

## **CHAPTER FIVE**

### **A QUALITATIVE RESEARCH STUDY INTO THE LEADERSHIP ROLE OF THE PRINCIPAL FACED WITH THE IMPACT OF HIV/AIDS ON SCHOOL MANAGEMENT AND THE SELF-ACTUALIZATION OF ROLE-PLAYERS**

#### **5.1 INTRODUCTION**

The previous chapters have shown that the spread of HIV/AIDS in South Africa could have a substantial impact on the country's school management and the self-actualization potential of role players in its education system. Several factors have been highlighted that point to disruption of managerial structures in schools, learners' home situations and the community in general that aggravate the spread of HIV/AIDS in the school community. These factors have the potential to disrupt education and therefore also the self-actualization potential of learners and teachers in the system.

This chapter endeavours to probe the extent to which these perceived factors impact on school management and the self-actualization of role-players. The factors include; teachers and learners infected with or affected by HIV/AIDS, sexual and substance abuse in schools and at home, gender inequality, orphans, and absenteeism of affected role players. The leadership role of the principal in combating HIV/AIDS in schools will also be investigated. The researcher hopes to determine further what impact HIV/AIDS has on management aspects such as enrolment, teacher provision, curriculum coverage and academic outcomes in schools.

#### **5.2 AIM OF THE RESEARCH STUDY**

The main aim of this study is firstly to determine which factors aggravate the spread of HIV/AIDS in education, and what the leadership role of the principal is in limiting this spread and, providing quality education to learners.

The second aim is to determine how the impact of HIV/AIDS on school management and the self-actualization of role players, i.e. principals, teachers and learners, affects school leadership and to identify the factors, that lead to poor school management and self-actualization.

Using the research results as a guideline, the researcher will endeavour to postulate a model and to make recommendations to combat problems arising from the impact of HIV/AIDS on school management, and the role of the principal. Recommendations will be made to suggest areas for further research which could help to limit the impact of HIV/AIDS on school management, and the role of the principal in this regard.

### **5.3 PROBLEM STATEMENT**

The problem statement as set out in chapter 1 is:

Can effective school management and leadership be provided by school principals in the midst of the HIV/AIDS pandemic to help teachers and learners in South African schools realize optimal self-actualization?

#### **5.3.1 ADITIONAL TRENDS EMERGING FROM THE LITERATURE RESEARCH THAT MAY INFLUENCE THE LEADERSHIP ROLE OF THE PRINCIPAL AS SCHOOL MANAGER**

The literature study suggested several factors that may influence the leadership role of the principal as school manager. The literature also showed these factors may have a direct impact on school management and successful self-actualization of teachers and learners in South Africa. (These factors are documented in chapter five because they became evident during the literature research.)

Trends evident from the literature study which reflect on the problem statement suggest the following questions:

- Does the leadership role of the principal have an influence on discipline and the spread of HIV/AIDS in schools? Can self-actualization of teachers and learners and academic outcomes be linked to the leadership role of the principal?
- Is there a relationship between school discipline and self-actualization of teachers and learners? Is there a difference in the impact of HIV/AIDS between schools? Does the leadership role of the principal define these differences?
- Do the HIV/AIDS-related deaths of peers affect the self-actualization of learners and teachers? Is the spread of HIV/AIDS in schools a cause of increased absenteeism among teachers and learners?

- Is there a link between abuse in schools and the spread of HIV/AIDS among female learners and teachers? What are the implications of gender inequality in the spread of HIV/AIDS?
- Is the increase in school dropout influenced by the affects of HIV/AIDS on learners? Is poor discipline in some schools aggravated by rising numbers of emotionally disrupted learners and orphans?
- Is there a link between early sexual activity and poor discipline at school and at home? Is substance abuse an aggravating factor in the spread of HIV/AIDS? Does life skill education promote responsible sexual behaviour among learners?
- How does HIV/AIDS affect the following managerial aspects of the school: discipline, academic achievement, matric pass rate, teacher provision, enrolments and self-actualization?

## **5.4 THE EMPIRICAL RESEARCH DESIGN AND METHODOLOGY**

### **5.4.1 Introduction**

The qualitative research methodology for this study uses multimethod data collection strategies. These include interactive interviews with adult role players including principals, heads of department, teachers, caregivers and parents. Learners were observed over a period of time to ascertain the impact of HIV on their lives. To validate the findings a questionnaire (Addendum A) was employed to substantiate data collected from respondents. In the following section the research design and the methodology will be discussed.

### **5.4.2 Qualitative research methodology**

#### **5.4.2.1 Qualitative research as methodology of choice**

McMillan and Schumacher (2001:395) describe qualitative research as the description and analyses of people's individual and collective social actions, and their beliefs, thoughts and perceptions of their life world. Miles and Huberman (1994:27) explain that qualitative researchers "*usually work with small samples of people nested in their contexts*". This study uses qualitative research methods. The collected data will be interpreted according to the meanings individuals attach to them. This inductive process will provide descriptive interpretations about a selected situation or "case," according to McMillan and Schumacher (2001:12). Qualitative research is suitable for investigating the problem statement of

this study, as the research will focus on the life-world of teachers and learners and issues surrounding the role of the principal in delivering quality education despite the impact of HIV/AIDS on their life-world (O'Donoghue & Punch 2003:76-77).

In qualitative research, data is evidence collected by empirical means using systematic research methods, such as: in-depth-interviews, informal conversation interviews, field observation and artefact collection. The data can include evidence found in field notes, interview records, artefacts, computer printouts and historical documents.

The qualitative method can deduce new relationships between trends from a generalized statement or alternatively draw from specific statements to form a summary generalization by means of inductive reasoning. This inductive process generates a descriptive synthesis of data. According to Wolcott (2001:31), description provides the “*firm foundation upon which qualitative inquiry rests*”. From the research data preliminary conclusions for further research can therefore be drawn. According to McMillan and Schumacher (2001:11-13) this kind of research involves generalizations from the collected data, which are limited to the particular cases observed. The collected data will be correlated to the findings in the literature study, to identify the important questions and general emerging trends before conclusions can be drawn (Bogden & Biklen 1994:29-30).

Using a qualitative research approach this study explores whether the principal as school leader can deliver quality management and leadership amid the HIV/AIDS pandemic to realize the optimal self-actualization of teachers and learners in South African schools. As a further analysis a model will be proposed that may help resolve the perceived problem in schools. In order to further justify the choice of a qualitative research the differences between qualitative and quantitative research will be discussed in the next section.

#### **5.4.2.2 Differences between qualitative and quantitative research**

According to McMillan and Schumacher (2001:15), qualitative research presents data as a narration in words, while quantitative research presents statistical results in numbers. Goetz and LeCompte (1984: 1-32) stress that qualitative research “*places a greater emphasis on inductive, generative, constructive and subjective processes,*” than on “*deductive, verificative, enumerative and objective processes,*” which are characteristics of quantitative research. Bryman (2001:45) adds that

qualitative research entails much more sustained contact than quantitative research, particularly if participant observations are utilised as a technique. According to McMillan and Schumacher (2001:15) qualitative and quantitative research methods are based on “*different assumptions of the world, the research purpose, research methods, prototypical studies, the researcher role, and the importance of the context of the study*”. These differences as set out in McMillan & Schumacher (2001: 14-16) are discussed below.

- *Assumptions about the world:* Qualitative research is based on the assumption that multiple realities are socially constructed by the individual, and therefore investigate collective perceptions of a given situation. In this study the multiple realities of the school system could for example be explored using interviews with the principals, teachers and learners about a specific social phenomenon at specific schools. Quantitative research on the other hand assuming a single reality, which is stable and separated from the feelings or beliefs of individuals and can be measured by a specially designed instrument yielding standardized numerical data. Quantitative research can include techniques like correlation studies or standardized aptitude tests (McMillan & Schumacher 2001:15,183-184; Johnson & Christensen 2004:49).
- *Research purpose:* Qualitative research concentrates on understanding a social phenomenon from the perceptions of the respondents. The researcher is partially involved in the lives of the respondents during the research. Quantitative research on the other hand establishes the relationships between measured variables and seeks to explain the causes for these relationships (Bogden & Biklen 1994:32; McMillan & Schumacher 2001:15).
- *Research methods:* Qualitative research studies are flexible in strategy and process. Data is collected in the form of words and pictures. Quantitative research on the other hand is based on a pre-established design before data collection begins. Data is processed numerically (McMillan & Schumacher 2001:15; Bogden & Biklen 1994:30).
- *Prototypical studies:* Qualitative research is ethnographic research into a series of ongoing events, which is intended to help readers understand the multiple perceptions of the situation by the people involved in the situation. Qualitative research explores issues using qualitative data such as open-ended interviews, based on respondent’s actual words and observations. Quantitative however, research employs experimental or correlational designs to limit error and bias. It focuses on testing hypothesis using quantitative

data (McMillan & Schumacher 2001:15; Johnson & Christensen 2004:18).

- *The researcher role:* Qualitative research is requires disciplined subjectivity and reflexivity from a well-prepared researcher who assumes an interactive role in the study. Quantitative research however, requires the researcher to remain detached when using a measuring instrument.
- *The importance of the context of the study:* Qualitative research believes that human actions are influenced by the situations in which they occur, and has detailed context-bound generalizations as a goal. Qualitative researchers prefer to study the world as it naturally occurs. Quantitative research however attempts to establish universal context-free generalizations, using numerical data. Quantitative research is sometimes said to be confirmatory, because researchers test their hypothesis (McMillan & Schumacher 2001:14-17; Johnson and Christensen (2004:30, 359-360).

Considering these differences the choice of a qualitative research methodology for this study, can now be further substantiated with particular focus on the role of the researcher.

### **5.4.2.3 Choice of methodology approach**

As mentioned above this study will use a qualitative research approach. One reason for this is a wish to avoid the construction and application of numerical statistical instruments for a large number of subjects. Qualitative research is also suited to the problem statement of this study, as the research will focus on the life-world of teachers and learners and issues surrounding the role of the principal. A qualitative research model will enable the researcher to enter the situation under investigation, namely the life-world of the respondents, to ascertain what role, if any, the principal may have in minimising the impact of HIV/AIDS on school management and enhancing the self-actualization of teachers and learners in South African schools.

The chosen approach will be used to identify and substantiate the main factors suggested in the literature study which have a negative impact on the management structures used by the principal as school leader in the face of the HIV/AIDS pandemic. The researcher will use the qualitative approach to identify the respondents' concerns and assess whether the leadership role of the principal as school manager remains effective despite the HIV/AIDS pandemic.

#### **5.4.2.4 The researcher's role**

McMillan and Schumacher (2001:435) states that the researcher as field worker must choose a research role which will be appropriate for the purpose of the study. Roles may vary in terms of the way in which a field worker's presence will affect the social system or the subject or respondents being studied. The most typical role in field research is that of respondent observer or interviewer.

According to McMillan and Schumacher (2001:396), qualitative researchers become "immersed" in the situation and the phenomena studied. Research roles vary from the more traditional neutral stance to active participation, depending on the research approach followed. Geertz (in Bogden & Biklen 1994:79) describes the role of the researcher, as some one who becomes increasingly involved in the life-world of the respondent. Bogden and Biklen, (1994:29) agree, saying that researchers enter and spend considerable time in schools, families and neighbourhoods, collecting data of educational concern in the natural setting of the respondents.

The researcher will investigate the research problem statement using multimethod strategies to obtain data from the life world of the respondents, which includes principals, teachers, learners, parents and caregivers.

After careful interpretation and analysis of the collected data the researcher will endeavour to draw reliable and valid conclusions about whether effective school management and leadership can be provided by school principals amid the HIV/AIDS pandemic to realise optimal self-actualization for learners and teachers in South African schools.

#### **5.4.2.5 Subjectivity in terms of the researcher's role**

McMillan and Schumacher (2001:268) and LeCompte (1987:43-52) cite the primary disadvantages of the interview as its potential for subjectivity and bias. To limit bias in qualitative research and to prevent respondents from giving socially desirable answers to questions during interviews, the following precautions are suggested by Cohen and Manion (1995:281):

- Carefully formulating questions so that they are clearly understood;
- Clearly explaining the purpose of the research so that respondents can make an informed decision whether to participate or not;
- Thorough training so that the interviewer is better aware of possible problems that may arise during an interview;

- Matching interviewer characteristics to that of the respondents in the study to avoid personality clashes and awkward responses particularly in the light of the often sensitive questions that need to be asked; and
- Giving respondents the opportunity to check that their responses have been recorded accurately (McMillan & Schumacher 2001:268).

### **5.4.3 Selection of research respondents**

According to McMillan and Schumacher (2001:433-434), the selection of respondents for in-depth interviews and structured interviews begins with a description of the required attributes or profile of persons who will have some knowledge of the research topic. The persons selected must therefore share the same experience, be affected by the same set of circumstances or be involved with individuals affected by these circumstances. Research about possible respondents can be done in various ways for example using nominees or an informal network.

#### **5.4.3.1 Strategies employed for respondent selection**

##### **5.4.3.1.1 Purposeful sampling**

Purposeful sampling is done to increase the utility of information obtained from small samples, according to McMillan and Schumacher (2001:401). Purposeful sampling requires that information be obtained about the different variants in the subunits before the research begins. The researcher looks for information-rich informants, groups or places to study on the research topic. Patton (1990:169) describes purposeful sampling as “*selecting information-rich cases to study in-depth*”. According to Patton (2002:40-41), purposeful sampling aims to gain insight about a phenomenon, such as the impact of HIV/AIDS on the role of the principal, and not to develop empirical generalizations. Purposeful sampling includes the following sampling methods: site selection, comprehensive sampling, maximum variation sampling, sampling by case type and network or snowball sampling (McMillan & Schumacher 2001:401).

##### **5.4.3.1.1.1 Network sampling (snowball sampling)**

The researcher elected to use network sampling, also called snow-all sampling by McMillan & Schumacher (2001:403) and Johnson & Christensen (2004:216). In this sampling method, each respondent or

group is suggested by the previous group or individual. Particulars of the newly suggested respondent or respondents are taken and contact made with these individuals to establish rapport and obtain permission from the relevant authorities to continue with the research. The researcher will develop a profile of certain sought-after attributes that come out of the interviews and asks each respondent to suggest other respondents who fit the required profile. All suggested groups, such as principals, teachers, learners or institutions like schools, will be followed up to determine whether or not they are suitable for inclusion in the final interviews or analysis data analysis.

#### **5.4.3.1.1.2 Opportunistic sampling**

In opportunistic sampling, the researcher takes advantage of opportunities which arise during the data collecting process to select important informative cases (Johnson & Christensen 2004:222). Because qualitative research is an ongoing and emergent process, researchers may not be able to state in advance everything and everyone that will be included in the research. The effective researcher, who is quick to discern who to talk to, and what to focus on during the research, will be quick to utilise unforeseen opportunities to collect data. The term opportunistic sampling refers to this process (Johnson & Christensen 2004:222). Should the opportunity arise to collect data from an unexpected source the researcher will, make use of this sampling method.

#### **5.4.3.1.2 The respondents**

Any respondent has the right to refuse to participate in interviews. The researcher will respect every respondent's right to confidentiality, privacy and anonymity (Johnson & Christensen 2004:109). Only respondents who are willing to participate after being briefed on the topic and can make a relevant contribution to the research will be included. The researcher will endeavour to interview a wide range of different individuals who could make a contribution to the perceived research problem in order to limit possible bias in the study. Respondents and schools from the wider Tswane- and Ekuruleni Districts and possibly the Eastern Cape will be contacted and a selection made from these based on the obtainability of permission to do research in these schools.

Schools contacted will include the following:

- Schools from Tswane East (3+5), West (1), and North district (3);
- Schools from Ekuruleni District (2); and
- Schools from the Eastern Cape (2).

After establishing rapport with the principals that are willing to allow participation in the study, the necessary permission will be obtained from the relevant authorities to undertake the study. Principals (2), deputy principals (2), heads of department (4), teachers (3) a school health care worker (1) and a school psychologist (1), will be interviewed at the respective schools in a room of their choice. A parent (1), a post graduate student (1), students (4), learners (2) and caregivers (2) will be interviewed separately at their homes. Respondents who prefer to complete the survey questionnaire without participating in an interview will be given the opportunity to do so. Learners will only be interviewed with permission from parents after the content of the interview material has been explained to them.

The researcher will include five interviews that were done before the formal onset of the study, since these formed the motivation for this study. Interviews were conducted with; two teachers, a breadwinner, a learner, and a parent.

#### **5.4.4 Phases of data collection**

The phases of qualitative data collection and analysis are interactive research processes occurring in overlapping cycles, according to McMillan and Schumacher (2001:405-406). These are not called procedures but rather “*data collection and analysis strategies*” because they represent data collection that is continually refined as collection proceeds, to increase data validity (McMillan & Schumacher 2001:601) These techniques are flexible and depend on each previous strategy and the data obtained from that strategy. Johnson and Christensen (2004:361) describe data collection as a cyclic process that may continue over an extended period of time. This study will follow the phases of data collection as set out in McMillan & Schumacher (2001:405-407).

##### **5.4.4.1 Planning**

When planning a qualitative study, a researcher has to analyze the problem statement, and research questions, to determine the data collection strategies. The next step is to describe the setting, or respondents, that would logically yield information on the research problem (McMillan & Schumacher 2001:405).

During this phase a researcher sets guidelines for purposeful data selection. The researcher will decide on the schools, interview sites and

respondents that would be able to contribute logical information on the problem and proceed to obtain permission to conduct research at the chosen sites. Contact will be made with persons who could suggest possible locations for further follow up. The relevant authorities will be contacted to obtain permission for the research.

#### **5.4.4.2 Beginning data collection**

Data collection begins in the first days in the field, during which the researcher establishes a rapport with the possible respondents and groups to be interviewed. The researcher aims to orientate herself within the community, and gain a sense of the totality of the setting before beginning purposeful sampling. This phase represents the initial collection of preliminary data to establish primary insight into the problem. The interviewer interviews the first few persons in the network and starts the snowball sampling technique. The researcher at the same time develops an organizing and cataloguing system to deal with collected data. Necessary adjustments are made in the researcher's interview technique to establish continued rapport and trust (McMillan & Schumacher 2001:405-406).

During this period the researcher will establish contact with possible respondents, to build trust and reciprocal relations with, as many respondents as possible. Schools in the various selected areas will be contacted, and their willingness to participate gauged. A number of preliminary interviews held between 1995 and 2002, which suggested the research problem will be discussed as part of the analysis. These will be used as a guideline for further interviews. The researcher will establish a relaxed relationship with respondents to make dealing with sensitive and contentious content in the research easier.

#### **5.4.4.3 Basic data collection**

In this phase of data collection the researcher is no longer caught up in adjustments to field settings or respondent idiosyncrasies but is able to gain insight into what is developing. The researcher continues to select data from the data collection strategies and begins with tentative analysis, to determine the emergent patterns in the research. Ideas and facts that need corroboration in the closing stages are identified at this stage (McMillan & Schumacher 2001:406).

During this phase the researcher will transcribe and summarise the collected data and adjust data collection techniques if necessary. From the

information patterns that become evident during this phase the researcher will formulate ideas and facts that need corroboration in the closing phase and document these carefully. Data will be analysed on an ongoing basis during the fieldwork (interview) stage, to ascertain whether emerging patterns necessitate extension of the fieldwork or not. Interview results will be continuously compared with findings that emerged from the literature study to compare the emerging trends.

#### **5.4.4.4 Closing data collection**

During this phase the data collection will draw to a close and the researcher will conduct the last interviews before closing the field. In qualitative research there is no 'due date' for ending data collection. Ending the data collection relates to the research problem and the quality and richness of the data collected (McMillan & Schumacher 2001:406). Glaser and Strauss (1967:224) notes that "*the continual intermeshing of data collection and analysis has direct bearing on how the research is brought to a close*" inferring further that the researcher will have gained sufficient knowledge and insight to know this stage of the research has been reached (Glaser and Strauss 1967: 225).

The last survey questionnaires will be collected and collated to check the return percentage. At this stage all the collected data will be categorised according to the various data collection strategies e.g. in-depth interviews, questionnaires, artefact collection and informal interviews, as well as category of respondents, such as principal, heads of department, teachers, parents, students and learners. In this phase more attention will be given to possible interpretation and verification of collected data.

#### **5.4.4.5 Completing**

The active data collection phase closes and blends into the next step, namely formal analysis of the collected data. During this phase a layout to present the data in a meaningful way will be developed (McMillan & Schumacher 2001:406).

The researcher will proceed to draw diagrams of the initial trends emerging from the literature study as well as from the collected data. Data will be categorised not only according to the selection techniques, and respondent category but also by the emerging trends. Special attention will be given to data that gives insight into the role of the principal as school manager in the context of the HIV/AIDS pandemic, and how this leadership affects successful self-actualization of role-

players such as teachers and learners, in terms of job and academic achievement. Careful analysis of these trends will be made and the researcher will endeavor to make logical interpretations.

#### **5.4.5 Data gathering techniques**

According to McMillan and Schumacher (2001:40-43), most interactive qualitative researchers employ several techniques in a study but usually select one as the central method. The researcher chose in-depth interviews, including personal documents and a case study, as the central method.

The researcher will make use of multi-method data collection, including in-depth, interactive interviews with adult respondents, and observation of affected learners to ascertain the impact of HIV on their lives. To validate the findings, a questionnaire (Addendum A) will be handed out to willing respondents who cannot be interviewed in depth. The questionnaire will be used as a special survey and will also be given to respondents that are prepared to complete a questionnaire in addition to an in-depth interview. No quantitative or statistical instruments will be used to evaluate results; rather answers will be evaluated as a survey instrument and used to further investigate emerging patterns in the research field.

The following qualitative data-selection strategies will be employed in this multi-method study:

- Preliminary interviews (1994-2005);
- In-depth-interviews, qualitative interviews and structured interviews;
- Informal conversation interviews;
- Personal Documents;
- Field observation;
- Case study and longitudinal observation;
- Survey questionnaire; and
- Artefact collection.

Each of these collection methods can be described in more detail:

#### **5.4.5.1 Preliminary interviews**

The researcher will include five preliminary interviews conducted between 1994 and 2005 in this study. They form the background and inspiration for this study. The interviewees include two schoolteachers, a breadwinner, a learner and a parent.

#### **5.4.5.2 In-depth qualitative interviews and structured interviews**

In-depth qualitative interviews use open-response questions intended to obtain data on respondent meanings, that is, how individuals experience and conceive their life-worlds and how they explain or understand the important events that affect their lives (McMillan & Schumacher 2001:443; Johnson & Christensen 2004:183). Walker (1993:117) and Walford (2001:84) add that interviews can be regarded as data-collection devices, which attempt to capture the different perspectives of participants to questions intended to be minimally interventional. In this study in-depth interviews is the primary data-collection strategy, substantiated by informal interviews, a survey questionnaire and artefact collection.

McMillan and Schumacher (2001:42) state that an in-depth interview is often characterised as a goal-directed conversation. The researcher may use a general guide to conduct the interview, but not a set of questions, which are, worded exactly the same for each interview. The guidelines should consist of a number of loose and open-ended questions that illicit a wide range of discussion topics. The respondent should be able to shape the content of the interview by focussing on interesting or important issues. The researcher should encourage the respondent to talk in detail about areas of interest, and endeavour to establish a good rapport with each individual respondent to ensure validity of the data. In-depth interviews usually last about an hour or more.

Establishing rapport between the researcher and the respondent during interviews is important if the respondents are expected to reflect critically on their experiences (O'Donoghue & Punch 2003:87). Patton (1990:316-317) and Kogan (1994:73) agree that rapport must be established in such a way that the respondents feel they are making an important contribution to an important cause. Care must be taken to put respondents at ease without jeopardizing the possibility of gathering data on embarrassing issues.

Once the selection progress starts, appointments will be made to set up interviews with willing respondents, for the interviewing of whom permission will be obtained. New appointments will be made with possible respondents suggested by previous respondents, until the process is complete. Respondents will be given the option of completing a survey questionnaire or being interviewed in-depth, after being briefed about the purpose of the study and the possible contentious or embarrassing nature of the subject content.

The researcher will prepare a detailed interview questionnaire as well as a set of purposeful possible interview questions based on the literature findings. This will explain to the research respondents that all interviews are confidential and that she will record their responses in writing. Respondents will be asked to answer questions truthfully and without bias. Each interview will start with outlining the purpose of the research, its general and specific aims, and the practical value as well as importance of the research.

All interviews will be conducted in the natural setting of each respondent's own school in a room of their choice. Parents and teachers as well as students will be interviewed in a setting of their choice to put them at their ease.

The researcher will endeavor to conduct as many in-depth interviews with as many knowledgeable people as possible and take down careful long-hand notes for review. A mixture of three interview-approaches, depending of the interview situation will be used; namely qualitative open-ended questions, interview guide approach and structured questions. During the interview the researcher plans to make systematic observations, which could be used in interpretation of data. During the course of the research the researcher plans to include some structured interviews to collaborate the findings of in-depth interviews.

- **Open-ended qualitative interview**

This strategy consists of open-ended questions that will provide qualitative data. This form of interview is also called in-depth interview because it can be utilised to obtain in-depth information about the respondents, thoughts, beliefs, knowledge, reasoning, motivation and feelings on the research topic (Johnson & Christensen 2004:183). Cohen and Manion (1995:277) say that open-ended questions have several advantages since they are flexible, and encourage cooperation and a good rapport between the interviewer and respondent. This interview strategy

allows the researcher to enter the life world of the respondent to gain understanding of the respondent's perspective, according to Patton (in Johnson & Christensen 2004:183; Cohen & Manion 1995:277).

- **Interview guide approach**

In this approach the interviewer enters the interview session with the idea to explore specific topics and to ask open-ended questions to the respondent. The researcher writes out the topics and questions beforehand, and questions can be asked in any order (Johnson & Christensen 2004:183).

- **Structured interviews (Standardized open-ended interview)**

In this approach the researcher makes use of open-ended standardized items. The interviewer does not depart from the interview protocol and all questions are written out and asked to each respondent in the same order (Johnson & Christensen 2004:184)

#### **5.4.5.2.1 The purpose of the in-depth interview and structured interview**

The purpose of the in-depth interviews is:

- To collect data that has a direct bearing on the research question and the findings of the literature study, by sampling the opinions of respondents who may have knowledge of or are affected by the issues addressed by the research;
- To act as an explanatory instrument that may highlight emerging patterns or constituents in the research; and
- The in-depth interview can be employed together with other qualitative research techniques to explore unexpected results.

For the purpose of this research the interviewer will use a mixture of initially open-ended questions to gauge the general attitude of the respondent towards the research topic, followed by more direct and structured questions. The questions will be set out in a schedule formulated with the emergent trends in the literature study as a guideline. Not all the questions in the schedule will be asked of all the respondents. Some respondents may feel uneasy about the subject matter in the research and feel reluctant to offer spontaneous information. The

researcher will use directed questions in these interviews, but avoid putting questions that may upset the respondent. Some respondents will be from conservative backgrounds and care will be taken not to offend them.

The researcher hopes that by allowing respondents to diversify into their own areas of interest more data regarding the problem statement will come to the fore. The researcher will allow respondents to indicate their specific areas of interest and knowledge of the subject during the interview and direct more specific questions in those areas. This will vary between respondents.

Open-ended questions will be asked because they are flexible and will allow the interviewer to test the respondent's interest and knowledge. Open-ended questions encourage a free flow of conversation and establish a comfortable rapport between the interviewer and respondent. Open conversation allows the interviewer to make an accurate assessment of the respondent's beliefs and attitude to the research problem.

The researcher will ask the questions using the schedule, which is included at the back of this thesis as addendum B.

The following possible foreseen problems with the interviews will be taken into consideration when evaluating the responses to make logical deductions and draw conditional conclusions:

- Different respondents will react differently to the research content;
- Personality clashes and different social backgrounds may affect the responses;
- The sensitivity of the subject material may illicit negative responses from respondents, such as acute embarrassment or avoidance tactics; and
- Respondents may give perceived 'socially acceptable' replies rather than answer what they truthfully feel.

#### **5.4.5.3 Informal conversation interviews**

McMillan and Schumacher (2001: 443) and Johnson and Christensen, (2004:183) mention informal conversation interviews as one of the varied forms of qualitative interviews. According to Johnson and Christensen, (2004:183), informal conversational interviews are the most spontaneous of the three types of interview conducted in qualitative research. The researcher intend using this form of interview with respondents who may not have a great deal of background knowledge about the research topic,

but who in one way or another have been directly affected by issues that form part of the research.

In an informal conversation interview the questions usually “*emerge from the immediate context and are asked in the natural course of events*” (McMillan & Schumacher 2001:443). There are no specific predetermined question topics or phrasing as in, in-depth or structured interviews. According to McMillan and Schumacher (2001:443-444), informal conversation interviews form an integral part of respondent observation. In this study, the researcher will attempt to obtain data on the research problem and emergent trends from the literature study, from unsophisticated respondents who may not be able to respond to more structured in-depth interviews. The latter form of interview will be employed in more structured situations such as schools where the respondents have a formal higher education background.

Because informal conversation interviews are “*spontaneous and loosely structured*” (Johnson & Christensen 2004:183), a respondent who has been affected by a relevant issue in the study may feel more at ease than in a formal setting. Such an informal interview may therefore shed light on the emotional and financial impact aspects of the research.

#### **5.4.5.4 Personal documents**

Personal documents are cited by Johnson and Christensen (2004:192) and McMillan and Schumacher (2001:451) as any first-person narrative which describes an individual’s experiences and beliefs. Personal documents include diaries, letters and anecdotal records. Johnson and Christensen (2004:192) classify personal documents as existing or secondary data.

The researcher will request respondents during interviews if they had any personal documents, such as a diary and if not, if they would be prepared to write a personal account of their experiences.

#### **5.4.5.5 Field observations**

Qualitative field observations are detailed descriptions of events, people and settings and form an integral part of respondent observation and in-depth interviewing (McMillan & Schumacher 2001: 454). Geertz (in Bogden & Biklen 1994:79) says fieldwork refers to being in the subject’s world, therefore making observations about the subject (respondent) in their natural territory, such as the home or school.

During respondent observation the researcher relies on careful observation in the initial exploration of areas of interest at a chosen site, looking for patterns of behaviour and relationships that may have a bearing on the research topic. In some instances the researcher collects data by entirely observing the social scene and takes down detailed notes of all the observations. Field records include descriptions of the context of the interview, e.g. an office or home setting, or a more objective observation of a social situation (McMillan & Schumacher 2001: 454).

The researcher will make use of field observations to describe the settings in which all the interviews took place. Field observations will also be made in the area surrounding the schools that were selected as research sites because of their perceived suitability for the research goal, but where research could not be done because permission for access could not be obtained from the authorities.

#### **5.4.5.6 Intrinsic case study and longitudinal observation**

A case study examines a bounded system in detail over a period of time. The focus may be on one entity or on several. The study provides a detailed description of the case, and an analysis and interpretation of the emerging issues (McMillan & Schumacher 2001:36-37; Johnson & Christensen 2004:376). Johnson and Christensen (2004:377-378) identifies three different types of case study, namely:

- Intrinsic case study, where the researcher's primary interest is in understanding a specific case;
- Instrumental case study, where the researcher's interest is in understanding more general than a specific case; and
- Collective case study, in which the researcher studies multiple cases in one research study.

Johnson and Christensen (2004:344) explain that in longitudinal research, "*data are collected at more than one time point or data-collection period, and the researcher is interested in making comparisons across time*". The term 'longitudinal research' refers to research that occurs over a period of time.

The researcher proposes to combine an intrinsic case study with a longitudinal study, to ascertain the possible impact of HIV/AIDS on affected families. The reason for this is that affected learners may present managerial problems in the school that will affect the role of the principal as school manager.

#### **5.4.5.7 Survey questionnaire**

According to McMillan and Schumacher (2001:455), survey instruments may take the form of “*confirmation-surveys, respondent-constructed instruments, and even projective techniques with photographs, drawings, and games*”. Data that have been collected on a specific topic by respondent observation can be corroborated with a survey questionnaire administered to selected respondents.

The researcher elected to employ a survey questionnaire as a form of conformation survey. The questionnaire will be distributed to willing respondents who would prefer not to participate in a face-to-face interview, and also to respondents who would be willing to add this to their interviews.

All respondents will be asked whether they are willing to complete a questionnaire. No quantitative measures will be applied to the evaluation and analyses of the questionnaire. The questionnaire is not intended as a quantitative measurement instrument, but will only be used to confirm data findings in the interviews and literature study. The responses in the questionnaire will be discussed during the analysis and collation of all collected forms of data.

#### **5.4.5.8 Artefact collection**

McMillan and Schumacher (2001:451) define artefact collection as a noninteractive strategy for obtaining qualitative data with no or little interaction between the researcher and the respondent. Artefact collection may require imaginative fieldwork to locate relevant data.

Artefact collections are tangible manifestations that describe people’s knowledge, actions, values and experience. Qualitative researchers studying current events and issues have adopted techniques from historians who study and analyse documents (McMillan & Schumacher 2001:451).

The researcher will make use of personal documents, official documents and newspaper reports as artefacts to study or confirm emergent tendencies in the research:

Personal documents, as mentioned above are any first-person narratives or paper that describes a persons experience, actions or beliefs, and includes diaries, personal letters and anecdotal notes,

Official documents, which are abundant and take many forms, such as memos, minutes, school syllabi and registers, represent the internal official show of command in the organisation or school and give clues about leadership style and values.

Institutions also keep other documents. Student and personnel files, which sometimes become elaborate over time and may contain a variety of records and reports. Documents for external use contain communications that are directed at the public and may include news releases.

The researcher will in addition to the regular artefact collections such as personal papers add a number of the latest relevant news paper reports dealing with this current and very controversial research topic to highlight the plight of individuals, such as learners and orphans who are adversely affected by HIV/AIDS.

#### **5.4.6 Ethical considerations of qualitative research**

According to McMillan and Schumacher (2001:420), a research design should not only consider the selection of information rich respondents and effective research strategies, but must also be sensitive to ethical principals and adhere to research ethics.

Research respondents have the right to insist on confidentiality and anonymity at all times. According to Bogden and Biklen (1994:49), two important guidelines of research ethics are informed consent and the protection of research respondents from harm. Researchers are often faced with ethical dilemmas when dealing with sensitive topics such as drug addiction or political topics. The courts may for instance subpoena a researcher to deliver evidence in an investigation that may be in breach of confidentiality (McMillan & Schumacher 2001:420).

Qualitative researchers often have to devise roles that will engender trust, co-operation, openness and acceptance in respondents. The respondents at times have to adjust their priorities and routines to assist researchers or even to tolerate the researcher's presence. They are therefore giving of themselves and their time and the researcher is indebted to them as a result (McMillan & Schumacher 2001:420-421).

In this study the researcher will explain the topic and purpose of the study, and assure all respondents that they will remain anonymous. They

have the right as individuals not to be identified in the research. The researcher will therefore explain to the respondents that respondents will be coded. All original documents and tests will be regarded as confidential. Respondent identity will therefore remain confidential.

The researcher will also inform prospective respondents from the outset what the content of the study entails and allow them the opportunity to withdraw. Participation will be completely voluntary and based on informed consent (Bogden & Biklen 1994:50).

#### **5.4.7 Data-gathering methods**

The researcher will phone the schools identified for the study and set up appointments with the relevant respondents after permission for this was obtained. Schools in the wider Tswane district will be approached as well as schools in the Ekuruleni district.

Learners, students, parents and caregivers not attached to specific schools will be interviewed separately. Principals, deputy principals, heads of department and teachers will be interviewed at the schools.

Questionnaires will be handed out to willing respondents and collected after allowing respondents time to complete the questionnaires in private. Artefacts will be collected from respondents during or at the end of the interview.

In the data analysis respondents will be coded according to the position they hold e.g. principal, head of department, teacher, learner, student, parent, caregiver and breadwinner. Schools will be identified as city, rural or township institutions.

#### **5.4.8 Data analysis**

McMillan and Schumacher (2001:461) describe qualitative research as primarily an inductive process, whereby data is organised into categories and relationships between these data identified and noted. Johnson and Christensen (2004:18) describe the inductive process as a “*bottom-up process*” because it moves from the specific to the general. The inductive process is also referred to as a theory- or hypothesis-generating process. Deductive processes, on the other hand, move from the general to the specific and are mostly used to test a theory or a hypothesis. In qualitative research most categories and patterns emerge from the data rather than being imposed upon the data prior to the data collection. Although

qualitative data analysis is generally an inductive process, it is sometimes appropriate to make use of deductive thinking processes. According to McMillan and Schumacher (2001:462), moving forward and back between analysis of data and raw data and restructuring analysis at increasingly abstract levels of synthesis, helps the researcher to “*make sense*” of the collected data.

During the analysis of data in this study, inductive as well as deductive analysis will be employed. Comparison of both inductive and deductive conclusions is essential to determine whether the role that the principal can play in providing quality education in the context of the HIV/AIDS pandemic, as set out in the problem statement, remain a realistic concept, or whether inadvertent delays in combating the virus, may have rendered any hypothesis generation absolute.

Data analysis will begin with careful construction of the facts found in the recorded data. The emergent patterns of this study will be tested by means of in-depth interviews, analysis of the survey questionnaire and collected artefacts. All the analysed data will be compared to findings in the literature study to determine correlations and/or contradictions.

The data will be classified into sections according to collection method i.e.

- Preliminary interviews;
- Questionnaires;
- Case study;
- In-depth interviews and structured interviews;
- Informal interviews; and
- Artefacts.

Each section will be dealt with in detail, and emergent patterns compared to the emergent patterns from other data collections such as the questionnaire and the findings of the literature study.

The researcher will interpret the data during the analysis process. Once the emergent patterns have been identified, these will be reduced to meaningful units relevant to the stated research problem.

Careful analysis and interpretation of the data should provide insight into the problem under investigation, namely whether effective school management and leadership can be provided by school principals amid

the HIV/AIDS pandemic to realise the optimal self-actualization of teachers and learners in South African schools.

The researcher will record detailed summaries of all the interviews and discuss each survey question separately. Similarities and differences that emerge from the data will be carefully noted, analysed and interpreted so that the researcher can make recommendations and reflect upon aspects for further research.

## **5.4.9 RELIABILITY AND VALIDITY**

### **5.4.9.1 Validity**

McMillan and Schumacher (2001:407) say “*validity refers to the degree to which the explanations of phenomena match the realities of the world*”. In qualitative research validity rests on the data collection and analysis techniques of the researcher. Qualitative researchers use a combination of available strategies to enhance validity, some of which are discussed below:

- **Multi-method strategies and triangulation**

In order to obtain the highest possible degree of validity, the researcher will make use of multimethod strategies that will allow triangulation in data collection and analysis. Triangulation is a method of cross checking data from multiple sources to search for regularities in the research data (O’Donoghue & Punch 2003:78).

The researcher will cross check data from the literature study with the findings of the interviews, and questionnaires and with artefacts such as newspaper clippings and personal papers.

- **Verbatim accounts: respondent language**

The researcher will obtain verbatim accounts from respondents where possible, as well as direct quotations from documents.

### **5.4.9.2 Reliability**

Before drawing any conclusions from the analysed data, the researcher will assess the reliability of the data to determine whether or not the research results are consequent. Any findings in the research data that deviate from the regular patterns found in the research will be cross-

correlated against findings of the literature study or other research in the same field.

#### **5.4.10 Possible shortcomings of this study**

This study has the following possible shortcomings:

- Permission to conduct research in six schools from two different Tswane areas could not be obtained. At one city school in Tswane East, the principal could not be contacted to arrange the relevant interviews, although permission was gained from the authorities concerned. Five of the six schools were among the township schools that received outside support with teaching and school management as part of the Teacher Mentorship programme. One of these is situated in Tswane West and four in Tswane East. Contact with these schools was made using snowball sampling, and although the teachers and head's of department were keen to participate, permission from the relevant authorities could not be obtained despite lengthy negotiations over the period between January and October 2005. The researcher was referred to several different sections at the Education Department, each of which referred her to the next. All referrals were inconclusive and nobody seemingly had the authority to give permission for the research. During initial visits to these schools to establish relations with the principal and staff it became clear that there were managerial problems in the schools. Although these schools could have added a different perspective to the study the researcher decided to exclude them from the program.
- The specific procedure followed in the collection of data relied on the input of others to guide the course of the research (snowball sampling) e.g. respondents suggested other possible knowledgeable respondents. Several of these referrals proved to be irrelevant.
- A total of only fifteen interviews were conducted, and a total of eighteen survey questionnaires were returned. The small number of respondents may limit the projections for future research, since not all of the aspects of HIV/AIDS and its impact could be focussed on.
- The small number of artefacts collected substantiates findings in the research but may not be conclusive.

- Not all aspects of HIV/AIDS could be focussed on.
- The rapid spread of HIV-infection in South Africa means that AIDS statistics often changed. The numerical data on HIV/AIDS also vary considerably between different sources, such as UNAIDS and the South African Bureau of Statistics.
- Respondents' reluctance to talk about HIV/AIDS and/or their embarrassment may have influenced responses.
- Responses perceived as 'socially correct' may have been received from respondents.
- Misinterpretation of survey questionnaire questions by the respondents may have occurred.
- Negative rapport between the researcher and respondent, such as embarrassment on the part of the respondent, arising from a conservative home background, and the sensitive and contentious nature of some interview questions may develop.

#### **5.4.11 Findings in preliminary interviews**

The results of preliminary interviews with a number of respondents between 1994 and January 2005 can be summarised as follows:

1. The first respondent, a female biology teacher, said that the principal at the school where she taught made improper suggestions to and intimidated her. She said that she was not getting any support from the regional office with regard to this problem. The interview was held in the researcher's office while she was the Head of Department for professional subjects at a teacher's training college. The respondent was a previous student who came to seek help with the problem.
2. The second respondent, another female teacher and single mother of a young daughter, indicated that although she had a single lover, she was aware that he had sexual relations with other woman as well as her. He refused to use a condom and became abusive when she asked him to. She did not know his HIV status and wanted to know whether she could in fact become infected if she herself did not have more than one lover. The respondent was a previous

student of the researcher who attended a lecture on sexually transmitted diseases including HIV/AIDS given by the researcher at a teacher's training college where she lectured in biology as well as school management and education.

3. The third respondent worked as a picture framer, and was the sole supporter of his mother and younger brother, whose school fees he paid. He became increasingly absent from work and was subsequently diagnosed with HIV, developed full-blown AIDS and died in 2002, leaving his mother and brother destitute. The brother left school to work and support their aging parent when he was in grade 11.
4. The fourth respondent is the eldest daughter of a single mother who is HIV-positive. She is a grade 8 pupil at a city school and lives with her grandmother. The mother discussed her disease with the daughter. The girl is very anxious, and tearful, and although she tries hard, her schoolwork is suffering. Her main worry is what will happen to her and her two younger siblings if her mother dies. Her younger brother failed the first phase of schooling and is currently in grade 2 at the age of 10. The grandmother, who is a domestic worker, supports the family.
5. The fifth respondent is the HIV-positive mother of three dependent children. She has applied for social assistance, and antiretroviral treatment, but because her CD4-cellcount is above 200, was refused. She is without work, having lost her job when the man who infected her, caused problems at her work. This was three years ago; she has not received any unemployment insurance in spite of having contributed to the fund for a number of years. All three children are emotionally disrupted; the middle child, a boy of 10 years old, failed the first phase of junior school and is only in grade 2. The youngest, whose father infected the respondent, has not been tested for HIV yet and lives with the respondent's mother. The respondent's mother is in complete denial, stating that her daughter is perfectly healthy, and her tiredness is due to laziness. In answer to the question, why does your mother not help you or look after you the respondent said: "She will look after me when I'm dying".

These preliminary interviews point to the serious problems faced by AIDS-affected learners and to the effects of gender discrimination and abuse of female teachers. They also highlight the plight of families when

the breadwinner falls away, as well as the problems facing AIDS-affected households and single mothers.

## **5.5 MULTIMETHOD DATA COLLECTION**

### **5.5.1 Introduction**

In-depth personal interviews were conducted with different role players namely:

1. Interview with two school principals:
  - Tswane North, and
  - East Cape Farm school;
2. Interviews with two deputy principals:
  - City school and
  - Rural school;
3. Interviews with four Heads of Department:
  - Head of department at a city school,
  - Head of Department at a city school,
  - Head of Department at a township school, and
  - Head of Department at a city school;
4. Interview with a school psychologist;
5. Interview with a school health care worker; and
6. Interview with a learner, to ascertain their views and feelings on the situation. The interviews were conducted using a set of questions, based on the problem statement and aimed at gauging the extent of the problem faced by the respondents. Two respondents included a written paper as well explaining how they experienced the problem emotionally.

Written permission was obtained from the relative authorities to do research in departmental schools. Principals of the five Tswane schools for which permission was obtained were contacted to set up the interviews and to establish who at the school would participate in the survey. Interviews at the two Ekuruleni schools were set up using a contact in the area. One East Cape school interview was set up through a contact and the other one, a farm school, directly with the principal.

A survey questionnaire was handed out to willing respondents who were not interviewed in-depth. This survey questionnaire was also handed to those respondents prepared to complete it in addition to an in-depth interview, as was mentioned before. No quantitative or statistical instruments were used to evaluate results. Answers were evaluated as a

survey instrument only and used to investigate the broader extent of the research problem.

Five schools in the Tswane area, two in Ekuruleni and one in the East Cape areas were used for interviews. Learners were only interviewed with parental consent. Two learners were interviewed, one in a preliminary interview in Tswane and one in Ekuruleni. Nine university students were asked to participate; they asked to complete questionnaires rather than have personal interviews, and only four questionnaires were returned. One post-graduate student from the East Cape participated in the study. Of the five Tswane schools, one secondary school fell out of the study.

Schools included in the survey serve communities from lower, average and high-income groups. The schools comprised:

- One special schools (combined primary and secondary),
- Three secondary schools,
- Two primary schools and
- One farm school.

These schools are representative of a wide spectrum of the South African population.

## **5.5.2 Field observation**

### **5.5.2.1 Introduction**

The history of a family consisting of several female members presented below was noted and a decision taken early in 2000 to include it into data collected over a number of years with the intention of presenting it in a doctoral thesis on the impact of HIV/AIDS on education. The researcher has known the family mentioned since 1977 and the most senior member of the family, the grandmother, has been in her employ since that date. The grandmother left her husband in the early 1970s. He has made no contact with the family over the period, and did not contribute to the maintenance and education of his two daughters. Both daughters are single mothers. The elder daughter is an unemployed single mother with three children by two different fathers, neither of whom pays maintenance for his children. The younger daughter has two children and is a government employee. The father of her children pays maintenance for them.

### **5.5.2.2 Intrinsic case study and the longitudinal observation of an HIV/AIDS-affected family and the emotional disruption experienced by different family members, namely the grandmother, and the elder daughter and her three children with mention of the secondary impact on the younger daughter and her children**

The history of this family, explored through this longitudinal study, is presented in chronological order from 2000 to 2005 according to the year.

2000: The eldest daughter in the family, a single mother with two dependents, approached the researcher for advice regarding a strange rash on her neck and back. At the time she was employed at a city restaurant. She was seen as an outpatient at a state hospital where she was referred to a dermatologist. A battery of tests was conducted, possibly including HIV testing. She was put on treatment and referred for counselling. The results were not disclosed to anyone. She was, at the time, involved with her immediate senior at work, despite her mother's opinion that she should, refrain from any relationships because of her children. The daughter's reaction to this was; "She doesn't want me to be happy". In December 2000 this elder daughter approached me with a request to have her two children adopted because, she claimed, she could not afford to look after them properly. At the time she was earning R1800 per month. I convinced her to change her mind.

2001: In January 2001 the elder daughter lost her job at the restaurant where she was employed in the kitchen and as waitress. Her youngest child, a girl, was born shortly after this. A confrontation with the father's family followed. They wanted the baby but not the mother. She refused to give up her child and with the help of her mother and sister organized to look after the three children on her own.

2003: Without a permanent position or financial income her situation became very difficult. She was now working for the researcher on Saturdays, helping with small administrative chores, such as the filing of documents. She discussed her HIV status with the researcher. Local social services were approached for possible grants for the children, who were then aged 13, 7, and 2 year old. This proved unsuccessful and she was overwhelmed by bureaucratic red tape. She did at some stage approach the father for assistance, but this was not successful; it seems that he is unemployed. She consulted a HIV clinic at Kalafong hospital to be put on anti-retroviral drugs but her CD4 count was too high and she did not qualify.

Her youngest daughter is small for her age. The eldest daughter attends a city school and was living with her aunt (the mother's younger sister). She seemed happy and worked diligently at school. The seven-year-old son stays with the mother at their Kwa-Ndebele home and attends a local school there. He is disruptive and not performing well. This son is left to stay with the neighbours or fend for himself when his mother works in town.

2004: Because the mother has no permanent work, the grandmother, a domestic worker, took in the youngest girl who seems happy enough but remains small for her age. The mother is not keen to have her little daughter tested for HIV although she admits that she was HIV-positive before the girl's birth. To help her, the researcher contacted TAC [Treatment Action Campaign], who proved helpful and positive. For unknown reasons however, the mother did not continue her contact with the organisation. In the interim the much-neglected son's school work worsened. He failed the first phase of schooling completely and by the end of 2004 he was only in grade 2.

The eldest daughter was now in grade 9 in secondary school and still working diligently. Towards the end of 2004 the mother decided to discuss her illness with the two elder children. The result was traumatic. The elder daughter's good progress and positive attitude was immediately reversed. She became fearful and tearful and her schoolwork deteriorated. The daughter's main fear was what would become of them if their mother should pass away. The son failed again. To put their minds at rest, the mother admitted telling them, that at her death, they will be put into foster care or adopted. This made matters worse. The eldest girl became uncertain and withdrawn and her schoolwork deteriorated further. She told her mother she was very sad and worried.

January 2005: An in-depth discussion was held with the mother, and another attempt was made to get her on anti-retroviral drugs. The HIV clinic conducted further CD-4 tests, her CD-4 count was 380 and she was again turned down for treatment. (The government cut off point is 200.)

September 2005: After a lengthy stay out of the country, the researcher met the mother again. She has become thin and drawn. She is depressed and convinced that she is dying. She showed signs of malnutrition and admitted that she was suffering and lacked food because she cannot find any work. She is living in Kwa-Ndebele with her son. The two girls are staying with their grandmother who limits the mother's access to them. The eldest girl's schoolwork is still suffering in spite of her apparent

diligence. She tries hard but is shy and depressed. The youngest girl seems happy. She is now four and the mother is still too scared to have her tested for HIV. She states that she could not stand it if the child were ill.

November 2005: Further attempts are in process to obtain anti-retroviral treatment for the mother and to access allowances for the three children. Regular food rations have been organized for the family. The grandmother's employer sponsors the eldest daughter's school fees. The mother refuses to apply for exemption from school fees. The son is still in grade 2 in Kwa Ndebele. He recently paid a visit to his grandmother. He is shy and withdrawn and big for his age. Scholastically he is not progressing well. When his mother comes into town, he is left with the neighbours or to fend for himself, as has been the case for the last three years. The reason for this neglect is unclear; because the girls are well cared for, with help from their grandmother, mother and an aunt, the mother's younger sister, who has two children of her own.

The mother consented to a full interview to which she added a personal document describing her personal anguish and fears for her children's futures. The grandmother refuses to discuss her daughter's illness and will not allow her granddaughter to participate in anything to do with HIV/AIDS. She denies her daughter's illness. Her initial distress seems to have been replaced by anger.

## **5.6 ANALYSIS OF THE QUESTIONNAIRE.**

18 respondents completed Section A of the questionnaire. The questionnaire was not intended as a quantitative research instrument but as a survey to substantiate the findings of the interviews and to ascertain the impact of HIV/AIDS on school management and self-actualization.

Section A comprises 33 questions, numbers 13 to 45 on the questionnaire. Questionnaires were analyzed taking into consideration unanswered responses. Because the unanswered responses vary, the numbers for these are included in the discussion of the questionnaire results and also indicated on the reconciliation schedule for section B (Addendum D).

The respondents include:

- Principals 1
- Heads of department 4
- Teachers 3

- Learners 2
- Students 4
- Post-graduate students 1
- Caregiver/psychologists 1
- Parents 1
- Health workers/educators 1
- TOTAL 18

9 respondents were from city schools.

3 respondents were from township schools.

5 respondents were from tertiary institutions.

1 respondent is a parent with 1 learner in a township school and 1 in a city school.

The reconciliation schedule for Section A is attached as addendum C.

### 5.6.1 Results of Section A

Questions 1 to 12 represent the biographical details of the respondents

Questions 13 to 45 are intended to determine the respondents' perceptions of the spread of HIV/AIDS in schools. The aim is to ascertain the possible impact of HIV/AIDS on school management and the role, if any, of the school principal in combating the impact of HIV/AIDS on school management and the self-actualization of teachers and learners.

Questions 46 to 159 are of a more personal nature and are intended to find out what aggravates the spread of HIV/AIDS in schools. These aggravating factors are the issues that need to be addressed in order to combat the spread of the pandemic, and limit the impact in schools.

The results of Questions 13-45 will now be summarised:

13. HIV/AIDS threatens the lives of many South African learners and teachers.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>10</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>

Result:

HIV/AIDS is perceived almost uniformly as threatening the lives of many South African learners and teachers.

14. Learners who are sexually active expose themselves and others to HIV infection.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>15</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>

Result:

Learners who are sexually active are almost uniformly perceived to be exposing themselves and others to HIV infection.

15. Most learners are sexually active by the time they reach grade10 (16 years old).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>0</b>

Result:

44.4% of respondents agree that most learners are sexually active by the time they reach grade 10. 44.4% were unsure and 11.2% disagreed. It can therefore be concluded that a large number of learners may be sexually active at a young age.

16. Absenteeism among teachers and learners due to HIV/AIDS is on the increase.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>1</b>

Result:

33.3% of respondents agree that absenteeism among teachers and learners is being worsened by the impact of HIV/AIDS. 50% are unsure and 11.2% disagreed. This indicates that HIV/AIDS could be perceived as a contributory factor to absenteeism in schools.

17. Life skills taught in schools help learners to cope with HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>2</b>

Result:

61% of respondents agree that life skill programs in the school help learners to cope with HIV/AIDS. 16.6% disagree.

18. Life skills should include explicit sex education.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>1</b>

Result:

55.5% of respondents agree that Life skills education should include explicit sex education while 33.3% were unsure and 5.5% strongly disagree.

19. Explicit sex education will increase sexual activity among learners.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>0</b>

Result:

39% of respondents feel that explicit sex education will increase sexual activity among learners, while 44.4% disagrees. The large percentage of respondents who agree that explicit sex education will increase sexual activity among learners is an indication that there may be a perception that explicit sex education may contribute to the spread of HIV/AIDS.

20. Life skill education in schools promotes responsible sexual behaviour among learners.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>0</b>

Result:

55% of respondents feel that Life skills education will promote responsible sexual behaviour among learners, while 29.9% is not sure. 16% disagree. This indicates that the life skills education may be less effective than anticipated.

21. Schools with a positive school climate (good discipline and supervision) during breaks and extra-mural activities have fewer problems with sexual and substance abuse.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>0</b>

Result:

61% of the respondents agree that good discipline and supervision during breaks will limit substance and sexual abuse in schools, while 11%

disagree. Good discipline and supervision in schools are therefore widely perceived as helpful in limiting abuse in schools.

22. Good discipline (positive school climate) always helps prevent drug and sexual abuse in schools.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>10</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>

Result:

83% of respondents agree that good discipline help prevents drug and sexual abuse in schools.

23. Learners who abuse drugs and alcohol are more likely to engage in risky sexual behaviour (practice unsafe sex).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>12</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>

Result:

All the respondents agreed that drug and alcohol abuse increases risky sexual behaviour.

24. The principal and teachers play an important role in the prevention of drug abuse and sexual abuse in schools

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>

Result:

66.6% of respondents agree that the principal and teachers play an important role in preventing drug and sexual abuse in schools. 11% disagree.

25. Female learners and teachers who are abused at school have only themselves to blame.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>10</b>

Result:

77.7% of the respondents say that female learners and teachers do not only have themselves to blame if they are abused at school.

26. Teachers and principals are involved in sexual abuse at some schools (negative school climate).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>2</b>

Result:

50% of respondents agree that teachers and principals are involved in sexual abuse at some schools, while 16.6% disagree. The high percentage of 'unsure' answers, suggests a lack of confidence and freedom of speech among respondents.

27. Female learners and teachers are pressurized into sexual relationships with male teachers and senior male staff, including the principal (negative school climate).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>2</b>

Result:

31% of respondents agree that female learners and teachers are pressurized into unwanted relationship by senior male staff while 39% are unsure and 33.3% disagree.

28. Single sex schools could help prevent the spread of sexual abuse and HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>6</b>

Result:

55.5% of the respondents do not agree that single sex schools could prevent the spread of HIV/AIDS, while 22% feel it may help. This finding is in agreement with the debate in newspapers on the feasibility of single sex schools (Shen 2002:17).

29. HIV/AIDS should be a notifiable disease to help manage the impact of the spread on the school system and society in general.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>1</b>

Result:

55.5% of respondents feel that HIV/AIDS should be a notifiable disease to facilitate management of the impact on the school system. 11% disagree with this.

30. School guidance programs must be used to teach learners about sexually transmitted diseases (STD), including HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>9</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>

Result:

94.4% of the respondents agree that school guidance programs must be used to teach learners about sexually transmitted diseases.

31. The principal and teachers can play a role in the community to help families affected by HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>0</b>

Result:

77.7% of the respondents agree that the principal and teachers can play a role in the community to help families affected by HIV/AIDS.

32. The principal and teachers have a moral role in the community to combat discrimination against victims of HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>

Result:

83.3% of respondents agree that the principal and teachers have a moral role in the community to combat discrimination against victims of HIV/AIDS

33. Teachers and community leaders who are suspected of misusing their positions of power to obtain sexual favours from sub ordinates must be taken out of the system.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>14</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>

Result:

83.3% of respondents agree that teachers and community leaders who are suspected of misusing their positions of power to obtain sexual favours from sub ordinates must be taken out of the system.

34. Confidential records must be kept of staff members and learners who are HIV/AIDS-infected or affected to ensure that they receive assistance, care and counselling.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>8</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>

Result:

66.6% of respondents agree that confidential records should be kept of staff members and learners affected by HIV/AIDS to facilitate counselling and assistance, while 31% are opposed to the idea.

35. It is important that the principal knows which learners are ill, in order to organize help with keeping up-to-date with learning

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>8</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>

Result:

88.8% of respondents agree that it is important for the principal to know which learners are ill, to organize help for them so that they can keep up-to-date with their learning.

36. It is important for the principal to know which staff members are ill, and for what lengths of time, to arrange relief teachers.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>9</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>

Result:

83.3% of respondents agree that it is important for the principal to know which staff members are ill, and for what lengths of time, to arrange relief teachers. 11% disagree.

37. Senior staff at the school should know who at the school is HIV-positive, in order to manage curriculum coverage (complete the learning material).

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>5</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>1</b>

Result:

66.6% of respondents agree that senior staff members should know who at the school is HIV-positive, in order to manage the curriculum coverage. 16.6% disagree.

38. There should be a support system, under supervision of the principal, at all schools to help learners, teachers and administration staff with social and domestic problems, including those affected HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>0</b>

Result:

73% of respondents agree that there should be a support system under supervision of the principal at all schools to help learners, teachers and administration staff with social and domestic problems, including those affected by HIV/AIDS.

39. There should be a support system at all schools, under the supervision of the principal, to help teachers and learners with learning and teaching problems only.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>1</b>

Result:

50% of respondents agree that there should be a support system at the school, for learning and teaching support only, while 33.35 disagree.

40. There should be a support system at the school, under supervision of the principal, to give help and support to teachers and learners affected by HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>8</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>0</b>

Result

83% of respondents agree that there should be a support system at the school, under supervision of the principal, to give help and support to teachers and learners affected by HIV/AIDS.

41. The school could be used as a clinic in the afternoon to assist learners and teachers and their families with problems, under supervision of the principal.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>4</b>

Result:

39% of respondents agree that the school could be used as an after-hours clinic to assist and support learners and parents and teachers affected by HIV/AIDS. 31% disagree.

42. The parents will help with maintenance of the school, if the premises are available after school hours for social service (positive school climate), such as a help-line clinic for community member who have children in the school, and are affected by serious social problems, including HIV/AIDS, (under supervision of the principal).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>7</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>4</b>

Result:

55.5% agree that parents would help with maintenance of the school if it were put to use for the community. 22.2% disagree.

43. The principal could act as a convener for a social help team selected from members of staff and the parents (community).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>3</b>

Result:

33.3% of the respondents agree that the principal could act as a convener for a social help team selected from members of staff and the parents. 33.3% disagree and 33.35 are unsure.

44. The principal as community and school leader should play a leadership role in combating HIV/AIDS.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>9</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>2</b>

Result:

73% of the respondents agree that the principal as community and school leader should play a leadership role in combating HIV/AIDS.

45. The principal should/could organize information meetings on HIV/AIDS at the school, for learners, staff and community members.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>11</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>

Result:

73% of the respondents agree that the principal should/could organize information meetings on HIV/AIDS at the school, for learners, staff and community members. 11% disagree.

### **5.6.1.1 Conclusion**

The responses to the questionnaire indicate that HIV/AIDS is indeed a problem for school management. The majority of the respondents agree that poor discipline and drug and alcohol abuse contribute to risky sexual behaviour. Several respondents state that sexual abuse is a problem in schools and that senior male personnel misuse their position to coax learners and female teachers into unwanted relationships.

The life skills program has made a contribution towards teaching learners responsible sexual behaviour and has made them aware of the dangers of substance abuse. A number of the schools visited have good support systems available for teachers and learners with social and other problems.

Further conclusions and recommendations will be discussed in greater detail in chapters six and seven.

### **5.6.2 Results of Section B of the questionnaire**

This section deals with more personal questions about the impact of HIV/AIDS, school management and the role of the principal. The results are divided into sections, because the different groups of respondents

reacted differently to the questions. Not all the respondents who filled out Section A completed Section B. Some more conservative respondents felt uneasy about the content and agreed to complete section A but not B. The questions have been evaluated, taking the missing responses into consideration. A total of 15 respondents out of 18 completed questions in Section B of the questionnaire. Not all the respondents answered all the questions. Respondents answered only questions applicable to their own situation. Although the instruction on the questionnaire was clear that all questions must be answered, respondents asked whether they could leave out questions that they felt were not applicable to themselves, or those that they regarded as too intrusive. This was agreed to.

The groups that answered questionnaires are:

- Learners 2
- Students 5
- Teachers 3
- Heads of department [female] 3
- Heads of department [male] 1
- Parents 1
- TOTAL 15

6 respondents were from 3 city schools.

3 respondents were from 2 township schools.

5 respondents were from 2 tertiary institutions, 4 from Tswane and 1 from the Eastern Cape.

1 respondent is a single parent with 1 female learner in a city school and 1 male learner in a township school.

A reconciliation schedule of Section B is attached as addendum D. The reconciliation statement is coded to indicate which of these groups responded in a specific way to each statement, to show the varied responses the different groups gave to the questionnaire. Marked resemblances are noticeable in the answers of certain groups of respondents. Conflicting responses are found to be group-dependent. The analysis was done on an Excel spreadsheet under the numbered response headings as per the questionnaire. The codes for the different groups are as follows:

L =learner

P =parent

S= Student

MHOD= Male head of department

FHOD= Female head of department and teachers

The female Heads of Department and female teachers were grouped together under this heading, because their responses were similar. All the responding teachers were females. This was not intentional. Because of snowball sampling the new references by chance happened to be all female. Female teachers were on the whole far more cooperative and willing to participate in the study than male teachers.

The responses are recorded in the table with the number of responses next to the code; a semi-colon separates responses from different groups. The total for the group is written in a 'Total' column next to the response column. For example:

No:	5=Str.Agree	T5	4=Agree	T4	3=Unsure	T3
46	FHOD2	2	L1;MHOD1;FHOD1;S2	5	P1;S3	4

### Questions 46 to 159:

The numbers of the results are kept the same as the numbers on the questionnaire, which is attached as addendum A. Questions 46 to 66 were answered by all the respondents. Questions 67 to 159 were answered by respondents according to the appropriateness of the question to the respondent's situation, as explained above. The relative number of respondents per question is shown in the results of each question.

### Results:

46. Learners are seldom absent from the school.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
2	5	4	2	2

Result:

7 out of 15 [47 %] respondents agree that learners are seldom absent from school, while 4 out of 15 [27%] indicate that learners are indeed often absent from school

47. Teachers are seldom absent from the school

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>

Result:

7 out of the 15 respondents [47%] say that teachers are seldom absent, and 5 of the 15 respondents [33.3%] say teachers are often absent from school.

48. The school is up-to-date with all the subjects

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>

Result:

53% of respondents agree that their schools are up to date with all the subjects but 33.3% disagree.

49. When a teacher is absent for longer than a week, a substitute teacher helps with the lessons.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>2</b>

Result:

A third of the respondents are unsure that substitute teachers are indeed appointed when teachers are absent for an extended period of time. Only 16% of the respondents say that this is the case while 47% state that replacement teachers are not appointed.

50. Teachers are never absent from school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>2</b>

Result:

This question drew a strong negative comment with only 2 respondents agreeing that teachers are never absent. 60% say that teachers are absent at times.

51. The teachers are well prepared (positive school climate).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>

Result:

The majority of respondents [73%] agree that teachers are well prepared. Interestingly, one of the only two learners that completed a questionnaire was the only respondent to disagree.

52. The school has good matric results (positive school climate).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>7</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>0</b>

Result:

Two thirds of the respondents agree that their schools have good results. A parent and student were the only two respondents to disagree.

53. The school buildings are in good condition and are well maintained (positive school climate).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>1</b>

Result:

Two thirds of the respondents, mostly heads of department, say that their schools are in a good condition and well maintained. The only three people who disagree are two students and a parent.

54. Parents help with maintenance of the school (positive school climate).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>5</b>

Result:

Most of the respondents disagree with this statement, during interviews it became clear that some schools are not in favour of having parents help with maintenance.

55. There are sufficient learning materials at the school- good management (positive school climate).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>7</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>

Result:

73% of the respondents are happy with the provision of books and teaching materials. Only a single student says that they do not have sufficient learning materials.

56. Teachers make sure that all school textbooks are collected at the end of the year, even from absent pupils.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>

Result:

The majority of the respondents [60%] agree that teachers make an effort to get textbooks back from absent learners. Three of the 15 respondents disagree with the statement, namely a teacher, a parent and a student.

57. Role call is taken every day and registers are kept up-to-date

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>

Result:

While two thirds of the respondents, agree that role call is taken regularly at the schools, a parent, a student and a head of department disagreed, indicating that there may well be a problem with registers.

58. Control of learners' school attendance is strict; if a learner is absent for longer than a week, the class teacher checks to find if there is a problem.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>1</b>

Result:

The question was asked to find out whether there is contact between the home and the school, should learners be absent. The majority of respondents are heads of department or teachers at their respective schools and the responses are predominately positive. Two thirds reply positively to this statement; the only negative response is from a parent and a learner.

59. Quality control of the learning process (testing) takes place regularly; to make sure learners are up-to-date.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>

Result:

Two thirds [66.6%] of the respondents agree that regular evaluation takes place in their schools. Only two respondents disagree, one a learner and the other a student.

60. The school has a support system for learners with learning difficulties.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>

Result:

This statement elicited a strongly contradicting response, with equal respondents agreeing and disagreeing. Five heads of department and a student agree, a learner and two students were unsure and two heads of department, a learner, two students and a parent disagree.

61. The school has a support system for learners/teachers with social problems.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>1</b>

Result:

40% of the respondents indicate the existence of a support system at the school for socially disaffected learners and/or teachers, while 27% percent deny this, including two heads of department, a learner and a student.

62. The school has a support system for learners/teachers with emotional problems.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>2</b>

Result:

The response to this statement, as in the case of Question 60, is contradictory response; the respondents are divided in equal groups, one third agreeing, one third unsure and the other third denying the existence of such a system.

63. There are no known cases of drug or alcohol abuse at this school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>5</b>

Result:

53% percent of the respondents indicate that there are problems with drugs in the school. A learner and a head of department agree that there are no known cases of substance abuse in the schools. The fact that more than half of the respondents admit that they are aware of drug and alcohol abuse in the schools, points to other disciplinary and HIV/AIDS related problems that may arise from this.

64. Abuse of female learners and teachers do not take place at this school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>5</b>

Result:

Abuse of female learners and teachers at their schools was confirmed by eight of the fifteen respondents. The only respondents to strongly disagree that such a problem exists are a grade twelve learner from an all-boys school and a head of department.

65. There is an effective system in place to deal with complaints of abuse at the school, including sympathetic support for victims.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>1</b>

Result:

47% of the respondents indicate that their schools has effective systems in place where victims of abuse can get sympathetic support. A parent and three students however disagreed that this is the case.

66. The school serves the community around it.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>

Result:

40% of the respondents agree that this is the case; these are mainly from city schools. One learner also agrees. There may have been a misunderstanding with this question as it could possibly be interpreted as serving a certain feeder area, rather than the intended purpose of being a community centre as well as a school.

*Not all the respondents answered all the following questions. Unanswered questions will be ignored. Responses will be evaluated according to what has been answered. The questions are numbered from 67 to 159*

67. There are lessons in youth preparedness or life skills at the school teaching learners :

- to protect themselves,
- to deal with money matters,
- to deal with drug abuse,
- to deal with alcohol abuse,
- to deal with sexual abuse,
- to deal with social and domestic violence
- to find part-time jobs to help support themselves, and
- Where to go for help if they are abused.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>

Result:

14 of the respondents answered the question. 49% of these agree that the school has a life skills program in place which teaches learners the how to

deal with the issues set out above. Three respondents disagree, of which all are students.

68. We have a head of department for educational guidance who helps us with problems.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>

Result:

14 respondents answered the question; seven of these [50%] indicate that their schools have heads of department for educational guidance who can assist learners with problems.

69. Our principal has a help line for learners with problems.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>

Result:

The question was basically learner-directed. Twelve respondents answered the question. 25% of the respondents indicate that the principal was available to help them with problems. Half however disagree.

70. The principal is very involved with the parents and community to help solve social problems

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>1</b>

Result:

Twelve respondents answered the question. The response is inconclusive, with equal numbers agreeing and disagreeing and a third unsure.

71. The principal sees to it that everything at the school is under control.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>

Result:

Twelve respondents completed the question with eight agreeing that the principal at their school is a positive leader who sees to it that the school is well managed and everything is under control.

72. Because of our principals leadership role we do not have any disciplinary problems at our school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>1</b>

Result:

Twelve respondents answered the question. Half of the respondents say that the school has disciplinary problems in spite of the leadership role of the principal. Only one respondent agrees that their school has no disciplinary problems because of the leadership role of the principal.

73. We covered the curriculum (finished our work on time).

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>

Result:

Twelve respondents completed the question. Half agree that the school covers the curriculum on time. One learner and a student disagreed.

74. We have enough textbooks.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>

Result:

Twelve respondents completed the question. 58% agree that this is the case, while 33.3% say they do not have enough textbooks. The people who disagree are learners and students.

75. An injury during contact sport could lead to HIV infection, and incur legal action against the school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>0</b>

Result:

Eleven respondents answered the question. Three of these are unsure whether a sport injury can cause HIV/AIDS, three disagree that it can and 5 [45%] agreed that it could. Like needle-stick injuries and contact with HIV positive patients' blood for health workers, this is one of the reasons why disclosure without discrimination is necessary.

*Reports regularly appear in newspapers of desperate parents looking for 'space' for their children in crowded city schools, while many township schools are reportedly empty. The following statements are made to ascertain if this is so.*

76. The school does not serve the community, because children come from other areas.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>

Result:

Eleven respondents answered the question. Five respondents indicate that their schools serve the community and learners do not come from outside the community. Two respondents [18%] say that their schools do not serve the community because children from other areas attend the school, and four are unsure.

77. Many pupils do not attend the nearest school; they go to schools in the city.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>

Result:

Eleven respondents answered the question. The outcome to this question is inconclusive as equal numbers agree and disagree. Three respondents are not sure. This can be interpreted either way.

*The following questions aim to assess how learners and teachers feel about their schools. All the schools in this survey are well maintained. Permission for access to the less well-maintained schools was unfortunately not granted. The less well maintained schools and the learners from these schools could only be observed at a distance.*

78. The school is in a good condition; there are enough classrooms.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>

Result:

Eleven respondents answered the question. The majority of the respondents [81%] agree that their schools are well maintained and adequate. One respondent who studies in the Eastern Cape disagrees.

79. I am proud of my school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>

Result:

Six respondents answered the question. Although five of the six respond positively, the number of respondents may be too small to make a valid deduction from this result.

80. I am worried about my school it is in a mess.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>

Result:

Only five respondents answered the question, and although the response is overall positive, it comes from three heads of department and only one learner and cannot be viewed as conclusive.

81. The school is broken nobody fixes it.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>

Result:

Only five respondents answered the question. Results are positive but with so few respondents, the response may not be valid.

82. Too many teachers are absent from school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

Result:

Only four respondents answered the question, all are heads of department from city schools. Again the results are positive but respondents are too few.

83. I think my teacher is very sick.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

Result:

Only two respondents answered the question, so the positive result is not representative of township or rural schools. Only two learners completed questionnaires and both are from city schools.

84. I think my teacher has HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

Result:

Only two respondents answered the question, so the positive result is not representative of township or rural schools. Only two learners completed the questionnaires. Both are from city schools, one in Tswane and one from Ekuruleni.

85. A teacher died at our school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

Result:

Only two respondents answered the question, so the positive result is not representative of township or rural schools. Only two learners completed the questionnaires. Both are from city schools, one in Tswane and one from Ekuruleni.

86. The principal does not care what happens to the school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>7</b>

Result:

Ten respondents answered the question. Eight respondents indicate that the principal does care about what happens at the school. Two students however disagree. The overall result is positive and points to good school management.

*Questions 87 and 88 are asked to gauge the levels of abuse in schools. The questions are negative equivalents of previous questions [63-65].*

87. The principal is suspected of having a relationship with learners and another teacher.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>7</b>

Result:

Ten respondents answered the question. Two respondents indicate that the principal may be involved with learners. Eight of the ten respondents feel that is not the case. While there is a problem, it may be less widespread than assumed from news reports. Both the respondents who answer in the affirmative are students.

88. Some teachers at the school try to date learners

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>5</b>

Result:

Ten respondents answered the question. Four students indicate that teachers try to date learners. One student was not sure. Three heads of department, two learners and one student deny the allegation.

89. The principal is never absent from school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>0</b>

Result:

Ten respondents answered the question. The outcome is fairly inconclusive. Learners and parents are unsure. Some students think the principal is absent at times, but three heads of department agree that the principal is never absent.

90. We have senior staff who can take care of the school if the principal is absent.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>

Result:

Eleven respondents answered the question. The response is overwhelmingly positive; all eleven agree that the school has senior staff who could take over should the principal be away.

91. The staff is coping well with administrative and teaching duties at the school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>

Result:

Eleven respondents answered the question. The response is overwhelmingly positive. Eight of the respondents agree that the staff is coping well with administrative duties at the school.

92. We have a teacher for every subject, and are finishing all the learning material in every subject

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

Result:

Nine respondents answered the question. Two thirds of these agree that the school has a teacher for every subject and that the academic program is going well.

93. This school does well in the national exams.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>

Result:

Ten respondents answered the question. The overall response is positive, with seven of the ten respondents saying that their schools do well in national exams. Only one student from the Eastern Cape disagrees.

94. The school has a feeding scheme.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>

Result:

Ten respondents answer the question. Eight out of ten respondents agree, one is unsure and one says the school does not have a feeding scheme.

95. We have disciplinary problems at the school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>1</b>

Result:

Ten respondents answered the question. 70% of the respondents across the board agree that there are disciplinary problems in the school. The reasons are not clear, as all the schools seemed well controlled.

96. Learners come late.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>1</b>

Result:

Ten respondents answered the question. The majority [70%] disagree that learners come late for school. Travelling in a Tswane North township between 8.45 and 11.45 on the 16<sup>th</sup> of November 2005, I saw learners in school uniform wandering all over the streets. In January 2005, in a Tswane West school the learners were not in their classes; but loitering around the perimeters of the school while the teachers held a meeting during class time [between 7.30 and 8.45]. The researcher had to wait for nearly three quarters of an hour for the respondent with whom an appointment was made two days previously to determine whether the school would be willing to participate in the study. The school was keen but departmental permission for research in schools in this area could not be obtained in spite of requests to various senior departmental officials. Each one claimed to lack the authority to grant the necessary permission. This is contrary to the results of the questionnaire and the literary research findings that learners are roaming the streets during school hours (Rademeyer 2002a:17; 2002e:11; see section 3.3.2).

97. Teachers come late.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>

Result:

Ten respondents answered the question. Fifty percent of the respondent, mainly heads of department said teachers do not come late. A learner and a student strongly disagreed. Findings in the literary study point to the fact that teachers sometimes set a poor example to learners by coming late, absenteeism, substance abuse and having affairs with pupils (see section 3.3.2), thus supporting disagreement.

98. I get enough time to finish my schoolwork.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>3</b>

Result:

Ten respondents answered the question. Half agree and half disagree, so the outcome is inconclusive.

99. I have too many duties at home I cannot finish my work.

[This question was aimed at learners but was answered by teachers and learners.]

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>

Result:

Ten respondents answered the question. Three respondents, including a teacher, agree that they have too much work at home and cannot finish their schoolwork. Six disagree and state that they have enough time to finish their work.

100. I am happy at school I like to learn. [This question was mainly aimed at learners.]

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>

Result:

Seven respondents answered the question. Five agree that they enjoy school and two disagree.

101. I am worried about my schoolwork. [This question was mainly aimed at learners.]

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>

Result:

Seven respondents answered the question. Of this small sample, only two are worried by their schoolwork. Four respondents do not worry about their schoolwork.

*Questions 102 to 107 are directed at learners and students and aim to find out how widespread sexual abuse is in schools. The sample used was randomly chosen from willing respondents.*

102. I am scared to go to school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>4</b>

Result:

Seven respondents answered the question. The overall response to this question is positive. Learners are not scared to go to school.

103. I have been abused at school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>7</b>

Result:

Eight respondents answered the question. Seven have never been abused at school and one respondent; a student said that he/she had been abused at school. In contrast to the above result the literary research points to high levels of sexual abuse in some schools (see section 2.7).

104. I have been abused at home.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>

Result:

Eight respondents answered the question. One respondent, a parent, says that she has been abused at home. The learners and students disagreed strongly with the statement. In contrast to these findings, news paper reports point to high levels of domestic violence and child abuse in South Africa (*Pretoria News* 2002a:27; 2002d:27).

105. I have been abused by a teacher.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	1	0	0	7

Result:

Eight respondents answered the question. One student said a teacher abused him. Seven denied ever being abused by a teacher. This is in contrast to findings in the literary study that teachers are involved in sexual abuse in some schools (see section 2.7).

106. I have been abused by a family member

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	1	1	0	6

Result:

Eight respondents answered the question. One respondent says a family member abused her, one is unsure and six have never been abused. News paper reports point to high levels of domestic violence and child abuse in South Africa and the unhealthy silence that surrounds this (*Pretoria News* 2002a:27; 2002d:27). The response of a respondent who feels unsure of having been abused confirms this.

107. I have been abused by another learner/s.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	0	1	0	7

Result:

Eight respondents answered the question. One is unsure and seven have never been abused. The literary study in contrast to the above positive finding points to abuse of female learners by male counterparts (see section 2.7).

108. I have been sexually active since I was 14.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	0	0	1	10

Result:

Eleven respondents answered the question. Contrary to wide spread believes, and findings in the literary study (see section 2.5), not one of the respondents has been sexually active from an early age. The group comprises a parent, two learners, five students and a number of teachers.

109. I have children. [The question was aimed at adult learners and teachers.]

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>

Result:

Eleven respondents answered the question. None of the students or learners has children. The literary study by contrast, finds pregnancy among learners a problem for female learners who often drop out of school due to pregnancy (see sections 2.7 and 4.2.1.6).

110. My children are in school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>7</b>

Result:

Eleven respondents answered the question. None of the students or learners has children. Two adult respondents have children in school.

111. I can no longer go to school because we are too poor.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>

Result:

Eight respondents answered the question. The over all response was that none of the respondents were in a position that would disallow them to attend school or a tertiary institution. The respondents were mostly from city schools or tertiary students. The literary study points to high levels of school dropout due to poverty (see sections 3.3.3; 4.2.1.2.2; 4.2.1.6 and 4.4.1.1).

112. I can no longer go to school because my parents are ill.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>6</b>

Result:

Seven respondents answered the question. One is unsure of whether his/her parents are ill. The other six do not have any problems. The respondents are mostly from city schools or tertiary students. By contrast the literary

study finds that learners, whose parents are ill, drop out of school due to poverty or to assume care-giving duties (see sections 3.3.3 and 4.2.1.5).

113. I can no longer go to school because I am too ill.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>9</b>

Result:

Ten respondents answered the question. None of them are in any way affected such that they can no longer attend school. The respondents were mostly from city schools or tertiary students. By contrast the literary study finds that learners with AIDS eventually become too ill to attend school (see sections 2.5 and 4.2.1.5).

114. I have left school and have a job.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>

Result:

Seven respondents answered the question. None of them has had to leave school to find a job. The respondents are mostly from city schools or are tertiary students. The literary study, in contrast to the above, finds that learners affected by HIV/AIDS have to work to help support their families (see section 2.6).

115. I have left school and cannot find a job.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>6</b>

Result:

Eight respondents answered the question. One of them has left school and cannot find a job. The respondents are mostly from city schools or tertiary students.

116. I am a sexual worker, to help support my family.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>10</b>

Result:

Eleven respondents answered the question. All said no. The respondents are mostly from city schools or tertiary students. The literary study in

contrast to this finding, finds that HIV/AIDS affected learners may turn to prostitution to help support their families (see sections 4.4.1.3 and 4.4.2.9).

117. I think it is better not to have sex until I am married.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
4	3	1	3	1

Result:

Eleven respondents answered the question. Seven respondents say they would not have sex before marriage, while four disagree and indicate that they would have sex before marriage.

118. I think it would be safe to have sex with a teacher, because he/she will know how to protect me from HIV/AIDS

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	0	2	2	7

Result:

Eleven respondents answered the question. Not one of the respondents thinks it is safe to have sex with a teacher. Two are unsure.

119. Everybody in my class has a boy/girl friend

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1	0	3	2	2

Result:

Eight respondents answered the question. Only one thinks that everybody in his or her class has a boy or girlfriend.

120. If you have a boy/girlfriend, you must have sex.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
0	0	1	1	8

Result:

Ten respondents answered the question. One was not sure the rest said no.

121. I am worried because I have a boy/girl friend, and I do not know if he/she has HIV/AIDS.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1	2	1	2	5

Result:

Eleven respondents answered the question. Three respondents agree that they are worried because they do not know the HIV status of their boy/girl friends. Seven say they are not worried about this. The question may sound dubious and could have been incorrectly interpreted.

122. I have unprotected sex.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>5</b>

Result:

Ten respondents answered the question. Five say they have unprotected sex and five say they do not.

123. I use a condom.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>

Result:

Nine respondents answered the question. Six use condoms and two do not. This is the same group of ten of which five say they have unprotected sex. The finding is therefore contradictory.

124. I cannot get HIV/AIDS because I only have one boy/girlfriend.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>

Result:

Eleven respondents answered the question. Four are sure they cannot get HIV/AIDS if they have only one boy/girlfriend. Six are aware of the fact that they can get HIV/AIDS in spite of having only one partner. One is unsure.

125. My boy/girlfriend has had previous lovers.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>10</b>

Result:

Eleven respondents answered the question. All respondents disagree that their partners had previous lovers.

126. I had many lovers, now I have only one.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>10</b>

Result:

Eleven respondents answered the question in the negative.

127. I know my partner's HIV status.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>

Result:

Eleven respondents answered the question. Six respondents know their partner's HIV-serum status and five do not.

128. There is severe discrimination against people affected by HIV/AIDS at our school.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>

Result:

Eleven respondents answered the question. Equal numbers of respondents agree and disagree that there is discrimination against AIDS-affected people.

129. I would like to help some one who is affected by HIV/AIDS

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>2</b>

Result:

Eleven respondents answered the question. Only three are unwilling to help some one with AIDS.

130. I know how HIV/AIDS is spread.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

Result:

Eleven respondents answered the question. All the respondents say they know how HIV/AIDS is spread.

131. I think HIV/AIDS can have an effect on my schoolwork, even if I do not have HIV/AIDS myself.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>

Result:

Eleven respondents answered the question. Six respondents feel that HIV/AIDS can affect their schoolwork even if they are healthy. Four do not think so and two are not sure.

132. Some of my friends at school are getting sick often.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>

Result:

Eleven respondents answered the question. Four respondents answer affirmatively, two are not sure, and four disagree.

133. Some learners at our school died.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

Result:

Eleven respondents answered the question. Five respondents answer affirmatively and four answer negatively. Two are not sure.

134 Children are dying where I live.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>6</b>

Result:

Eleven respondents answered the question. Four respondents say that children are dying where they live and seven say no.

135 We have funerals almost every week/month where I live

Response

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>7</b>

Result:

Eleven respondents answered the question. Two confirm that they have regular funerals where they live, one is unsure and seven say no.

136 The people who die are young.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>

Result:

Eleven respondents answered the question. This is an inconclusive result, with four respondents saying that the people who are dying are young and four disagreeing. Three respondents are unsure.

137 My parents are sick.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>8</b>

Result:

Ten respondents answered the question. All say their parents are not ill.

138 Some children live in the street.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>4</b>

Result:

Eleven respondents answered the question. Seven say that some children live on the streets and four say no.

139 Some children have sick parents.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>4</b>

Result:

Eleven respondents answered the question. Four say some children have sick parents and four say no. Three are not sure.

140 Some my friends are ill.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>

Result:

Eleven respondents answered the question. Four respondents say yes and seven say no.

141. I worry a lot about HIV/AIDS.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>7</b>

Result:

Eleven respondents answered the question. Four respondents say they worry a lot about HIV/AIDS and seven say they do not.

142. I worry about my parents.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>

Result:

Eleven respondents answered the question. Six respondents do not worry about their parents, three do and one is not sure.

143. I worry about my friends and family.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>

Result:

Eleven respondents answered the question. Six respondents do not worry about their friends and family, four do and one is not sure.

144. My worries make it hard to learn.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

Result:

Seven respondents answered the question. Only one agrees that worries affect his/her studies.

145. I am not worried about learning.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Result:

Seven respondents answered the question. Four learners say they are not concerned about learning and three say they are.

146. I am happy at home.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

Result:

Ten respondents answered the question. Two say they are unhappy at home, eight say they are happy at home.

147. I think my mother has AIDS she is very weak.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

Result:

Seven respondents answered the question. All the respondents disagree that their mothers have AIDS.

148 I think my father has AIDS he is very weak.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

Result:

Seven respondents answered the question. All the respondents disagree with the statement that their fathers have AIDS.

149. I have to care for a sick parent.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

Result:

Seven respondents answered the question. Not one of the respondents says he/she has to care for sick parent.

150. I have to look after my brothers and sisters.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>

Result:

Seven respondents answered the question. Not one of the respondents says he/she has to care for siblings.

151. I am often ill, and battling to cope with my work.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>9</b>

Result:

Ten respondents answered the question. Not one of the respondents is ill.

152. I can cope with my teaching duties

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Result:

Three respondents answered the question. All three say they can cope with their duties. This is too small a number of respondents to be a significant result.

153. I have too many duties, and my teaching is suffering. [This question is not applicable to learners.]

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

Result:

Three respondents answered the question. Two respondents say they have too many duties and are not coping with their work. One disagrees. This is too small a number of respondents. Interestingly, these same respondents in the previous question say they cope with their teaching duties.

154. I have to take care of the classes of a sick colleague.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>

Result:

Three respondents answered the question. Two respondents say they have to take care of the classes of sick colleagues, one says no.

155. I have to care for sick relatives, and cannot cope with teaching duties.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>8</b>

Result:

Nine respondents answered the question. One has to care for sick relatives.

156. The school where I teach/attend has extended life skills.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>

Result:

Ten respondents answered this question. Five agree that their school has an extended life skills program, two are not sure and three say no.

157. The school where I teach/attend has an HIV/AIDS program or councillor for HIV/AIDS infected/affected teachers and learners.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>

Result:

Ten respondents answered this question. Seven respondents agree that their schools has HIV/AIDS support programs, one is unsure and two disagree.

158. AIDS orphans should be looked after by family members.

Response:

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>

Result:

Eleven respondents answered the question. Nine feel that the family members should look after AIDS orphans. Two disagree.

159. AIDS orphans should be looked after by the government.

Response:

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>2</b>

Result:

Eleven respondents answered the question. Nine feel that the state should look after AIDS orphans. Two disagree. This is the direct opposite to what the same respondents said in the previous question.

### 5.6.2.1 Conclusion

1. There is a strong possibility that increased absenteeism in schools could be linked to HIV/ AIDS.
2. Indications are that school dropout could be related to HV/AIDS.
3. There is a very strong indication that drug and substance abuse is rife in some schools. It does not only cause problems with discipline but also increases risky sexual behaviour and other forms of abuse. It could indeed be an aggravating factor in the spread of HIV/AIDS.
4. There are indications that emotionally disrupted learners increase disciplinary problems in schools. Even schools with good management and strict supervision overall have problems with discipline.
5. There are definitely instances of abuse in South African schools and teachers are implicated in this.
6. The leadership role of the principal has a limited positive role in maintaining discipline in schools. Not all the respondents feel that principals play a role.
7. Respondents varied in opinion as to whether or not the principal could play a role in controlling the spread of HIV/AIDS in schools.
8. Most respondents believe that a strong management team under the leadership of the principal will play a positive role in establishing good discipline and developing a positive culture of learning in schools.
9. There are varied opinions as to whether or not there is a relationship between early sexual activity and discipline in schools. Several respondents feel that the disciplinary problems come from the home background and fuel ill discipline in the school, not the other way around.
10. Most of the respondents agree that a good leadership team at the school, under the supervision of the principal, is conducive to

better discipline, and better academic achievement, and therefore better self-actualization.

11. There is a marked difference in the impact of HIV/AIDS on different schools, depending on the community where the school is situated.
12. HIV/AIDS disrupts schooling and therefore interferes with discipline. A number of respondents indicate that some of their friends are ill. They have to attend to the classes of sick colleagues.
13. A number of respondents say they have lost friends and people at their school. There is an increase in funerals and therefore also of leave to attend these.
14. The promotion of life skills programs has a definite positive effect of combating HIV.
15. Differences of opinion exist on the incorporation of explicit sex education as part of the HIV/AIDS program but the general consensus is that it does encourage more responsible sexual behaviour. A good number of the respondents indicate that they would rather not engage in premarital sex.
16. Gender inequality has a devastating impact on the self-actualization of female learners. Learners however tend to believe that it is not compulsory to have sex if you have a relationship with someone.
17. Some of the respondents say they have been sexually abused both at home and at school. Family members and teachers seem to be among the perpetrators.
18. There are marked differences in opinion amongst learners and teachers regarding subjects such as discipline, absenteeism, abuse and curriculum coverage; the teachers tend to paint a much rosier picture than the learners do.

## **5.7 RESULTS OF THE IN-DEPTH INTERVIEWS**

Fourteen respondents were interviewed in-depth while others completed questionnaires without interviews. Because of the sensitive and personal nature of the subject being researched, extra care was taken not to embarrass or repulse respondents. The nature of the research was carefully explained before the starting of the interview. Several attempts to obtain permission to work in some schools failed, possibly because the research may have been perceived as contentious. Respondents were assured of confidentiality and all data is presented anonymously. The interviews were conducted using the questionnaire as guideline as well as a set of questions based on the problem statement [research question] and the findings of the literary study. This allows for comparison and

correlation of separate views on specified research topics. The interviews were held in those schools for which permission could be obtained and where the principals were willing to allow the research to be conducted. Interviews are grouped according to respondent's position.

The following interviews were conducted:

1. Interviews with two school principals:
  - Township school, and
  - Farm school.
2. Interviews with two deputy principals:
  - City school, and
  - Rural school.
3. Interviews with four heads of department:
  - City school,
  - City school,
  - Township school, and
  - City school.
4. Interview with a school psychologist.
5. Interview with a school health-care worker.
6. Informal interviews:
  - Caregiver to AIDS orphan, and
  - Grandparent and caregiver to two AIDS orphans.
7. Interview with a HIV-positive mother of three dependent children.
8. Interviews with a post graduate student.
9. Interview with a learner

### **5.7.1 Interviews with two school principals**

#### **1. Township school**

The respondent is the principal of an English-medium primary school in Northern Tswane. At the time of the interview the school grounds were well cared for and the general impression was one of good order. The

interview took place during break and learners were playing in the square near the principal's office. The school's mission statement is to strive for excellence and help every learner to achieve his or her best.

The principal says that the school has an effective HIV/AIDS program, under supervision of one of the heads of department. The medium of instruction at the school is predominantly English, although Sepedi and Sesotho are also used. Learners at the school are taught sexual responsibility from a young age. He feels that there is no link between abuse of females and the spread of HIV/AIDS.

The principal says that there is an increase in the number of emotionally disrupted learners at the school, which causes disciplinary problems at the school as well as at home. He however feels that good school management and discipline at the school promotes academic achievement and supports the self-actualization of role players. He is sure that the leadership role of the principal plays an important role in the school-climate, and promotes good discipline, academic outcomes and self-actualization.

The respondent is sure that the prevalence of HIV/AIDS varies among schools, depending on the communities in which the schools are situated. He believes that HIV/AIDS has a negative impact on school discipline, academic achievement and the self-actualization of role players. He says that death, irrespective of the cause, is always traumatic and has a negative impact on the 'productivity' of learners and teachers.

The respondent says that HIV/AIDS does affect the matric pass rate and has a negative affect on educational provision and general learning outcomes. He is not sure that teacher absenteeism could be ascribed to HIV/AIDS. However, he believes that the closure of teacher training facilities in the area is a contributory factor to the decline in teacher provision. One facility was turned into accommodation for students from the nearby technical university, while the other, according to the respondent 'disappeared'; presumably it was closed down and demolished? A high school in the area also had to be relocated when the school was turned into further accommodation facilities.

He agrees that substance abuse was an aggravating factor in the spread of HIV/AIDS in schools, and that better life skills education can make a difference. He is not sure that gender inequality is a contributory factor in the spread of HIV/AIDS.

## **2. Farm school**

The respondent is the principal of a farm school in the North East Cape. The school has 145 learners, and several standards are grouped together in a class. The school is old but well managed and because of its positive results attracts children from as far away as the local township, which has modern, well equipped schools.

The principal, who has taught at the school for more than twenty years, says she does not have close contact with the parents of learners in the school, because of the great distances and poor roads in the area. She says that, as far as she knew, none of the children she has in the school have lost parents to HIV/AIDS. She says that the parents, the majority of whom are farm labourers, never leave the district and none of them or their children therefore get exposed to the virus.

The principal also says that young people who leave the area, to look for work in the Cape and Gauteng, however, come back ill to die on the farms or in the township where their elderly parents live. They often leave their children on the farms or in the township with the grandparents. These children then attend the farm or other local schools. When a mother dies the children remain with the grandparents, but often drop out of school due to poverty. For example, an old farm domestic, personally known to the researcher, lost her 38 year-old daughter to AIDS on the 2<sup>nd</sup> January 2006. This daughter has been working in Gauteng for 20 years. Her children grew up with their grandmother on the farm, and still live in the district.

The principal says that she checks up on all learners who are absent from school for a week or more, and if necessary fetches them from the farms. She is convinced that HIV/AIDS, although not much of a factor in her school yet, has a largely negative impact on schooling in general, and could be a matter for concern, for school principals as school managers in affected areas. She says AIDS will have a huge negative impact on the country as a whole, not just on education and health, but also on the economy.

### **5.7.2 Interviews with two deputy principals**

#### **1. City school**

The first respondent is the deputy principal of a large Afrikaans-medium secondary school. The school is involved in a support program for a number of township schools in Tswane North. At the time of the interview, the school grounds and buildings were well maintained and neat. Access to the school is strictly controlled. Everything at the school appeared quiet and orderly.

The respondent says that the school has no AIDS-related problems, but that these problems do exist at the schools where they are involved in academic support programs.

A school psychologist and pastoral help are available at the school for learners with academic and/or emotional problems. The school does have an AIDS awareness program, but the deputy principal feels that sections of the prescribed life skills curriculum are too explicit and not suitable for presentation in schools. He feels that the life skills curriculum does not promote responsible sexual behaviour and mentioned that the school has had to cope with three pregnant learners for the first time in its history. The deputy principal and an attending head of department (who was summoned by the deputy principal to clarify certain issues) agree that absenteeism amongst learners and teachers in township schools may largely be ascribed to the impact of HIV/AIDS at these schools. The head of department is involved in an academic support system in township schools, and manages the program. Both respondents say that many of teachers and staff at the township schools took leave to attend funerals. The deputy principal mentioned that at one of the HIV/AIDS courses that he attended some of the course attendants said that the first one or two AIDS-related deaths are very traumatic for all those affected by it, but after two years this becomes a routine occurrence and that people accept this with a measure of emotional bluntness.

The respondent agrees that drug and alcohol abuse give rise to higher levels of absenteeism, and promote risky sexual behaviour. He says that this problem occurs mostly outside the school and is due to poor discipline at home.

Poor discipline in schools is often due to increasing numbers of emotionally disrupted learners, according to the respondent. He says emotional disruption from the learners' home-situation often spills over into disciplinary problems at school. This deputy principal ascribes early sexual activity to poor discipline in the home and not to poor discipline at schools.

Neither the deputy principal nor the head of department are convinced that the principal can in any way play a positive role in combating the spread of HIV/AIDS in schools or the community. Both respondents believe that there is a positive link between good discipline in the classroom and school and the academic achievement of learners and therefore also the self-actualization of role players, including learners and teachers.

While neither of the two respondents are convinced that HIV/AIDS has an impact on discipline and academic achievement at the school, both agree that it may have an impact on the overall matric results in South Africa. Both believe that life skills education does not promote responsible sexual behaviour but that it rather promotes premarital sex.

## **2. Rural school**

The respondent is the deputy principal of a combined primary and technical school for children with hearing problems, north of Pretoria. The school has a staff of 100 and 435 learners. The school uses signed English as the medium of instruction. At the time of the interview the grounds were beautifully tended and the buildings are spotless.

The deputy principal states that HIV/AIDS is a threat to pre-primary and primary school learners whose mothers die from AIDS-related illness and whose grandmothers have to take over their care. He reveals that getting grants for these orphaned learners is very difficult because you cannot reveal that the orphan's status is AIDS-related. The school is not in a position to ask questions about this. Non-disclosure of the HIV-status of role-players such as parents, teachers and learners is therefore very problematic. The deputy principal says they are never sure who is ill from HIV-related illness, but do notice that some children are frequently taken to hospital for related illnesses such as pneumonia. Parents of these frequently ill, learners are either in denial or refuse to have the learners tested. This makes managing the problem very difficult for the principal and the school management team. The deputy principal says that absenteeism among learners could be HIV-related but that the school is unable to prove this. They have an HIV/AIDS problem at the school but all the teachers at the school are fine for the moment. One teacher is open about his/her HIV-status and a further two are possibly HIV positive, but this cannot be confirmed. The school has a policy of encouraging disclosure of HIV-status amongst parents, teachers and learners and promote testing in order to facilitate grants and treatment.

The school has a nursing sister and liaises with a nearby hospital, where sick learners are assessed and referred for treatment. The deputy principal says HIV treatment is paid for by the patient, and is not sure whether testing is available free of charge at state hospitals. However, the school does have a referral system for HIV-affected persons. They have an AIDS co-coordinator at the school, as well as a life skills programme on HIV.

The school promotes a moral base for life skills training and encourages abstinence from sex, but the Department of Education insists on providing condoms for the learners. These are only handed out when learners go home for the holidays, since during the term they live in well-supervised hostels. The deputy feels that handing out condoms sends out the wrong message to learners.

The school has an outreach program to other schools, but many of their efforts have proved counter-productive because of divided leadership and management at some of these schools. The deputy principal believes that a strong school management team forms the crux of everything at the school, from maintaining the buildings and grounds to teaching and discipline and all aspects of leadership.

The respondent says that they are aware of schools where both staff and learners come late for classes and where even the principals are absent from school. He ascribes this to group formation and clicks in the school, which undermines school and classroom management. His school has started an outreach program to improve school management at these schools in an effort to improve their academic performance.

According to the respondent substance abuse among learners is mostly found amongst day scholars from the surrounding community, as hostel learners are under strict supervision by the staff. HIV and first-aid classes are offered to staff and pupils at the school.

The deputy principal follows an open-door style of management for learners; they are encouraged to discuss their problems with the staff at the school. Abused learners have free access to the staff to report incidences of abuse. Because rape and sodomy expose learners to HIV-infection, learners who are victims of these abuses are assisted and taken to the district surgeon and hospital for assessment and then given counselling. Abused learners are severely traumatized and need a lot of support. There is an increased prevalence of sodomy in the school and also in the community. A Sapa (2002b:3) report confirms this upsetting

trend, saying that sexual abuse of learners of both sexes are on the increase.

The deputy principal says that early sexual activity is sometimes related to cultural and that initiation at the age of twelve is common in some tribes. Initiated youngsters are allowed to sleep with their betrothed partners and this creates serious disciplinary problems in the school; this is however not a general problem, as it affects only certain tribal groups. The custom does however create management dilemmas in multicultural schools.

According to the respondent the learners are proud of the school and correct newcomers who disregard the ethos of the school. The school makes an effort to instil self-respect and respect for others in the learners.

The deputy principal is convinced that increased absenteeism among learners and teachers is partly due to the impact of HIV/AIDS. School dropout could be linked to HIV and lack of discipline at home. The respondent feels that drug and substance abuse is an aggravating factor in the spread of HIV as it increases risky sexual behaviour, but says this is mostly limited to after school hours. He is convinced that poor discipline in some schools could be caused by the increased numbers of emotionally disrupted learners in these schools, but stresses that this is primarily due to these learners, poor home circumstances.

The deputy principal is convinced that the positive leadership role of the principal together with a strong management team in the school is conducive to good discipline, good academic results and self-actualization of teachers and learners.

The respondent says that there is a marked difference in the impact of HIV between schools; and feels that the leadership of the principal and school management team makes this difference. He is sure that the life skills program, if presented correctly, will make a difference and promote responsible sexual behaviour among learners. He condemns all forms of gender inequality.

### **5.7.3 Interviews with four heads of department**

#### **1. Head of department at a city school**

The respondent is the head of department for English at a large Afrikaans-medium secondary school a city in the Tswane district. The

school has an outreach program for township schools in Tswane North. The respondent is the coordinator of this program and teaches English at a number of township schools as part of the outreach program.

The school is well maintained and access is limited by strict security. According to the respondent, the school had no direct problems with HIV/AIDS. There are, however, perceived problems at the outreach schools in the township. The head of department believes that absenteeism among learners and teachers at township schools can be linked to the impact of HIV/AIDS. Many affected learners and teachers take time off to attend funerals.

The head of department feels that poor discipline in some schools can be ascribed to the many emotionally and socially disrupted children in the school system. The disruption is mostly due to the home environments of the children and not due to problems at the school. She says that early sexual activity among learners is due to lack of discipline at home and not at school. According to her, there is a definite link between effective school management and discipline in schools and that this supports the academic achievement at the school. The respondent believes that the leadership of the principal has a direct effect on the discipline at any school and forms the basis of the school's performance. She is not sure that HIV/AIDS will have an impact on the discipline or academic achievement at their school as they are not directly affected, but does however feel that it may have an impact on national matric results.

The respondent feels that there is a marked difference in the impact of HIV/AIDS at different schools and that this is apparent in the perceived differences between their city school and the township schools where they offer support programs. She is not convinced that the life skills curriculum promotes responsible sexual behaviour in learners, and says that they have now for the first time had pregnant learners in their school. This is in contrast to the opinions of respondents in township schools who feel that the life skills programme does have a positive affect. Unlike township respondents she does not believe the principal could play a role in combating HIV/AIDS in the schools. The two respondents at this city school (the other is the deputy principal), agree that gender inequality is no longer a problem in city schools. This is in contrast with the opinions of township respondents.

## **2. Head of department at a city school**

The respondent is the head of the department Educational Guidance at a primary city school in the Ekuruleni district. The school is Afrikaans-medium and has a well-integrated school population. The medium of instruction is Afrikaans and learners from many walks of life and cultural backgrounds attend the school. The respondent is a single female with more than thirty years of teaching experience. The buildings at the time of the interview were well maintained and the school achieves good academic results, because it has dedicated staff members and excellent support systems in place for slower learners.

Many of the learners of all races have social problems due to poverty. The school's feeding area includes a wide range of economic backgrounds from well off to poor.

The respondent says the school has a well presented life skills program and learners in the lower grades are aware of HIV and its transference via blood products. The older learners in the senior primary phase receive more detailed instruction including the use of condoms. The head of department feels that this is inappropriate at primary school level, but admits that they have had sexually active learners in the past, mostly from disrupted social backgrounds.

She is convinced that the management of the school plays an important role in the behaviour of learners and their academic achievement at the school. She can, however, in their case not see that the principal could play a role in combating HIV/AIDS in their school beyond the implementation of the skills curriculum. The school at this time has no perceived or known problems with the impact of HIV/AIDS among learners or teachers.

### **3. Head of department at a township school**

The respondent is the head of department for English at an English-medium township school in the Tswane district. The school at the time of the interview was well maintained and the learners behaved in an orderly fashion.

The respondent states that there are definitely learners and parents from their school community who are affected by or infected with HIV/AIDS. The school promotes a voluntary HIV-disclosure system and has a support committee in place coordinated by the head of department. This function of the head of department is an added administrative duty and is termed a 'co-curricular' activity. The school maintains confidential

documentation on HIV-affected persons. The respondent feels that increased absenteeism in schools is not yet that pronounced and does not link it to HIV/AIDS. She feels that substance abuse is an aggravating factor in the spread of HIV/AIDS because it promotes risk behaviour.

The respondent says that emotionally disrupted learners cause disciplinary problems at home and in the school. She feels that effective discipline and school management form the basis for positive academic results at the school and therefore for the self-actualization of teachers and learners. The school's motto states that its aim is to help each learner to reach his/her full potential.

The respondent believes that the impact of HIV/AIDS in schools is linked to the community in which each school is situated. She further feels that HIV/AIDS can have a serious impact on school management, discipline and teacher provision at affected schools. She says it will have an impact on the productivity of learners and teachers.

According to this respondent, the life skills programs are very successful and young learners are very keen to learn more about HIV/AIDS. She feels that gender inequality is a problem and that young girls must be empowered to be more assertive, while boys must be taught to respect the girls.

#### **4. Head of department at a city school**

The respondent is the head of department for the senior primary phase, at an Afrikaans-medium city school in the Ekuruleni district. This respondent feels that HIV/AIDS threatens the lives of many South African learners and teachers. He believes that learners who are sexually active expose themselves and others to HIV-infection but is not sure at what age learners became sexually active. He says that he cannot see a link between increased absenteeism among learners and teachers and HIV/AIDS.

The head of department agrees that the life skills curriculum in schools does provide learners with a better understanding of HIV/AIDS but is sure that explicit sex education will increase teenage sexual activity and should not be included in the program.

The respondent feels that good discipline and supervision at schools helps to limit drug and sexual abuse. Sexual and substance abuse are serious problems in South African schools (see Chapter I, 1.2.3 and 1.2.4). The respondent says that learners who use drugs and alcohol are more likely

to indulge in risky behaviour. He also feels that the principal and teachers can play a positive role in curbing sexual and substance abuse in schools.

While the respondent agrees that school guidance programs can be used to educate learners on the spread of sexually transmitted diseases, he is not sure that the principal and teachers have a role in curbing the spread of HIV-infection in schools. The school can however play a role in preventing discrimination against victims. He is against confidential records on staff and learners affected by HIV/AIDS, and is not sure whether this knowledge could assist good school management. He does however agree that knowing which teachers are ill would help to provide replacement staff and so facilitate curriculum coverage.

The respondent agrees that information lectures at the school on HIV/AIDS would be beneficial. Their school is up-to-date with its teaching program and has no problems with absenteeism. Control of registers is strict and lengthy absenteeism among learners and teachers is followed up and the cause determined. There is no abuse of female learners or teachers at the school, but no effective complaint system is in place for this should it happen. The school does however have an effective HIV/AIDS support system and a counselling program for learners and teachers with problems. The respondent feels that both the family and government should play a role in taking care of AIDS orphans. Not any of the respondents seem to know how many AIDS orphans there actually are or how this will affect schools.

#### **5.7.4 Interview with a school psychologist**

The respondent is a female psychologist and caregiver at a township school in the northern Tswane district. The respondent says that the school has an extensive life-orientation program. She is not sure whether increased absenteeism among teachers and learners can be linked to HIV/AIDS. She is however positive that school dropout maybe partly due to HIV/AIDS. She says that substance abuse is definitely an aggravating factor in the spread of HIV-infection. She says disciplinary problems in schools can be linked to emotionally disrupted learners in the school, but that good management and positive leadership from the principal have a positive influence on discipline and academic outcomes in schools.

The respondent feels that lack of discipline at home rather than at school leads to early sexual activity among learners. She is convinced that there is a difference in the impact of HIV/AIDS between schools and feels that schools in the rural areas are worst affected. When asked whether she

thinks that AIDS-related deaths have a negative emotional impact on learners, she replies that all forms of death can result in depression and a lack of commitment in affected individuals. This is in line with a UNAIDS (2004a:62-63) report that says that AIDS orphans, suffer from depression, anger and fear and develop serious psychological problems as a result. Because AIDS is not a notifiable disease, the cause of death can seldom be linked to AIDS. The respondent feels that life skills education does promote responsible sexual behaviour in learners, but finds that abused learners became emotional during lessons when certain topics are discussed.

The respondent feels that the sexually explicit and other violent TV programs to which learners are subjected are a contributory factor that leads to irresponsible sexual behaviour and the spread of HIV/AIDS. She also thinks that many female learners from poor communities regard it as an achievement if they are chosen by a teacher for a sexual relationship. They do not regard this as abuse but as a privilege. The respondent felt that gender inequality leaves female learners open to abuse and that these female learners should be empowered to be more assertive. She says too many female learners and teachers find themselves in abusive relationships. She feels that woman must also be financially empowered in order to resist sexual abuse for financial gain. The respondent says that gender inequality fuels the spread of HIV/AIDS and cites unexpectedly high pregnancy rates in particularly township and rural schools. She thinks that the problem with teenage pregnancy may be encouraged by the R170-00 grant unmarried mothers receive because of the extreme poverty they are exposed to. Many of these learners drop out of school and are unable to reach self-actualization because of their poor education.

The respondent says that abused learners do not cope in school, because of emotional stress. She feels that human rights issues are skewed in favour of the perpetrators of abuse. The tardy responses by the legal system to complaints by abuse victims have a further negative impact on the rights of these victims.

The respondent says that there is a marked increase in sexual abuse of young male learners by both female and male perpetrators. This is confirmed in a Sapa (2002b:3) report. However, investigation into this aspect of abuse is unfortunately severely neglected. Male learners are more reluctant to report abuse than females, because boys are traditionally expected to control their emotions, which compounds the problem,. These learners suffer serious emotional problems, which

disrupts their learning as well as being exposed to HIV-infection. All forms of sexual abuse expose learners to possible HIV-infection.

The respondent claims that perpetrators sometimes include people who work with the learners and are known to them, such as teachers, pastors and sport coaches. Their school has a very good professional help system and contact with the local clinic and hospital to assist learners. She feels that a mobile clinic at the school, with links to the health system and other support services, would benefit the learners.

The respondent gave the researcher copies of the learner's books for the Life Orientation HIV/AIDS programme produced jointly by the Gauteng Department of Education (GDE) and the Gauteng Institute for Educational Development (GIED). Information given to learners in the grade twelve booklets corresponds with the findings in the research that better HIV/AIDS education does not necessarily lead to responsible sexual behaviour. This suggests that the programme may be largely ineffective (GDE-GIED 2004:5-6).

### **5.7.5 Interview with a school health-care worker**

The respondent is a school sister and health-care educationist at a school in Tswane North. At the interview she was relatively outspoken and the researcher decided to allow her to present her view uninterrupted.

The respondent feels that non-disclosure of HIV/AIDS status makes it difficult to help affected and infected persons. While learners show a great interest in issues surrounding HIV/AIDS and are keen to learn more, the teachers never attend health-care lectures on HIV/AIDS. They also offer no help to learners in health-care lessons.

The respondent says that although she regularly puts out information pamphlets regarding the provision of anti-retrovirals for staff and learners, particularly to promote voluntary disclosure, and on available help for HIV-affected persons, these are hardly ever taken or read.

The sister said she offers help and referrals to learners with sexually transmitted diseases. The service is also available to staff but less as they have to work through their family doctors.

The school has an extensive life skills program. The sister and school are in contact with health-care services and teachers and learners are assisted to access these or their family doctors. The school sister, like the previous

respondent, thinks that a mobile clinic at the school would be beneficial. An earlier service where she was employed has been discontinued.

She feels that empowering girls to be more assertive and less submissive would be a positive step in curbing the spread of HIV infection. She says traditional beliefs that women are inferior hamper women's ability to become economically independent. Because of these beliefs, many women find themselves in abusive relationships from which they cannot escape. Women must be able to dictate condom use without fear of abuse by their spouses or partners.

The sister says that abused learners seldom talk about their experiences and those are then often ignored or kept quiet. The respondent feels that television is a bad influence on the sexual behaviour of learners. She feels that high levels of learner pregnancy and the abuse of learners by teachers are causes for great concern, more so because some learners see a sexual relationship with a teacher as a privilege and not as abuse.

Abused learners have problems with their learning and several cause disciplinary problems in the school. Moreover, sodomy and other forms of behaviour are on the rise among young learners but are ignored. Abuse takes place at schools and also outside in the community. Boys are less likely than girls to report abuse. Both females and males commit abuse of male learners. Many of the known child abusers are people who work with learners. She recounts an incident when the school gardener sodomized a male learner. His parents laid charges but withdrew the case after the perpetrator offered them money. Monare (2002:1) reports in this regard that parents often turn a blind eye to rape for the sake of financial support (see section 2.7).

The respondent thinks that the school dropout rate could be linked to HIV/AIDS and that substance abuse is an aggravating factor in risky sexual behaviour and the spread of HIV/AIDS. She states that a positive leadership role of the principal and school management team will help to ensure good discipline and academic performance at the school, and could play a role in curbing the spread of HIV/AIDS. She says early sexual activity among learners is related to home- and not school-discipline. The impact of HIV/AIDS in any school is related to the community in which the school is situated.

### **5.7.6 Informal discussion interviews**

Two informal interviews were conducted with HIV/AIDS-affected family members, who out of necessity have become caregivers to AIDS orphans.

#### **5.7.6.1 AIDS orphan caregiver: October 2005 Ekuruleni**

A domestic worker in Ekuruleni district lost her youngest sister to AIDS. The family was unaware of this sister's HIV-status until she became ill at the beginning of the year. She had to resign her position and because of her illness was unable to claim her Unemployment Insurance [UIF]. She became progressively more ill as the year progressed and was hospitalized towards the middle of October. She subsequently died in the last week of October 2005. Because of her illness and loss of income the deceased was unable to keep up her insurance payments and the family has therefore lost this income as well. Her sister, a domestic worker and single mother of three grown-up children, now has to take care of the deceased's youngest son, who is a grade twelve learner. He is traumatized by the illness and death of his mother and may not pass his matric examination for 2005. His two aunts, one an aged pensioner now have to take care of him. Should he fail matric due the trauma he suffered during the illness and death of his mother, he will not be able to complete his education, because of financial constraints, and will have to find employment. The impact of HIV/AIDS on families and especially on learners traumatized by the death of family members is illustrated by the plight of this secondary school learner, who may not be able to realise his dreams.

#### **5.7.6.2 Grandfather and AIDS orphan caregiver: October 2005 Tswane**

The respondent is 61 years old, a driver and gardener. His daughter, 30 years old was suddenly taken ill and taken to hospital. His wife, the woman's stepmother, informed the father of his daughter's illness. The young woman died two days later. The father brought the death certificate from a state hospital; the cause of death was given as encephalitis. A sister at the hospital filled out the death certificate.

The deceased, who was married, left behind a jobless husband and two young children who will now be given into the care of the elderly grandfather and step-grandmother, who still has two school-going children of her own. The daughter's destitute biological mother cannot help them financially. Many orphaned learners become the responsibility of elderly and often poverty-stricken grandparents, who cannot afford to

send them to school. This is confirmed in a report saying “*South Africa’s grandmothers are having to care for their orphaned grand children in their twilight years*”(Caelers 2002:2). Moreover, as mentioned above in an earlier interview, concealed causes of death prevent caregivers from access to child-assistance grants for AIDS orphans, which further limit their chances of remaining in school.

The youngest child of the deceased, a two-year-old girl, died in January 2006, of unknown causes. The remaining child, a young boy of school-going age, lives with his grandparents and their two youngest school going sons. These incidents illustrate the problems caused by non-disclosure of HIV-status, and vague or concealed causes of death stated on death certificates. It blurs the reality of HIV/AIDS prevalence and plays havoc with statistics. The principal as school manager needs accurate data on all prospective learners in the school’s feeding area, and also on learners and teachers in the school, in order to maintain enrolment figures and teacher provision and to deliver quality education.

#### **5.7.7 Interview with a HIV-positive mother of three dependent children**

The following interview illustrates the impact of AIDS on families, highlighting the emotional trauma suffered by all those affected. A personal paper written by the respondent is attached as addendum E.

The respondent is 39 years old and the mother of three young children. She is HIV-positive and is jobless. Her mother’s employer sponsors her children’s schooling. Her situation is desperate and she is getting sicker by the day. Attempts to obtain grants for her children and retroviral drugs for herself have been unsuccessful. She has been trying for nearly two years without success.

*The interview includes an extract from a personal letter written by the respondent.*

The respondent was born and grew up in the Eastern Cape. She attended St Cuthbert’s Anglican School until she changed schools to Qumbu in the Transkei. Her mother is a Xhosa and the father a Venda.

She describes a very unhappy childhood and a constant need for ‘love’. The mother, who had to work away from home, established the girls (the respondent and her younger sister) in a house, which she upgraded with help from her employer. The house was subsequently taken over by male

cousins of the mother and the girls were abused and thrown out, underlining the problem of gender inequality in South Africa, and the plight of many young female learners.

The respondent says that she discovered she was HIV-positive after she had for a number of years suffered from strange symptoms. She said she was only told three years after she was infected. She stresses the difficulty of knowing that she is dying and her concern about what will happen to her children when she dies. The two eldest children are both at school; the eldest girl enters grade 11 in 2006 and the middle child, a son, in grade 2 and struggling with school. She describes her struggle to maintain her children after losing her job, because of her pregnancy with her youngest child, who is four: *“I loose my job because of my pregnancy and this is difficult because I’m the breadwinner for the kids. I have three children. One boy who is ten years and two girls, 14 years and 4 years. I think the youngest one might be sick like me but I don’t know yet. Two are at school and the little one is at home with me.”*

The respondent concludes that the state does not do enough for AIDS sufferers, and she thinks that maybe schools may present a solution for people affected by HIV: *“I think the school should help the family to face illness cause it is hard for us. To sit down with kid and tell him about what you are going through, its harmful to see him crying not knowing when I am going to die. He keep it inside him all the time. I wish someone like the teachers should try to show how things are now and explain to learners that it does mean when you are positive you are going to die, not the same day. It takes a time to do so.”* This concept is interestingly in line with what UNAIDS (2004a:63) says, namely that staying in school offers orphans the best chance of escaping poverty. Therefore, everything possible must be done to keep these orphaned learners in school.

This letter indicates how devastating the impact of AIDS can be on members of society.

This woman was infected by her direct boss who proposed marriage to her. When she fell pregnant he was instrumental in her losing her job. She has been effectively out of work since 2000, and does not know whether or not her baby is sick, since she is too scared to have her tested. All attempts to get her on an antiretroviral course have failed, since according to the hospital she is not sick enough. Her CD4 count must first drop to 200. She has lost at least 15 kg in weight since January and looks gaunt. She is not only a victim of HIV/AIDS but also of gender inequality. She will turn 40 in June next year. If she succumbs to AIDS she will leave

behind three destitute orphans, who may not be able to realise their potential.

The literature study showed that AIDS orphans are becoming an increasing problem for school management because their dire need affects their ability to function optimally in school. Many become disruptive and cause disciplinary problems in the school, others drop out of the system, most cannot afford school fees, and many attend irregularly (UNAIDS 2004a:62-63). Each one of these orphaned learners, or learners affected by AIDS, like the three learners mentioned above, presents a management problem in the school and, so affects the role of the principal as school manager.

### **5.7.8 Interviews with a post-graduate student.**

The respondent is a Xhosa male who qualified as an accountant and is currently looking for work while studying. He became a chance respondent (opportunistic sampling). He needed a lift to the city in October 2005, and the researcher took him. The discussion turned to AIDS because of a newspaper poster along the way.

The respondent expresses distress at the lack of morality among his peers and says that at both the school and the technical college that he attended in the Eastern Cape the sexual behaviour of learners and students is as he termed it 'reckless'. Point scoring (a system by which male students and learners compare the number of sexual partners they have had with one another) is popular amongst the male students and boasting about their achievements and common.

He says that a further problem in the area where he comes from is the involvement of teachers with learners and students. He is convinced that HIV/AIDS is the result predominantly of immoral behaviour. He is a religious man and a conscientious worker. He concludes that smoking 'dagga' and drinking alcohol aggravates poor behaviour and therefore the spread of HIV/AIDS. He does not drink or smoke and is engaged to be married. He was asked if he would be willing to come for a formal interview and he agreed.

### **Interview November 2005:**

The researcher gave the respondent a set of questions and asked that he comment on them while they talked. His answers are as follows:

He says that AIDS poses a threat to society, since AIDS threatens everybody in South Africa, also the healthy people. He states that absenteeism in schools could be due to HIV/AIDS. He feels that life skills training could improve learner's behaviour if it was presented correctly. He says in schools where there is good discipline it is easy to learn and they do not have problems with drugs.

The respondent agrees that the principal as community leader could play a positive role in combating AIDS, but only if he is a positive role model. He believes that principals and teachers are not always good role models and that some are even involved in crime.

He says although many people die near the rural village where he lives, people mostly do not know what they died of. He agrees that schools should have support systems for people affected by AIDS but says that the school and college he attended did not have such system and that the facilities at the school particularly were poor. Teachers came late, and discipline was poor. His written account of his history is attached as Addendum F.

The respondent says that while he was still at primary school, there was an increase in teenage pregnancies. He says that learners dropped out of school because their parents were ill and they had to look after them. These learners often did not get another opportunity to complete their schooling, and the ones that did cannot concentrate on their studies.

He thinks principals in the Eastern Cape can play a positive role in helping people with AIDS, if they "*applied their professional knowledge and skills.*" He however doubts this, saying that some principals "*sexually abuse the school children making them pregnant*".

The respondent says dagga abuse is a huge problem that aggravates risky and poor behaviour. Furthermore he believes that AIDS is spreading like wild fire and only moral change will change that.

On the 9<sup>th</sup> of November 2005 the respondent came to see how the research had progressed. He voiced his concern about the negative role models some of the teachers at his school were. He then cited the example of a vice principal that was known to have relationships with female learners. He says when the principal retired the vice principal became principal in spite of his misconduct. He feels that risky sexual behaviour and substance abuse are very negative and will ruin economic

progress in South Africa. He felt that a change in moral behaviour has to be the basis for combating HIV/AIDS

### **5.7.9 Interview with a learner**

The respondent is a grade 11 female learner. Her home language is Afrikaans. She attends an Afrikaans medium city school in Ekuruleni district.

The learner feels that HIV/AIDS does pose a threat to teachers and learners in South Africa. Although she is sure that learners who are sexually active can expose themselves to the risk of HIV-infection she does not know of any one who is sexually active in her school. She cannot say whether teachers and learners are absent from school because of HIV. Although she agrees that life skill programs do improve learners' ability to cope with AIDS issues, she does not think it should include explicit sex education.

The learner feels that schools with good discipline have fewer problems with drug abuse and that this form of abuse also increases other forms of risk behaviour. Learners who use drugs and alcohol therefore have a greater chance of risky sexual behaviour and exposure to HIV/AIDS. She believes that the principal and teachers did not play a role in the prevention of HIV/AIDS in schools. She does not know of instances where female teachers and learners are forced into unwanted sexual relationships with male peers or teachers.

The learner feels that AIDS should be a notifiable disease because this will help to manage the disease. She does not think that the principal or teachers can help in curbing the spread of HIV/AIDS in schools. She does not know whether any form of support system for learners exists at the school. She says they are not up-to-date with their curriculum and does not know what the school's overall results are like. She says that the school did sometimes experience problems with discipline and also with late-coming. She is against unprotected sex and sex before marriage. She has no idea of the general impact of HIV/AIDS and thinks that family members should look after AIDS orphans, as it is not the state's responsibility.

## **5.8 ANALYSIS OF ARTEFACTS**

### **5.8.1 Personal papers**

Two personal papers were collected from respondents, these were analysed as part of the interview (see sections 5.7.7 and 5.7.8). The papers appear as Addendums E and F.

### **5.8.2 Newspaper reports**

After careful consideration the researcher decided to include five poignant newspaper reports that reflect on the problem statement as artefacts at the end of the research (Addenda G-K). These reports are the latest available and point to the enormous managerial problems facing education in the context of HIV/AIDS.

- ***Beeld 13/10/2005:4***

This article reports high numbers of teachers with AIDS threatening curriculum coverage, and the dilemma facing principals who have to deliver quality education in the face of AIDS (Addendum G).

- ***Sunday Times 4/12/2005:13***

This article reflects upon the scourge of sexual abuse of young female learners, leading to teenage pregnancy and school dropout as well as the incumbent spread of HIV/AIDS (Addendum H).

- ***Sunday Times 4/12/2005:12***

This article highlights the death rate among young adults due to AIDS in Paulpietersburg in Kwa Zulu-Natal, and the large numbers of orphans that are left behind. The principal interviewed by the paper says that the prevalence of HIV/AIDS in the area has forced him and his staff to become deeply involved in the lives of their learners, as death has become a daily occurrence among children at the school. The extended role of the principal and staff in delivering quality education to disrupted learners is highlighted in this report (Addendum I).

- ***Beeld 30/11/2005:21***

This article highlights the plight of abused learners and AIDS orphans and their struggle to survive and attend school. One of the learners; a female twin of seven, is HIV-positive, while her brother is not infected. The female learner is often too sick or tired to attend school. The elder sister was in grade 8 when she had to leave school, because she had to take care of her sick mother and her three younger siblings. The mother died age 36. The children were left to fend for themselves for a year until an aunt came to take care of them. The eldest daughter was abused as a

child and lives with her boyfriend. She is pregnant and recently discovered that she is HIV-positive (Addendum J).

- *Sunday Times 25/09/2005*

This article highlights the role that the school principal and staff can play in teaching learners and the community about HIV/AIDS. It also highlights the need for scientific information in the community to dispel AIDS myths and curb discrimination against people living with the virus, as family and as patients (Addendum K).

## **5.9 SUMMARY**

From the findings in the qualitative study, it can be concluded that HIV/AIDS will have a negative impact on the role of the principal as school manager. Not only will HIV/AIDS restrict the principal's ability to deliver quality education, due to disruption of human resources, but AIDS-affected learners and AIDS orphans will also be a problem since they are not able to benefit maximally from education. Curriculum coverage and enrolment structures are threatened by the pandemic, and abusive male colleagues threaten the health of female learners and teachers. The research indicates that there are definitely instances of abuse in South African schools and teachers are implicated in this.

Considering the bleak scenario this presents, it is encouraging to note that many respondents believe that a strong management team under the leadership of the principal will play a positive role in establishing good discipline and the developing a positive culture of learning in schools. The principal as school manager can clearly play an important leadership role in the school, a role that will enhance the academic achievement of the learners, and promote the self-actualization of both teachers and learners amidst the ravages of the HIV/AIDS pandemic.