THE LEADERSHIP ROLE OF THE PRINCIPAL IN DEALING WITH
THE IMPACT OF HIV/AIDS IN SOUTH AFRICAN SCHOOLS

by

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PROMOTOR: PROF. S M HOBEN

MARCH 2006
SILENCE = DEATH

FIGHT AIDS

ACT UP

IGNORANCE = FEAR

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RESUMÉ

This study was conducted regarding the perceived problem, of the impact of HIV/AIDS on education management and the self-actualization of teachers and learners and the role of the principal in managing it. It is inclusive of the impact of HIV/AIDS on learner’s and teacher absenteeism; and poor discipline, sexual and substance abuse, gender inequality an the spread of HIV/AIDS in schools; the increasing numbers of AIDS orphans and HIV/AIDS-disrupted learners which impact on quality school management.

Research was undertaken regarding:

- an investigation into the afore-mentioned aspects that relate to school management and the self-actualization of learners and teachers; and

- an investigation into the role of the principal in combating the impact of HIV/AIDS.

The findings from the literature study necessitated a qualitative research study which was undertaken in several schools in Tswane, and Ekuruleni in Gauteng, and also in the Eastern cape. The results confirmed that HIV/AIDS have a disruptive effect on school management and self-actualization of teachers and learners.

Finally proposals and guidelines for future research to be conducted on a qualitative and quantitative level are suggested..

Keywords:

HIV/AIDS; school management; self-actualization; principal; teachers; learners; orphans; abuse; curriculum coverage.
AFFIDAVIT

I declare that:

The leadership role of the principal in dealing with the impact of HIV/AIDS in South African schools

is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references in the bibliography.

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TO WHOM IT MAY CONCERN:

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Title: The leadership role of the principal in dealing with the impact of HIV/AIDS in South African schools

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Summary:

This study investigated the impact of HIV/AIDS on education management and the self-actualization of teachers and learners in the context of HIV/AIDS and the role of the principal in dealing with this. The impact of HIV/AIDS on various key management structures including curriculum coverage, academic outcomes and control of stock and attendance registers, and importantly also the role principals should play, is probed.

South Africa has the largest number of HIV infected people in the world, and also the largest number of AIDS orphans. In 2004 more than 4000 teachers died of HIV/AIDS complications and 12.5% of the teacher workforce is reported to be HIV-positive. A quarter of these are between 30 and 40 years of age, pointing to future teacher shortages.

Learner absenteeism impact negatively on school management, as learners who are affected by HIV/AIDS are not able to attend school regularly. Many drop out of school due to the impact of AIDS, unplanned pregnancies and drug abuse. Absenteeism of learners and teachers, impact negatively on management structures in the school. The role of principals to provide quality education in worst affected schools is becoming increasingly complex.

Sexual and substance abuse is a huge problem in many South African schools, and an aggravating factor in the spread of HIV/AIDS. In a third of sexual abuse cases teachers are implicated. Moreover, the large numbers of increasing orphans in the school system threatens to become a serious
disciplinary problem. Many of these learners become disruptive and often turn to substance abuse to relieve their distress.

The managerial costs of HIV/AIDS in education include costs due to absenteeism, lost productivity, hospitalization, and replacing administrative workers and teachers. These factors impact negatively on school management, academic performance and self-actualization.

The most profound affects of HIV/AIDS are concentrated in education where the presentation of quality education is threatened. Principals in South Africa face the daunting task of providing quality education with an increasingly ill, absent and demoralised teacher corps, to increasingly ill, absent and disrupted learners of whom many are AIDS orphans.
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