerlinge (3)	<input type="checkbox"/>

 (16)
- 2.3 Onderrigmedium: 

Afrikaans (1)	<input type="checkbox"/>
Dubbelmedium (2)	<input type="checkbox"/>
Engels (3)	<input type="checkbox"/>

 (17)
- 2.4 Tipe skool: 

Seunskool (1)	<input type="checkbox"/>
Meisieskool (2)	<input type="checkbox"/>
Koëdukasie (seuns en dogters) (3)	<input type="checkbox"/>

 (18)

Navorsing het die volgende behoeftes wat tot werksmotivering lei, geïdentifiseer. U word nou versoek om aan te dui in watter mate hierdie behoeftes in u huidige werksituasie op u van toepassing is.

Lees asseblief eers die omskrywing van die BEHOEFTE in die middelste kolom.

Dui dan in KOLOM I (onder BELANGRIKHEID) aan hoe belangrik die betrokke behoefte vir u is (ongeaag of dit tans in u werksituasie bevredig word), deur 'n kringetjie om die syfer in die toepaslike kolom te trek. Waar 0 = van geen belang; 4 = baie belangrik.

Daarna moet u in KOLOM II (onder BEVREDIGING) aandui in watter mate u bevrediging van die betrokke behoefte in u huidige werksituasie ervaar, deur 'n kringetjie om die syfer in die toepaslike kolom te trek. Waar 0 = geen bevrediging; 4 = baie bevredig.

	KOLOM I BELANGRIKHEID					BEHOEFTE	KOLOM II BEVREDIGING					
	Van geen belang	Van min belang	Van Gem. belang	Redelik belangrik	Baie belangrik		Geen bevrediging	Min bevrediging	Gem. bevrediging	Redelik bevrediging	Baie bevrediging	
(2)	0	1	2	3	4	1 om talente en vaardighede te verwesenlik.	0	1	2	3	4	(3)
(4)	0	1	2	3	4	2 om te kan presteer.	0	1	2	3	4	(5)
(6)	0	1	2	3	4	3 aan erkenning vir werk gelewer.	0	1	2	3	4	(7)
(8)	0	1	2	3	4	4 aan erkenning as persoon.	0	1	2	3	4	(9)
(10)	0	1	2	3	4	5 om my eie idees uit te toets.	0	1	2	3	4	(11)
(12)	0	1	2	3	4	6 aan 'n verskeidenheid aktiwiteite (nie te veel roetine- en administratiewe werk nie.	0	1	2	3	4	(13)
(14)	0	1	2	3	4	7 om onafhanklik van ander te werk.	0	1	2	3	4	(15)
(16)	0	1	2	3	4	8 om self die verantwoordelikheid te dra vir spesifieke opdragte of projekte.	0	1	2	3	4	(17)
(18)	0	1	2	3	4	9 aan gesag om opdragte aan ander (volwassenes) te gee.	0	1	2	3	4	(19)
(20)	0	1	2	3	4	10 aan regverdige evaluering vir meriete-toekenning.	0	1	2	3	4	(21)
(22)	0	1	2	3	4	11 aan bevordering.	0	1	2	3	4	(23)
(24)	0	1	2	3	4	12 om my eie lewensbeskouing en waardes uit te leef.	0	1	2	3	4	(25)
(26)	0	1	2	3	4	13 aan professionele status in die gemeenskap.	0	1	2	3	4	(27)
(28)	0	1	2	3	4	14 aan aanvaarding deur kollegas.	0	1	2	3	4	(29)
(30)	0	1	2	3	4	15 aan billike toepassing van skoolbeleid.	0	1	2	3	4	(31)
(32)	0	1	2	3	4	16 aan ondersteuning deur my skoolhoof teenoor ander instansies (bv. onderwysdepartement, skoolkomitee, ouers en leerlinge).	0	1	2	3	4	(33)
(34)	0	1	2	3	4	17 aan doeltreffende onderrigleiding deur my skoolhoof.	0	1	2	3	4	(35)
(36)	0	1	2	3	4	18 aan doeltreffende onderrigleiding deur my departementshoof.	0	1	2	3	4	(37)

KOLOM I					KOLOM II							
BELANGRIKHEID					BEHOEFTE	BEVREDIGING						
Van geen belang	Van min belang	Van Gem. belang	Redelik belang	Baie belangrik		Geen bevrediging	Min bevrediging	Gem. bevrediging	Redelik bevrediging	Baie bevrediging		
					19							
(38)	0	1	2	3	4	aan geleentehede vir indiensopleiding.	0	1	2	3	4	(39)
					20							
(40)	0	1	2	3	4	aan vergoeding wat goed vergelyk met dié van ander vergelykbare professies.	0	1	2	3	4	(41)
					21							
(42)	0	1	2	3	4	aan sekuriteit (bv. sekerheid oor permanente pos).	0	1	2	3	4	(43)
					22							
(44)	0	1	2	3	4	aan aangename werksomstandighede (fisies).	0	1	2	3	4	(45)
					23							
(46)	0	1	2	3	4	aan diensbaarheid aan die gemeenskap (om die wysyn en die gehalte van lewete bevorder).	0	1	2	3	4	(47)
					24							
(48)	0	1	2	3	4	aan outonome funksionering (d.w.s. aan onafhanklike denke, besluitneming en handeling t.o.v. eie werk).	0	1	2	3	4	(49)
					25							
(50)	0	1	2	3	4	aan deelnemende besluitneming t.o.v. skoolbeleid.	0	1	2	3	4	(51)
					26							
(52)	0	1	2	3	4	aan gesonde verhoudinge met leerlinge.	0	1	2	3	4	(53)
					27							
(54)	0	1	2	3	4	aan opvoedkundige betrokkenheid by skool se buitemuurse bedrywighede.	0	1	2	3	4	(55)
					28							
(56)	0	1	2	3	4	aan billike werksure, insluitend buitemuurse bedrywighede en nasorg.	0	1	2	3	4	(57)
					29							
(58)	0	1	2	3	4	aan 'n regverdigde werkbelading (m.a.w. nie oormatige spanning a.g.v. werkbelading nie).	0	1	2	3	4	(59)
					30							
(60)	0	1	2	3	4	aan versoenbaarheid (harmonie) ten opsigte van rol as moeder en tuisteskepper en rol as onderwyseres.	0	1	2	3	4	(61)

31. Dui aan watter aspekte van u werk u die meeste aanspoor (motiveer).

1. .... (62,63)
2. .... (64,65)
3. .... (66,67)

32. Dui aan watter aspekte van u werk u die meeste ontmoedig (demotiveer).

1. .... (68,69)
2. .... (70,71)
3. .... (72,73)

BYLAE E

DEPARTEMENT VAN ONDERWYS EN KULTUUR  
DEPARTMENT OF EDUCATION AND CULTURE

REPUBLICANSE VERSKAANS  
LEGISLATION HOUSE OF ASSEMBLY

TRANSVAALSE ONDERWYSDEPARTEMENT  
TRANSVAAL EDUCATION DEPARTMENT



Navrae:  
Enquiries:  
Verw.:  
Ref.:  
Tel.: (012)

Provinsiale Gebou  
Provincial Building  
Privaatsak X76  
Private Bag X76  
Pretoria 0001

Mnr. I.H. Hillebrand  
Posbus 278  
BEAUFORT-WES  
6970

Meneer

In antwoord op u navraag van 25 Oktober 1988 vind u die volgende antwoorde:

VRAAG 1

GETAL ONDERWYSERS				
	Bevordering	TOTAAL	% t.o.v. A	% t.o.v. B
Mans	1426	4231	72,0	11,8
Dames	554	7897	28,0	4,6
Totaal	1980	12128	100	100
	A	B		

VRAAG 2

Mans in diens by sekondêre skole: 4231  
Mans met tydelike aanstelling: 448

VRAAG 3

Dames in diens by sekondêre skole 7897  
Dames met tydelike aanstellings 2542

Die ander vrae is nie beantwoord nie.

Bostaande statistiek is die Eerste Dinsdag in Maart 1986 gewens.

H.P. UYS  
KOMMUNIKASIEDIENS



Rig korrespondensie aan die Direkteur: Transvaalse Onderwysdepartement en/of die ooreenstemmende  
Address correspondence to the Director: Transvaal Education Department and/or the corresponding

REPUBLICANSE VERSKAANS  
LEGISLATION HOUSE OF ASSEMBLY  
FAX: (012) 204425