

CHAPTER ONE

STATEMENT OF THE PROBLEM, OBJECTIVES AND PLAN OF THE STUDY

1.1 INTRODUCTION

The ultimate aim of education, and therefore by implication all aspects of educational management, is the self-actualization of learners (Cangemi, 1984:105). This aim may be seriously compromised by the rapid spread of the Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) among all sectors of the South African population, and will in all probability have an extremely debilitating impact on education.

Desmond Cohen (in Porter, 2002b:1), an economist with the International Labour Office, describes the effect of HIV/AIDS on human resources as “*terrifying*” and “*intensifying*”. Cohen (in Porter, 2002b:1) maintains that the magnitude of the impact of AIDS on society has been drastically underestimated, and poses the following question: “*How (do you) keep schools functioning, or water supplies functioning, or police services functioning when 20 to 30 percent of the people you have trained are in fact dying of HIV/AIDS?*”.

While all sectors of society are adversely affected by the impact of HIV/AIDS, the effect on education, which is the cornerstone for the provision of manpower to society, has been devastating. A UNICEF report (2000:1) on the progress of nations underlines this fact with the following statement: “*Although HIV/AIDS affects all sectors, its most profound effects are concentrated in education. Hard-won gains in school enrolment and educational gains made to improve education are being eroded*”. In South Africa, reports indicate that education has been hard hit by the impact of HIV/AIDS and may well be facing serious managerial problems.

According to a report by Avert (2000:1-3), the effect of AIDS on education has become so serious that it now threatens the coverage and quality of education. According to this report, HIV/AIDS is reducing the numbers of children attending school, while HIV-infected mothers have fewer babies because they die young, and leave a third of their orphaned children to die of AIDS before they reach school going age. Moreover, many children are orphaned by AIDS, or live in households

offering shelter to AIDS orphans. These children are often forced to drop out of school mainly because of financial reasons. Those that do go to school are often so traumatized by the effect of HIV/AIDS in their environment that they are incapable of using the opportunity to learn optimally.

The provision of quality education is also threatened by a dire teacher shortage (Avert, 2002:3c). Avert maintains that teachers are dying of AIDS, which results in vacancies in schools. Many of these teachers can also not cope with their teaching responsibilities because they are sick or have to tend to sick relatives.

In 1999, 100,000 primary school children in South Africa lost their teachers to AIDS. South Africa tops the list of teacher deaths in Africa as shown on the UNAIDS map below (Rapaport, 2000:1). In 2004 more than 4000 South African teachers died of HIV/AIDS complications and a further 45,000 (12.5% of the teacher workforce) is reported to be HIV-positive (Khangale, 2005:1).

Figure I represents the number of teacher-less children in sub-Saharan Africa, showing the devastating impact of HIV/AIDS on primary school children in South Africa.

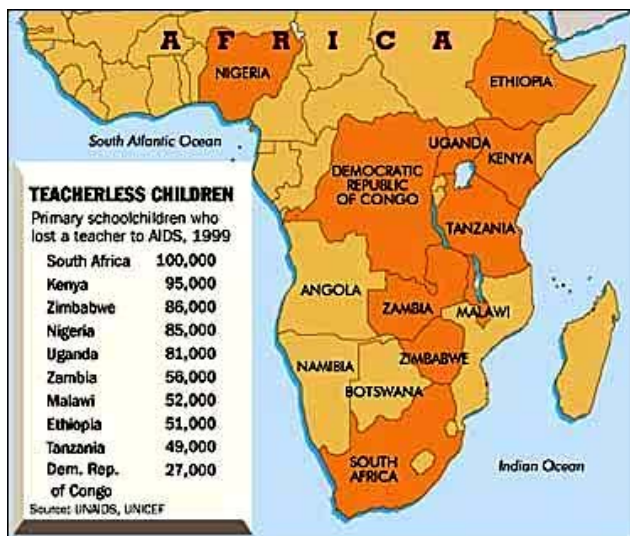


Figure: 1 (Rapaport, 2000:1)

Not only is the teacher corps threatened by the spread of AIDS, but also learners who indulge in sex at ever-younger ages are putting themselves and their peers at risk. Granelli (1999:4) reports that research by UNAIDS and the World Health

Organization (WHO) in 1998 found that sub-Saharan Africa was the epicentre of the HIV spread. Data showed that South Africa was fast overtaking its neighbours in the spread of HIV, as one in seven new HIV infections were from South Africa. The most alarming finding in this respect was the increase of infection in the 15-19 year-old age group in South Africa, with a leap of 65,4% between 1997 and 1998. Granelli (1999:4) reports further that young individuals in their twenties constituted more than 50% of the infected population. Studies focusing on the sexual behaviour of 15-19 year olds found that “*teenagers with more education are now more likely to use condoms than their peers with a lower education*” (Avert :2002c:3). Reports also find that they tend to be more responsible in their relationships and, particularly in countries with severe epidemics, less likely to engage in casual sex. Education could well be a shield against aberrant sexual behaviour, and therefore a very important agent in preventing the spread of this debilitating virus (Avert, 2002c:3).

Considering the devastating media reports on the spread of HIV/AIDS, this study aims to establish the role the principal should play in a bid to combat the effect of HIV/AIDS on school management and thereby on the ultimate aim of school management. In a shocking report on HIV/AIDS in Africa, Avert (2002a:2) found that in 2002 South Africa had the largest number of people living with AIDS in the world – 5 million, with 20.1% of the adult population infected. This figure increased to between 6, 29 million and 6, 57 million in 2005, according to a recent survey done for the South African government. In some sections of the population i.e. young pregnant woman between 25 and 29, the infection rate was reported to be 40% (Health-e News Service, 2005:1). By implication, the same percentage of school managers and senior students could well be infected. The result of this, according to the Avert (2002c:2) report, is a rolling back of decades of progress towards a healthier life and more prosperous future. When considering the effect of the growing AIDS pandemic, it becomes clear that education, like the health and mining sectors, has not been spared the impact of HIV/AIDS.

Educational management, and therefore the role of the principal as school manager, could be put under extreme stress as the epidemic claims the lives of teachers, parents and learners. With the spread of the epidemic it could become increasingly more difficult to plan and provide for aspects such as teacher provision, materials, timetables, curricula demands, school leaving-exams and provision of new facilities in the fast-growing urban areas and squatter camps. Furthermore, sick and orphaned children have special needs, which present a further challenge to an already overburdened system. How are schools going to provide for these needs? Can they counter the effect of teacher absenteeism,

learner absenteeism and ever-changing numbers of teachers and learners affected by HIV/AIDS? Avert (2002a:3) argues convincingly that: “*AIDS now threatens the coverage and quality of education*”. This undermines the ultimate aim of education and therefore that of school management, namely self-actualization of all its role players. Learners, teachers and school managers, under the stress of AIDS, do not function optimally, and can therefore not fulfil their potential as human beings in a meaningful way. According to Benson (1974: 351, 354) and Frankl (1969:169), an individual can only become a self-actualizing person if his/her basic needs are fulfilled and life has become meaningful, allowing that individual to reach his/her full potential as a human being. The HIV/AIDS pandemic has become the single most devastating threat to the self-actualization potential of a large percentage of role players in South African schools by the threat it poses to education, health and industry.

1.1.1 KEY CONCEPTS

HIV/AIDS

AIDS (Acquired Immune Deficiency Syndrome) is caused by a retrovirus, officially known as HIV (Human Immuno-deficiency Virus). The virus is found in the blood of infected individuals and can only be transmitted via body fluids, such as the semen or blood of an infected person i.e. by sexual intercourse or contact with infected blood products. AIDS is incurable but can be managed to a degree by administering anti-retroviral drugs to victims.

SCHOOL MANAGEMENT

School management includes those managerial functions performed by teachers under the supervision of senior educational managers, such as Heads of Department and principals, which make effective classroom instruction and thereby the self-actualization of learners possible.

SELF-ACTUALIZATION

Maslow (1970:20) called self-actualization the ability to “*become everything that one is capable of becoming*”. He (1970:46) goes on to say, “*What humans can be, they must be. They must be true to their own nature.*” Frankl (1969:116) confirms Maslow’s concept of self-actualization by stating that, “*Self-actualization is, and must remain, an effect, namely the effect of meaning fulfilment. Only to the extent to which a man fulfils a meaning out there in the world, does he fulfil himself.*” To

summarize self-actualization is therefore the full actualization of ones innate potential.

1.2 BACKGROUND TO THE STUDY

Since the first few patients with AIDS-related diseases presented at the Pretoria Academic Hospital in 1983, HIV/AIDS has become the most rapidly spreading infective disease syndrome in South Africa. Current media reports point to the ravages of HIV/AIDS on South African society. In 1990 the sero-prevalence was less than 0, 76%. Within a year of the 1994 elections it had jumped to one in ten adults and in 2001 it stood in excess of 20% (Jeter, 2000:5).

The researcher gave a lecture on sexually transmitted diseases including HIV/AIDS to a group of third-year, Secondary Teaching Diploma teacher training students at the Transvaal College of Education (TCE), Soshanguve, in 1993. During the course of the lecture it became evident that the students were either ignorant of the threat HIV/AIDS posed to their futures or were in total denial. The ignorance and/or denial made it clear to her that education in South Africa was faced with a future problem in school management and educational provision, the scope of which at that point could not be ascertained. The infection rate at that time was a mere 2% and few would have guessed that by 2002 it would be close to 25% with an estimated 5,000,000 South Africans infected (Jordan, 2002a:6). By 2005 between 6.29 million and 6.57 million are reported to be infected (Health-e News Service, 2005:1).

Education lies at the core of civil society. It therefore stands to reason that its effective management is very important. Neville (2000:1) stresses the impact of HIV/AIDS on society and education, stating that “*education is receding as teachers die and the pyramid of society is cut through the middle, leaving the old to tend the young*”.

Moreover, the high incidence of infection amongst undergraduate, postgraduate and technical students further compounds the effect. This may impact on future teacher provision in the country, making effective school management consistently more difficult, as principals and other school managers battle to balance the supply and demand options of effective teaching (Barrow, 2001:12).

Education should be safeguarded in the face of the AIDS crisis. Schools are the key to reducing the disease (UNICEF, 2000:2), but principals are faced with the stark reality that HIV/AIDS is already diminishing their efforts to implement

programmes to control the spread of the disease by means of education. Many educators, senior secondary and tertiary students succumb to the disease, counteracting the efforts of school managers to combat the threat of the disease to education. As many as 4,800,000 people in the 15-49 year age group were HIV positive by 2001 (UNAIDS, 2004a:191). This highlights the alarming statistic that 40% of all deaths among South Africans between the ages of 15-49 were because of AIDS (Ferreira, 2001:1). In comparison this figure was a mere 2.2% in 1995. 40% of child deaths under the age of 5 are due to AIDS (Freuser 2005:3).

This study will endeavour to investigate related aspects of school management and the role of the principal in dealing with the effect of AIDS on aspects of school management in order to address this issue and suggest ways to improve practice in South Africa.

1.2.1 THE POSSIBLE EFFECTS OF TEACHER ABSENTEEISM ON LEARNING OUTCOMES AND SCHOOL MANAGEMENT

In 1999, about 100,000 primary school children lost teachers who died of AIDS. The mortality rate among teachers in South Africa is the highest in Africa (Rapaport 2000:1). Barrow (2001:1) confirms this, stating that AIDS is expected to be the leading cause of deaths among South African teachers. In 2004 4,000 teachers are reported to have died of HIV/AIDS-related illnesses (Khangale 2005:1). A further complicating factor is that a large number of undergraduate teaching students are infected with HIV (Barrow 2001:1-2). According to Pela (2001:1), one in four undergraduates and one in eight postgraduate students were infected with AIDS in 2001. Kirby (2000:1) reports further that at the University of Westville 25% of all students were infected with HIV which obviously also includes teacher training students.

The South African Democratic Teachers Union's (SADTU) funeral scheme, which represents 216,000 teachers, revealed that between June 2000 and May 2001, 1011 of their teachers passed away due to the disease. The average age of the deceased was 39 years. This death rate represents an increase in AIDS deaths of 40% from the previous year, a figure confirmed by a Medical Research Council (MRC) report, which state that 40% of all adult deaths in the 15-49 age group in the previous year were due to AIDS (Agence France-Presse 2001:1). Mary Grey of the AIDS Research Centre at the University of Pretoria reports that in 1999 an estimated 45,000 teachers were infected with HIV, which represented 12% of teachers. This is in line with the estimated overall infection rate of 15%, in the civil service at the time (Pretorius, 1999:1) One report gives the number of infected

teachers as an estimated 70,000, with at least one teacher dying per day (Pela, 2001: 1). This figure increased to 4000 teacher deaths in 2004, with a reported 11 teachers dying per day (Khangale, 2005:1). Because AIDS is not a notifiable disease the exact impact of the disease is difficult to ascertain. This also impacts on effective school management. The average number of learners per teacher is supposed to be 35 learners in primary school. A high school subject teacher may teach his subject to up to 500 learners per week. The fact that a possible 70,000 teachers may be infected (Pela, 2001:1), could thus have dire consequences for the profession. The number of learners affected by the possible absenteeism and death of teachers and the impact on other teachers, who will have to carry an increased workload, presents a management problem of catastrophic proportions. This is a situation which education in South Africa is ill-equipped to cope with.

Pela (2001:1) argues that the impact of the epidemic has shaken the entire education system, leading to reduced and/or delayed enrolment of affected learners, increased student dropout, the shattering of educational quality and the impaired provision of effective school management. A departmental study to ascertain the impact of AIDS on education termed it an emergency that calls for “*a total overhaul and re-planning*” (Pela, 2001:1).

Considering the large numbers of sero-positive undergraduates, which includes teacher-training students, (previously mentioned by Pela, 2001:1), and the astounding increase in AIDS-related deaths among teachers as well as in other sectors of society, the sustainability of quality education becomes questionable.

Desmond Cohen in a seminar on the effect of AIDS on human resources posed the following question, “*How (do you) keep schools functioning...when 20-30 percent of the people you have trained are, in fact, dying of HIV/AIDS?*” (Porter, 2002b:1). South Africa face a serious loss of teachers due to AIDS. The South African Democratic Teacher’s union and the National Organization of Professional Teachers Association (Naptosa) confirmed in 2004 that HIV/AIDS was taking its toll on teachers who were forced to take sick leave (Naidu, 2004:3). This is compounded by retrenchments and failed teacher redeployment as well as the closure of many training facilities in the nineties. In the redeployment process many good teachers who accepted retirement packages were lost to the profession. This included principals, deputies and heads of department, as well as mathematics and science teachers. In the interim, Jansen (2004b:1) warns, South Africa faces a critical shortage of teachers within the next five years, a problem that has been building up since 2000, and which threatens to become a national catastrophe for the national education and training system. Naptosa president Dave Balt

underscores the gravity of the problem; “*The number of teachers employed by the state is down, primarily because of the impact of HIV/AIDS*”, confirming that in the face of the HIV/AIDS pandemic, principals are now confronted with the unenviable dilemma of delivering quality teaching with vastly diminished human resources.

This thesis presents an overview of the long-term effects AIDS will have on school management and planning in South African schools. Primary reference sources, media reports and relevant textbooks on school management will be utilized in the literary study. The role of the principal in dealing with the impact of AIDS on teacher provision will also be probed in depth.

1.2.2 THE POSSIBLE EFFECTS OF LEARNER ABSENTEEISM ON SCHOOL MANAGEMENT

It is suspected that not does only the effect of teacher absenteeism and death have an impact on school management but also that pupils affected by HIV/AIDS are not able to attend school regularly (Pela, 2001:1). According to Avert (2002c:3), HIV is reducing the numbers of children in school, not only because do HIV-positive women have fewer children, but also because a third of the children born to HIV-positive women are infected with HIV and many may not survive until school-going age. Naidu (2004:1) confirms that the overall rate of enrolment collapsed from 4.21% in 1995 to a mere 0.05% in 2000. Moreover, Ingham (2000:1) finds that of the seventy-nine deaths over a six-month period in an AIDS-care centre in Boksburg, Gauteng, ten are children. A United Nations Progress of Nations report places the infection rate of South African teenager-learners as the third highest in the world (Dispatch, 2000a:1).

HIV infection is increasing the fastest amongst 15-20 year olds in South Africa with an estimated 4,700,000 individuals, including learners, infected (UNAIDS 2004a:191). A report filed by Naidu (2004:2) underscores the high rates of HIV-infection among learners, reporting that as many as 500,000 secondary school learners could be living with HIV and are likely to die before the age of 30.

Granelli (1999:3) reports that infection rates in the 15-19 year-old age group jumped by 65.4% from 1997 to 1998 and goes on to state that more than 50% of the nearly 5,000,000 infected people in 1999 were in their early twenties. Considering the importance of regular school attendance for scholastic outcomes and self-actualization potential of learners, attention should be focused on the plight of children affected by AIDS, to ensure the maintenance of their regular

school attendance (Buchel, 1992:112-119). UNAIDS (2004:63a) confirms the importance of keeping HIV/AIDS-affected learners including orphans in school, since it protects them from extreme poverty and its associated risks.

Moreover the increasing number of AIDS orphans in the school system has become a serious complication of the HIV/AIDS pandemic. Many AIDS orphans simply do not have the means to continue schooling, having instead to find work and fend for themselves and, often, for younger siblings as well. All over Africa, and also in South Africa, UNICEF finds that learners between 5-14 who have lost one or both parents are less likely to go to school and more likely to work to survive (UNAIDS, 2002:9-12, 2004a:52-53). Govender (2002i:1) reports that thousands of children in South Africa are burdened beyond their capabilities, becoming breadwinners overnight after their parents die. In South Africa alone, one in four people will die of AIDS, leaving increasing numbers of AIDS orphans. HIV/AIDS is expected to cost South Africa 1% of its gross domestic product by 2005, and will consume three quarters of the nation's health budget, leaving less money for education and care of the increasing numbers of AIDS orphans. The UNAIDS update in 2000 estimated that more than 90% of AIDS orphans were African, and that 370,952 known AIDS orphans lived in South Africa by 2000. This number was expected to rise to two million by 2010 (UNAIDS, 2002:3-8), but has passed the 2.3 million mark in 2003 and is expected to increase to 3.1 million by 2010 (UNAIDS, 2004a:61).

These orphans face tremendous hardships such as:

- Having greater risk of illness, abuse and sexual exploitation;
- Having to take on a parenting role towards younger siblings;
- Being financially destitute, with no money for education;
- Suffering emotional devastation due to family trauma, which impacts on effective learning if schooling is at all possible; and
- Being orphaned more than once, as caregivers who take them in also die (Neville 2000a:1; UNAIDS 2004a:63).

Because of their hazardous social circumstances, AIDS orphans have special needs. They are emotionally vulnerable, malnourished, undereducated and socially maladjusted and may not be able to cope in the normal school situation (Altenroxel 2002d: 5; Clark 2002:6). UNAIDS (2002:9; 2004a:63) confirms these findings. Because of the large numbers of these children, it is becoming increasingly evident that special arrangements may be required to accommodate their needs in the school system. In the light of the constraints that HIV/AIDS is already putting on

teacher numbers, together with the vast number of orphans, schools and the Education Department may find themselves in the unenviable position of labouring under budget constraints and lack of human resources to deal with the problem of AIDS orphans. Moreover, due to their disrupted social circumstance, AIDS orphans like other AIDS-affected learners vent their frustration through disruptive behaviour in school, complicating efforts to accommodate their needs (Altenroxel 2002d:5; UNAIDS 2004a:62-63).

This thesis proposes to investigate what strategies can be put in place to support learners affected by AIDS.

1.2.3 THE IMPACT OF AIDS AND SEXUAL ABUSE ON SCHOOL MANAGEMENT

Abuse is widely thought to be one of the major factors hampering the self-actualization of learners. Whatever the form of abuse, it can render learners emotionally labile and therefore unable to cope with the challenges normal schooling presents, thus interfering with scholastic achievement and eventual self-realization. DA spokesman Martin Slabber underscores the impact of abuse on learners, saying; *“When children are the victims of sexual violence at schools, not only is it an assault on their physical and psychological well being; it is also an attack on their constitutionally enshrined right to safety”* (Kgosana 2001:1). In South Africa we do not only have to cope with the ravages of AIDS amongst our learners, but are also faced with the horror of sexual and other forms of abuse suffered by learners. It has furthermore been estimated that in a third of all child-abuse cases, in South Africa, teachers are the perpetrators (SAPA-AFP 2002a:3). South Africa and the teaching fraternity stand accused of turning a blind eye and wilfully allowing perpetrators of this crime to continue with their deeds. A 138-page report titled *“Scared at school: sexual violence against girls in South Africans schools”* finds that girls who are raped by classmates or teachers often receive hostile or indifferent responses to their complaints from school authorities and many had dropped out of school due to the trauma they suffer (Kgosana 2001:1). Dickerson (2001:2) asks whether laws alone will prevent the sexual abuse of schoolgirls by their teachers, considering the fact that the *“authorities continue to hush up abuse while government officials pass the buck”*. Moreover, this problem is further acerbated by gender inequality that disempowers female teachers and learners from protecting themselves against male counterparts; thereby fuelling the spread of the epidemic (UNAIDS 2004a:12).

Taking the high rate of HIV infection amongst schoolteachers in South Africa into account, abuse could have a serious impact on school management and the spread of HIV amongst learners. Prof. Sheperd Mayabula (Terreblanche 2002e:2) told the Education Department's HIV/AIDS conference in 2002 that abusive teachers are taking advantage of vulnerable learners, who are not in a position to say no to these advances. What is more, they do not just "*deflower and demoralize them – they also infect them with HIV/AIDS,*" Mayabula said. He then called for a joint effort by communities, teacher and student unions, schools and school boards to break their silence and report cases, so that the perpetrators can be flushed out of the education system (Terreblanche 2002c:2). Moreover Rice (2002:13) states that dealing with sexual abuse in schools are a complex matter. While Schmidt (2001:11) reports in the *Sunday Times* that a teacher in the Eastern Cape at Ntabeni Secondary School stands accused of abusing twenty girls, of whom several are pregnant, Van Zijl (2002:5) highlights the difficulty of dealing with abuse cases, explaining that although the principal reported the teacher to the governing body, no action could be taken "*because parents of the victims do not talk about this, while some even get financial support from the educators*". Abuse of learners constitutes serious misconduct and should be dealt with according to the regulations set out for misconduct (Buchel 1993: 283-286).

Any school principal should at all times be aware of misconduct by staff-members and act to rectify the issue, otherwise he/she should be regarded as an accomplice and guilty of serious mismanagement of human resources and poor leadership. Kgosana (2001:1) finds that victims of abuse in schools often receive hostile or indifferent responses to their complaints from the authorities, making it difficult to bring the perpetrators to book. Terreblanche (2002e:2) confirms this, calling for a joint effort by all role players to report abuse in order to flush out unsavoury elements from the school system.

Looking at the problem of abuse, particularly sexual abuse, by a person in a position of authority over a victim in his/her care within the school structure, the school is faced with a moral dilemma as well as a social and school management dilemma. Considering the high sero-prevalence of HIV amongst teachers, the necessity of a management strategy to prevent sexual abuse in schools becomes even more urgent. Principals as school managers should have structures in place that can support victims of abuse and their families and help them deal with trauma. This study will investigate the possibility of developing manageable structures for support of learners facing problems in school.

1.2.4 THE EFFECTS OF DRUG ABUSE ON SCHOOL MANAGEMENT AND THE SPREAD OF AIDS IN SCHOOLS

The impact of drug abuse as an aggravating agent in the spread of HIV/AIDS should not be underestimated (Ellis, 2000:8; 2001:8; Venter, 2002b:6; Dispatch 2000c:1; Johns & Schronen). Venter (2002b:6) finds that teenage-learners often engage in prostitution to obtain money for drugs. Not only are they putting themselves at risk of contracting HIV, but they are also then instrumental in spreading HIV infection, via sexual contact and mainline drug abuse. Drug and alcohol abuse by learners in school constitutes misconduct and should be dealt with as such (Buchel, 1992:283-286). Apart from the threat of HIV infection via mainline drugs, misuse of alcohol and drugs leads to risky behaviour including illicit sex and sexual abuse. Taylor *et al.* (2003:97-100) confirm these findings, citing the importance of intervention to reduce learners' risk behaviour. It would seem that apart from the already serious problem of HIV-positive learners and teachers in the school system, widespread drug abuse in South African schools has become a serious aggravating factor. Not only drug but also alcohol and other substance abuse have become a headache for many school principals. Moreover, most injecting drug users are young and many are sexually active, risking double exposure to the virus (UNAIDS, 2004b:8). The new legislation, while aspiring to assist learners with drug-abuse problems, hampers the school's ability to track down culprits, by prohibiting random drug testing and searching of individuals (De Beer, 2002:3). UNAIDS (2004a:62-63) finds a further aggravating circumstance namely that AIDS orphans often turn to drug and alcohol abuse, in an effort to escape the trauma caused by the AIDS-related illnesses and death of their parents.

Moreover, attempts to create management strategies by concerned schools have been seriously frustrated by parents of drug-abusing learners. Because the rights of all learners must be taken into consideration, the seriousness of the problem needs harsh action by the Education Department in the form of strict legislation, with ruthless implementation by school managers, in order to eradicate a social malady of ever-increasing proportions.

1.2.5 THE IMPACT OF HIV/AIDS ON SCHOOL ENROLMENT AND TEACHER PROVISION IN SCHOOL MANAGEMENT

Some of the most basic necessities in orderly school management are structured systems of enrolment and of keeping registers to check learner attendance (Buchel, 1992:112-119, 129-151). Knowing how many learners are enrolled in any one school and for which subjects at any given time forms the basis of teacher provision. Principals must at all times know the needs of their learners so that they can be catered for. The quality of schooling becomes threatened if sufficient teachers cannot be effectively provided. Many reports on lower enrolment figures in Grade One and a declining number of matriculants suggest that AIDS may well be a contributing factor. Lackey (2001:1) reports that a recent Human Sciences Research Council survey found that HIV/AIDS will have an enormous impact on the demographics in South Africa. This may in turn influence school enrolment and teacher provision. This finding is confirmed by a UNICEF 2000 update report, which states that investigation into “*education found that high rates of teacher turnover and fluctuating numbers of learners constrain educational planning*” (UNICEF, 2000:2). Moreover, Avert (2002a:3) in a report on the effect of AIDS on education finds that “*AIDS now threatens the coverage and quality of education*”. On the demand side there are fewer and fewer children, many of them orphaned, and on the supply side teacher shortages are looming everywhere (Avert, 2002c:3) Naidu (2004: 1-4) confirms the finding.

The question can now be posed whether or not the lower matric pass rate and fewer matriculants can be linked to the impact of HIV/AIDS on both teachers and learners. A recent report in *Beeld* states that “*getal Matrikulante drasties minder*” (Matari, 2001:9), which could reflect an HIV-related impact on teenage learners sitting for their final school examinations. It was reported in 2002 in the *Sunday Times* (Pretorius, 2002a:9) that one in eight of the countries’ sexually active population, that is, individuals above 14 years of age, is now infected. This, experts warn, will increase the future shortage of teachers, as well as affecting their ability to teach. Moreover, the same report suggests that an increase in infection rates among pupils and changing patterns in enrolment will generally disrupt schooling, while the erratic attendance rates of learners and teachers who are ill themselves or tending to family members who are sick with AIDS will compound the problem (Pretorius, 1999:1). Dispatch (2001a:1) places the infection rate of South African teenage learners as the third highest in the world at that date. The question may be posed as to what planning strategies can be put in place to allow affected children to complete their schooling successfully while being unable to attend classes. Could a system of distance learning with regular home study groups be

implemented for these learners and would an already overburdened education system be able to accommodate this?

Furthermore, serious concerns about future teacher provision arise. According to Neville (2000:1), education is receding as teachers die and the pyramid of society is cut through the middle, leaving the old and often frail to tend the young. The problem is aggravated by the disruption of schooling due to teacher absenteeism caused by illness or the impact of AIDS on their families (Buchel, 1992:227-232, Pretorius 1999:1). A decreasing number of teachers face larger classes (UNICEF, 2000:1), leaving principals struggling to fill vacancies with temporary staff. This, together with the implementation of the new Outcomes Based Education system, could create serious disciplinary problems in classroom management. School principals face the daunting task of providing a quality service in the face of AIDS taking its toll on human resources in education, while they have not yet overcome the problems caused by redeployment and the loss of many of their best teachers, including principals, deputies, heads of department, mathematics and science teachers. Naidu (2004:3) and Jansen (2004b:1) underscore this above dilemma facing principals, citing that teacher numbers are down and the country may face a critical shortage of teachers in the next five years.

Pela (2001:1-3) points out that though the government is looking at recalling retired teachers to substitute for sick or dying teachers, principals as school managers are hampered in their task of providing quality education by the high rates of teacher turnover and fluctuations in student numbers (UNICEF, 2000:2). In order to ensure effective curriculum coverage, the principal as school manager should at all times have a list available of emergency relief teachers. In the face of HIV/AIDS this may be a difficult organizational strategy to accomplish.

School management, which lies at the core of education, may be in danger of failing in its ultimate aim, namely the self-actualization of learners (Cangemi, 1984:105).

1.3 RESEARCH DOMAIN

Educational management, and specifically school management, which implies the vital role of the principal, has a strictly economic base. Education cannot function without the three elements. In order of importance these are: learners, teachers and funds.

Teachers have to nurture their learners. Without learners there is no need for teachers or an education system, even if there were sufficient funds to run the most modern of education systems. Seen from this perspective it becomes clear that providing for the needs of all the learners in an education system, particularly the growing numbers of learners affected by HIV/AIDS, makes sound economic sense. For its economic welfare a country is dependent on a healthy education system to nurture and train its workforce. Our children are our future. We have to nurture them for their sakes as well as our own. It is in light of this fact that efficient management of a school system ravaged by HIV/AIDS becomes urgent.

1.3.1 THE ROLE OF THE PRINCIPAL AS SCHOOL MANAGER IN THE FACE OF THE HIV/AIDS PANDEMIC

According to Buchel (1992:81), the education of learners, which includes everything that takes place in the school, or has a direct or indirect influence on education of learners, is the most important function of the principal and teachers at any school. Parents entrust their children to the care of the school, to act on their behalf in the best interests of their children. Under normal circumstances this is already a daunting task; in the face of the AIDS pandemic it may become even more so. Parents expect the duties of principal and teachers to include the responsibility to “*co-operate with the parents to overcome any problems a child may have, whether they are social, psychological or academic*” (Buchel, 1992:81). In the face of the HIV/AIDS pandemic this is an added responsibility.

In order to be able to facilitate effective learning, teachers must have a good knowledge of the physical and mental abilities and social circumstances of each learner. The principal has a duty to encourage staff to obtain as much information about each of the learners in the school as possible. This is necessary to enable teachers to identify and assist learners in need. The school should have a record system (accumulative record card) where confidential information about learners can be stored. These record cards should include records of achievement, physical abilities or disabilities, social circumstances and any behavioural problems a learner may have. The principal as school leader should try to meet and get to know as many of the learners in the school as possible. In the face of the AIDS epidemic, knowledge of learners’ social circumstances is very important. The principal’s knowledge of learners’ needs is essential to prevent needy learners from dropping out of school. UNAIDS (2004a:52) stresses the importance of accurate data collecting in the face of HIV/AIDS in order to facilitate proper long-term planning.

Furthermore, the principal must maintain a professional relationship with the staff, treating them with respect and fairness and making sure that their needs are met. The principal is at the end of the day responsible for their achievements as well as his/her own, and while a good principal will always defend staff members, he/she cannot condone negligence of duty or misdeeds (Buchel, 1992:74, 75). AIDS may well impact on an infected teacher's ability to meet his/her responsibilities. Caelers (2005:1) confirms the principal's dilemma in providing quality education as more HIV/AIDS-affected teachers become increasingly absent in order to deal with the impact of HIV/AIDS on their lives. It is the responsibility of the principal to see that these teachers' responsibilities are taken care of, by organizing substitute teachers. The principal is ultimately responsible for the standard of education and the learning outcomes of his/her school, and this task becomes increasingly more difficult in the face of the spreading HIV/AIDS pandemic.

Because education lies at the core of civil society and drives modern economies, it is imperative that it should be managed effectively. The UNICEF report on the State of Nations claims that the greatest impact of AIDS will be in education (UNICEF, 2000:1, 2). Both teachers and learners are affected, in and outside schools, with possible far-reaching effects on school management and the role of principals whose duty it is to provide effective coverage of the school curriculum.

Mr Kganare, the MEC for Education in the Freestate, makes it clear that "*certain irresponsible and morally 'immature' colleagues abuse pupils, who then develop behaviour problems, which leads to academic failure.*" This and other factors such as dysfunctional home backgrounds, whether due to AIDS or other social circumstance, affect school management, planning and learning outcomes severely, (Pretoria News 2001b:2).

A question that could be asked is, what is the quality of leadership provided by South Africa's school principals, if widespread abuse is possible in the school set-up? Moreover, should parents and principals not work together to eradicate abuse of pupils by older, possibly HIV-positive teachers? Monare (2002b:2) finds that parents often ignore the rape and abuse of their children, thereby silently condoning it. The reason for this is not clearly understood and should be investigated. Is the main role of the principal not to engage the parents and teachers to strive together towards creating a safe haven for learners in the school, to ensure fulfilment of the main aim of education namely self-actualization of the learners? This study hopes to find a solution to these questions.

1.3.2 THE POSSIBLE IMPACT OF HIV/AIDS ON SCHOOL MANAGEMENT

In 1993, while giving a lecture on sexually transmitted diseases to third-year biology students at the Transvaal College of Education, the researcher became aware that misinformation and ignorance of the existence and transference of HIV/AIDS may have a detrimental future impact on education. A number of the 1993 biology class have since become victims of HIV/AIDS. Unfortunately, AIDS dissidents in the ruling party have recently released a document reviving the 1990's myth that AIDS does not exist, or may be a sinister plot against Africans (Underhill, 2002a:7) these beliefs are similar to those held by a number of the students the researcher met in 1993.

The high percentage of students and teenagers affected by HIV/AIDS, shown by the infection figures already quoted, poses a serious problem for health and education planning with far-reaching socio-economic implications for the country as a whole. This could seriously impair effective school management in secondary schools as mentioned above, and also adversely affect tertiary enrolment.

Not only are 20% of South African school learners aged between 14 and 17 infected with AIDS according to Ingham (2000:1), but 25% of undergraduate students are also infected according to Pela (2002:1,2). This situation threatens to wipe out all positive gains made in the education sector, and may create serious managerial problems at all levels of educational planning in the future. The fact that HIV/AIDS is not a notifiable disease, and that death certificates often give the cause of death as some obscure opportunistic disease, to facilitate the pay-out of insurance policies, makes accurate statistics impossible to calculate. Available figures do vary, being either estimates or extrapolations from surveys. This is in fact one of the most frustrating problems hampering the research and one that makes the principals' curriculum planning more difficult.

An estimated 16% of the South African teaching corps nationally is infected with HIV/AIDS, with a 20% high in Kwa Zulu-Natal. The high level of infection in under-graduate students does not bode well for future teacher provision in the future. Rapaport (2001:1, 2) reports that 100,000 primary school children lost their teachers to AIDS in 1999, as mentioned before, making South Africa top the list of teacher deaths due to AIDS worldwide (See diag.1). Moreover, a survey indicates that health workers and teachers are succumbing to HIV/AIDS at an alarming rate, with three teachers dying of AIDS per week, and one in four infected (Laino 2000:3). Agence France-Presse (2001:1) confirms this report, stating that of the

216,000 SADTU (South African Teachers Union) members, 1011 died of AIDS in the twelve-month period in 2001. This trend continues unabated. Khangale (2005:1) reported that more than 4000 South African teachers died of AIDS-related illnesses in 2004. Together with the deaths of breadwinners, many children who are often sick themselves orphaned and unavoidably self reliant, this is becoming a critical area of management in a traumatized society (Avert, 2002c: 2, 3, UNAIDS, 2004a:52-53).

A further report on the effects of AIDS on South Africa's learners brings to light the grim reality of an estimated 2 million AIDS orphans in South Africa by 2010 and an infant mortality 60% higher than previously estimated (Mason, 2001:2, 3). This was a serious under-estimation as mentioned before, the number of orphans in South Africa, has already passed the 2.3 million mark and is expected to reach 3.1 million by 2010 (UNAIDS, 2004a:61).

As mentioned above schools are not only threatened by the impact of AIDS but drug abuse is rampant in South African schools, probably aggravating the managerial crisis already caused by the possible effects of HIV/AIDS in schools. Furthermore, drug abuse could have a compounding effect on the spread of the HIV virus amongst teenagers. Taylor *et al.* (2003:97-100) confirmed that learners who indulge in substance abuse were also more likely to indulge in risky sexual activity. Moreover, AIDS-orphans often turn to drugs and alcohol abuse to overcome the stress caused by the loss of their parents (UNAIDS, 2004a:62-63).

The implication of the above statistics for schooling and effective school management is staggering. A combination of teacher absenteeism, sick and dying learners, many of whom are orphaned and lacking the most basic living means could have a profound effect on educational management, thus hampering the self-actualization of role players in the education system.

1.3.3 THE IMPACT OF HIV/AIDS ON THE RELATIONSHIP BETWEEN SUCCESSFUL SCHOOL MANAGEMENT AND SELF-ACTUALIZATION

The aim of education and therefore school management, as mentioned before is the self-actualization of learners. With the help and support of educational guidance learners enter into meaningful relationships with themselves and the people and things around them. When they are able to establish meaningful relationships in the world, they are busy with self-actualization. Frankl (1969:169) put it thus. "*Only to the extent to which a man fulfils a meaning out there in the world, does he fulfil*

himself". The essence of self-actualization therefore lies in the meaningfulness of one's existence;

The learner as he/she gets older is able to handle more difficult tasks and develops a conscious desire to control the world in a meaningful way. The learner strives towards the realization of all his/her physical and mental abilities, while at the same time striving toward emotional maturity. This is the essence of self-actualization.

Maslow in (Meyer, Moore & Viljoen, 1992:375-376) describes the desire for self-actualization as universal, an underlying requisite for human functioning. Maslow sees the realization of one's full potential as a human being as the end goal of all human development and growth. According to Maslow's theory, humans are forever striving to fulfil all their needs. The order in which these needs are fulfilled is categorized according to Maslow's self-actualization hierarchy, in which needs are placed in this order

- Physiological needs (food and shelter)
- Safety and security
- Love and socialization (Nurturing).

These are the three basic needs according to Maslow. In addition, at the highest level of the hierarchy, are self-esteem and self-realization, which Maslow calls growth needs or developmental needs. In order to achieve growth needs, and therefore self-actualization, all the basic needs must be fulfilled first.

It is at the level of basic needs, that is food, shelter, safety and security, where the HIV/AIDS pandemic could have its most profound impact, on learners and teachers alike, thereby rendering their opportunity for self-actualization almost nil.

An example of the effect of our dysfunctional society can be seen in a 2001 report, which found that 3% of Free State learners live alone. 15,774 learners out of a battery of 503,033 were found to live by themselves without any form of adult or parental supervision (Pretoria News 2001b:2). As the AIDS epidemic continues to spread, more and more children affected by AIDS may find themselves in a situation where they have to fend for themselves and their younger siblings. With their basic needs for food and shelter not met, the battle for survival of these children will take preference over education, a fact which is confirmed by UNAIDS (2004a:52, 53). South Africa may be on the brink of giving birth to another lost generation. Children from dysfunctional backgrounds, affect school management, planning and learning outcomes severely. These children may not establish meaningful relationships within their environment and therefore fail to

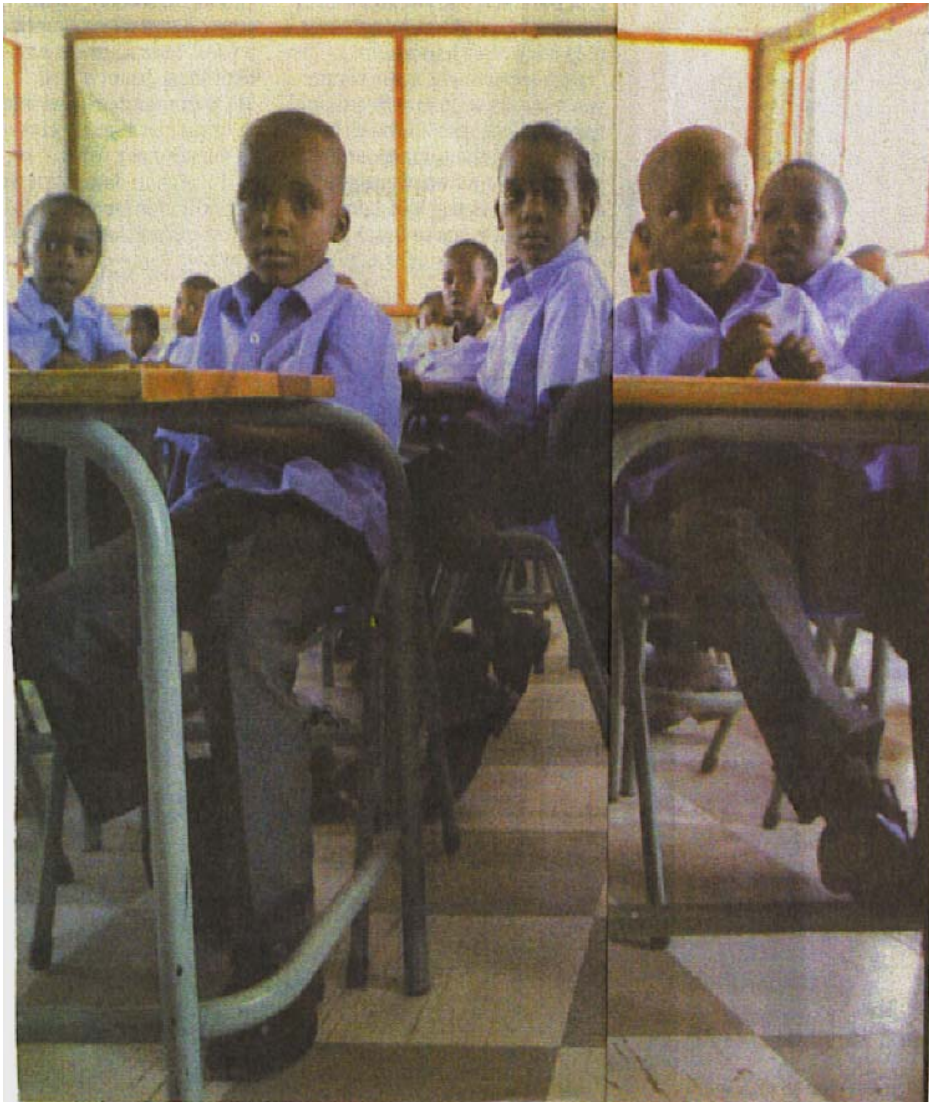
reach self-actualization. Kganare (Pretoria News 2001b:2) says “*We have realized that social conditions under which the majority of our children grow (up) are conducive to acts of aggression and indiscipline... this obviously affects management of schools and learning and teaching*”. With 2.3 million orphans (UNAIDS, 2004a:61) in South Africa who suffer depression, anger, guilt and fear of the future, which leads to serious psychological problems, and to drug and alcohol abuse as well as aggression and even suicide (UNAIDS, 2004a:62-63) school managers are in serious trouble. Moreover, the Institute for Security Studies links the growing number of AIDS orphans to future increases in crime and civil unrest. The assumption is that the increasing number of emotionally disrupted, undereducated and socially underprivileged young people will lead to social instability (UNAIDS 2000:7), which in turn may affect school management as well as the learning outcomes and self-actualization of affected learners adversely. The White House Document (2000:5) describes AIDS in sub-Saharan Africa as “*a plague of biblical proportions*” which, without appropriate intervention, could leave South Africa with several million orphaned children raising themselves on the streets, turning to drugs, commercial sex and gangsterism to survive. This prediction has been confirmed in a UNAIDS report (2004a:62-63) on AIDS-orphans. None these adverse living conditions and their possible social repercussions bode well for school management or the self-actualization potential of teachers and learners. The role of the principal as a responsible leader in addressing these social ills could be invaluable if not left to late.

These factors could have a debilitating influence on future educational planning and school management. A combination of teacher absenteeism, learner absenteeism, sick and dying teachers and learners, and orphans lacking the most basic means to live, may have a profound effect on educational management, and by implication impact on the self-actualization of role-players. The possible effects of HIV/AIDS in schools and in the broader community must be considered in future planning strategies to combat possible disruption in schools over the next few decades. Moreover, Epstein (2003:10) underlines the importance of self-esteem as a factor that regulates young people (learners’) sexual behaviour. Learners who are motivated and have confidence in the future, i.e. those who feel that they can fulfil their potential and become self-actualizing adults, are the ones who protect themselves against infections such as HIV/AIDS and live positively. The role of the principal in achieving these positive life attitudes and effective learning outcomes in the face of HIV/AIDS must not be underestimated.

The main aim of this research is to ascertain the scope of the perceived problem and find a possible working solution to combat the impact of HIV/AIDS on school

management and the self-actualization of learners in South African schools, and also to establish in what way the principal can help to minimize the impact of HIV/AIDS on the school system.

The impact of HIV/AIDS takes its toll on learners and teachers, but says Segale (in Rossouw 2005:4), hunger is the biggest enemy of education.



Photograph 1: Learners at Diepsloot primary school, where hunger and the impact of HIV/AIDS have a debilitating impact on education (adapted from Rossouw 2005:4)

1.4 PROBLEM STATEMENT

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 to realize optimal self-actualization?

1.5 RESEARCH AIMS

1.5.1 GENERAL AIMS

The general aims of the study are:

- To investigate the role of managerial effectiveness of principals, heads of department and other teachers, amidst the HIV/AIDS pandemic.
- To investigate school management and the self-actualization potential of AIDS-orphans and learners.
- To investigate the role of HIV/AIDS in:
 - Teacher absenteeism,
 - Learner absenteeism,
 - Discipline,
 - Learning outcomes,
 - Sexual activity and
 - Parental attitudes towards school.
- To investigate:
 - Educational provision and learning outcomes,
 - Declining numbers of school enrolment and matriculants and
 - Matric pass rate in the light of HIV/AIDS.
- To investigate the emotional aspects of HIV/AIDS-related deaths and illness among teachers and peers on learners, with special reference to:
 - Managerial strategies and
 - Effects on self-actualization due to HIV/AIDS related deaths

1.5.2 SPECIFIC AIMS

The specific aims of this study are:

- To investigate the impact of the principal's school management and leadership on the self-actualization potential of role players such as teachers and learners.
- To identify issues which lead to poor school management.
- To identify issues that may have an affect on the spread of HIV/AIDS in schools.
- To investigate whether HIV/AIDS could be a possible cause of poor school management by the principal.
- To investigate school management, and by implication, the effect of school management on the self-actualization of learners and teachers, as well as the possible negative impact of HIV/AIDS.
- To make recommendations to support learners and teachers affected by AIDS, and to develop cost effective managerial strategies to combat the impact of AIDS on school management, in order to maintain acceptable levels of scholastic outcomes and self-actualization among learners.
- To postulate a model that will probe the role of the school principal in addressing the HIV/AIDS impact on schooling.

Note:

It has been agreed internationally that the use of HIV/AIDS be abandoned and be replaced by HIV and AIDS. This thesis however uses HIV/AIDS throughout because at the time of the research the above agreement was not in place. References used, use HIV/AIDS in their titles and these cannot be changed.

1.6 OUTLINE OF THE RESEARCH

Chapter I

In the first chapter an orientation and overview of the proposed research; the problem statement; the objectives, method and plan of the study; and some key concepts are provided.

Chapter II

In chapter two the prevalence of HIV/AIDS in South African schools, some aspects of the school system and the possible impact of HIV/AIDS on education are examined.

Chapter III

In chapter three the focus is on school management and the role of the principal in the face of HIV/AIDS.

Chapter IV

In chapter four the self-actualization potential of learners and teachers and the possible negative impact of HIV/AIDS on this are discussed.

Chapter V

In chapter five the outlay and implementation of the proposed qualitative research methodology, selection of research participants and data collection are described.

Chapter VI

In chapter six the collected data will be interpreted according to the source i.e. learners, teachers, parents or principals, and the results evaluated.

Chapter VII

In chapter seven relevant conclusions will be drawn and recommendations made for more effective strategies in school management to accommodate the perceived influence of HIV/AIDS on the delivery and quality of schooling in South Africa.

An attempt will be made to develop a model by which the effect of HIV/AIDS can be counteracted.