

CHAPTER FOUR

THE IMPACT OF HIV/AIDS ON THE SELF-ACTUALIZATION OF THE ROLE PLAYERS IN SCHOOL MANAGEMENT INCLUDING TEACHERS AND LEARNERS

4.1 INTRODUCTION

The ultimate aim of education, and therefore by implication of school management, is the self-actualization of learners (Cangemi 1984:105). In order to reach self-actualization, learners need successful and enthusiastic self-actualizing role models in their teachers and parents. Coble & Murray (in Farmer 1984:169) found that the most effective teachers (principals, HODs and classroom and subject teachers) were motivated self-actualizers themselves and by implication also the most effective school managers, enhancing the ability of their learners to become self-actualizers as well. The principal, through planning and organizing, should motivate and direct his/her teachers so that they are energized and directed towards their duties (Prinsloo in Van Deventer *et al.* 2003:148-150).

HIV/AIDS affects the motivation and self-actualization of both learners and teachers. Caelers (2005:5) finds that teachers affected or infected with HIV/AIDS feel depressed and demoralized, and a UNAIDS report (2004a:62-63) cites that some children affected by HIV/AIDS suffer from serious psychological problems related to post-traumatic stress, giving rise to behavioural problems. The aim of this as stated in chapter 1 is to find out how severely and in what way HIV/AIDS impacts on motivation, school management and self-actualization of role players. It seems that these concepts are inter-related, because the higher the standard of school management, the greater the chances are that role-players will realize their innate potential and become successful self-actualizing personalities, and vice versa. Kruger & Steinman (in Van Deventer *et al.* 2003:16-19), say that the principal who manages to create a positive school climate which supports teacher morale and motivation will ensure a climate in which effective teaching and learning can take place, ensuring both teacher and learner self-actualization. Self-actualizers as intrinsically motivated and energized personalities form the backbone of society because of their special characteristics and are needed to drive a successful economy, according to Mwachinda (1996:259-260, 349).

4.1.1 Self-actualization of learners

As the learner gets older and becomes able to handle more difficult tasks, he/she develops a conscious desire to control his/her world better. The learner strives towards the realization of all his/her physical and mental abilities, as well as emotional maturity. HIV/AIDS impacts negatively on the learner's innate desire to control his/her world, as shown in the previous chapters. Learners who are infected with or affected by HIV/AIDS are at times confronted with problems that adults find daunting (Govender 2002i:1). Many of these learners have to cope with abject poverty, abuse, discrimination, illness and death and often have to fend for themselves and younger siblings as well (UNAIDS 2004a:52, 62-64). Therefore their ability to achieve self-actualization will decrease with the increased severity of the pandemic (Coombe 2000:3-4; Barrow 2001:1; Human Rights Watch 2001a:1-6; Soul City 2003:22-25). Mwamwenda (1996:311-312) confirms this, stating that learners beset with financial and domestic problems are unable to concentrate in school and also often cause disciplinary problems. Should the learner, however, be able to engage in and become involved with meaningful learning activities with the help of effective educational guidance, he/she is busy with self-actualization. HIV/AIDS has a twofold negative impact on the motivation and self-actualization abilities of learners in the worse-affected areas:

1. Their schooling becomes disrupted by absenteeism of both learners and teachers. Coombe (2000:4) states that HIV/AIDS has a traumatic impact on learners. Many young learners are abused and women are subject to violence. Furthermore, many families that are over extended by HIV/AIDS become increasingly poor. Learners lose their parents, siblings, friends and teachers to HIV/AIDS. Others have to travel long distances to find new homes some never do and end up living on the streets. As a result, affected learners are increasingly absent from school and also increasingly emotionally distracted (Coombe 2000:2-4; UNAIDS 2004a:52, 61-64). Their ability to become self-actualizing adults is reduced by their dismal circumstances, and the ultimate goal of school management, which is self-actualization, cannot be attained.
2. As the pandemic increases, more teachers become ill and are increasingly absent while others die or have to stay home to look after sick relatives (Caelers 2005:5). As the level of absenteeism among teachers increase, the level of instructional effectiveness decreases,

learners become the victims of poor quality education, due to the disruption caused by HIV/AIDS on the human resources in education (Coombe 2000a-b:3-4,7; Nthite 2005:1). The disruption in their teaching program, caused by teacher-absenteeism, impacts negatively on the learner's ability to achieve academic success (Nthite 2005:1), and this again will impact negatively on self-actualization.

4.1.2 Self-actualization of teachers

Vrey (1979:46) and Maslow (in Mwanwenda 1996:346) state that self-actualizers are people in the fullest sense, since their realistic self-perception helps them to realize their natural abilities. Self-actualizers become intensely involved with life; they are never bored and experience joy in everything they do, leading meaningful lives. Frankl (1969:169) says; "*Only to the extent to which man fulfils a meaning out there in the world does he fulfil himself.*" By definition, teachers who are successful professionals are self-actualizing people who lead meaningful lives and make a meaningful contribution to the self-actualizing potential of learners in their charge. This leads to the attainment of the ultimate goal of school management, namely self-actualization.

The ability of teachers to fulfil a meaningful role in society becomes disrupted by the impact of HIV/AIDS. The work effectiveness of infected and affected teachers is compromised by periods of illness and absenteeism (Caelers 2005:5; Nthite 2005:1). Many who know they are HIV-positive lose interest in professional development, to the detriment of themselves and their learners. Teachers, who are HIV-negative, or those who do not want to be tested, become demoralized having to cope with illness and death of family, friends and colleagues (Caelers 2005:5). Many teachers have to take on extra duties to cover for sick colleagues (Coombe 2000:4). As they become increasingly over-extended, their ability to fulfil their duties meaningfully decreases, and their ability to become successful self-actualizing professionals diminishes. Buchel (1994:17-18) states that if the task that a person has to fulfil falls outside of that person's grasp or ability to cope with, or if it falls outside the emotional sphere in which that person can cope with reality, it can never be meaningful. Such a task is experienced as unpleasant and stressful. The negative emotions that arise from such an unpleasant situation prevent healthy self-actualization. The emotional and physical stress HIV/AIDS-infected and affected teachers and learners must endure (Coombe 2000:2-4; UNAIDS 2004a:52, 62-63) turn teaching and

learning into meaningless and stress-related activities. Van der Merwe (in Van Deventer *et al.* 2003:52-54) confirms the negative impact of AIDS-related stress on effective teaching outcomes and thus on self-actualization.

Frankl (1969:116) says “*self-actualization is, and must remain an effect, namely the effect of meaning fulfilment. Only to the extent to which a man fulfils a meaning out there in the world, does he fulfil himself.*” HIV/AIDS, taking the meaning out of education, makes it less effective, impacts negatively on the role players in school management such as the principal and teachers and creates a negative school and class climate (Kruger & Steinman in Van Deventer *et al.* 2003:16-19). This could defeat the ultimate aim of education according to Cangemi (1984:105) namely self-actualization. Barnett & Whiteside (2003:13) say of HIV/AIDS that it “*has changed the lives of individuals, ruined their health, caused their deaths, left survivors to mourn*” underlining the devastating affect of HIV/AIDS on the self-actualizing abilities of learners and teachers.

In the following sections the extent of the impact of HIV/AIDS on the self-actualization of role players; such as learners and teachers in school management will be established, and the role (if any) of the principal in managing the impact effectively discussed.

4.2 THE SELF-ACTUALIZING THEORY OF ABRAHAM MASLOW

4.2.1 INTRODUCTION

Abraham Harold Maslow (1928-1970) was the son of Jewish parents who emigrated from Russia to America. Maslow was born in Brooklyn, New York. After an unhappy childhood, aggravated by a poor relationship with his mother, he married his cousin, Bertha Goodwin. His marriage initiated a happy and positive phase in his life. He completed his studies in psychology at the University of Wisconsin and obtained a PhD under Harry Harlow, a radical behaviourist. Maslow’s initial behaviourist views changed after the birth of his first child. His new human perspective stresses the inherent goodness of human beings and their striving to fulfil their innate potential. The point of departure for Maslow’s theory is based upon the healthy psychological functioning of a group of people that he refers to as self-actualizers “*The highest possibilities of human nature have practically always been underrated*” says Maslow (1971:7), and self-actualizers are those people who come closest to fulfilling these possibilities.

4.2.1.1 The human perspective underlying Maslow's self-actualization

Maslow sees man as an integrated whole and his perspective is therefore holistic in nature. He has an optimistic view of human beings, which acknowledges their dignity and active will for improvement (growth). Maslow regards man's need for self-actualization as a universal need, forming the basis for all human functioning. He sees the fulfilment of all the individuals' innate potential as the ultimate goal of human growth and development. This goal is within reach of every individual, and is based on the fact that human beings strive to satisfy all their needs. Innate human needs include biological needs, the need for safety and security, and then the need for love, nurturing and respect. These must be satisfied before the needs on the higher levels of self-actualization can be realized. Maslow (1970: 59, 71) acknowledges that the needs theory only partially explains human functioning, but it remains the basis for his personality theory. Meyer *et al.* (1992:376), Mwamwenda (1996:344-345) and Van Deventer *et al.* (2003:150-151) argue that though the fulfilment of all basic needs does not necessary lead to the attainment of meta-needs such as self-actualization, yet the fulfilment of every need level motivates the individual to strive towards the attainment of higher needs. Maslow (1971:43) sees self-actualizers as psychologically the healthiest and most balanced personalities. A.W. Combs (in Farmer 1984:162) agrees pointing to the importance of self-actualization in education and therefore in school management, by saying that: "*The goal of education must be self-actualization, the production of persons willing and able to interact with the world in intelligent ways.*" This further stresses the importance of self-actualizing individuals not only for a healthy school system but also for a healthy economy.

4.2.1.2 THE DYNAMICS OF PERSONALITY ACCORDING TO MASLOW'S SELF-ACTUALIZATION THEORY

Several authors, including Farmer (1982:83-84), Meyer *et al.* (1992: 337), Mwamwenda (1996:345-349), Van Deventer *et al.* (2003:150-151) and Boeree (2004:1-9) discuss Maslow's theory that human needs are arranged in a hierarchy, such that human beings in the course of their development to the highest level of self-actualization, proceed to ever-higher levels of needs-satisfaction.

Maslow (1968:22, 27) distinguishes two broad categories of needs, namely *basic needs* (deficiency needs) and *growth needs* (being needs). Maslow calls a need a basic need in cases where:

- Absence cause illness,
- Presence prevents illness,
- Restoration will cure disease,
- The individual in a case of a difficult-choice scenario chooses it above other forms of need fulfilment and
- If it is absent in psychologically healthy individuals or given low priority by these individuals.

Basic needs have a direct relation with basic survival needs such as hunger, thirst, safety, socializing and love. Furthermore, they have a direct relation with the decrease of anxiety or tension in the individual. Maslow (1970:42) maintains that if an individual's basic survival needs are not met, his/her cognitive ability becomes negatively appointed, because the person is focused on avoiding the unpleasant circumstances and on basic survival. The fulfilment of true potential therefore does not apply. Buchel (1994:26) confirms this using the example of young children who cry easily when they feel unsafe.

The situation in which learners and teachers affected by and infected with HIV/AIDS, and particularly AIDS orphans, find themselves, is not conducive to self-actualization. Not only is their ability to perform optimally diminished by their circumstances, but also dire emotional and physical needs, combined with abject poverty, make the need for survival the only essential need, and schooling in this instance is often not an option for affected individuals (Soul City 2003:22-26; Coombe 2000:3-4; UNICEF 2001:1-2; Kelly 2001:3). UNAIDS (2004a:44-53) mentions that in hard-hit societies, the social demand for schooling decreases and many AIDS-affected families remove their children from school to compensate for loss of labour and income.

As pointed out in chapter three, the principal as school manager in the worse affected areas is often faced with serious managerial problems caused by the pandemic, which not only affect his/her managerial skills, but also impedes his/her ability to reach successful self-actualization because of managerial stress. The domino effect of HIV/AIDS throughout the school system may well leave a generation of individuals in its wake who will never, unless the

tide is stemmed, reach their full innate potential, with dire consequences for South Africa as a developing nation (Buchel 1994: 26; Coombe 2000:3-4; Kelly 2001:3).

The following section will focus on the possible effect of HIV/AIDS on the basic needs of teachers and learners, as these are the needs where HIV/AIDS has the greatest impact, and therefore on the school management as a whole. According to Maslow's view of motivation, the physiological (basic) needs are the strongest, the most demanding of satisfaction; if these lowest needs are not met, the individual's drive will be focused entirely on the satisfaction thereof (Maslow 1968:26; 1970:42-45). Mwamwenda argues that only once an individual's deficiency needs are completely fulfilled will the person be motivated towards self-actualization (1996:265).

Figure 21 illustrates the order in which human needs are satisfied, i.e. Physiological needs, security needs, need for love and socialization (belonging), self-respect and self-actualization. As soon as one need is fulfilled on a regular basis, the next set of needs, which dominates and arranges the personality arise, and become evident (Maslow 1970:15-23; Buchel 1994:26; Mwamwenda 1996:344-349; Van Deventer 2003:150).

Figure 21 illustrates Maslow's theory of a hierarchy of needs (1970:15-45)

GROWTH MOTIVES

Meta-needs (B-values) or being needs
Need for self-actualization

BASIC NEEDS

Need for self-respect
Need for affiliation, love and belonging
Need for safety and security
Physiological needs

CONTINUOUS NEEDS

Need for freedom
Need for knowledge



Figure 21: Maslow's self-actualization theory/ hierarchy of needs

4.2.1.2.1 Physiological needs

Physiological (Maslow 1970:15-17) needs are needs that have to do with the basic survival of the individual. These include food, water, sleep, exercise, sensory stimulation and sexual fulfilment. According to Maslow, physiological needs are the most basic needs. If these needs are not fulfilled on a regular basis, they *dominate* all other needs; for example, a learner who lacks food and shelter due to the impact of HIV/AIDS on his/her life cannot benefit from schooling until these basic needs are met (Farmer 1984:163; Moore in Meyer *et al.* 1992:378; Buchel 1994:27; Mwamwenda 1996:265,345; Van Deventer 2003:150). This is confirmed by Rossouw's report (2005:4) that one of the major adversities facing HIV/AIDS-affected learners is hunger. UNAIDS (2004a:44-48) highlights the inability of HIV/AIDS-affected families racked by

illness and abject poverty to provide for the most basic needs of their members. In the same way a principal or teacher affected by or infected with HIV/AIDS, which impacts on their livelihood, cannot function optimally as school managers. In both instances self-actualization is impeded, to the detriment of all the role players, teachers and learners alike.

4.2.1.2.2 Safety and security needs

As soon as the individual's physiological needs are met on a regular basis, their urgency diminishes, and the need for safety and security becomes prominent (Maslow 1970:18-20, 42). Van Deventer *et al.* (2003:151) conclude that safety and security needs include freedom from fear, anxiety, and physical or mental abuse, and for law and order. All of these are necessary for self-actualization as well as effective school management. Moore (in Meyer *et al.* 1992:379) states that Maslow's theory comes to the general conclusion that a structured world in which limits are set offers a security framework within which learners can explore safely and freely. It would therefore seem that freedom within limits rather than complete abandonment, offers both learners and teachers a secure and safe environment within which they can function optimally. This secure environment is created by a positive school climate. This climate is created by the structures that good school and educational management put in place, i.e. planning, executing and controlling the offered curriculum in the school and, above all, discipline in both the classroom and the school grounds, as well as a good relationship with the society in which the school functions (Mwamwenda 1996:266; Badenhorst *et al.* 2003:79-8; Van Deventer *et al.* 2003:1718).

When safety needs are not met, this deficiency often manifests in compulsive neurosis, through which the individual (teacher/learner) orders his/her world in a way that will limit his/her sense of insecurity and a lack of safety. These individuals become demoralized and often lack leadership (Caelers 2005:5). Moore (in Meyer *et al.* 1992:379) concludes that these factors, which threaten the safety of individuals, include quarrelling, physical assault, separation and divorce, illness and death in the family, which may be particularly terrifying (Mwamwenda 1996:345). HIV/AIDS impacts on the safety needs of both teachers and learners. Learners affected by HIV/AIDS fear for their futures and become depressed, according to UNAIDS (2004a:62-63). Teachers who are affected by HIV/AIDS feel emotionally and financially insecure and uncertain of their futures. Caelers (2005:5) reports in this regard that many affected teachers become depressed and thus demoralized. Many have extra duties with which they struggle to cope. Mwamwenda (1996:345) stresses that an adult

(teacher) seeks safety by securing a well-paid stable job, and a healthy bank account or land to grow crops to feed his/her family. Barnett & Whiteside (2003:271) confirm that people need to be able to look to the future, and have some goal or promise to look forward to. AIDS destroys this. Furthermore, teachers are expected to support their affected learners (Africa Online 2001:1-2), and their affected families and colleagues. This extra strain leaves them overwhelmed, anxious and unable to function effectively, increasing anxiety and decreasing morale (Caelers 2005:5). The impact of HIV/AIDS creates a lack of interest in professional development and job dedication, resulting in poor school management, poor academic outcomes (Nthite 2005:1) and thus a lack of self-actualization of role players. Kruger & Steinman (in Van Deventer *et al.* 2003:16) confirm the stress teachers in South Africa are subjected to, saying they are “*stretched to the limit*”.

Learners traumatized by HIV/AIDS become increasingly absent from school and are more distracted; some drop out of school altogether as their circumstances deteriorate (UNAIDS 2004a:52). Many learners are abused, AIDS orphans even more so than other children (see chapter 2), and young female learners are subject to violence and sexual abuse. Many live in families devastated by poverty and many more are orphans. There are 2.3 million AIDS orphans in South Africa and 12% of all South African children are orphaned, according to UNAIDS (2004a:11). This figure is expected to rise to 3.1million (18%) of all South African children by 2010. Affected learners have no opportunity to fulfil their innate potential, as they struggle for survival in a world where they have to support themselves and often head households, taking on adult responsibilities in the face of abject poverty and deprivation. Learners infected with AIDS suffer physically and mentally, Govender (2002f:2) describes the suffering of an 8-year old learner with AIDS, highlighting the struggle this learner and his mother face, to overcome the disease, the poverty, the criticism and discrimination which haunt their lives, and also that of the older HIV-negative son. For these children schooling is not an option; they are emotionally and physically overwhelmed by the effects of the pandemic on their lives, according to reports by Coombe (2000:4), Human Rights Watch (2001a:1-6), Govender 2002f:2, BBC News (2003:1-3), Soul City (2003:22-23) and UNAIDS (2004a:62-63). Mwamwenda (1996:312) emphasizes that learners who have been traumatized by poverty and domestic problems are unable to concentrate in school.

4.2.1.2.3 Belonging and love needs

These needs include the need for love and friendship, and the need for a sense of belonging (Maslow 1970:20-21). Every individual wants to know that someone cares for him or her, and that they have someone to care for. Love means being tender, caring and affectionate, and receiving the same affections in return; to love and to be loved are social needs (Mwamwenda 1996:345-346; Van Deventer *et al.* 2003:151). Barnett and Whiteside (2003:7) say that only part of the cost of the loss of a community's teacher or nurse can be estimated in monetary terms "*How do we value parenting? What is the cost of a cuddle forgone?*" In the modern world, especially first-world countries, materialistic needs including physiological needs do not pose a serious problem. The egocentrism and rushed living of the modern first-world individual, however, leads to a lack of caring which influences affiliation needs negatively. Changes in family patterns and combinations result in young people (learners) turning to youth groups or associations in order to develop a sense of belonging and acceptance. Maslow (1970:44) mentions the possibility that rebel youth groups develop because of a need to belong and be accepted. Rutenberg *et al.* (2000:23-25) find that a large percentage of young people in Kwa Zulu-Natal belong to or attend some youth group in their community. These young learners escape the feeling of dislocation and loneliness, which is a common result of the greater mobility of modern individuals, in youth groups (Farmer 1982:83; Moore in Meyer *et al.* 1992: 380; Buchel 1994:28). Moreover, many of these learners turn to alcohol and drug abuse to escape their poor family relations, neglect, poor academic achievement and other dismal contributory factors (Hoberg 2002:223). Many HIV/AIDS-affected learners and particularly AIDS orphans turn to drug and alcohol abuse and even suicide to overcome the trauma caused by the impact of HIV/AIDS on their lives. Drug and substance abuse have been proven to be aggravating factors in the spread of HIV/AIDS and to lead to indulgence in irresponsible sexual behaviour (see chapter two).

In South Africa it is particularly among migrating workers from disadvantaged backgrounds, who often leave their poverty-stricken homes to seek a better future elsewhere, that HIV/AIDS has its most devastating impact on dislocated learners. Coombe (2000:2) mentions the complex legacy of apartheid, the region's migrant labour system which for decades disrupted family and community life, poverty and profound gender and income inequality as serious problems to be overcome in the fight against HIV/AIDS. Learners from HIV/AIDS-disrupted societies and orphans need belonging and acceptance into society; this need is often further hampered by their other extended basic needs.

Barnett & Whiteside (2003:173) find that the real impact of HIV/AIDS goes beyond altered patterns of school enrolment. Learners whose mothers have died often receive worse care than when their mothers were alive. They are less well nourished, less well cared for and less likely to attend school. They also become increasingly despondent and depressed (Barnett & Whiteside 2003:177: UNAIDS 2004a:62-63). HIV/AIDS-affected learners from disrupted societies and those who are left homeless by HIV/AIDS and poverty, in contrast with their more affluent peers, join gangs rather than youth groups to attain a sense of belonging and to escape their loneliness. They fall prey to crime, drug abuse and prostitution in order to find acceptance and a means of survival (Jacobs, E 2002:1). Many of these learners no longer attend school; they live on the streets in gangs where violence is rife (Clark 2002b:6), and their chances for self-actualization are miniscule. The South African Medical Research Council (MRC) warned that unless the government address the problem and needs of AIDS orphans urgently, “*South Africa’s capacity to provide care for these orphans will determine the long-term social stability of the country*” (Clark 2002c:2). This causes problems in control structures in school management, leaving the principal with the dilemma of whether or not to keep these learners enrolled and on the registers (see chapter 3). It furthermore causes a problem with community care, as some of these learners simply disappear and are in all probability living on the streets. Minnie Themba, a community worker and AIDS counsellor in Vosloorus township, confirms this, stating that, “*some orphans continue to attend school even after their parents die, which means we can keep track of them and provide them with assistance. Many drop out, and when they do, they disappear*” (in Du Venage 2002:1).

4.2.1.2.4 Need for self-respect

The need for self-respect (esteem needs) implies the need for an individual to attain a positive self-concept and the respect of others, which would enhance the individual’s sense of dignity and self-worth, thereby supporting self-actualization potential (Mwamwenda 1996:346). Maslow (1970:21-22) distinguishes two categories for a human being’s need for respect. **The first** set of needs, based on that which individuals attain themselves, is related to their sense of achievement, self-confidence, ability, self-dependence and personal strength. **The second** set of needs relates to what others think of the individual. This includes needs for status, importance, dignity and the appreciation of others.

If the need for self-respect is fulfilled, the individual feels self-assured and able, with an enhanced sense of the value of the life world. HIV/AIDS destroys the individual's (teacher/learner's) self-respect and sense of value. Others often discriminate against teachers and learners affected by or infected with HIV/AIDS in their society. They feel unwanted and unworthy, and this is made worse by their inability to cope with the stress and anxiety HIV/AIDS causes in their lives (Soul City 2003:22-23; 28-29; Govender 2002j:3). It is important that structures are put in place that will combat discrimination, and secure support structures for affected persons. The principal as school and community leader could play an important role in this. HIV/AIDS affected individuals have feelings of inferiority and frustration, which impact negatively on their self-actualization and also give rise to disciplinary and absenteeism problems in school management (Kganare 2001:2). This in turn leads to problems with quality control and classroom management in the school, disrupting curriculum coverage and resulting in poor academic achievement. Principals in the worse-affected areas could be faced with almost insurmountable difficulties in their duty to deliver quality education in a disrupted school system, with emotionally labile and demoralized teachers working with emotionally disrupted learners.

4.2.1.2.5 The need for self-actualization

The basic needs are followed by two growth needs or motives. The first growth need is the need for self-actualization and refers to individuals' desire to become the best that they are able to - that is to develop all the abilities and talents that they possess to their fullest potential. Maslow (1970:22) puts it as follows: "*What humans can be, they must be. They must be true to their own nature. This need we call self-actualization.*" Each person has his/her own talents and limitations, and must therefore discover the best in him/her self and realize this full potential, in order to attain goal-directed functioning; Maslow (1970:22) defines this as self-actualization. Mwamwenda (1996:346) and Van Deventer (2003:151) argue that once their other needs are fulfilled, individuals are motivated to intentionally strive to attain complete self-actualization. HIV/AIDS severely limits the opportunity to attain self-actualization for teachers and learners affected by the pandemic. UNAIDS (2004:62-63) and Caelers (2005:5) agree that the impact of HIV/AIDS on both learners and teachers causes depression and post-traumatic stress, conditions which hamper self-actualization. The impact HIV/AIDS has on the basic needs of affected individuals also prevents them from attaining self-actualization as discussed above. For school management the lack of self-actualization is a severe set back, since self-actualizing teachers and learners are more effective and goal-directed

than non-self-actualizers. Maslow (1971:169) implies that self-actualization is the ultimate goal of education, saying that education is “*helping the person to become the best he is able to become.*” Farmer (1984:165) underscores this theory, stating that self-actualizing learners are better academic achievers because they are better listeners, more honest, less remonstrative, more empathetic and self-assured. UNAIDS (2004a:62, 63) find, in contrast to this, that learners affected by HIV/AIDS experience depression, anger, guilt and fear for their futures. Epstein (2003:3) argues that young people who feel motivated because they have something to look forward to are the ones who protect themselves against HIV/AIDS, while learners who are affected by HIV/AIDS illness and deaths, seek solace for their loneliness, poverty and despair in risky sexual behaviour (Epstein & Chen 2002:6). This supports Epstein’s argument (2003:10) that there is a direct correlation between young people’s sexual behaviour and their sense of confidence in the future. Klauesmeier & Goodwin (1975: 176-180) further contend that self-actualizing teachers are more involved with their learners, and are therefore more effective as teacher-educators, leading their charges to self-actualization academically and personally. Principals who are self-actualizers, with strong positive leadership qualities, will be able to lead the role players in their schools to more effective self-actualization through effective school management. This can be demonstrated in the 2003 matriculation results, where strong motivation and leadership produced remarkable results in some schools (Van Rooyen 2004:8).

Maslow (1967:93-127) initially thought that the need for self-actualization was the highest level of motivation a fully developed personality could achieve. In later clinical studies, he discovered that some self-actualizers transcended their own egos, and became motivated by higher needs, which he called “*meta-needs*”, or “*meta-motivation*” (referring to the being values). Meta-needs refer to needs such as the need to know and to understand, i.e. a need for meaning, goal directedness, justice, aesthetic needs, order, simplicity and perfection. When these needs are not achieved, psychological problems develop that lead to depression, restlessness and a lack of purpose (Farmer 1984:164; Meyer *et al.* 1992: 380-381; and Mwamwenda 1996:346-247).

According to Maslow (1967: 93-127), two constant ongoing needs exist, namely the need for knowledge and freedom. The need for freedom refers to various types of freedom i.e. freedom of choice, freedom to learn, freedom from fear and freedom to protect the self. Individuals (teachers/learners) need a variety of freedoms to satisfy all their basic and growth needs successfully. The threat of HIV/AIDS in the society impedes freedom from fear, freedom of choice and

freedom to learn. For many young female teachers and learners, freedom of choice, freedom from fear and freedom to protect the self are severely hampered in a society where sexual abuse and violence against women and children seem to be the norm (Coombe 2000:6; Mwamwenda 1996:34; UNAIDS 2004b:24).

The ongoing need for knowledge includes the various kinds of knowledge needed to fulfil the individual's basic and growth needs, which is essential for successful self-actualization (Maslow 1968:67). Denial and secrecy, plus the non-disclosure of HIV/AIDS and the fear of discrimination, hamper the attainment of knowledge about the pandemic. This is currently one of the main factors steadily eroding and destroying South African society and the education system (Kriner 1999:1-4; Coombe 2000:1-11; Kelly 2001;1-16; Govender 2002h:4; Govender 2002j:1), leaving principals in a quandary regarding effective management of the epidemic in their schools.

4.2.1.3 REASONS FOR LACK OF SELF-ACTUALIZATION

Maslow's theory (1971:43) emphasizes the individual's innate desire for growth and self-actualization. It is however a tragic reality that too small a percentage of individuals actually achieve this ideal. Moreover in the context of HIV/AIDS, many otherwise self-actualizing teachers and learners are denied the opportunity to reach their full potential because of the havoc the pandemic creates in their lives. The following sections will briefly discuss the reasons for a lack of self-actualization and what role, if any, HIV/AIDS plays in exacerbating the problem.

4.2.1.3.1 Lack of self-knowledge and insight

Maslow (1971:39) maintains that individuals who lack sufficient self-knowledge and/or self-insight, are not open to their own needs, and therefore rely on external guidance. These individuals (teachers/learners) react only to suggestions and advice from others, and can therefore not identify their own needs in order to fulfil their innate potential. A prime example is the coercion used by male teachers, who abuse their position of trust and authority, to entice female learners to have sex with them, to improve their marks (*BBC News*, 2003:1-3; Van der Merwe, 2002b:7). A second example is, the sex with a virgin myth, which encourages male learners and teachers to sexually abuse and rape their female counterparts (Coombe 2000:2-4; Human Rights Watch 2001/1:1-3, 2001/2:1-6). Human Rights Watch (2001:2-3) stresses this saying that "*Sexual violence and harassment in South African schools erects a discriminatory*

barrier for young women and girls seeking an education [and] violates not only their bodily integrity but also their right to education.” The report further states that these abused girls often lose interest in school altogether; some transfer to other schools, and some leave school completely. Teachers expressed concern that those female learners who have been subjected to “*sexual violence at school by teachers or class mates were not performing to their full potential*” (Human Rights Watch 2001:3). Considering the high incidence of HIV-infection, sexual abuse in schools is an added health risk, apart from the ensuing lack of self-actualization potential. The existence of sexual violence in schools points to poor discipline in school management and to weak leadership by principals in schools where this is prevalent, leading to poor self-actualization of affected individuals. Moreover, UNAIDS (2004b:24) reports that sexual abuse and aggression is rife in South Africa, highlighting the problems faced by female teachers and learners in schools and in society. Mwamwenda (1996:311) and Van Deventer *et al.* (2003:16-17) state clearly that ill discipline hampers the quality of teaching and learning in schools thus preventing self-actualization of role players.

4.2.1.3.2 Barricades

There may be barricades in the individual’s living circumstances that restrain self-actualization. Maslow (1970:42) notes that the restraining effect of unsatisfied safety and security needs prevents self-actualization. In order for individuals to reach their full potential, they need courage to experiment and try out new ideas. HIV/AIDS prevents the satisfaction of the safety and security needs of learners and teachers affected by the devastation it creates in their lives, and this in turn diminishes their ability to attain self-actualization. The destruction of a victim’s safety and security needs creates fear, demoralization and a lack of dedication (Caelers 2005:5; UNAIDS 2004a:62-63), thereby defeating the main aim of school management and education, namely self-actualizing role players.

4.2.1.3.3 The Jana Complex

Maslow (1971:39) describes the Jana Complex as running away from your own best talents and responsibilities. He ascribes this problem to the fact that people often underestimate their own abilities and feels inferior among those they perceive as ‘great’, instead of simply admiring these values in others. Individuals (teachers/learners/principals) affected /infected by HIV/AIDS live in fear of disclosure and discrimination, and because of this feel inferior and

unworthy. Learners affected by HIV/AIDS often feel sad and angry, and withdraw from others (Soul City 2003:22-23; UNAIDS 2004a:62-63). The same applies to teachers, who fear discrimination and job losses (Caelers 2005:5). A case in point is Sbongile Mkize, a female teacher from Kwa Zulu-Natal who lost her post after disclosing her HIV-status to the principal; she was beaten by the truck driver husband who infected her and shunned by her community and colleagues (Coombe 2000:2-3). Faced with discrimination and feeling inferior, teachers affected by HIV/AIDS struggle to function in their disrupted worlds (Mwamwenda 1996:180). Their ability to attain self-actualization is severely impeded leaving them less effective as teachers, which in turn impacts negatively on their learners' ability to reach self-actualization. Klauesmeier and Goodwin (1975: 176-180), as mentioned above, point out that self-actualizers make the best teachers, and therefore the best school managers as well.

4.2.1.3.4 Lack of internal integration in the individual

Maslow (1971:39) views opposing needs in the individual self as a cause for unfulfilled potential. This can be reflected in cultural stereotypes of masculinity, which deride qualities such as gentleness, sympathy and tenderness in males (Meyer *et al.* 1992:383). In South Africa, the traditional understanding of masculine rights is one of the most devastating causes of the spread of HIV/AIDS and gender inequality in South Africa, which can hamper the self-actualization of female learners and teachers. Dr Neil Andersen, finds that 20% of girls (female learners) in a survey believe they do not have the right to refuse sex with their boyfriends (SAPA 2002b:3), while more than a third of male respondents have similar views on the rights of girls (female learners). Moreover, 28% of females report that their first sexual experience was unwanted, while 10% say it was forced (UNAIDS 2004b:24). Females face a range of HIV-related risk factors, which males do not; many of these risk factors are embedded in the social relations and economic realities of their societies. Multiple-partner relationships characterised by gifts, and the cultural value placed on multiple sexual partners by males, fuel gender inequalities and the ravages of HIV/AIDS amongst woman in particular (UNAIDS 2004b:10). According to Coombe (2000:6) and Van der Merwe (2002b:7), male teachers still represent one of the greatest dangers to children and female teachers; the Medical Research Council reports that many young women are forced to have sex with employers and school teachers. Dunkle *et al.* (2004: 1415-1421) find in this regard that women with violent or dominating male partners are at a higher risk of contracting HIV. Coombe (2000:6-7) and Van der Merwe (2002b:7)

point out that one third of all reported rapes of girls younger than 15 years are perpetrated by school teachers.

The majority of teachers in South Africa are women, who are among the worst affected victim groups of HIV/AIDS (Govender, 2002k:1). According to UNAIDS (2004b:11) 21% of female learners between the ages of 16 to 18 are HIV-positive. Female learners are the first to be taken out of school to act as caregivers in AIDS-affected families (UNAIDS 2004a:52). This is a problem that needs urgent attention if the ultimate aim of education and school management, namely the self-actualization of role players (teachers and learners), is to be achieved. The catastrophic effect of a further loss of female teachers as well as learners to HIV/AIDS on practical school management and quality education should not be underestimated. Given the gender inequalities they are faced with, one can only marvel at the level of dedication shown by these female teachers and learners. The principal as school manager has the responsibility to see to it that positive discipline and control systems for both teachers and learners in the school situation are in place, by supporting and raising the morale of teachers and learners (Van Deventer *et al.* 2003:16). This active responsibility on the part of the principal should help to prevent further abuse, and enhance self-actualization.

4.2.1.4 PERSONALITY TRAITS OF TRUE SELF-ACTUALIZERS

Maslow (1968:26; 1970:128-164) distinguishes the following important character traits in self-actualizing individuals. He ascribes these characteristics to the fact that these self-actualizing individuals, because all their basic, growth and ongoing needs are met, reach an optimal level of functioning which allows them to attain their full potential. Self-actualizing individuals tend to:

- Be free from limiting anxieties,
- Be free from neurosis and psychosis,
- Be less dogmatic,
- Have superior perception of reality,
- Be non-conformist and more internally directed,
- Experience more peak-experiences (feeling of wonder and awe), as well as a sense of wholeness unrelated to any theological or supernatural interpretation,
- Show greater accepting of others,
- Be more democratic,
- Be more creative,
- Be more spontaneous,

- Have healthier interpersonal relationships,
- Show greater identification with the human species i.e. a greater acceptance of world citizenship,
- Have a more humanist value system,
- Have a greater ability for introspection to resolve personal problems,
- Be more altruistic and loving,
- Show greater appreciation for seclusion and privacy,
- Have a quick philosophical sense of humour,
- Be liberal with regard to political, social and religious matters,
- Have a deep sense of goal directedness and a sense of meaning, and
- Experience greater inner peace and a sense of harmony with nature and life.

The following sections look at *some* of these characteristics which are evidence of self-actualization, and which may be of particular importance in school management in the face of HIV/AIDS.

4.2.1.4.1 Accurate perception of reality

Self-actualizers see past the fronts that people put up and perceive reality as it is. This increased perception does not only pertain to human relationships, but is also important in areas such as music, intelligence, politics and science. Self-actualizers' perceptions are not influenced or threatened by stereotyped anxieties, superstitions and fantasies in their cultures; therefore their perception of reality is sharp and accurate. They possess the courage to explore the unknown, and are prepared to reach out, because they are not hampered by a need for safety or security (Maslow 1970:128-164; Meyer *et al.* 1992:384; Mwamwenda 1996:347; Boeree 2004:5-6; Patterson 2004:1-4; performance-unlimited.com 2004:2-4). Nelson Mandela, currently one of South Africa's main voices in the campaign to fight against HIV/AIDS, is a prime example of a self-actualizing personality. This is in stark contrast to individuals who believe that sex with a virgin can prevent or cure HIV/AIDS, and the number of learners who say that they will have sex even if they know they have AIDS and will thus spread it intentionally (Andersen in SAPA 2002b:3; McKerrow in Smart 1999:30). Learners and teachers who are affected by HIV/AIDS lose perspective, become fearful, anxious and depressed, and can therefore not become self-actualizers.

4.2.1.4.2 Acceptance of the self, of others and human nature

Maslow (1970:128-164); Meyer *et al.* (1992: 38); Buchel (1994:3); Mwanwenda (1996:347); Boeree (2004: 5-6); Mind-brain.com (2004: 1-3: performance-unlimited.com (2004:2-4),), all agree that self-actualizers accept themselves and human nature unconditionally for what they are, and not as they would rather prefer them to be. On a biological level they enjoy food, sleep and sex. Natural body functions are accepted without fuss or feelings of guilt. They have a greater acceptance of illness and death. This acceptance of and appreciation for natural processes are essential for self-actualization. The trauma and devastation foisted on victims (learners, teachers, orphans) of the HIV/AIDS pandemic and the volume and severity of illness and death they have to deal with is grotesque. Caelers (2005:5) reports in this regard that teachers who are infected with or affected by HIV/AIDS and have to tend to the needs of sick relatives or attend the funerals of family and friends show high levels of depression. Furthermore, a UNAIDS report (2004a:62-63) states that the emotional anguish, caused by the illness and death of one or both parents, suffered by learners from AIDS-affected families is incomprehensible. Many of these learners suffer multiple bereavements as their caregivers fall ill and die. Many experience depression, anger, guilt and fear, all emotions that are alien to self-actualization. Because these children's basic needs are often not met, any form of acceptance of their tragic circumstance stems from the overwhelming devastation they feel. This devastation and mute acceptance of tragedy can be likened to that experienced by victims and refugees of war or big natural disasters like earthquakes or the 2004 tsunami. Under these circumstances self-actualization is not possible. A young 12-year-old learner from Limpopo Province described it like this:

“My mother is very sick. After school, I clean the house and take care of my baby brother and my mother. Sometimes I don't get enough sleep and fall off to sleep in class. The other children laugh at me and the teachers scold me for not paying attention. But my thoughts are always with my brother and mother because they have AIDS.” (Bhengu 2002:17). Orphans are in an even worse situation, since many have no home at all and live on the streets fighting for survival, or some of those who are ill spend their lives in hospitals or hospices. Few are fortunate enough to be taken into shelters that care for their basic needs (Bhengu 2002:17; Govender 2002h:1).

4.2.1.4.3 Spontaneity, simplicity and naturalness

Self-actualizers can be recognized by their spontaneous and natural behaviour, and may even be unconventional in putting forward their ideas or emotions. There is never any purposeful unconventional behaviour, with the intention of being hurtful or detrimental to others, unlike the reaction of the 10-15% of learners affected by HIV/AIDS in a survey who intimated that if they were found to be HIV-positive they would wilfully spread the disease (SAPA 2001a:3). Furthermore, UNAIDS (2004a:62-63) confirms that learners and teachers affected by HIV/AIDS are often fearful, sad and angry, which prevents them from living joyous, simple and spontaneous lives. Figure 22 shows the negative affect HIV/AIDS has on the self-actualization of affected teachers and learners. They tend to withdraw from society rather than reach out. Self-actualizers will not allow conventional rules and codes of conduct to prevent them from reaching their goal (Buchel 1994:34). This characteristic is important in the leadership role of the principal in a HIV/AIDS-embattled school. Self-actualizing principals may have to resort to unconventional strategies to ensure the successful functioning of their schools. Learners and teachers affected by HIV/AIDS however have very limited opportunities to reach self-actualization, which would enhance the successful management and functionality of the schools they attend.

4.2.1.4.4 Task involvement

According to Maslow (in Meyer *et al.* 1992:384, self-actualizers are, without exception, involved in a profession, calling or a task that falls outside their needs but through which they serve a greater purpose. They are not egocentric, but have a wide perspective, which allows them to be concerned about ethical matters that affect everybody. They are not bothered by pettiness, and therefore simplify the lives of others as well as their own. The goal directedness of a self-actualizing principal and staff members in an HIV/AIDS-affected school may well be the answer to successful school management in such a school, provided that the overload of administrative duties brought by the absenteeism of sick staff members and learners does not overwhelm the system. Caelers (2005:5) says that teachers who are affected or infected by HIV/AIDS report high levels of depression and stress, and UNAIDS (2004b:62-63) states that affected learners suffer from depression and psychological distress (see Figure 22). These teachers and learners can no longer cope with or concentrate on their teaching and learning tasks due to the effects of HIV/AIDS on their lives.

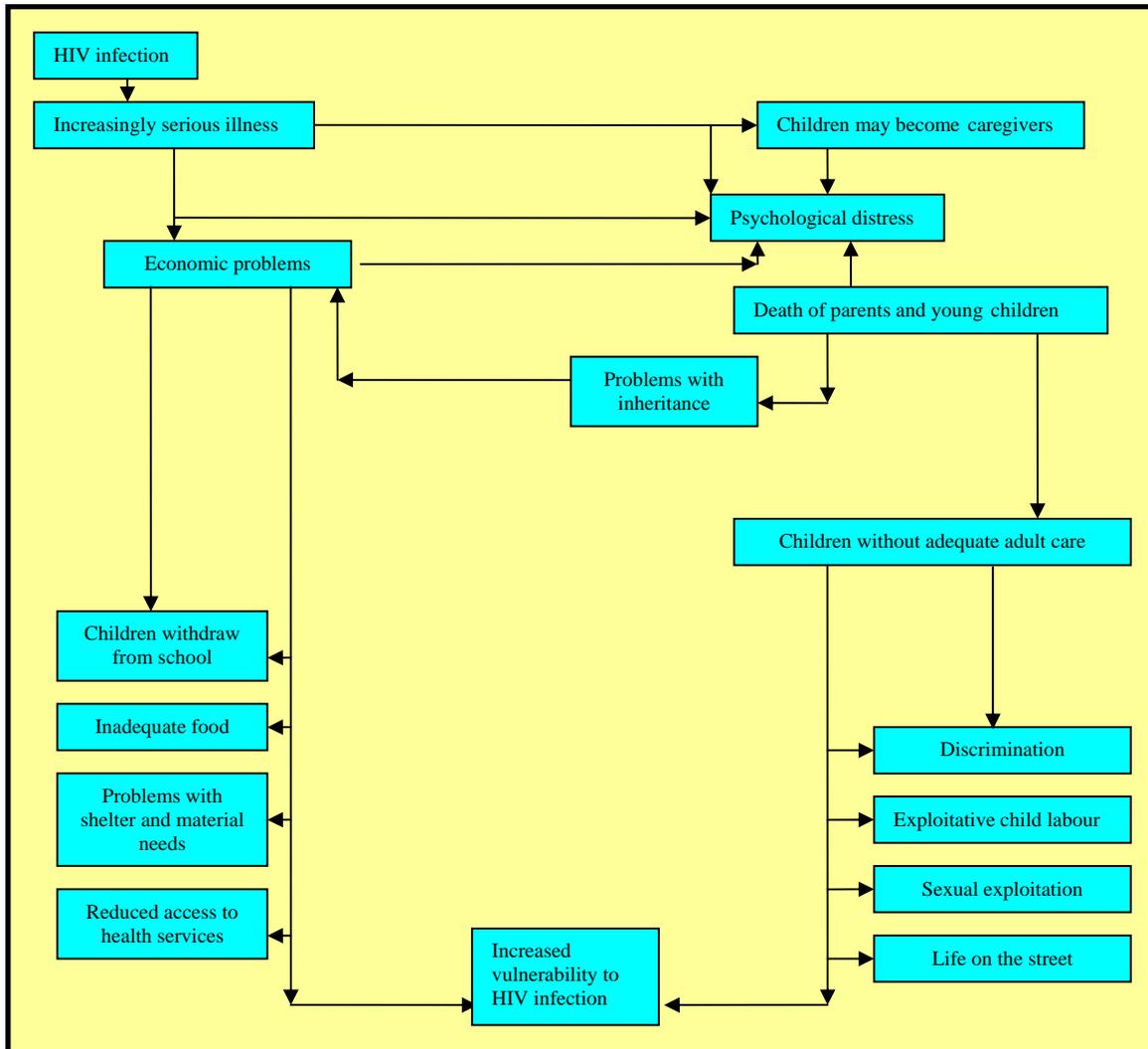


Figure 22: Problems experienced by learners and families affected by HIV and AIDS (UNAIDS 2004a: 62)

4.2.1.4.5 Seclusion and a need for privacy

Nearly all self-actualizers have a need for seclusion and privacy. It seems that they can detach themselves from uncomfortable situations, which allows them to deal with these in a dignified and calm manner. They may sometimes appear cold and distant, even antagonistic. Maslow (in Meyer *et al.* 1992:385) ascribes this to the fact that self-actualizers are independent, and need less support from others than the average individual. Teachers and learners faced with the ravages of HIV/AIDS need support to counteract the affect of HIV/AIDS on their lives. The more severely their basic needs, such as the need for safety, security and nurturing, are unfulfilled, the less able they become to deal with their situation

logically. Furthermore, the aggravated poverty and cluttered surroundings in which many HIV/AIDS-affected learners live is not conducive to successful learning outcomes, or self-actualization (UNICEF 2000:2; Coombe 2000:3-4; Africa Online 2001:1-2). Self-actualizing staff members and principals would be hard-pressed under these difficult circumstances to deal with the needs of their affected learners and staff in a dignified and detached manner.

4.2.1.4.6 Autonomy independence of culture and surroundings

Self-actualizers function independently from their surroundings. Their development and growth is not dependent on the approval of others or on popularity. They function optimally according to their own potential. HIV/AIDS affected/infected individuals cannot function on their own, and victimization and discrimination prevent them from developing their potential, or leading a purposeful and meaningful life. Self-actualization cannot be achieved under these circumstances (Meyer *et al.* 1992:385; Buchel 1994:35). Moreover, in many traditional South African cultures females are regarded as inferior to males, and sexual abuse of female learners is often not regarded as serious enough to warrant attention. In the school environment, male teachers pose a threat to their female colleagues and learners (Van der Merwe, 2002b:7; Ntshingila 2005:13). Barnett & Whiteside (2003:82) add that exaggerated maleness, which is often associated with risky sexual behaviour, increases the risk of HIV infection for females. With the attitudes some people hold, it is difficult for them to see their behaviour as sexual harassment, because there is no formal understanding of this in some cultures. Furthermore, many teachers believe it is acceptable for them to have relationships with their pupils, and because of the teacher's position of authority, the pupils often feel they have no choice in the matter (Van der Merwe 2002b:7), leaving them open to abuse and unable to attain self-actualization. Sexual abuse of learners also create disciplinary problems and poor school management, which in turn give rise to untoward behaviour in schools, and which may leave victims infected with HIV/AIDS or pregnant. Palesa Tyobeka, Chief Director of Human Resources and Gender Equity in the National Department of Education, reports that schools are often slow to deal with sexual abuse because "*Culturally...victims are often afraid of being victimized or stigmatized,*" (in Van der Merwe 2002b:7). Tyobeka (in Van der Merwe 2002b:7) also says that the Department was looking at solutions for this problem, teaching learners to protect themselves, and that their major target is female learners, "*because girls with self-confidence and attitude are less likely to be abused.*" This supports the importance of self-actualization for successful school management, particularly

in the face of HIV/AIDS. Epstein (2003:3) find in this regard that learners who have hope for the future are motivated to reach their set goals and are the ones who protect themselves against abuse and diseases such as HIV. On the other hand, learners affected by HIV/AIDS who feel inferior cannot function independently, because their feelings of anxiety make them dependent on others for approval, thus making them easy targets for abusers.

4.2.1.4.7 Sense of community and interpersonal relations

In spite of the irritation self-actualizers sometimes feel over human shortcomings, they are in general caring, sympathetic and empathetic. True self-actualizers prefer quality rather than quantity in friendship. They prefer fewer but deeper friendships with others who share their interests. Learners and teachers affected by HIV/AIDS will in contrast tend to turn to anybody who shows any form of acceptance toward them; this indiscriminate choice of friendship leaves them open to abuse by ruthless people, who take advantage of their vulnerability and destitution. AIDS orphans are particularly open to exploitation and abuse and often ending on the streets as cheap labour, drug peddlers and prostitutes (Altenroxel 1999:4; Bhengu 2002:17; Govender 2002i:1; Jacobs 2002:1; Seale 2002:11; Van der Merwe 2002b:7). UNAIDS (2004b:63) confirms that AIDS orphans in particular face increased risk of violence, abuse and exploitation. Learners who have been abused and exploited by their environments develop a skewed perspective of community sense and interpersonal relations, which hamper their self-actualization.

4.2.1.4.8 Democratic character structure

Self-actualizers are democratic in the true sense. They do not discriminate on grounds of class, qualifications, race or political alliance and are prepared to learn from any person who is more knowledgeable on any topic than they are. They are often liberal with regard to political, social and religious questions and are open to the meaning of others (Farmer 1992:85; Meyer *et al.* 1992:386). An effective, self-actualizing principal as school manager, who is open to discussion with regard to problems facing a school affected by HIV/AIDS and who can lead his/her staff and learners to non-discriminatory solutions for the chaos created by HIV/AIDS in school management (Van Deventer 2003:16, 101-104), will go a long way in helping his/her charges to attain self-actualization. Many principals are unable to deal with the pandemic and/or are infected or affected by HIV/AIDS. Both teachers and learners affected by HIV/AIDS are discriminated against by peers and a community that do not understand HIV/AIDS and are

frightened of it because they lack knowledge and fear for themselves and their loved ones. No community or school can be managed successfully if they are governed by fear of the unknown, leading to a lack of democratic thinking and an inability to reach self-actualization (Buchel 1994:36).

4.2.1.4.9 Creativity

All the self-actualizers studied by Maslow displayed a special kind of creativity and ingenuity. Creative thinking of self-actualizers is task oriented and directed at problem solving, and must not be confused with artistic creativity Maslow (in Meyer *et al.* 1992:386). Creative, problem-solving thinking could be an important school management tool in the hands of a self-actualizing principal in dealing with HIV/AIDS in schools.

4.2.1.4.10 Philosophical sense of humour

Self-actualizers' sense of humour differs from that of non-self-actualizers, in that they can laugh at themselves and do not make malicious fun of others. Moreover, there is often a lesson in their humour, which is directed at human fallacies or illogical behaviour. Their humour is never personal or hurtful, but rather philosophical (Meyer *et al.* 1992:386). Learners and teachers who are affected by HIV/AIDS are sad and angry (Caelers 2005:5; UNAIDS 2004a:62-63). They are unable to see any humour in the life situations affecting them, experiencing it as a threat or personal slight instead.

4.2.1.4.11 Non-conformist and internally directed

Self-actualizers are ruled by their own regulations rather than those of society. While they do not display open disregard for prescriptions regarding dress, language or traditions, they resist convention in matters of true importance for them. They do not, however, engage in any form of ineffective rebelliousness, such as mass action which impedes the rights of others. They would prefer to work from within the social system to improve circumstances, rather than to lodge senseless attacks from without (Maslow in Meyer *et al.* 1992:387).

4.2.1.5 THE VALUE OF MASLOW'S SELF-ACTUALIZING THEORY FOR EDUCATION

Maslow holds the opinion that education should be geared to establishing self-actualizing and self-transcending individuals. Teachers as educators must therefore see learners as human beings in totality. For this to be possible it is essential that both register/class teachers as well as subject teachers have as much information about the learners they teach as possible. In well-managed schools this information is kept in confidential personal record files, which can be accessed if a learner presents a problem to the school or has a problem in the school or at home and needs assistance (Buchel 1992:81-82, 95-96; Bush & West-Burnham 1994:126-127; Soul City 2003:28-29). UNAIDS (2004a:52) stresses the importance of precise data on the prevalence of HIV/AIDS in the school system for successful long-term planning, maintaining, enrolment targets and for training and recruitment strategies. Too often a teacher sees only one aspect of the learner, usually in his/her subject field, which gives him/her a limited perspective of the learner as human being (Buchel 1994:38). HIV/AIDS-affected learners are often discriminated against and therefore unable to function properly (Govender 2002f:2). UNAIDS (2004a:62-63) says that even people who regularly work with orphans or other AIDS affected learners struggle to understand the depth of the anguish suffered by these learners as one and then the other of their parents becomes ill and dies. Often the people who take them in also fall victim to the virus, so that some learners suffer multiple bereavements. Many others come from broken or even no homes at all. Jackie Maarogane, founder of the Ithuteng Trust School in Klipspruit, Soweto, argues that schools should focus more on the needs of learners who are not achieving than on those who seem to not have any problems Maarogane (in Van Rooyen 2004:8) says that “*some pupils come from broken homes and have nowhere to turn to for support. They have no interest in school as they are looked down upon for not performing.*” The Ithuteng Trust School, which obtained a 100% matric pass rate recently, houses 110 children from dysfunctional backgrounds. It teaches the learners the importance of values and trust. The school concentrates on building confidence and reminding children that they are special, thus building their self-image and helping them to attain self-actualization (Van Rooyen 2004:8). UNAIDS (2004a:63) underlines the importance of keeping orphaned children, and by implication also children from dysfunctional homes, in school. Staying in school gives HIV/AIDS affected learners almost their only chance of escaping extreme poverty and its associated risks. Maarogane's extra ordinary insight and selfless effort, coupled to her strong leadership role as principal, establishes discipline and self-respect among

learners who would otherwise have been lost to themselves and the economy, giving these learners an opportunity to reach self-actualization.

Farmer (1984:165) states that self-actualization has an indirect bearing on education and teaching, in the sense that self-actualizing learners are better academic achievers. Elliot (in Farmer 1984:166) found that self-actualizers were better listeners, more honest, less recriminating and reproachful, more empathetic and self-assured. Damm & Le May (in Farmer 1984:166) support Elliot's findings, saying that self-actualization can be correlated to academic success, intelligence and creative thinking. This is illustrated by the remarkable achievements of several 2003 matriculants who scored an amazing number of distinctions each (Rademeyer 2003:4). In contrast to these learners there are almost 17,000 matriculants who registered for the exams but did not show up to write the examination (Jansen 2004a:15). Learners distracted by the effects of HIV/AIDS on their lives are unable to reach self-actualization, and many drop out of the school system altogether, due to financial constraints, orphanage or illness (Govender 2002e:4; Govender 2002f:2; UNAIDS 2004a:52).

The idea of self-actualization in the school situation not only concerns academic achievement, but rather implies that the individual learner can acquire knowledge which he/she feels is important, in a relaxed atmosphere, motivated by his/her own needs and not those of others. Teachers have a duty to lead learners to self-actualization by teaching them the value and wonder of life (Buchel 1994:39).

In South Africa, learners are faced with a school system in which, the abuse of learners by teachers and peers is rife (Van der Merwe 2002b:7; Human Rights Watch 2001a:1-6). The high rate of HIV/AIDS among teachers and learners signs a death sentence for many young female learners and teachers who are abused (McKerrow in Smart 1999:30). This sad fact is confirmed in an article by Apps (2005:10) which states that "*men who are infected...attract a kind of respect*" if they do not use a condom. The unfortunate attitude of these individuals will eventually defeat the aim of education and school management, namely self-actualization. The Minister of Education says the concerted effort over the last year to make schools safe and to improve the leadership role of the principal, is partly responsible for the improved academic results of 2003 (Van Eeden 2004:10), thereby emphasising the importance of effective school management for the self-actualization of role players, and the duty of the principal and staff to ensure that this is achieved.

4.2.1.6 THE EFFECT OF HIV/AIDS AND POOR SCHOOL MANAGEMENT ON SELF-ACTUALIZATION

School management can be understood as those managerial activities performed by teachers and other educational managers which make possible effective classroom instruction, and thereby academic success and self-actualization of learners. The principal and teacher's managerial tasks, such as policy-making, planning, decision-making, leadership and control, must take place together with instructional activities in such a way that the ultimate aim of school management, described by Cangemi (1984:105) as the self-actualization of learners, can be achieved.

According to Van Schalkwyk (in Badenhorst *et al.* 1987:3) and Badenhorst *et al.* (2003:3-7), all organizations have two types of tasks to perform; functional and management tasks as discussed in chapter three. Managerial activities must be carried out in the best interests of the functional tasks. In order for a school to function properly, it must be managed optimally. The efficient management of the school system is a prerequisite for effective teaching and learning, and therefore also for self-actualization (Buchel 1993:1-3; Van Deventer *et al.* 2003:16-17). While a large number of schools in South Africa seem to achieve this goal, there are others that fail dismally. In 2002 for example independent Schools achieved a 98,4% pass rate and 78,1% matriculation exemption, and 919 of the learners in the 141 schools achieved an A-aggregate, pointing to the high quality of instruction and management in these schools (Rademeyer 2003:4). This is in contrast to other schools where the 73,3% pass rate elicits serious concern over standards and a mere 18,6% of learners obtained university exemption (Monare 2004b:4). In township schools, many learners pass with the same basic minimum "*pass without endorsement*", which leaves many of these learners victims of a system designed to produce a high pass rate at the expense of quality results (Jansen 2004a:15). Moreover, Jansen states that a further total of 117,604 failed to pass the examinations all together lessening their ability to become independent, self-actualizing adults. As mentioned above however, the Ithuteng Trust School, a haven for children from disrupted backgrounds, obtains a 100% pass rate. The learners are responsible for the upkeep of the school, and are encouraged to uphold the standard of the school. Matrics have to attend extra lessons, and the school opens earlier than others after holidays. The principal, Jackie Maarogane, founded the school five years ago realizing the need for such a facility, and her careful planning and successful management provide a safe environment in which dislocated learners are given the opportunity to develop

their potential and become independent self-actualizers striving for higher goals (Van Rooyen 2004:8).

Management at school level refers to the duties that school managers, such as the principal and teachers, have to carry out in order to facilitate teaching and learning in schools (Buchel 1993:2; Van Deventer *et al.* 2003:65). Serious concerns exist about the quality of education; despite a much-improved pass rate in the 2003-matric exams. In the Eastern Cape, intervention programmes including special tuition to 6000 learners in mathematics bore fruit, but the question arises why, if school management at school level is adequate, is it necessary to implement intervention programmes in order to cover the curriculum successfully (Monare 2004b:4).

In a report on the performance of schools in the Tswane Education District, the senior manager, Timothy Makofane, confirms that there are schools that show promise and schools that perform poorly. He adds that as soon as the Department focuses its attention on the poorly performing schools, and away from the better schools, the latter's performance deteriorates. "*Pupils' marks at promising schools show a drop as soon as we look away to help poorly performing schools*" Makofane explains (Nthite 2005:1). Jansen (2004a:15) also raises several concerns regarding the performance of learners in the South African education system:

- *Firstly, more than a quarter of the learners who sat for their final school leaving examinations failed.*
- *Secondly, in critical subjects, which are more likely to reflect the analytical thinking of learners, more than two thirds failed mathematics in the higher grade and approximately 50% failed physical science in higher grade,*
- *Thirdly, if predominately white, privileged pupils are removed from the pooled results the picture becomes even bleaker.*
- *Fourthly, where did all the learners disappear to? The 70,000 fewer learners sitting for final school leaving exams since 1999, should ring alarm bells.*
- *What happened to almost 17,000 learners who registered, but never sat the exams?*
- *Who carries the responsibility for 164,816 learners in grade 11 who did not show up in grade 12: what happened to these learners?*

Jansen (2004a:15) states categorically that South Africa deserves better, that learners from disadvantaged communities in particular deserve better, and that we should strive towards a system which provides every pupil in every subject with adequate learning material, functional schools and competent teachers, so that each one of these learners can pass well enough to compete in the labour market, and well enough to complete a first degree. This statement highlights the importance of effective school management for self-actualization.

However, considering the devastating statistics available on HIV/AIDS prevalence in South Africa, particularly in the age group between 14-49, it becomes clear that school management could be adversely affected by the impact of HIV/AIDS. A UNICEF report (2000:1) states that the most profound effects of HIV/AIDS will be felt in education. Looking at the managerial tasks of the teacher in the classroom and those of the principal as co-coordinator of all management activities in the school, in light of the prevalence of HIV/AIDS in the community and the school, it would seem that the impact of HIV/AIDS would completely derail the current management structures in schools. Avert (2000:1-3) states that the impact of HIV/AIDS on education threatens both the quality and coverage of education. Pela (2001:1) and Coombe (2000: 4) confirm this statement, stating that the impact of the epidemic has shaken the entire education system in South Africa. As HIV/AIDS reduces the number of parents between 20-40 years, the numbers of orphaned children increase, poverty deepens, and school enrolment decline. Moreover, people who are poor due to the effects of HIV/AIDS are often also illiterate and cannot read pamphlets and posters about preventing infection and dealing with the effects of the virus, while education via television and radio is limited since many do not have access to this, according to Graca Machel (in Govender 2002e:4). Parents from these poverty stricken households cannot send their children to school or help them attain self-actualization. Many parents are ill and they are depended on schools that are often also affected by HIV/AIDS, to fill the gap, thereby increasing the managerial responsibilities of the principal. The dismal reports stated above, are confirmed by Caelers (2005:5) who says that 4000 teachers died of AIDS-related illness in 2004, while those who remain often suffer from depression. Moreover, Naidu (2004:2) estimates that as many as 500,000 secondary school learners will be infected; this figure excludes the approximately 350,000 AIDS-infected children, including primary school learners younger than 14 (UNAIDS 2004a: 191-195). 2.3 million (17%) of children were orphans due to HIV/AIDS (UNAIDS 2004a:61) a figure expected to rise to 3.2 million by 2010. Dropouts due to poverty, illness, lack of motivation and trauma are set to increase as the epidemic progresses, along with

absenteeism among affected learners who are ill, or head households, or have to supplement family income (Coombe 2000:3; Govender 2002h:4; UNAIDS 2004a:62-63). On the issue of learners leaving or dropping out of the school system, SADTU confirms that learners drop out of the school system because of poverty, HIV/AIDS, pregnancy and drug abuse. Schools that are under pressure to deliver good matric results sometimes discourage learners from proceeding to grade 12, and force many to take subjects on standard grade (Monare 2004a:1; 2004b:4; Jansen 2004a:15). This is confirmed in a report which states that learner numbers in the school system decreased by 4,7% between 1999 and 2001 (La Grange 2003:10). Learners, affected by HIV/AIDS attend school irregularly, and apart from the problems they create in school management, are unable to attain academic success or become independent self-actualizers. Coombe (2000:3) warns that unless state provisioning changes to meet the more complex learning demands of affected learners, many young adults will remain functionally illiterate. At least 12% of all teachers (educators) are reportedly HIV-positive (Blaine 2005:1). In South Africa, an HIV-positive person dies within seven years without access to drugs. It is estimated that should there not be positive intervention, by 2010 more than 53,000 teachers will have succumbed to the disease while many more will be ill, absent and dying, or preoccupied with family crises, and school effectiveness is bound to decline. La Grange (2003:10) shows a 3.1% decrease in teacher numbers between 1999 and 2001 and Jansen (2004b:1) warns that South Africa will face a serious shortage over the next five years. South Africa not only faces the loss of teaching professionals, but also declining numbers of learners and delayed registration of learners from affected households complicates the basis of school planning which is centred around learner numbers (Piek 1993b:81-95; Barrow 2001:1; Buchel 1992:112-151). Naidu (2004:1) confirms these points citing a marked decrease in enrolment figures, which is indicative of declining fertility rates and rising infant mortality due to HIV/AIDS. Moreover, many principals have not yet received training to enable them to be creative and/or self-actualizing school managers (Coombe 2000:4), minimizing their ability to function optimally under increasingly difficult circumstances. Nthite (2005:1) mentions teacher absenteeism and a lack of control over leave registers as two serious problems facing school managers in the Tswane Education District, underlining the difficulties principals face because of HIV/AIDS. The Tswane Education Department proposes to offer assistance to managers facing these difficulties in an effort to improve academic outcomes in affected schools. The fact that intervention programs (Monare 2004b:4; Nthite 2005:1) have to be employed in some schools to facilitate curriculum coverage and academic outcomes confirms the problems that exist in school management, pointing to a shortage of suitably

qualified teachers to cover learning objectives (Govender 2002c:2), which in turn leads to minimized self-actualization potential for all role players.

UNAIDS (2004a:53) states that the quality of education may suffer as more teachers succumb to the virus, and more inexperienced and under-qualified teachers have to tend to larger classes, as the teacher-learner ratio increases. In rural areas where schools may have only one or two teachers, the death of a single teacher can be devastating. Moreover, skilled teachers are difficult to replace (UNAIDS 2004a:53). Jansen (2004b:1) warned that South Africa would experience a serious shortage of teachers over the next five years. Research shows that South Africa needs more than 20,000 new teachers annually, but only 5,000 qualify in the country's 25 higher education institutions. This means that over the next five years a shortfall of 75,000 teachers could build up. Add to this the fact that an average of 5000 teachers leave the system annually for a variety of reasons, from retirement to more lucrative employment, and that 4000 teachers are purported to have died from AIDS-related illness in 2004 (Naidu 2004:1), and the situation seems dismal. UNAIDS, (2004a:53) stresses the importance of long-term planning to meet enrolment targets, and reinforces the need for careful data-collection about the epidemic's impact on teacher provision. The data is essential for planning training and recruitment strategies. By implication, the same data should be collected about learners in order to plan for teacher provision. Unless careful planning strategies are in place, the self-actualization of role-players in education cannot be attained.

The illness and death of teachers and learners due to the impact of HIV/AIDS negatively affecting school management, and the rising numbers of AIDS orphans and children from AIDS-affected families threaten to breakdown the very fabric of school management. A World Bank report (2002:1) states that HIV/AIDS kills teachers faster than they can be trained, make orphans of their students and in highly infected countries threatens to derail even the most basic primary education. Not only the managerial tasks of school management are threatened, but also, by implication, the functional task too, leading to academic failure and poor self-actualization. This was seen in the 2003 matric exams, where many learners barely passed the exam, a mere 18, 6% attained university exemption, 117,604 failed outright and 17,000 who registered did not write the exam (Jansen 2004a:15; Monare 2004b:4). Coombe (2000:4) reports that the educational management capacity of South Africa is *fragile* at national, provincial, district and school level, a fact that is underscored by the controversy surrounding the 2003-matric examinations, described above.

4.3 THE EFFECT OF HIV/AIDS ON THE DEVELOPMENT TASKS OF TEEN-AGE LEARNERS

Ackerman (in Engelbrecht *at al.* 2001:104-106) describes adolescence as a process of development during which the adolescent experiments with and acquires suitable adult roles and attitudes, with regard to, for example, interpersonal relationships, religion, politics and moral values. Adolescence is an important transition from relative dependence to relative independence and forms an essential part of the individual's preparation for finally accepting adult responsibilities. One way to explore the developmental meaning of a particular developmental phase is to consider the developmental tasks particular to that phase.

Developmental tasks refer to abilities, skills and attitude that a learner as an adolescent has to master during a particular developmental phase. These tasks refer to psychological challenges that the adolescent must deal with, and are directly related to societal expectations. Effective mastering of the developmental tasks contributes to psychological wellbeing and therefore to self-actualization. Vrey (1979:28-29) describes the achievement of developmental tasks by the learner as beacons on his/her road to adulthood. These beacons are divided into broad categories namely, pre-school, primary-, secondary- and post-school phases. In the following paragraphs the secondary school phase (adolescence) will be looked at in more detail, because it describes the fastest growing HIV-positive group in the school system, which could have a ripple effect upwards, affecting teacher-training students and newly qualified teachers. Naidu (2004:2) estimates that 500,000 secondary school learners will be infected and Granelli (1999:4) reports an alarming 65.4% leap in HIV infections among 15-19 year-old teenage learners between 1997 and 1998. Moreover an astounding 29% of 12-17 year-old teenage learners are sexually active and 53% engaged in risky sexual behaviour (Bartlett 2002:1; Sapa 2002e:8). This group furthermore includes a large number of female learners subjected to abuse by teachers and/or male peers (Smart 1999:30; Coombe 2000:3), which further impedes their ability to attain self-actualization due to the trauma they suffer. Mwamwenda (1996:181), underscoring the threat of HIV/AIDS to school management, warns that South Africa is following the same AIDS curve as the rest of Africa, because there has been no change in behaviour. This attitude and lack of behavioural change has negative connotations for school management and for self-actualization.

According to Vrey (1979:28) and Ackermann (in Engelbrecht *et al.* 2001:104-106), the age at which a specific task is mastered is not of primary importance, but rather the order in which the tasks are mastered, as well as the relationship between the successfully mastered skills and the consecutive developmental tasks. Ackermann stresses that although we distinguish between these tasks, they cannot be separated from one another. Every one of the developmental tasks has a threefold basis, namely:

- **Biological basis:** founded on biological maturity, and enables the learner to master certain physical skills, such as walking, running and writing with practice (Buchel 1994:39);
- **Psychological basis:** includes the learner's cognitive, affective and conative abilities, through which he/she is able to attach meaning to a specific task with which he/she is involved;
- **Cultural basis:** though the importance of certain skills is universally acknowledged, but emphasis placed on the realization speed and level of involvement in a specific task (objective), as well as the educational support in the mastery of specific tasks, is determined within a specific cultural milieu (Vrey 1979:29; Buchel 1994:4). Learners involved in the mastering of developmental tasks reach self-actualization by attaching meaning to the situations in which they are engaged, in totality. This involvement points to a constant interaction between all the facets pertaining to the developmental tasks (Vrey 1979:31).

Vrey (1979:29) and Ackermann (in Engelbrecht *et al.* 2001:104-107) define a developmental task (objective) as a task which a learner can complete independently by a certain age, or in a certain time frame. If the learner is successful, his/her achievement is praised by the people who are important to him/her; if however, he/she fails with the task, he/she feels unhappy and the community reacts with disapproval to this failure, creating problems for the learner trying to realize consecutive tasks successfully. This definition indicates that failure to successfully master developmental tasks may interfere with a learner's ability to achieve academic success and self-actualization. The following paragraphs examine the effects of either successfully mastering or failing to master certain relevant *developmental tasks* on self-actualization of teenage learners, in a system where effective school management may be disrupted by HIV/AIDS. The relevant task include the learner's:

- Acceptance of his/her own physique and the effective protection and use of the body;

- Establishing of emotional independence from parents and other adults;
- Development of new and more mature relationships with peers of both sexes;
- Desire for and attainment of socially responsible behaviour;
- Acquiring of a set of values and an ethical system as guidelines for behaviour the development of a life and world view;
- Attainment of a female or male gender role;
- Preparation for a profession or career; and
- Preparation for a married and family life.

Each of these tasks will now be examined.

4.3.1 ACCEPTANCE OF OWN PHYSIQUE AND THE EFFECTIVE PROTECTION AND USE OF THE BODY

Manaster (in Monteith Postma & Scott 1988:38) find that successful mastering of this developmental task leads to a balanced view of the self, love and sex. Learners who develop quicker or slower than the norm may experience their difference negatively because they feel unsure about it. Learners need the assurance that they are acceptable to the group in totality, but particularly physically, because a positive group identity, and a positive self-concept, support self-actualization. According to Vrey (1979:177), learners enter secondary school with a specific awareness of self-identity and self-concept which includes all their other physical, academic, sport, family and group identities. Vrey (1979:177), Visser *et al.* (1982:181), Bester (1988:165) and Buchel (1994:41) agree that all these identities are evaluated within the concept of self-identity, so that individual self-identities differ from one another. Should a learner attach a low value to any of these identities, identity confusion may arise, which will upset the learner's self-concept and therefore also his/her self-actualization. James *et al.* (2004:264-269) found in a survey among secondary school learners in Kwa Zulu-Natal that in spite of being well informed about HIV/AIDS, these learners still indulged in risky sexual behaviour. Their risky sexual behaviour could be an indication of a poor acceptance of their own bodies and sexuality, stemming from a poor body and self-concept; these factors lead to a lack of self-actualization potential. Epstein (2003:1) agrees that there is a correlation between responsible sexual behaviour and confidence in the future, which implies a positive self-concept. This in turn implies a positive physical (body) identity which may be a prerequisite for the successful acceptance of the learner's own physique and effective protection of his/her body, which in turn may be a prerequisite for successful self-actualization. Bernard (in Monteith *et*

al. 1988:38) and Ackermann (in Engelbrecht *et al.* 2001:106-107) agree that in order to help learners to master this self-independent task, namely the acceptance of own physique, it is essential that teachers as educators accentuate intellectual, artistic and social skills to teach adolescents learners that physical build and functioning are only two aspects of human development. Learners should be encouraged to treat their bodies with respect and appreciation, to keep them clean and neat, irrespective of appearance. This will help them to develop a positive identity and self-concept, which will enhance their self-confidence and lead to self-actualization and independence. On the other hand, abuse of learners by schoolmates or teachers undermines the attainment of this developmental task.

The importance for school management of learners accepting and respecting their bodies as a positive form of self-discipline must not be under-estimated. It stands to reason that any teacher or learner who abuses other learners must be acted against immediately. A culture of self-respect and disclosure of abuse must be instilled and female learners in particular must be made aware of their rights. Dunkle *et al.* (2004:1419) find a correlation between child sexual assault, forced first intercourse, and adult sexual assault by non-partners and an increase in risky sexual behaviour. Moreover, UNAIDS (2004a:12) reports that 10% of sexually active females in South Africa said that they were forced to have sex. The disrespect of the abuser leads to a negative physical concept and a poor self-concept in victims. Palesa Tyobeka, the Education Department's chief director of human resources development and gender equity, stresses the need for a counselling system for abused learners and teachers. She says "*Our main target is the girl-child, because girls with self-confidence and attitude are less likely to be abused*" (Tyobeka in Van der Merwe 2002b:7), underlining the importance of a positive body image and identity for self-actualization in learners. The problem of abuse arises at least partly from poor discipline (class- room and school discipline) and poor leadership by the principal who allows perpetrators of this form of misconduct and criminal activity to continue working at the school without taking action against them. According to Buchel (1992:222-226), Piek (1993b; 150-155) and Van Wyk (in Badenhorst *et al.* 2003:187-190) one of the main reasons for termination of service in the Department and also expulsion of learners from a school is serious misconduct and criminality. In South Africa perpetrators are often allowed to remain in the classroom (Green 2005:1). The negative impact of mismanagement in this sphere of school management cannot be over-emphasized. In a school system where large numbers of teachers and learners are HIV-positive and HIV is not a notifiable disease, developing a positive body image, identity and self-concept may be a

valuable tool towards self-actualization for teenage learners, as well as protection against HIV/AIDS.

4.3.2 ESTABLISHING OF EMOTIONAL INDEPENDENCE FROM PARENTS AND OTHER ADULTS

As the teenage learner becomes older, a need arises for greater independence from his/her parents and other adults. The guidance and support necessary to attain of this emotional independence is the responsibility of the parents. The adolescent's striving towards independence is tempered by a sense of insecurity regarding the unknown adult world. He/she therefore still needs the parental home as a safe base from which he/she can explore and establish a life world. A give-and-take relationship with regard to independence between parent and adolescent, with a balanced decrease in parental discipline, builds reciprocal trust between parent and adolescent and supports the adolescent's developing emotional independence from his/her parents (Manaster, De Wit & Van der Veen in Monteith *et al.* 1988:40; Ackermann in Engelbrecht *et al.* 2001:104-105; Berk 2003:200). Parents who allow their children a reasonable amount of autonomy, freedom and independence, but at the same time offer a safe home-base, prepare them for meaningful emotional maturity, which allows them to make meaningful choices with regard to learning/training, career choices and marriage partners. Emotionally safe and nurtured adolescents, who receive democratic guidance towards emotional independence from parents and other adults (teachers), are able to become successful self-actualizers. One of the prerequisites for self-actualization, according to Maslow (in Farmer 1984:16), is the ability to function independently from the environment. Learners who are therefore able to achieve successful emotional independence, and can function independently from parents and other adults such as teachers, are better able to become successful self-actualizers and independent adults.

HIV/AIDS has a traumatic impact on learners. Many are abused (often by family members and teachers) and young females often subject to violence. A large number of learners live in families that are over-extended and are pressured to contribute to family income as their poverty deepens. They have no safe home base to return to, as they are losing parents, siblings, friends and teachers to HIV/AIDS. Many have to leave home in search of new homes. Many find no homes at all. These learners become increasingly distracted and absent from school (Coombe 2000:4). Learners subjected to these dysfunctional backgrounds cannot reach self-actualization, because their living circumstances are so uncertain. Parents and teachers who are affected by HIV/AIDS cannot

give teenage learners the emotional guidance or support needed for meaningful emotional independence, because of their own distressing circumstances. Many learners instead have to fend for themselves and their younger siblings in a world full of discrimination. They feel helpless and angry, withdraw from society and become lonely. Learners cannot turn to teachers who are increasingly affected by HIV/AIDS and involved in their own trauma, with few reserves to care for others. As more teachers become increasingly ill, absent and unable to deliver effective instruction, learners affected by HIV/AIDS become increasingly subjected to poorer quality education, more stress in the school and home environments, and less able to become independent self-actualizers due to emotional trauma. A self-actualizing principal, who as effective school manager, puts structures in place whereby affected teachers and learners can receive counselling and support, will go a long way in helping these learners on their way to independent adulthood (Buchel 1994: 42; Coombe 2000:3-4; Soul City 2003:22-17; Van Deventer *et al.* 2003:16-17).

4.3.3 DEVELOPMENT OF NEW AND MORE MATURE RELATIONSHIPS WITH PEERS OF BOTH SEXES

According to Manaster and Hurlock (in Monteith *et al.* 1988:40), the successful achievement of this self-dependence task leads to the successful establishment of friendship bonds with members of both sexes and therefore to successful socializing and incorporation into society. This development task depends on mutual attraction between the sexes, and gives adolescents an opportunity to practice their gender roles in their peer group (in Monteith *et al.* 1988:40-41). As with achieving a positive acceptance of one's own physique, establishing successful mature relationships with peers of both sexes is essential for a balanced emotional development (Havighurst in Monteith *et al.* 1988:41). Learners who are given the opportunity to make democratic choices regarding their organization of, participation in and presentation of social activities develop an independent lifestyle for which they accept responsibility (Havighurst in Monteith *et al.* 1988:41). Independent action, a developed sense of responsibility and a value system are prerequisites for self-actualization according to Maslow (in Farmer 1984:165) and point to a mature approach to socializing within a group. These learners can, because of their successful relationships and therefore also successful functioning within the group, establish a positive social identity, which will help lead to successful self-actualization.

Learners affected by HIV/AIDS or learners who are abused by peers and/or teachers feel sad and rejected and can therefore not enter into healthy social relationships with peers of either sex. Poverty and the adult responsibilities, which are foisted on many learners before they are emotionally ready, leave them scared and insecure, and unable to function in school (Mwamwenda 1996:311-312). Class teachers in particular should be aware of children in distress, identify them and try within the available system of school management at the particular school to arrange help and support for these children (Soul City 2003:22-31). A serious problem particularly for female learners in the South African school system, which can be ascribed to lack of discipline in school management, is the high level of sexual abuse thousands of female learners of every race and economic group are experiencing, which impedes their education. Human Rights Watch (2001b:1-3) claims that school authorities rarely challenge the perpetrators, and that many female learners either interrupt their education or leave the school system altogether, because they feel vulnerable to sexual assault. A report quoted in Human Rights Watch (2001b:1-2) states that girls are raped, sexually abused, sexually harassed and assaulted by their teachers and male classmates in toilets, empty classrooms, corridors, hostel rooms and dormitories. These girls will probably never be able to establish normal mature sex roles, because of emotional scarring; many turn to prostitution (Govender 2002i:1) and a large number are infected with HIV by their attackers who often believe sex with a virgin can cure or prevent AIDS (McKerrow in Smart 1999:30; Coombe 2000:3; Van der Merwe 2002b:7). Considering the venues in which female learners are attacked, serious questions arise about school management. Strict rules with regard to behaviour of hostel dwellers are supposed to be in place, to protect the safety and health of learners in hostels. The principal has a special role, together with the hostel superintendent, to safeguard learners in hostels (Engelbrecht *et al.*: 1987:125-127; Buchel 1992:75; Buchel 1993 104-105); the fact that rapes take place in hostel rooms and dormitories is a serious indictment of those principals and superintendents, and points to poor school management. Wray (1999:1) points out that there is a correlation between good management and successful teaching outcomes, which contribute to self-actualization. Classroom and school discipline should ensure that learners are effectively involved in learning and not roaming outside classrooms, perpetrating crimes (Buchel 1993:67-78; Piek 1993b; 53-54; Kruger & Steinman in Van Deventer *et al.* 2003:17-18). In schools where indiscipline leads to criminal behaviour, learners cannot develop normal mature adult roles as their ill-discipline becomes the norm for their adult lives (Mwamwenda 1996:311-312), leaving them unable to function in normal civil society, and unable to become independent self-actualizing adults.

4.3.4 DESIRE FOR AND ATTAINMENT OF SOCIALLY RESPONSIBLE BEHAVIOUR

Acquiring socially acceptable and responsible behaviour depends on understanding and accepting the values and habits of a specific community, according to Manaster (in Monteith *et al.* 1988:41). Changes in the community that lead to a sense of insecurity in the adolescent make the mastering of this self-dependence task more difficult. The adolescent prepares him/herself for the acceptance of mature social roles by accepting the behaviour and social roles of his/her peer group (Bernard in Monteith *et al.* 1988:41). His/her social role is established at birth through the welfare of his/her family and the sacrifices he/she learns to make for the well-being of his/her family. The reward for these sacrifices is social approval (Bernard & Havighurst in Monteith *et al.* 1988: 42). Establishing an acceptable life- and world-view forms the basis of socially accepted behaviour, but does not necessarily mean that the adolescent accepts everything that he/she is told unconditionally. Adolescence is a time when critical thought and argument develop. Adolescents who do not master this self-dependence task identify themselves through asocial behaviour, which manifests itself either in radical activities that threaten to disrupt society, or in a refusal to become involved or to act in the interest of society (Havighurst in Monteith *et al.* 1988:42). Havighurst believes that socially acceptable behaviour can be instilled at school level through the successful instruction of social sciences i.e. history, economics, geography and cultural subjects. Biology as a subject in the current school setup has an important role to play, because it can enhance the adolescent's (teenage learner's) social conscience and value system, forcing him/her to act responsibly in a social context. Discussion of topics such as environmental care and protection, family planning, HIV/AIDS, drugs and others that are relevant to the curriculum and can be incorporated into lessons increasing social awareness, while increasing the understanding of underlying natural processes (Buchel 1994:44). Many socially disrupted learners, affected by HIV/AIDS and poverty, develop a negative 'don't care' attitude towards society, and others turn to crime in an effort to find social acceptance. The absence of parental guidance and positive role models leads to risky sexual behaviour and drug abuse among socially disrupted children, as shown in a Sunnyside survey among street children (Jacobs, E 2002:1). Many children from all walks of life lack suitable role models in parents, teachers and adults in general; they feel rejected and are deeply unhappy. Children from HIV/AIDS-affected households in particular suffer from rejection, discrimination and abject poverty, which lead them to take desperate measures for survival. Many children feel let down by parents, teachers, leaders and role models. Dr Cecelia Jansen,

an educational psychologist at UNISA, says that many learners are tired of life they do not see a future for themselves, and have become careless regarding crime, drugs and sex (in Fitzpatrick 2003:13). These attitudes lead to socially unacceptable behaviour in these learners, which hampers their self-actualization.

4.3.5. ACQUIRING OF A SET OF VALUES AND AN ETHICAL SYSTEM AS GUIDELINES FOR BEHAVIOUR AND DEVELOPMENT OF A WORLD VIEW

Adolescent learners are brought up and educated within a family and society that maintain certain values. The values of an adolescent learner's parents, peers, society and church all exert an influence on the maturation of that adolescent. The choice and acceptance of values, however, rests with the individual, and may even lead to conflict with parents and/or teachers, because of opposing values (Manaster & Hurlock in Monteith *et al.* 1988:42; Buchel 1994:44). The development of a value system is encouraged by identification with adults, and therefore with teachers and principals worthy of being role models. Bernard (in Monteith *et al.* 1988:42) and Kruger (in Badenhorst *et al.* 2003:65) postulate that, because adolescents spend a large portion of their teenage lives in the school system, they must be afforded the opportunity in school to accept responsibility that will lead to their development of a positive value system. Havighurst (in Monteith *et al.* 1988:42) furthermore agrees with Vrey (1979:199) and Engelbrecht *et al.* (1989:49-50) that adolescents, because of their formal-operational thought patterns, form their own opinions about moral and religious matters, and also about important social and environmental matters that could be addressed in subjects such as biology and life skills. These social and environmental issues include:

- Environmental pollution, population explosion and family planning;
- Control of sexually transmitted diseases such as HIV/AIDS;
- Drugs and alcohol abuse, which could facilitate the spread of HIV/AIDS (Berk 2003:208);
- Malnutrition and socio-economic diseases, which may be the result of poor education (i.e. non vaccination against preventable viral diseases such as rubella, mumps, TB and currently Neviripine for rape victims and mothers with AIDS);
- Parasitic diseases such as cholera and amoebiasis, which are caused by poor sanitation and water pollution in socio-economically poor areas such as informal settlements (Buchel 1994:45). Delmas in South Africa is experienced a serious outbreak of typhoid in 2005 and raw sewage is

reportedly being pumped into the Hartbeespoortdam outside Pretoria. Several other municipalities in rural areas have inadequate water purification systems, posing a health threat to residents in these areas. (Eybers 2005:14).

According to Havighurst (in Monteith *et al.* 1988:42, adolescent learners have the desire and ability to look for solutions for social and moral problems through a system of ethical values. Daniels (1984:26-27) finds a positive correlation between self-actualization and value-directed moral thought. According to Daniels (1984: 29), self-actualization is primarily a moral concept, and Maslow may have selected self-actualizers on account of their moral maturity. Thus it would seem that teachers, particularly biology and life-skills teachers, because of the contact they have with teenage learners in school, have an important role in establishing healthy ethical values in learners, values that can help them to become successful self-actualizing adults (Buchel 1994:45-46). Rutenberg *et al.* (2001:27) report in this regard that although many respondents in their study indicated poor physical conditions at their schools, drunk teachers, punitive school authorities and sexual harassment by peers and teachers, 85% of the respondents felt that they could talk to at least one teacher about their problems, highlighting the importance the role the principal and school can play in the self-actualization of learners. This however is only possible in a class setting where there is proper classroom discipline and a positive example set by the teacher (Buchel 1992:100-104; Buchel 1993:67-96; Wray 1999:1; Van Deventer *et al.* 2003:17-18).

4.3.6 AQUIRING OF A FEMALE OR MALE GENDER ROLE

Havighurst (in Monteith *et al.* 1988:43) finds that this development task needs greater adaptation from female learners than from males. This may be due to the fact that female learners, because of their quicker physical and psychological development, play a dominant role in primary school. When the female learner reaches adolescence, the roles are reversed, and she has to suppress her dominance in order to develop a successful relationship with the male learner, who because of his physical development starts to take over the dominant role. This ambivalence in the female gender role may create an identity crisis which can lead to unsuccessful self-actualization. The female learner has to overcome this ambivalence by establishing a successful gender role with the help of meaningful guidance, because in the current career market there is a greater demand for professional woman than ever before. Farmer (1982:87) mentions that parents traditionally have different expectations of their sons and daughters and may try to dissuade their daughters from entering traditionally 'male'

professions, which may curb the girls' self-actualization potential. As mentioned above gender inequality fuels the spread of HIV/AIDS. Female learners are not only at a greater risk of being infected with HIV/AIDS, but are also more likely than their male peers to be taken out of school to take on care-giving roles in HIV/AIDS affected families (UNAIDS 2004a:52), which impacts on their self-actualization. Care must be taken to assure that female learners make their subject and career choices based on their abilities and interests, and not according to traditional male/female career assumptions (Buchel 1994:46). Schools should provide assistance to HIV/AIDS-affected learners, and particularly to the worst-affected female learners, helping them to stay in school as long as possible.

According to Bernard, Black and De Blassie (in Monteith *et al.* 1988: 43), a problem with gender role acceptance arises from the gap between the physical and sexual maturity of adolescents and their attitude to pre-marital sex. While the adolescent must be prepared for his/her marital role and is physically ready for this role, he/she must learn to channel his/her sexual needs so that the fulfilment of this happens within marriage. The value system of parents and community will decide whether the adolescent learner's actions are morally positive or negative. Positive parental role models, as well as the adolescent learner's positive concept of his/hers self-worth and self-assurance, will lead to the choice of a good gender role, which enhances the possibility of self-actualization and of mastering this difficult self-dependence role.

Learners and teachers infected/affected by HIV/AIDS, which is in many instances primarily a disease of negative permissiveness in moral behaviour, have probably not managed to establish successful gender roles. Many victims of HIV/AIDS are innocent bystanders who were infected by sexual partners with negative moral values who indulged in irresponsible sexual liaisons or by accident after coming into contact with infected body fluids, or vertically by HIV-positive mothers. Because HIV/AIDS is not a notifiable disease, innocent people become infected by their spouses or sexual partners in established relationships (UNAIDS 2004a:40), many of whom are unaware that they are HIV-positive until they develop symptoms. Moreover, South Africa has the fastest growing HIV/AIDS pandemic in the world, and the highest levels of teenage infections, with learners as young as 12 being sexually active and participating in risky sexual behaviour (SAPA 2002b:3). Many learners say that they would engage in unprotected sex, purposefully spreading the disease if they knew they were HIV-positive (Coombe 2002:3-4). Taylor *et al.* (2003:97-100) and James *et al.* (2004:264-269) found unacceptably high levels of risky sexual

behaviour among senior secondary learners, in spite of their being well informed regarding HIV/AIDS and other sexually transmitted diseases. Other forms of risky behaviour, such as smoking and drinking, were found to increase the likelihood of sexual activity and thus HIV-infection. A staggering 258,000 learners were HIV-positive by 1999 (Altenroxel 1999:4); a figure which has since escalated to a possible 500,000 according to Naidu (2005:2), and high levels of sexual violence exists in schools. The life skills taught in schools have been unsuccessful, and stronger action is needed to protect female learners and young female teachers (Van der Merwe 2002b:7). Furthermore, providing condoms and advertising safe sex rather than abstinence and responsible sexual behaviour within stable relationships or marriage aggravate the problem. Dr Olive Shisana, in an effort to stem the spread of HIV infections in schools, suggested free condoms for learners in school (Caelers 2005:5). McCafferty (2002:16), an Africa Christian Action researcher, blames the flashy US-style sex education implemented in South African schools as a contributory factor to abuse in schools. McCafferty cites instances where male peers physically abused female learners after sex-education lessons. Looking at the facts, it would seem that a rethink in both school management with regard to pupil and teacher discipline and social mores is of prime importance, if learners are to establish healthy gender roles and achieve self-actualization in a morally sound society. This view is supported by Taylor *et al.* (2003:97-100) and James *et al.* (2004:264-269), who conclude that intervention programmes to reduce risk behaviour and re-orientate sexuality and education to address gender inequality are needed in South Africa. The havoc created by HIV/AIDS can only be stemmed if successful changes in moral behaviour can be established in teenage learners, by positive role models in the schools and at home.

4.3.7 PREPARATION FOR A CAREER

Manaster (in Monteith *et al.* 1988:43) states that the adolescent learner, in mastering this self-dependence task, sets him/herself a goal to organize and prepare him/herself for a career, in such a manner that he/she can master the said career effectively. Manaster (in Monteith *et al.* 1988:43) agrees with Vrey (1979:199) that the career choice a learner makes is based on the attitudes and habits formed and successes achieved in school. This underscores the importance of effective school management for successful career choices by learners after school. Buchel (1994:47) and Ackermann (in Engelbrecht *et al.* 2001:111-112) confirm this, saying that the adolescent makes a career choice on grounds of his/her evaluation of his/her own abilities from a self-actualization point of view. Economic independence is one of the most important concerns of

the adolescent when making a career choice, because it is coupled to adult status, according to Hurlock and Havighurst (in Monteith *et al.* 1988:43). Because a career choice is made with economic independence and self-actualization as goals, it is important that schooling and also subject choices on which career choices may depend, are offered in well-managed school systems to dedicated and goal-directed learners by well prepared, dedicated, self-actualizing teachers. Moreover, an effective career guidance process is of particular importance to learners who want to enter the work situation directly after school (Ackermann in Engelbrecht *et al.* 2001:112).

South Africa's HIV/AIDS epidemic is killing learners, parents and teachers, dramatically reducing school enrolment and threatening the entire education system. In Kwa Zulu-Natal a University of Natal survey found 275,000 learners from the region were no longer attending school. Furthermore, first grade enrolments in the province have dropped by 60% since 1998; the decline is even more dramatic for girl learners suggesting a developing gender imbalance. A further serious concern is the fact that sick or dying parents do not bother to send their children to school, and those who are enrolled leave school early to care for sick or dying parents and take care of younger siblings. Not only are learners dropping out of the system, but also teachers are sick and dying from AIDS-related illnesses, leaving disorganized classes behind. Sick parents cannot afford school fees, therefore school maintenance and teacher's salaries are affected. Peter Badcock-Walters (HIVDENT 2002:1) concludes, "*The education system is under a profound threat. We're seeing a decline in the quality of education. And the productivity and potential of the country will be negatively affected*". This is confirmed by the fact that intervention programmes had to be introduced to help learners through core subjects, and the fact that there has been a decline of 70,000 matriculation candidates since 1999, and a further approximately 17,000 registered candidates who did not write the examination (Monare 2004a:1; Monare 2004b:4; Jansen 2004a:15). This does not bode well for either school management or the resultant career development and self-actualization potential of role players. HIV/AIDS-affected learners and teachers are too traumatized to function effectively, and strive mainly for survival in their debilitating circumstances (Coombe 2000:3-4; UNAIDS 2004a:51-53; Caelers 2005:5) rather than for developing their chosen careers.

4.3.8 PREPARATION FOR MARRIAGE AND FAMILY LIFE

The successful completion of this developmental task rests of the following prerequisites:

- A biological basis coupled to sexual maturity and the attraction between the two sexes;
- An emotional maturity which has a positive attitude towards marriage;
- Successful relationships with members of the opposite sex;
- Emotional independence from parents; and
- Parents' example and educational practices within the family (Havighurst, Hurlock & Manaster in Monteith *et al.* 1988:44).

Several influences outside the family and the adolescent learner have an influence on the mastering of this self-dependence task. Constantly changing social values may confuse the adolescent learner, which could make him/her uncertain about family relationships and marriage. Anxiety and insecurity regarding any aspect of his/her developing adulthood may hamper self-actualization in several areas. Moreover, different cultures have different perspectives on marriage and family life, making the teaching of these values in a multicultural society difficult at school level. Mwamwenda (1996:397-413) discusses marriage and family values of the Basutho, Xhosa, and Zulu cultures in the South African context, underlining cultural diversity and the problems that could arise in a multicultural school and social system. It is imperative that responsible sex and marriage education is implemented at school, to help learners to attain self-actualization in this area of their adult lives as well. Care must be taken that permissive values, representing safe sex outside of marriage as socially acceptable, do not totally disrupt the learner's ability to enter into a stable marriage relationship later. Care must also be taken that cross-cultural beliefs do not cause offence. Learners and teachers infected/affected by HIV/AIDS in particular may suffer from much insecurity foisted upon them by the trauma the disease causes in their lives, and special counselling sessions should be arranged for these individuals using available school management and departmental support structures (Coombe 2000a-b: 9-11; SADC 2001:7 Buchel 1992:95-96). The ever-younger age at which experimentation with sex begins and the risky sexual behaviour of teenage learners as young as 12 are matters for grave concern. Furthermore, teen pregnancies and prostitution are on the rise (Govender 2002a-2) and both teachers and peers abuse schoolgirls at school. Human Rights Watch (2001a:1-6) quotes the following harrowing experiences of young school girls in South Africa;

- *“I left school after I was raped by two guys in my class who were supposedly my friends”* (a 13 year-old who was gang raped by class mates);
- *“I didn’t go back to school for a month after I came forward....I can hear him [the teacher] laughing at me in my dreams”* (a 15 year-old sexually assaulted by a teacher); and
- *“I can’t understand how nobody saw anything or helped my child. ...Where were they?”* (mother of a 9 year-old gang-raped girl).

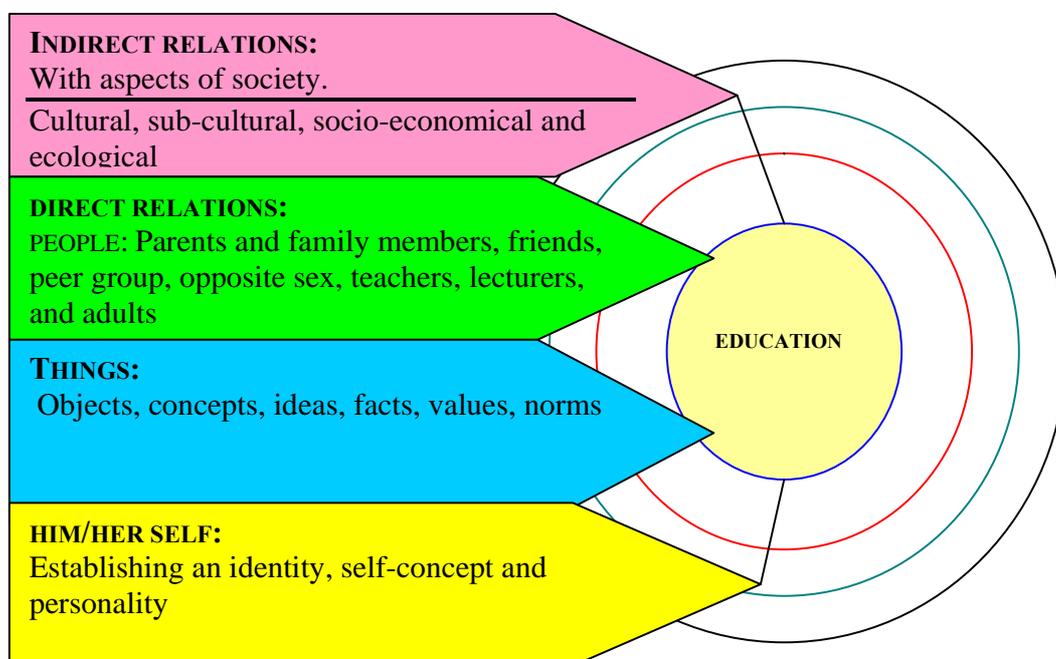
McCafferty (2002:16) as mentioned above cites the flashy US-style sex education in South African schools as a contributing factor, stating that this type of sex education causes serious problems in the United States. Moreover, children witnessing the ravages of HIV/AIDS, forced into adult care-giving roles, or those who have been sexually abused may have serious problems in realizing their self-actualizing potential, unless support structures are put in place through effective school management under moral leadership of the principal and staff.

4.4 CONDITIONS FOR SELF-ACTUALIZATION

The learner enters the secondary school phase as a child, but leaves it at the end of his/her matric year as a young adult, striving towards tertiary education or a career (Vrey 1979:175; De Wet, Van Zyl & Du Toit 1980:60-61; Engelbrecht, Yssel, Griesel & Verster 1989:44). During the secondary school years, learners are in a phase of ambivalence, being neither adults nor children either. In their subsequent search for self and self-actualization, the adolescent learners are influenced by relationships in their life world, i.e. relations with their parents, teachers, peers, objects and themselves. In each of these relationships, interactions between the adolescent learners and the other people or cases (objects) take place, which vary in meaningfulness for the adolescents. Each relationship into which adolescents enter has a cognitive and affective dimension. Adolescents experience and attach meaning to each relationship from their existing frame of reference (Vrey 1979:23; Buchel 1994:49)

Vrey (1979:23) states further that every relationship between an adolescent learner and the referent (other person or case) contains a measure of attraction or repulsion. This can be described as a polarization effect, of which the extreme poles, attraction (pleasant) and repulsion (unpleasant), will not always be the same for all referents of the adolescent. Sometimes the relationships that the adolescent enters into with different referents do not as a whole have a positive effect. This may happen in cases where parents expect too much from the

learner, or if there is a poor teacher-learner relationship, or if the learner is ill adjusted to the peer group. This leads to behaviour problems, adaptation problems, personality problems, identity crisis and self-concept problems, because of the cumulative negative effect of these poor relationships. This in turn leads to excessive anxiety, fear, revulsion, apathy and animosity, which may reduce the learner's involvement in a specific task (such as school attendance and learning), causing a negative influence in the adolescent's self-actualization potential in this area (Van Rensburg 1986:34-36; Buchel 1994:49). Learners orphaned or affected by or infected with HIV/AIDS experience serious emotional problems, including anxiety, depression, anger and fear of the future, which impacts negatively on self-actualization (UNAIDS 2004a:62).



Adapted from Van Rensburg (1986:34) and Buchel (1994:49).

FIGURE 23: Examples of relations constituted by the adolescent

Figure 23 shows the adolescent's direct and indirect relations. Direct relations are formed with him/her self, people and things in his/her life-world. People with whom the adolescent forms relationships are for instance his/her parents, teachers and peers. In the following paragraphs the impact of HIV/AIDS on these relations and therefore on self-actualization and school management will be discussed.

4.4.1 EXTERNAL ASPECTS THAT AFFECT THE SELF-ACTUALIZATION OF ADOLESCENTS

4.4.1.1 THE INFLUENCE OF THE ADOLESCENT'S RELATIONSHIP WITH HIS/HER PARENTS ON SELF-ACTUALIZATION

- **Satisfaction of basic needs**

According to Vrey (1979:185), the adolescent's relationship with his/her parents is a continuation of the relationship of previous years. An adolescent who is sure of his/her parents' unconditional love and acceptance feels safe and secure (Griesel & Mellet 1988:32). The adolescent becomes progressively involved with the outside world, and develops new perspectives, also about his/her parents, and compares them to other adults. The adolescent leaves the parental home in a psychological sense to find a footing outside the family, from where he/she can look back on his/her parents and family, from the new perspective (Vrey 1979:185). Parents who allow their children a fair amount of autonomy, freedom and independence, and who allow the children to gradually move away from them, but at the same time allow them the opportunity to return to a loving, safe haven, are preparing them for life. This solid base of love is far-reaching. The adolescent who can rely on his/her parents' love and support has the courage to move out and explore the unknown (Vrey 1979:185-186; Griesel & Mellet 1988:32-33; Buchel 1994:51). This supports Maslow's theory (in Farmer 1984:164-65; Mwamwenda 1996:345) that if the basic needs for love, socializing, safety and dignity are met, the need for realizing the individual's innate-potential i.e. the need for self-actualization arises. It would therefore seem that the establishment of a safe haven as seen above is a prerequisite for successful self-actualization. Mwamwenda (1996:311-312) confirms this pointing out that learners who do not receive love and good care at home extend their negative perceptions of adults to school, and defy authority. Children with severe financial and social problems, such as illness and death at home, are distracted and may transgress school regulations. Considering the dismal circumstances in which learners and teachers affected/infected with HIV/AIDS find themselves (Caelers 2005:5; UNAIDS 200a:62-63), it becomes clear that their ability to reach any level of self-actualization could be negligible. Moreover, many of the learners and orphans affected by HIV/AIDS develop behavioural problems and become a disruptive factor in the school (Kganare 2001:2), creating problems with school management.

- **Parents' educational style**

According to Farmer (1982: 86), every child (learner) has the right to become his/her own person. Parents often believe that they have the right to model their children into replicas of themselves, preferably with better material prospects. Adolescents, however, cannot reach their full potential in an overly prescriptive world. Individuals can only fulfil their innate potential if they are allowed to fulfil their needs by making democratic choices from the alternatives available to them (Farmer 1982:86). Farmer questions the right of parents to force their choices onto their children, saying that prescriptiveness of parents and teachers hampers the ability of learners to reach self-actualization, because freedom of choice is a pre-condition for both individual and social self-actualization. Furthermore, some parents have little or no regard for education. Their children are unlikely to see the need to attend school or obey rules (Mwamwenda 1996:312). Learners who are affected by HIV/AIDS have no choices, many have to care for sick and dying parents, many leave school to help their poverty-stricken families, and others who are orphaned live on the streets, or are taken in by poor family members who cannot afford to send them to school (Coombe 2000:3-4; UNAIDS 2004a:52). Many of these children are frequently absent and unable to keep up with schoolwork, leading to disinterest and poor academic achievement and eventual drop-out. The high drop-out rate of learners in South Africa has set off alarm bells and the Minister of Education has requested an urgent investigation into the alarming number of pupils dropping out of public schools (Govender 2005:1). Constant absenteeism and high drop-out rates lead to problems in school management, in areas such as control of registers, enrolment, staff provision, curriculum coverage and control of equipment such as collection of textbooks.

- **Socio-economic background of the parental home**

Hurlock (1964:621) and Jubber (1988:287-297) emphasize the findings of Du Plooy (1988:312), Meyer (1988:116); and Mwamwenda (1996:312) that the socio-economic background of the parental home influences the parents' attitude towards education. Middle-class parents attach a high value to academic achievement and encourage their children to achieve, while parents from lower socio-economic backgrounds often have little or no interest in the academic achievements of their children, and transfer this lack of interest to their children. Children affected by the ravages of HIV/AIDS are often so traumatised by poverty, illness and death that schooling is no longer a factor for them as they struggle for survival (UNAIDS 2004a:53, 62-63). Mwamwenda (1996:312)

confirms that children who are worried about financial problems and trauma at home are unable to concentrate in school. Moreover, parents who are sick or dying often do not bother to send their children to school (Coombe 2000:3-4; HIVDENT 2002:1; Govender 2002j:3). The lack of self-actualization found in lower socio-economic households, and very poor HIV/AIDS-affected households is due to a lack in satisfaction of basic needs, according to Maslow's self-actualization theory (Farmer 1982:82-85; Buchel 1994:55). Rossouw (2005:4) cites hunger as one of the most devastating needs of HIV/AIDS-affected learners. By contrast, parents whose basic needs are met, and who are self-actualizers, are better able to support their children's self-actualization processes. Parental support is a very important tool in successful school management. Supportive parents strengthen the principal's hand in many areas, such as discipline, control of homework, extramural activities in the school, fundraisers and maintenance of school buildings and thereby improve their children's self-actualization potential (Buchel 1992:79-82, Buchel 1993:105; Piek 1993b:43-44; Walters 1993:16-17; Mwamwenda 1996:311-312; Soul City 2003:26-29). Many HIV/AIDS-affected learners are either orphaned or tending parents who are ill from AIDS-related illnesses (UNAIDS 2004a:44-65) and are therefore not able to meet their own self-actualization needs.

4.4.1.2 THE INFLUENCE OF THE ADOLESCENT'S RELATIONS WITH TEACHERS ON SELF-ACTUALIZATION

Farmer (1982:87-88) agrees with Maslow that knowledge is a continuous need and that all learners should have free access to knowledge in order to realize their aspiration for knowledge and self-actualization within a framework of freedom of choice. The teacher is the ideal person to lead adolescents to access and realize their quest for knowledge. Duminy *et al.* (1991: 140) therefore describes the teacher as the single most important individual in the instruction-learning situation of the learner.

According to Bester (1988:165) a learner is not always only *cognitively* involved with learning. *Affective* components such as motivation, interest, attitude and self-concept also influence learning outcomes. Bloom (1976:95-97) distinguishes further between subject-related affect, pointing to the affective experience in a specific subject, such as biology or science, and school-related affect, which includes learning and other experiences at school which may influence the learner's academic self-concept (and therefore also the learner's self-actualization). Engelbrecht *et al.* (1991:145-151) and Duminy *et al.* (1991:140) describe the teacher's role in the education of learners as far-

reaching. The teacher is not merely a conveyer of knowledge, but rather an educator, motivator, initiator and bearer of knowledge, as well as a facilitator of the learning situation.

- **The teacher as educator**

The teacher as educator has the task of unlocking reality for the learner. Klauesmeier and Goodwin (1975:174-175), Engelbrecht *et al.* (1991:153) and Duminy (1991:140) agree that the teacher can only succeed in this if he/she has thorough subject knowledge, prepares thoroughly for lessons, and remain studious through out life.

The teacher must not only impart subject knowledge, but must also help the learner to orientate him/herself in the world through the medium of learning content. Self-actualization through the medium of subject content depends on how successfully the teacher can impart the said learning content, for example biology or life skills, to the learner. Farmer (1984:168-169) finds that there is a correlation between self-actualization in a subject and the teacher-effectiveness in that subject (Buchel 1994:58). Mwamwenda (1996:313-314) agrees with Farmer and Buchel, and states that the example set by the teacher has a profound effect on the behaviour and learning outcomes of learners.

In South Africa, wrong messages are being sent to learners who are abused by teachers and peers, by role models whose own extra-marital sexual exploits lead to the spread of sexually transmitted diseases and out-of-wedlock pregnancies. This is exacerbated by advocating so-called 'safe sex' in life-skills lessons, rather than teaching abstinence or sexual relations with single partners in stable relationships or marriage after completing school, which can enhance the learner's realization of innate potential (McCafferty 2002:16; Soul City 2003: 6-7).

- **The teacher as self-actualizer**

Coble (in Farmer 1984:169) investigated the relationship between the self-actualization of biology teachers and the progress of their learners, measured by factors such as the development of critical thinking. The study found that the most effective teachers were self-actualizers themselves. Murray confirms this finding (in Farmer 1984:169), and says further that learners of self-actualizing teachers are offered better opportunities for self-actualization on an academic level. Self-actualizing teachers are more involved with their pupils and therefore

more effective as teacher-educators (Klauesmeier & Goodwin 1975:176-180). This is confirmed by Buchel (1994:162).

The HIV/AIDS pandemic is having a traumatic impact on teachers and learners. Kruger and Steinman (in Van Deventer *et al.* 2003:16) confirm the fact that teachers in South African schools are currently being stretched to the limit. Teachers are expected to teach, mentor learners and fulfil frontline social-worker roles, while dealing with inadequate facilities and supplies, overcrowded classrooms, disruptive learners, increased duties and now also HIV/AIDS. Embattled school leadership is faced with a demoralized teaching corps made up of sick and affected teachers who are often absent and provide poor quality teaching because of their distress (Caelers 2005:5). Van der Merwe (in Van Deventer *et al.* 2003:49, 53-54) cites increasing stress in schools and school management as an important contributing factor, in poor school results. Stress may be caused by various factors, such as death and illness in the family, threats to health and work overload. Healthy teachers carry a work overload and become ineffective because of the stress this causes in their work environment, HIV/AIDS is reducing the supply and quality of education, while the demand for education by learners is declining and changing (Coombe 2000:3-4; La Grange 2003:10; Van der Merwe in Van Deventer *et al.* 2003:54). The effects of this are evident in the 2003-matric exams results where several schools needed intervention programs to help learners achieve academic success particularly in core subjects (Monare 2004b:4; Van Eeden 2004:10). This points to poor school management and quality control in the said schools and a possible lack of self-actualizing potential for all the role players involved. This fact was inadvertently confirmed by the then Minister of Education who ascribed the improved pass rates at these '*previously malfunctioning schools*' in especially informal settlements and rural areas to intervention programmes (Van Eeden 2004:10).

- **The teacher-learner relationship**

It often happens that learners achieve poorly in a specific subject because they do not like the way in which the teacher presents the subject matter (Kruger 1988:119), or, in the case of abused learners, because they fear their abusing teachers (Human Rights Watch 2001a:1, 3). Lack of harmony between teachers and learners, according to Kruger (1988: 120) and Buchel (1994:162) has far-reaching implications for academic performance and thus also for self-actualization of learners in these subjects. Rutenberg *et al.* (2001:26-28) agrees with Mwamwenda (1996:313-314) that some teachers belittle, humiliate and ridicule learners, while others are punitive, or arrive at school drunk, late and

unprepared, which leads to disrespect, indiscipline and poor academic outcomes. While maintaining discipline in school is important, physical abuse of learners cannot be tolerated, Sapa (2002a:2) reports that a principal was taken into custody after beating a learner. Teachers have an immense influence over learners, since school going learners spend more time with their teachers than they do with their parents. In addition to unlock the learning content for them, teachers must protect learners from any form of abuse- emotional, physical or sexual (*The Star* 2002:18). It is a well-known fact that learners perform better in the classes of teachers they trust and like and where a positive class climate prevails (Vrey 1979:196; Duminy *et al.* 1991:46; Mwamwenda 1996:266; Kruger & Badenhorst in Badenhorst *et al.* 2003:84; Kruger & Steinman in Van Deventer *et al.* 2003:17-18).

- **The teacher as motivator**

Duminy *et al.* (1999: 140) find that the teacher as motivator plays an important role in the successful self-actualization of learners. Prinsloo (in Van Deventer *et al.* 2003:148-149) describes motivation as aim-directed behaviour in which the fulfilment of a special need and which is characterized by enjoyment of the activity. The teacher's attitude, personality, appearance, behaviour in class, sense of fairness, discipline and subject knowledge and enthusiasm can have a positive or negative influence on the learner's attitude and interest in the learning activity. An unmotivated teacher, who teaches from an unmotivated perspective, destroys the learner's enthusiasm for that subject (Klauesmeier & Goodwin 1975:180) while on the other hand an enthusiastic teacher as motivator enhances the learner's potential for self-actualization (Buchel 1994:162 Mwamwenda 1996:269). The demoralizing impact of HIV/AIDS on affected/infected teachers is such that they become depressed (Caelers 2005:5) and lose interest in continuing professional development and teaching (Coombe 2000:4), which leads to poor school management at both the classroom and subject levels, lack of motivation among learners, poor academic outcomes and decreased self-actualization. Barnett & Whiteside (2003:7) sums up the inescapable impact of HIV/AIDS as follows: "*What is the cost to an organization of the loss of institutional memory? How do we estimate the value of lost community morale?*" thus emphasizing the impact of HIV/AIDS on education as more and more teachers, learners and parents succumb to the disease.

- **The teachers' presentation**

Kelly (1965:247) stresses the importance of academic success and by implication for self-actualization stating that: *“One of the strongest motivations for learning is academic success, because of the feeling of satisfaction a successful learner experiences. Academic success leads to a positive academic self-concept which enhances self-actualization”* Kruger (1988: 120-121) finds that learning problems arise from lessons that are too difficult for learners or poorly presented. It may also stem from the fact that the teacher progresses through the learning material too quickly, so that slower learners are left behind. Too slow a pace, on the other hand, leaves stronger learners bored and disinterested. It is therefore important that individual learners' needs are considered in presenting subject matter, without straining their self-actualizing potential (Buchel 1994:59). The high incidence of teacher and learner absenteeism in HIV/AIDS-affected schools, discussed in chapter 2, will have a negative impact on lesson presentation and the academic outcomes of learners in these schools, and therefore on self-actualization as well. This fact is confirmed in a report by Nthite (2005:1) who writes that high levels of teacher absenteeism and poor control of leave registers have a detrimental affect on academic outcomes in affected schools.

- **Summary**

From the above it would seem that relational problems or disturbances between the teacher and learner, have a negative influence on effective instruction and therefore also on effective self-actualization. Klauesmeier & Goodwin (1975: 175-192) and Mwamwenda (1996:314) agree that, in order for successful instruction to take place, thorough subject knowledge, preparation and an understanding of the learners' affective and cognitive needs and abilities are essential. Davis (in Mwamwenda 1996:315) states,

“As a general rule, teachers who are competent, organized, and well prepared will have fewer management and discipline problems. Also, teachers who are able to minimize the management and discipline problems tend to be successful in their teaching”, enhancing their learners self-actualizing potential as well as their own. This is confirmed by Klauesmeier and Goodwin (1975:192), who say, *“classroom interactions, teacher leadership, the instructional procedures used by the teacher, student achievement, and emotional security are all closely related.”* It is the task of an effective and dedicated teacher as educator to unlock the learning process for the learner through the learning content, so that the learner can attain academic success and thus self-actualization. It is the role

of the principal as school manager to ensure that this is attainable, by putting the correct management structures in place in the school. Farmer (1984:166) agrees saying that “*student self-actualizing is related directly to student academic success.*” This places the responsibility for learner self-actualization in the school context squarely on the shoulders of the teacher-educator, and, by implication on the shoulders of the principal as school manager. The impact of HIV/AIDS on the teaching corps and on learners disrupts the instructional process and undermines the self-actualizing potential of learners and teachers, because both teachers and learners become depressed by the effect of HIV/AIDS on their lives and families (Caelers 2005:5 and UNAIDS 2004a:62-63).

4.4.1.3 THE INFLUENCE OF THE ADOLESCENT’S RELATIONSHIPS WITH PEERS ON SELF-ACTUALIZATION

- **Acceptance by the peer group**

While the learner is predominately dependent on his/her parents for satisfaction of basic needs, inclusion into the peer group is essential for satisfaction of his/her social needs (Van Rensburg 1986:36; Berk 2003:613-618). Many young adolescents who feel rejected by their families find acceptance in the peer group (Griesel & Mellet 1988:33).

To be socially accepted is very important to adolescents, because they fear loneliness. In their eagerness to conform in order to be accepted by the group, they will participate in activities that they do not approve off (Vrey 1979:182; De Wet *et al.* 1980:65). Learners’ striving for acceptance reaches its peak during the high school years. Group values are rated so highly, that adolescents in their anxiousness to conform may clash with family or social values, according to Hurlock (1973:181) and Duminy *et al.* (1991:127). Many adolescents abuse liquor, smoke and become involved in drugs. Learners affected by HIV/AIDS who are left destitute look for acceptance anywhere; because of their vulnerability, they become both victims and perpetrators of crime, and many turn to prostitution and drugs exposing themselves to the ravages of HIV/AIDS (Govender 200i:1). HIV/AIDS-affected learners, in an effort to escape their emotional trauma, often turn to drugs and alcohol (UNAIDS 2004a:62-63).

Van Rensburg (1986:87-88) and Duminy *et al.* (1919:127-128) agree with Mussen (1969:170), Hurlock (1973:339) and Buchel (1994:162-163) that acceptance in the peer group is important for adolescents for the following reasons:

- The peer group forms an important learning school for the adolescent. It creates the opportunity for free expression and the development of an own identity as well as emancipation from parents.
- The peer group offers contact at learner's own level, so that social relations and social standing in the group develop naturally.
- Identity is experienced more intensely within the group, because in the group the adolescent learns to evaluate his/her own abilities and shortcomings against the evaluations of others in the group (Bester 1988:65). The feedback that the adolescent receive from others forms an important source of self-knowledge that is processed in the self-concept. The identity that is formed in this way therefore has a deeper meaning and becomes increasingly more important for self-actualization (Van Rensburg 1986:87; Berk 2003:615-616).
- Apart from the need for acknowledgement and a certain social status, the adolescent has a need for safety, love and emotional security to promote self-actualization (Duminy *et al.* 1991:129). The group offers the adolescent the opportunity for release of emotional tension. If the adolescent finds emotional support and acceptance in the group, this supports the formal learning situation where values, concepts and attitudes must be established (Van Rensburg 1986:87; Duminy *et al.* 1991:128; Berk 2003:615-617). Hurlock (1964:621; 1973:339) and Berk (2003:613) confirm that the peer group undeniably has a greater influence on the adolescent's attitude towards education than either the school or teachers. Considering the large groups of destitute HIV/AIDS orphans and other desperate HIV/AIDS-affected learners, who are roaming the streets in search of acceptance (Kganare 2001:1; Govender 2002i:1) and who turn to crime and prostitution for survival, the implications for learning seem bleak.
- Within the group, the adolescent has the opportunity to test his/her opinions and ideas against those of the group. Many displaced learners affected by HIV/AIDS turn to their peers for support but are often rejected because of discrimination against them (Soul City 2003:28-29) and so become sad and lonely.
- Social acceptability has a high correlation with success. The apprenticeship the learner serves in the group is essential for social adaptation as an adult. He/she gains self-knowledge in the group, and competition within the group gives the adolescent the opportunity to gage his/her social skills. Acceptance in the group determines his/her success, and therefore also his/her self-actualization potential in the group (Van Rensburg 1986:36-37; Griesel & Mellet 1988:34). HIV/AIDS-affected

learners who experience rejection and discrimination (UNAIDS 2004a:50) cannot attain self-actualization, and may become disruptive or inattentive in school if they can still manage to attend.

- **Attitude towards school**

Competition is a common cultural phenomenon, which also occurs among adolescents. If academic achievement is rated highly in the group, members will strive to achieve this and may even compete with each other. Healthy competition in the group encourages self-actualization and academic success. However, if there is a negative attitude towards schooling, or apathy due for instance to the social disruption caused by HIV/AIDS, this can lead to scholastic and behavioural problems amongst members of the group, which could impede self-actualization (Glazer 1974:39; Engelbrecht *et al.* 1989:130; UNAIDS 2004a:62-65).

- **Summary**

From the above it is clear that, for adolescents, acceptance in the group is of prime importance and that they will therefore tend to conform to group standards. The effect of this on schooling, and self-actualization can be illustrated with the following statement:

“Social pressure by a peer group unmotivated by educational goals and antagonistic toward authority figures who represent the established society, such as teachers, will have a continuing negative effect upon school performance in any child striving for peer recognition”(Glazer 1974:39). The introduction of a peer group with a positive attitude towards schooling amid the crisis caused by HIV/AIDS in affected learners could be a positive step towards their self-actualization.

4.4.1.4 THE ADOLESCENT’S RELATIONSHIPS WITH OBJECTS (THINGS).

- **Relationship with ideas in the school context**

The most important aspect of cognitive development during the secondary school years is the adolescent’s rapidly increasing intellectual maturity, which influences his/her relations with concepts and ideas (Duminy *et al.* 1991:130). According to Piaget (in Mwamwenda 1996:97; Berk 2003:20-21), the adolescent is in the formal-operational phase of thought. This is the final stage

of cognitive development and has the following attributes (Monteith *et al.* 1988:134-138; Mwamwenda 1996: 97-103):

- The adolescent does not only perceive the *reality*, but also the *possible*. Because of this ability the adolescent sees reality as a hypothesis and is able to test other hypotheses.
- The adolescent has the ability for *hypothetical-deductive thinking*. Piaget and Inhelder (in Van Rensburg 1986:124; Mwamwenda 1996:99; Berk 2003:245) point out that the use of abstract ideas as hypothetical constructs is a powerful reasoning tool. The learner who uses formal-operational thinking has the ability to reason about possible and probable solutions when presented with a problem, and thereafter decide which solution offers the best result.
- The adolescent has the ability for *proportional (probability) thinking*. Learners who develop a true proportional thinking pattern are able to see complicated relationships between structures. The reason for this is that, because of their formal-operational thinking, they are able to hypothesize, explore the possible and use reality merely as a control mechanism (Van Rensburg 1986:124-125; Mwamwenda 1996:98-99; Berk 2003:246). These learners are able to handle scientific and mathematical concepts, which form an integral part of subjects such as physical science, mathematics, biology. Poor results achieved by learners in these subjects could be the result of many factors, for example emotional distress brought on by disruptive home circumstances, factors within the learners themselves such as lack of interest, poor self-concept or lack of the formal-operational thinking patterns necessary for hypothetical-deductive reasoning (Buchel 1994:65-66), or negative factors in the school, such as abuse, poor teaching, poorly qualified teachers, poor preparation and indiscipline (Van Aswegen *et al.* 1993:8-10; *The Star* 2002:18; Sapa 2003:3). Many of these factors are only worsened by the impact of HIV/AIDS, contributing to the extremely poor results attained by the 2003 matriculants in mathematics, biology and science in particular. The minimum pass requirement for higher grade is 40%, standard is 33,3% in lower grade is 25%. The actual pass rates in the 2003 matric examination in Biology were 44,4% for HG 42% for SG (Rademeyer 2004:1); furthermore, more than two thirds of learners failed mathematics HG and nearly 50% failed science (Jansen 2004a:15). Poor results in English are a further matter for concern, because English is the medium of instruction for the majority of learners. The adding of up to 25% to the aggregate of learners who write in their second language before they even sit for the exam (Jansen 2004a:15) does not solve the problem. In fact it aggravates it, because learners pass subjects, which they do not understand. In fact 35,000 (10%)

learners were helped to pass and a further 19,500 (5,5%) who wrote HG were passed on SG (Rademeyer 2004:1). The fact that thousands of learners had their marks adjusted, so that they could pass casts serious doubt on standards, and on the management in the schools producing these dismal results. Whether this is due to HIV/AIDS or other factors affecting the learners need to be ascertained, but the fact remains that these results point to poor quality school management and a lowered possibility of attaining self-actualization for learners and teachers in these schools.

- *Combinational thinking* is another distinctive feature of this phase. This method of thinking allows adolescents to isolate and measure the relative influence of different factors in a given process (Mwamwenda 1996:99-100). Buchel (1994:66) and Mwamwenda (1996:101-102) agree that this type of thought process is important in subjects such as biology, science and geography, for data collection, manipulation of data and subsequent problem-solving.
- Adolescents are able to understand ratios. This enables them to understand graphs and relations between concepts such as volume/area and predator/prey. These concepts are all basic mathematical and scientific concepts, which are needed for the successful understanding of scientific subjects. Academic success depends on achieving the cognitive abilities of formal-operational thinking, and self-actualization in turn is dependent on academic achievement. Learners who have achieved functional formal-operational thinking have a better chance for self-actualization, particularly in the sciences, than those who do not. Many learners because of different thinking patterns cannot achieve self-actualization in the sciences (biology, physical science, geography and mathematics) (Buchel 1994:67; Mwamwenda 1996: 101-102). Chiapeta (in Van Rensburg 1986:126) says that research in the USA shows that more than 60% of post-school youths at colleges and university are not able to think truly formal-operationally. Berk (2003:248) underscores the fact that 40-60% of college students fail Piaget's formal operational problems and that in many tribal and village societies operational thought is not mastered at all (Cole in Berk 2003:248). This is confirmed by Nagy and Griffiths (in Mwamwenda (1996:101-102), who state that science curricula should be adjusted to the needs of secondary school learners, most of whom still think concretely. According to Van Rensburg (1986:70-71) and Mwamwenda (1996:100-104), many teachers and educators erroneously accept that all late-adolescents have developed successful formal-operational thinking. However, many adolescents' ability to attach meaning is still limited, and the following facts with regard to cognitive development must be considered:

1. Not all individuals attain formal-operational thought processes completely, and
2. Research in America shows that only 30% of adults attain full formal-operational thinking, 55% achieve partial formal-operational thinking and 15% never develop formal-operational thinking patterns (Van Rensburg 1986:70-71; Mwamwenda 1996: 100-102).

Therefore many learners taking subjects that need analytical thinking may not have achieved sufficient formal-operational thinking to complete their subject content successfully. These learners experience a feeling of frustration and failure and this affects their self-actualization (Buchel 1994:68; Mwamwenda 1996:104). Furthermore, the ravages of HIV/AIDS may compound the problem, lessening the abilities of HIV/AIDS-affected learners to achieve optimally. UNAIDS (2004a:62-63) find that learners, affected by or infected with HIV/AIDS experience depression, anger, and guilt and develop serious psychological disorders such as posttraumatic stress syndrome, which impede normal thinking patterns. Their stress impacts on their ability to concentrate and learn. The development of formal operational thinking is not viable in individuals who are in dire straights. In hard-hit societies there is also a decreased social demand for education (UNAIDS 2004a:53), and thus a decreased ability to attain self-actualization.

- **Relationship with values**

Using formal-operational thought patterns, adolescents form their own opinions on moral and religious matters (Vrey 1979:199; Engelbrecht *et al.* 1989:49-50). Daniels (1984:26-27) finds a positive correlation between self-actualization and value-related moral thinking. Maslow (in Daniels 1984:25) cites that self-actualizers display autonomic rather than conventional ethical codes.

Several researchers quoted in Daniels (1984:27) find that mature, ethical reasoning correlates with Kohlberg's (1976) model for value judgment and Maslow's (1970) needs hierarchy. Hogan (in Daniels 1984) points out that ethical codes correlate with characteristics such as openness, self-confidence, spontaneity, creativity, independence, freedom from conventionality and progressivism. These are similar to the characteristics that Maslow attributes to self-actualizers (Daniels 1984:27). Daniels argues that self-actualization is a moral concept, and that Maslow may have selected his self-actualizers on grounds of their moral maturity (Daniels 1984:29). An independent moral judgment in a modern community where free sex and immorality seem to be

acceptable in the home and at school, and where learners are subject to abuse, poverty and many other social ills, plus the impact of HIV/AIDS on their lives, would be difficult to attain and maintain (*The Star* 2002:18; Mawson 2004:3). James *et al.* 2004 (264-269) confirms this finding, showing that in spite of being well informed about HIV/AIDS learners still indulge in risky sexual behaviour; and Apps (2005:10) also report that HIV-positive men who have unprotected sex are often afforded a sort of hero status, in spite of the dire consequences of their actions.

- **Relation with the career world**

At the end of their secondary school years, adolescents need to make a career choice. The choice of a career is made from a self-actualization point of view. The type of career the adolescent strives for is one that will offer the best opportunities for self-actualization (Vrey 1979:199). Many learners whose lives have been adversely impacted on by HIV/AIDS may not have any choices with regard to establishing a successful and satisfying career. Many have to leave school to find jobs and help support their impoverished families (UNAIDS 2004:40; 52-53), others are bogged down by the effects of poor teaching and school management, leaving them unemployable, and many are traumatised by abuse and unable to function normally in society (Jansen 2004:15; Van der Merwe 2002b:7).

4.4.2 ASPECTS WITHIN THE ADOLESCENT LEARNER WHICH INFLUENCE SELF-ACTUALIZATION

4.4.2.1 THE SENIOR SECONDARY LEARNER'S RELATION WITH HIM/HER SELF

Bester (1988:165) and Meyer (1988:112-118) agreed with Vrey (1979) that learners are not only cognitively involved in learning but affectively as well. Affective components such as motivation, interest, attitude and self-concept play an important role in self-actualization (Buchel 1994:70). Bloom (in Bester 1988:165) distinguishes between subject-related affect, which points to the learner's affective experience with a specific subject i.e. biology, science or mathematics, and a school-related affect which incorporates learning and experiences in all aspects of school life, and the academic self-concept that relates to the individual self. Swanepoel (1986: 54) believes that forming an identity is a condition for self-concept formation because the self-concept is the evaluated identity. Self-actualization in any area for example in the various

subjects, like English, mathematics, science, or biology, in a role for example as a learner or teacher, is not possible if an identity has not been formed in that area. This can be represented as follows:

identity → self-concept → self-actualization

Depending on the standard by which the learner or teacher evaluates him/herself as a success or failure in a particular area, he/she will develop either a positive or negative concept in that area, with far-reaching consequences for self-actualization.

Farmer (1984:165-166) finds from studies done by Elliot, Damm and Chedekel that self-actualizing learners not only achieve better than non-self-actualizers, but they are also more creative thinkers. They show a greater interest in the learning task and complete it with much more zeal. Should learners however fail or underachieve for whatever reason they experience a feeling of disappointment and insecurity (Engelbrecht *et al.* 1989:122). Learners now believe that they are failures, and this impedes their self-actualization. Bester (1988:165) described it as follows;

“The closer the learner’s achievement is to that which he sets as the ideal; the more favourable he will evaluate himself. A learner who cannot achieve that which he set as a goal, feels dissatisfied with himself and evaluates himself as a failure”

While the secondary-school learner should have a realistic self-concept, there may be a correlation between academic self-concept and general self-concept (Dreyer & Duminy, 1986:119). Dreyer and Duminy state that, while academic success does not necessary result in a positive self-concept, failure in the school context has a definite negative impact on the general self-concept and therefore also on self-actualization. Basson (1985:104) underscores this, saying that a positive self-concept promotes self-respect, self-confidence and self-motivation, and thus self-actualization.

It is clear therefore that forming a positive self-identity and a realistic academic concept as self-independence task for the senior secondary-school learner is a prerequisite for successful self-actualization. The reason for this is that a negative self-concept leads to poor scholastic achievement, which inhibits self-actualization (Engelbrecht *et al.* 1989:74). Learners whose lives have been disrupted by the impact of HIV/AIDS feel sad and dejected, many feel guilty, while others can no longer attend school due to poverty or illness (Soul City 2003:22-25; Coombe 2000:3-4; UNAIDS 2004a:52, 62-63). These learners

develop a sense of worthlessness which leads to a poor self-concept, poor academic achievement and poor self-actualization.

Coble and Murray (in Farmer 1984:169) find that the most effective teacher is a self-actualizer. Self-actualizing teachers are more involved with their learners and the learning content, helping learners to achieve academic success and self-actualization. The teacher as motivator plays an important role in the self-actualization of learners. The teacher's attitude, personality, behaviour, fairness and discipline have a positive or negative influence on the learner's interest and attitude towards learning (Buchel 1994:58-59). Van Aswegen *et al.* (1993:9) agrees that the success of teaching revolves around the communication between the teacher and the learner, careful planning, lesson preparation and lively presentation to keep learners interested. Good classroom control and management is essential for successful academic achievement. The teacher must set the example, with punctuality, neatness and preparedness; also, good discipline is indispensable for successful teaching (Van Aswegen *et al.* 1993:9; Van Deventer *et al.* 2003; 17-19). This supports the importance of good school management for successful learning outcomes and thus for self-actualization. Teachers affected/infected by HIV/AIDS cannot meet these criteria for successful teaching. Absenteeism due to illness or the impact of AIDS on their families will impact on their planning, administrative duties, preparation and classroom discipline. Replacement teachers or colleagues who have to take on extra duties because of the impact of HIV/AIDS on absent teachers become discouraged by a work overload and their quality of work suffers (Coombe 2000:4). Caelers (2005:5) stresses high rates of absenteeism and depression among affected or infected teachers as an important result of the impact of HIV/AIDS on their lives. This implies a diminished self-actualization potential for affected teachers, making them less effective, which leads to poor academic achievement of learners (Van Aswegen *et al.* 1993:9; Buchel 1994:50). Ineffective teaching leads to poor academic success, which leads to a poor self-identity, self-concept and ultimately to poor self-actualization of role players.

4.4.2.2 THE ADOLESCENT'S SELF-CONCEPT DEVELOPMENT

Several definitions of self-concept can be found in the literature.

Burns (1982:29) defines self-concept as follows:

“The self-concept is the sum total of views that a person has of himself and consists of beliefs, evaluations and behavioural tendencies. This implies that the self-concept can be considered to be a plethora of attitudes toward the self

which is unique to each individual.” Vrey (1974:90-92); Jacobs (1981:151); Nel (1985:40); Raath (1985: 77-82); Bester (1988:165) and Berk (2003:448) all agree with Burns that the self-concept is a complex construct consisting of integrated concepts that develop from evaluations which the individual assigns to all his/her cognitive, affective and conative abilities.

The basic aspect that becomes evident when studying the self-concept is the human ability to be both subject and object of his/her own thinking. Human beings have the ability to observe themselves objectively in various situations. With the information gathered in this fashion they can evaluate themselves and form a synoptic concept of all their possibilities (Bester 1988:165). Because the individual surveys him/herself in more than one situation, more than one concept actually forms, for example an academic self-concept and various other non-academic concepts (Meyer 1988:113; Vallacher *et al.* 2002:370, 371).

According to Jacobs (1981:151) and Nel (1985:40), the dynamics of the self-concept lie in the role it plays in the behaviour of the individual in any particular situation. However, the experience of a given situation can influence the person’s self-concept. An adolescent, for instance, is influenced by the people around him/her, such as friends, parents and teachers, as well as by situations experienced as pleasant or unpleasant. The concept that a learner forms of him/herself is dictated by the feedback he/she gets of concepts that others formed of him/her, and will determine how he/she will process these experiences (Mwamwenda 1996:363). The self-concept therefore determines the specific meaning that a learner will attach to a specific experience, e.g. a mathematics lesson (Raath 1985:77), HIV/AIDS in the family or sexual abuse at school. UNAIDS (2004a:61-65) finds that HIV/AIDS-affected learners feel fear for the future, anger, depression and aggression. These negative emotions can lead to serious psychological problems, alcohol and drug abuse and even suicide. Learners affected by HIV/AIDS suffer stigmatization, discrimination and social ostracism. In South Africa, UNAIDS (2004a:49) finds that only a third of people affected by or infected by HIV/AIDS receive a supportive response from their communities. Discrimination and other forms of stigmatization and ostracism lead to a poor self-concept, and therefore poor self-actualization.

Raath (1985:79-82) distinguishes the dynamics of the self-concept as the movement between two poles, namely positive and negative. The measure to which an individual experiences him/herself as a failure (negatively) or success (positively) depends on the standard against which he/she evaluates him/her self.

The closer the adolescent's achievements are to his/her pre-set goal, the more positive the evaluation will be. A learner who does not reach the set goal experiences a feeling of failure according to Vrey (1979:67-68), Raath (1985:77-82), Bester (1988:16), Buchel (1994:73) and Mwamwenda (1996:363). A learner who consistently achieves so well in most subjects that he/she accepts his/her achievement according to his/her own criteria will assign him/herself a positive academic self-concept, which supports a general positive self-concept (Vrey 1979:180). Mwamwenda (1996:365) adds to this that a learner with a positive self-concept has a better chance of performing well than a learner with a negative self-concept. Bloom (1976:97) also finds a positive correlation between self-concept and academic achievement, while Farmer (1984:165-166) demonstrates a positive correlation between academic achievement and self-actualization. The reverse is also true. If a learner experiences failure, he/she develops a sense of anxiety, which has a negative impact on self-concept and self-actualization. Vrey (1979:180) puts anxiety and a positive self-concept in direct opposition to one another. The poorer the self-concept is the higher the levels of anxiety become. The more realistic the self-concept is, the less anxiety is experienced as situations are anticipated or experienced. According to Maslow's self-actualization theory, anxiety is not a characteristic of self-actualizers (Buchel 1994:73). Caelers (2005:5) and UNAIDS (2004a:50, 62-63) find that learners and also teachers affected by or infected with HIV/AIDS experience high levels of anxiety and rejection. They are angry and confused, and these emotions have a negative impact on their self-concept, and a negative impact on their performance (Soul City 2003:22-26; Coombe 2000:3-4). Learners and teachers who are abused are emotionally shattered; many learners achieve poorly or drop out of school, suffering from post traumatic stress syndrome and depression and have a very low self-esteem because of a sense of guilt and complicity (Mawson 2004:3; Fitzpatrick 2004:18). These learners and teachers are not able to reach successful self-actualization due to the emotional distress and anxiety caused by their dismal circumstances.

Jansen (in Fitzpatrick 2004:18), describes the effects of child abuse as the worst form of treason, citing that the child is '*disgraced*' and '*humiliated*'. Of the child's self-worth and self-respect almost nothing remains. Jansen likens abuse to murder. Spies (in Fitzpatrick 2004:18) confirms this, stating that the losses an abused learner suffers are '*overwhelming*' and '*devastating*'. The victim's personal boundaries are destroyed, with the right to decide over his/her own body, and trust in adults. Moreover, the threat of HIV/AIDS for abused learners and teachers is very real, considering the high incidence of HIV/AIDS discussed

in chapter 2. Abuse in the school setting, points to poor discipline and a lack of quality control, and is an indictment against principals in their role as school managers. The poor self-concept affected learners and teachers develop is directly related to school management:

school management → discipline → quality control → academic achievement → self-concept → self-actualization

This stresses the importance of the role of the principal as school manager.

4.4.2.3 THE ADOLESCENT'S IDENTITY FORMATION

The self is arguably the largest and most accessible structure in the cognitive system. It encompasses virtually every facet of the individual's experience, from the impact of physical appearance to personal aspirations and self-perceived characteristics. The self is commonly imbued with substantial importance, and specific elements of self-understanding (e.g. values, goals, obsessions, fears) are said to provide platforms for self-regulation, and basic properties of self-structure as criteria for self-evaluation (Vallacher *et al.* 2002:370, 371; Berk 2003:456-460) and, by implication, for identity formation.

As soon as the learner begins to distinguish him/herself from the surroundings, an own identity emerges (Jacobs 1981:124; Berk 2003:456). Knowledge of the self begins when the individual becomes conscious of him/herself as a separate identity. Identity is therefore the meaning that the learner/teacher attaches to the answer he/she gives to the question, "*Who am I?*" Bester (1985:62) describes the "*self*" as a global construct of which identity can be seen as a specific component. Every experience in the individual's life-world, leads to the formation of some or other identity, and the sum total of these identities forms the "*self*" of the individual. The concept self-identity is therefore not a single concept, but multifaceted and is constantly busy to unfold further (Bester 1985:65; Nel 1986:38; Van Rensburg 1986:54; Vallacher *et al.* 2002: 370, 371; Berk 2003:456-457).

According to Vrey (1979:177), the learner enters secondary school with a thorough concept of identity and with certain self-concepts that may be positive or negative. This self-identity contains the following self-concepts: body-image, the concept the learner has of his/her body; academic and sport identity of him/herself, the concept of with regard to achievements inside and outside the classroom; family identity, the concept of the learner's position in the family; and position in the family and the group identity, the learner's concept of himself within the group. Each of these identities in the concept identity is

evaluated, and so the separate self-concepts differ in quality. If for example the learner's identity specifies "*I'm a biology student*", the learner's self-concept qualifies this stating: "*I'm a good biology student*" or "*I'm a poor biology student*". Identity and a positive self-concept in any subject or, by implication, any area of the learner's being is therefore closely interwoven with and indispensable for self-actualization in that subject or area (Buchel 1994:74). The individual (learner or teacher) may hold concurrent positive and negative views of him/herself, with each of these self-views corresponding to a distinctive aspect of self-perception (identity formation) i.e. social roles and areas of competence (Vallacher *et al.* 2002:370, 372; and Berk 2003:256). Each of these self-evaluations (identity formations) has an impact in the total identity and self-concept development of the individual.

While some concepts may be positive, other concepts may be negative. An adolescent who is overweight and has a bad skin may experience him/her self as ugly and find it difficult to communicate with friends. In the same way, an adolescent affected by or infected with HIV/AIDS may feel sad, dejected, guilty, angry and insecure and so withdraw from society, (Coombe 2000:3-4; Soul City 2003: 22-25) resulting in a poor family identity, and/or a poor academic/school identity. These adolescents may also experience problems with acceptance within the group according to their own evaluation. They establish a negative social self-concept and group identity (Vrey 1979:177; Bester 1988:165; Buchel 1994:74). If a learner fails to allocate sufficient realistic meaning to him/herself, he/she experiences identity confusion with an unrealistic self-concept formation (Berk 2003:256), which impacts negatively on self-actualization because of an unwillingness to become involved in learning (Visser *et al.* 1982:181). This may be because of a lack of self-knowledge. A good self-knowledge implies, interest and willingness to participate in the learning activity. This develops an action identity for learning (Vrey 1979:11). The forming of identities in a specific area is a condition for self-actualization in that area. The establishment of a positive school identity can therefore be set as a prerequisite for self-actualization in school and learning activities. Learners affected by and infected with HIV/AIDS or who are abused develop negative identity structures, which impacts negatively on their self-actualization. Furthermore, many HIV/AIDS-affected learners have to fulfil abnormal adult roles. Some have to act as caregivers for sick parents and siblings, others become heads of households at unrealistically young ages, many are orphaned several times and some live on the streets with no family ties at all. These learners are not able to develop positive identity structures because of the impact of HIV/AIDS on their lives.

4.4.2.4 THE ADOLESCENTS COGNITION (ATTACHMENT OF MEANING)

According to Vrey (1979:32), attachment of meaning is a given in childhood. As the individual becomes older, he/she increasingly attaches meaning to his/her world, and become increasingly responsible for the given meaning (cognition). The child and the adolescent learner attach meaning to his/her world to orientate him/herself in the world.

Attachment of meaning is always cognitive (Nel 1986:25). Vrey (1979:33) described the attachment of meaning thus: “*Meaning exists only in the thoughts of a person who understands.*” For curriculum planning in school management it is important that learning is structured in such a way that it is essentially, intentional, meaningful learning, particularly in the pedagogical-didactical situation. This is even more important in core subjects such as the sciences, biology and mathematics where learners often struggle with understanding basic concepts and then have to rely on senseless memorization of facts to pass these subjects. The 2003 matric results in these subjects demonstrates the importance of meaningful learning and a structured curriculum, since learners who in previously disadvantaged schools had the benefit of intervention programs did better than those who did not, (Jansen 2004a:15; Monare 2004a:1; Monare 2004b:4; Van Rooyen 2004:8). Ausubel (in Nel 1986:25) states that;

“*Meaningful learning presupposes both that the learner manifests a meaningful learning set, that is, a disposition to relate the new material non-arbitrarily and substantively to the cognitive structure, and that the material he learns be potentially meaningful to him, namely relatable to his structure of knowledge on a non-arbitrary and non-verbatim basis*”. This statement indicates that subject content can only be meaningful if the adolescent learner has the aptitude and ability to truly understand it. Duminy *et al.* (1991: 60) confirm that learners must be able to understand the meaning of learning content to be able to memorize it logically. In other words, subject matter can only be learnt meaningfully if it links up with existing coupling-ideas in the cognitive structure (Nel 1986:25; Buchel 1994:75)

A high positive correlation exists between logical memorizing and intelligence. Learners with a logical memory pay attention to and understand the value of the subject content they are learning, because it makes sense (Duminy *et al.* 1991:60). Vrey (1979:36) agrees that attaching meaning has a logical dimension, which makes collective understanding possible. Meaning

furthermore has a *psychological* dimension which is unique to the person attaching meaning (Vrey 1979:36). This is referred to as the *conative* (will-related) and *affective* (emotional) aspects of meaning (Duminy *et al.* 1991:63-66). According to Jacobs (1981:70) and Duminy *et al.* (1991:63), the affective overtones of meaning can conceal logical meaning in such a way that the individual cannot make any logical sense of something because of his/her anxiety. This increases anxiety and hampers self-actualization (Maslow in Farmer 1984:165). “*Any person who is faced with a situation that should have meaning, but is instead meaningless, will experience anxiety*” (Lindgren & Fisk in Nel 1986:25).

Learners who are affected by or infected with HIV/AIDS are often absent from school, in order to cope with the impact of HIV/AIDS on their lives (Soul City 2003:22-25). The high rate of absenteeism among the affected learners creates backlogs in their learning, which could contribute to high levels of anxiety, which could then render their ability to attach meaning to their learning absolute. UNAIDS (2004a:62-63) confirm that HIV/AIDS-affected learners suffer from high levels of anxiety, fear and depression, decreasing their ability to make sense of life. Many learners drop out of school as they themselves or the people they have to care for become increasingly ill (Kelly 2001:3). Moreover, learners who are abused in school will attach a negative affective meaning to school, creating high levels of anxiety that could effect their self-actualization negatively. Duminy *et al.* (1991:63-66) believe that learners who are confronted by subject content which they do not understand, or are taught by a teacher whom they fear (Human Rights Watch 2001a:1-6) will either remain uninvolved spectators or experience anxiety. Both anxiety and lack of involvement will have a negative influence on self-actualization, because both these attitudes are contrary to the characteristics ascribed to self-actualizers by Maslow (in Farmer 1984:164; Schatz & Buckmaster 1984:263-264). Furthermore, the high turnover of teachers due to the impact of HIV/AIDS compounds the problem and may create serious managerial problems for curriculum coverage and meaningful learning in affected schools (Kelly 2001:3; Coombe 2000:3-4; Caelers 2005:5).

Learners taught by HIV/AIDS affected teachers will be increasingly subjected to interruptions in their teaching, causing gaps in their learning that will impact on their effective mastering of their subjects. Nthite (2005:1) reports that teacher absenteeism and poor control of leave registers in some Tswane Education District schools has a detrimental effect on academic outcomes in these schools. Poor curriculum coverage and class disruptions will cause anxiety among

learners, which in turn will render their learning in these subjects meaningless, and so hamper self-actualization.

4.4.2.5 THE ADOLESCENT'S INVOLVEMENT

Duminy *et al.* (1991:63) believe that human behaviour is always focused on a goal, an ideal, a striving or a need. People and their children can therefore be seen as striving beings. “*Children do not only strive to satisfy their bodily needs, but also to satisfy their goals, ideals etc. in an attempt to conquer their worlds fully*” (Duminy *et al.* 1991:63). Vrey (1979:41-42) and Buchel (1994:77) list the following inherent characteristics of involvement:

- Involvement points to an action that could be psychic or motor. It is a goal-directed, meaningful conative action which indicates that the action incorporates goal achievement. Duminy *et al.* (1991:64) stress that this goal-directed conative action is indicative of the learner's wish to achieve success in order to realize his/her ideals.
- Involvement requires interest in both the goal and the action. Some children will approach a learning task with unmistakable interest and zest, while others (such as learners affected by HIV/AIDS) see it as just another problem and rush through it (Duminy *et al.* 1991:64).
- Involvement requires practice, perseverance and attention in the action that describes self-actualization (Vrey 1991:41-42). ‘*Interest*’, according to Duminy *et al.* (1991:64) implies “*a personal involvement in the learning*”, which goes hand-in-hand with success. The more successful the learning-activity is, the more keenly the learner will be involved in it. Learners distracted by the impact of HIV/AIDS cannot concentrate on school work because they are worried and upset and often tired (Govender 2002e:4; UNAIDS 2004a:62-64). Sometimes teachers discriminate against these learners, aggravating their distress, which further distracts them, (Soul City 2003:22-23, 28-29) and impedes their self-actualization.
- Involvement indicates a specific experience, success or failure, joy or anxiety, meaningfulness or frustration, and all of these have either a positive or negative influence on the self-actualization of the learner. Seen from a pedagogic point of view, it is the task of the teacher as educator to involve the learner in totality, that is, bodily, cognitively, affectively and conatively in his/her self-actualization. The internal vitality that supports all becoming and learning tasks is indicated by involvement and is an essential characteristic of self-actualizers (Vrey 1979:41-42). Learners affected by HIV/AIDS lack the internal vitality necessary to achieve academic success; their lives are fraught with problems caused by poverty

and often adult responsibilities (UNAIDS 2004a:52-53). The only important goal for these learners is survival, not learning (Coombe 2000:4; Kelly 2001:3). Combined with teacher absenteeism, this creates major problems in educational management for the embattled educational leadership (Coombe 2000:4; Kelly 2001:3). The frustration this causes for both learners and teachers impedes their ability to realize their ideals and reach self-actualization.

4.4.2.6 THE ADOLESCENT'S EXPERIENCING

Experiencing can be described as emotional in nature, and points to the quality of the attached meaning. According to Vrey (1979:45), one's experiencing points to how one evaluates the situation one is in. This evaluation can be broadly categorized as pleasant or unpleasant. An adolescent can therefore experience positive, negative or neutral emotions towards another person, subject, case or conception of the self. Experiencing refers to the emotional aspect of a person's actions (Engelbrecht *et al.* 1989:47; Van Rensburg 1986:44). A learner affected by HIV/AIDS or abused in school can therefore experience any of the following emotions toward school and learning:

- Mixed feelings, a mixture of positive and negative feelings;
- Neutral or distracted emotions, with a less intense experience of either pleasant or unpleasant feelings;
- Blunted feelings towards being at school;
- Carry-over of emotions (negative or positive) from one situation into another; Learners affected by HIV/AIDS at home or abused become distracted and do not function in school (Coombe 2000:4 and Soul City 2003: 22-23); and
- Aggression toward abusing or discriminating teachers, but experienced in suppressed form for fear of reprimand (Van Rensburg 1986:45).

According to Nel (1986:33) and Duminy *et al.* (1991:63), the adolescent attaches meaning to everything he/she experiences. Attachment of meaning takes place on a cognitive level while experiencing takes place on an affective and involvement on a conative level. The meaning attached to a situation for example learning or schooling or caring for sick parents, is dictated by the experiencing of the situation and the measure to which the adolescent learner wants to be involved in the situation/action. Bester (1988:165) and Duminy *et al.* (1991:63) both stress that learning is not merely a cognitive action. Everything the learner does is determined by affective and conative aspects such

as motivation, interest, attitude and self-concept. Bloom (1979:95, 97) distinguishes between a subject affect and a school affect, as mentioned above. A learner who is discriminated against because of HIV/AIDS in the family or abused at school may be anxious or uncomfortable in school. Such a learner withdraws and does not want to be involved in school activities, thereby impeding his/her ability to attain self-actualization.

4.4.2.7 THE ADOLESCENT'S MOTIVATION

Motivation can be described as the psychic vitality, which activates the individual to take action, is aim-directed (Vrey 1979:247; Mwamwenda 1996:259; Van Deventer *et al.* 2003:148-149). This psychic vitality can also be understood as the intensity of the involvement in a certain task, such as learning i.e. '*the will to learn*'.

Motivational vigour is usually internal (intrinsic) but can also be external (extrinsic), according to Engelbrecht and Lubbe (1980:91) and Mwamwenda (1996:260).

- *Extrinsic motivation* is supplied by factors outside the learner and learning situation, for instance competition, allocation of marks, prize giving, rappers, certificates, awards or punishment (Engelbrecht & Lubbe 1980:91). According to Griesel and Mellet (1988:87), learners are exposed to extrinsic motivation by a teacher who sets certain academic standards (for example in classroom discipline and control). The learners then try to keep to the set standards through constant effort. Although intrinsic motivation, which comes from within the learner, has better implications for self-actualization, certain researchers still stress the importance of extrinsic motivation in the classroom and school. Extrinsic motivation forces learners to deliver achievement in a given situation. For example, learners exposed to intervention programs achieved good results in the 2003-matric exams. Without this input the learners would have failed (Buchel 1994:80; Mwamwenda 1996:260; Jansen 2004a:15).
- *Intrinsic motivation* is not dependent on outside stimuli and comes from within the learner. Factors such as attention, attitude, interest, desires and needs are important here. A learner would for example do his/her homework because he/she enjoys it. He/she derives satisfaction from this action because he/she is interested in the work and the success that is achieved through this supports self-actualization (Buchel 1994:81; Mwamwenda 1996:260). An individual who recognizes the value of an

instruction and is interested in it is intrinsically motivated. He/she will tackle the assignment without any encouragement or threats from the outside. Ausubel (in Griesel & Mellet 1988:85) describes intrinsic motivation as *“the most promising motivational strategy which can be adopted. In most instances of school learning, cognitive drive is also the only immediately relevant motivation”*.

There is a difference of opinion about the influence of extrinsic motivation on intrinsic motivation. Some authors believe that extrinsic motivation may revert to intrinsic motivation. The intrinsic motivator’s reward lies in the pleasure he/she derives from the activity, because he/she is interested in it, and finds it satisfying. He/she therefore does not need any external encouragement to act (Buchel 1994:82; Mwamwenda 1996:246).

The devastating impact of HIV/AIDS on affected learners decreases their ability to achieve and their motivation for teaching/learning tasks. Many healthy teachers are overwhelmed by extra work, while infected teachers are increasingly absent, causing backlogs in their work; their learners fall behind due to lack of consistent instruction and motivation. Demoralized teachers are ineffective in the classroom, and demoralized and distracted learners become demotivated. Caelers (2005: 5) and UNAIDS (2004a:62-63) agree with Coombe (2000:4) and Kelly (2001:3) that the depression and lack of interest felt by HIV/AIDS-affected teachers and learners leads to poor school management and a lack of self-actualization.

4.4.2.8 THE ADOLESCENT’S APTITUDE

The aptitude of the learner is a psychological construct grouped under the cognitive factors of the learner. Charles (1976:162) describes aptitude as *“the degree of sophistication or complexity at which a student can profitably work”*.

There are several opinions on aptitude. Carroll (in Van Rensburg 1986:162) says that aptitude is the amount of time which a learner needs to master a specific task (e.g. mathematics or biology). Empirical research shows that 5% of learners have very little aptitude for a specific subject such as mathematics, while the rest can master it given enough time and effective instruction (Vrey 1979:284; Van Rensburg 1986:162; Buchel 1994:83). Van der Westhuizen (1979:86) and Alberts (1974:45) agree that aptitude is a cognitive ability which allows the individual to master a subject given proper instruction and enough time (Buchel 1994:83, 94-95). Klauesmeier and Goodwin (1975:57-84) say further that

aptitude improves with practice, but at the same time stress that differences exist in the general cognitive abilities of learners and also that specific cognitive abilities exist which may influence the mastering of cognitive skills. Ability together with other personality traits such as interest, attitude and motivation, as well as the quality of teaching and training, will therefore decide the level of proficiency reached (Buchel 1994:83-84, 93-94; Van der Westhuizen 1979:86). Swanepoel (1986:114) says aptitude means a specific aptitude allowing the learner to achieve in a specific field, e.g. biology or history. This concept of specific ability is also cited for the Department of Man power's Career Guide (1989:23) which links interest and aptitude. As is the case with interest, aptitude tends to follow one of four basic directions, namely humanities, sciences, commercial sciences or technical. Buchel (1994:95) underlines the importance of a realistic subject choice at school level to enable learners to achieve success at school. Damm (in Farmer 1984:166-167) find that a positive relationship exists between self-actualization, intelligence and creativity and also between self-actualization and academic success.

Learners and teachers who are affected by or infected with HIV/AIDS are not able to master their given skills optimally; because of the emotional trauma they suffer (rejection, discrimination, fear, anger, uncertainty). Many learners have to take on adult responsibilities looking after sick parents and younger siblings (UNAIDS 2004a:51-53). Time constraints and lack of motivation and interest brought on by their struggle to survive impact negatively on their schooling. Teachers who are infected or affected are increasingly absent (Caelers 2005:5) from work, leaving their responsibilities to remaining staff or substitutes. This not only affects their own self-actualization, but also causes problems for the principal with school management, and for learners who suffer a lower level schooling, which impedes the development of their talents and academic success, leaving them unable to attain self-actualization (Kelly 2001:3; Coombe 2000:4; Soul City 2003:22-24).

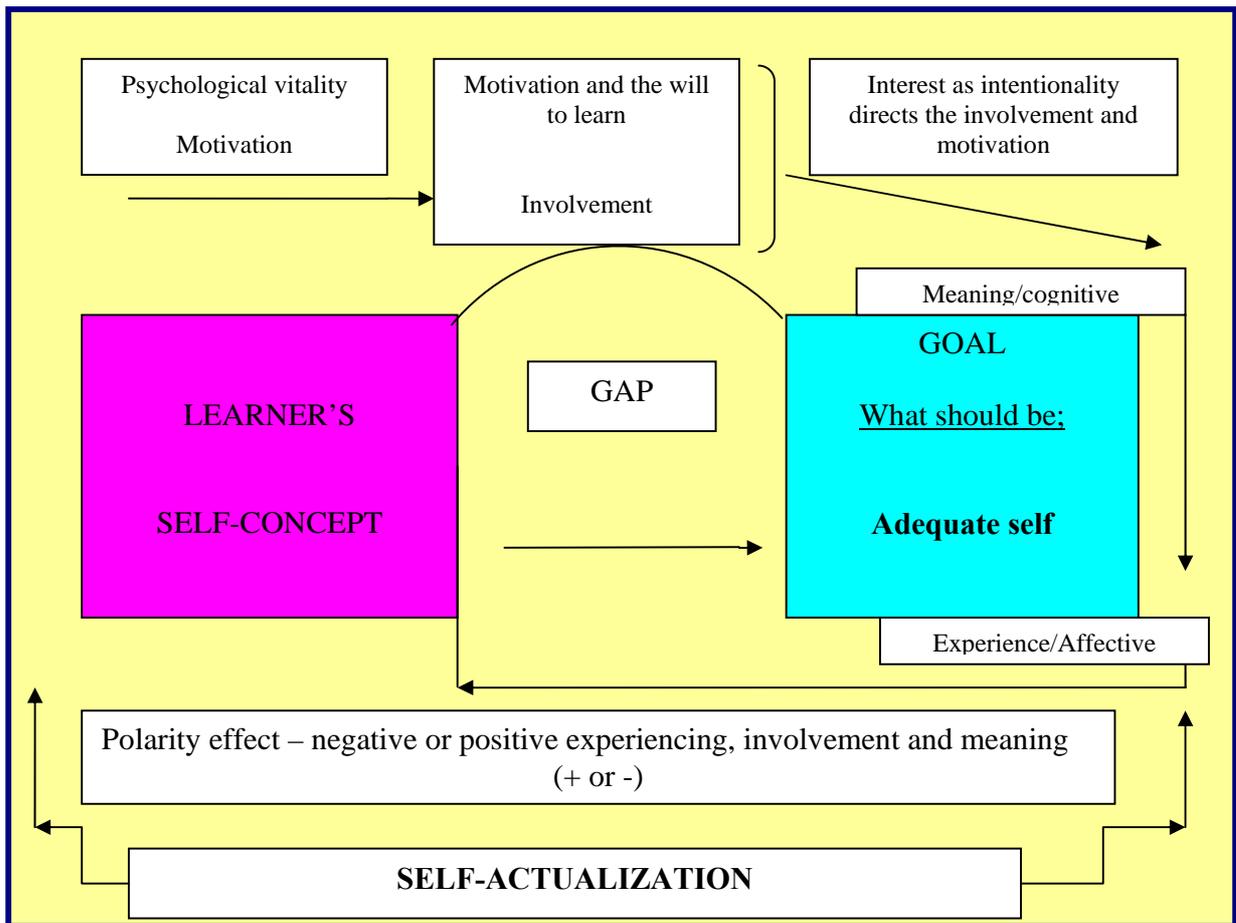
4.4.2.9 THE ADOLESCENT'S INTEREST

Some learners approach a subject's learning content with unmistakable interest, showing a strong desire and eagerness to learn. Their interest may be goal-directed or sprout from a specific interest in the given learning content in a subject like history or biology. Others though they see the learning task as a responsibility which must be fulfilled, experience the learning situation with little or no enthusiasm. A number of learners approach the learning task with fear and anxiety (Buchel 1994:85). Duminy *et al.* (1991: 63) say that the last

two groups will be less effective as learners, and therefore cannot become self-actualizers. The reason for this is a lack of interest and a lack of involvement in the learning action. Many learners who are affected by HIV/AIDS lose interest in learning because of their struggle to survive in a world fraught with problems and fears. Some drop out of school because of illness and/or poverty. Learners who have to care for sick parents and younger siblings have no time for school, others have to leave and seek work to help support their families, many end up on the streets and become prostitutes. Their only interest is survival and the fulfilment of their most basic needs (UNAIDS 2004a: 50-54). Maslow (in Buchel 1994:26), Coombe (2000: 3-4), Barrow (2001:1), Human Rights Watch (2001a:1-6), Govender (2002d:1), Soul City (2003:22-25), all agree that these learners are not able to sustain an interest in learning, leading to academic failure. Duminy *et al.* (1991:64) find that interest refers to a personal involvement in learning, and that interest goes hand-in-hand with success. Poor academic achievement leads to an unrealistic and low self-concept, which leads to a decrease in interest in learning (Swanepoel 1986:119). Moreover, there seems to be a correlation between interest and self-actualization. Interest leads to success and vice versa. Success supports interest and motivation, which supports self-actualization. (Buchel 1994: 85-86, 197-198).

4.4.2.9.1 Conclusion

A close underlying relationship exists between all the psychological categories explored above, namely meaning-attachment, experiencing and involvement, as well as between interest, motivation and aptitude. These psychological categories determine the measure of self-actualization that is attained (Buchel 1994:86). Nel (1986:81) represents the interaction between the categories graphically as can be seen in Figure 24.



Adapted from Nel (1986:81) and Buchel (1994:87)

Figure 24: The interaction between the psychological educational categories

It would seem therefore that there is a strong correlation between effective school management and structures in the learner's personality and life-world that influence his/her self-actualization. Moreover, there seems to be a definite negative impact, from the stress created by HIV/AIDS in the lives of teachers and learners affected by the disease, on effective school management, which lead to low morale, a negative school climate and disruption in discipline, which in turn give rise to a lack of motivation and poor academic results. In chapter 5 the effects of HIV/AIDS on school management will be explored, and the role (if any) that principals could play in managing the impact in schools examined.

