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

by

ADRIANA JACOBA BUCHEL

submitted in accordance with the requirements
for the degree of

DOCTOR OF EDUCATION

in the subject of

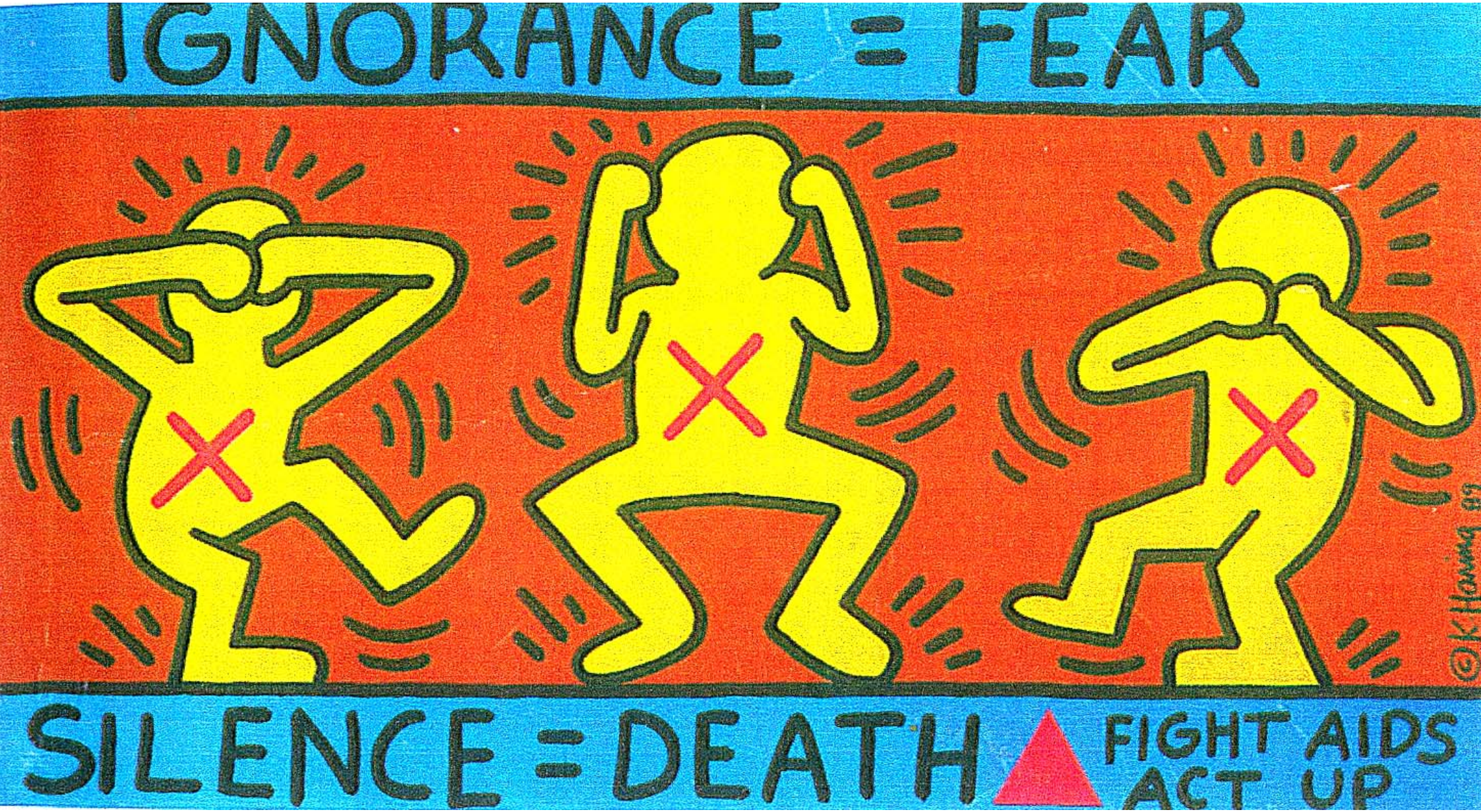
EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTOR: PROF. S M HOBERG

MARCH 2006


IGNORANCE = FEAR
SILENCE = DEATH
FIGHT AIDS
ACT UP
©K Haring 87

AKNOWLEDGEMENTS

To everyone who supported and helped me during this research, I would like to express my heartfelt gratitude. It is not possible to mention every one, but I would like to address a special word of thanks to the following persons:

- My promotor, Prof. S M Hoberg, for her loyal support and insightful guidance.

- Her Excellency Ms Leatitia van den Assum, The Netherlands Ambassador for AIDS to the United Nations, for her constant support, encouragement and provision of up-to-date AIDS-related information.

- Ms M L C Prozesky for the editing and proofreading of this thesis.

- Ms Irene Fricke for assistance with arranging contacts for interviews.

- Ms E Viljoen for her help with arranging contacts from whom permission could be obtained to conduct research in schools.

- All institutions and persons who made a contribution to this study.

- The relevant Education Department officials for permission to conduct research in the schools.

- The principals, teachers, students, learners and parents who were prepared to assist with the qualitative research.

- Thandi and her children whose courage amid suffering was the inspiration behind this study.

- My husband, children and sisters, for their loving support and encouragement.

- To God be the glory for His Grace.

RESUMÉ

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

Research was undertaken regarding:

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

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

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

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

Keywords:

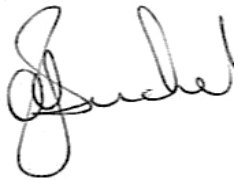
HIV/AIDS; school management; self-actualization; principal; teachers; learners; orphans; abuse; curriculum coverage.

AFFIDAVIT

I declare that:

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

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



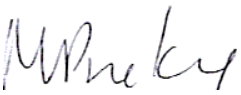
Adriana Jacoba Buchel 20 January 2006

TO WHOM IT MAY CONCERN:

This is to certify that I have edited this DEd thesis, entitled

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

by Adriana Jacoba Buchel.



Maria L. Prozesky

MA (English)

University of Pretoria, English Department

January 2006

CHAPTER ONE

STATEMENT OF THE PROBLEM, OBJECTIVES AND PLAN OF THE STUDY

1.1	**Introduction**	**1**
1.1.1	**Key concepts**	**4**
1.2	**Background to the study**	**5**
1.2.1	**The possible effects of teacher absenteeism on learning outcomes and school management**	**6**
1.2.2	**The possible effects of learner absenteeism on school management**	**8**
1.2.3	**The impact of AIDS and sexual abuse on school management**	**10**
1.2.4	**The effects of drug abuse on school management and the spread of AIDS in schools**	**12**
1.2.5	**The impact of HIV/AIDS on school enrolment and teacher provision in school management**	**13**
1.3	**Research domain**	**14**
1.3.1	**The role of the principal as school manager in the face of the HIV/AIDS pandemic**	**15**
1.3.2	**The possible impact of HIV/AIDS on school management**	**17**
1.3.3	**The impact of HIV/AIDS on the relationship between successful school management and self-actualization**	**18**
1.4	**Problem statement**	**22**
1.5	**Research aims**	**22**
1.5.1	**General aims**	**22**

1.5.2 Specific aims **23**

1.6 Outline of the research **24**

CHAPTER TWO

THE PREVALENCE OF HIV/AIDS IN SOUTH AFRICAN SCHOOLS AND THE IMPACT OF THE DISEAE ON SCHOOL MANAGEMENT AND SELF-ACTUALIZATION

2.1 Introduction 26

2.1.1 What is AIDS? 27

2.1.1.1 HIV structure 30

2.1.1.2 HIV replication 31

2.2 The prevalence of HIV/AIDS in South Africa with special reference to the education system 32

2.2.1 The political stance on HIV/AIDS in South Africa and the AIDS myth 36

2.2.2 People living with AIDS in South Africa 45

2.2.3 Projections for the HIV/AIDS epidemic 1997-2010 47

2.2.3.1 Actual HIV/AIDS statistics 49

2.2.3.2 Concluding remarks regarding HIV/AIDS in South Africa 56

2.3 The impact of AIDS on society and education 57

2.3.1 General impact 57

2.3.2 The impact of Aids on education 60

2.4 The problem of teachers with HIV/AIDS in South African schools 64

2.5 The problem of learners with HIV/AIDS in South African schools 68

2.6 The impact of AIDS orphans on South African schools 77

2.7 The impact of AIDS and sexual abuse on school management 82

2.8 The effect of drug abuse on school management and the spread of AIDS in schools 86

2.9 The impact of HIV/AIDS on school enrolment and teacher provision in school management 88

2.10 Conclusion 96

CHAPTER THREE

SCHOOL MANAGEMENT IN SOUTH AFRICA WITH SPECIAL REFERENCE TO THE IMPACT OF HIV/AIDS AND THE ROLE OF THE PRINCIPAL AS SCHOOL MANAGER

3.1 Introduction **97**

3.2 The role and responsibilities of the principal **99**

3.2.1 Introduction **99**

3.2.2 General responsibilities of the principal **99**

3.2.3 The principal's right of decision **100**

3.2.4 Planning **102**

3.2.5 The principal's relationship with various important bodies and people involved in the running of the school **107**

3.2.5.1 The principal's relationship with people in authority **107**

3.2.5.2 The principal's relationship with his staff **108**

3.2.5.3 The principal's relationship with the deputy principal **109**

3.2.5.4 The principal's relationship with heads of department **109**

3.2.5.5 The principal's relationship with boarding-school masters and matrons **110**

3.2.5.6 The principal's relationship with clerical staff **111**

3.2.5.7 The principal's relationship with labourers, cleaners and gardeners **111**

3.2.5.8 The principal's relationship with the governing bodies of the school **112**

3.2.5.9 The principal's relationship with parents and parent- teacher associations **113**

3.2.5.10 The principal's relationship with learners **114**

3.2.5.11 The principal's relationship with the community **115**

3.2.6 The role of the principal in curriculum coverage and teaching program at the school 115
3.2.7 The effect of HIV/AIDS on the delegation of responsibilities to heads of department, teachers and learners 116
3.2.8 Support programmes 118
3.2.8.1 Support services for learners 119
3.2.8.2 Support services for teachers 119
3.2.8.3 The relationship between the school and the educational service 120
3.2.8.4 The school as a community centre 123
3.3 The impact of HIV/AIDS on control in school management 123
3.3.1 Classroom control and management 124
3.3.2 Classroom discipline and the spread of HIV/AIDS in schools 127
3.3.3 The impact of learners/teachers affected by HIV/AIDS on control of registers 130
3.4 The impact of HIV/AIDS on the teacher as employee 132
3.4.1 Teachers responsibilities 132
3.4.2 Obligations of the education department 133
3.4.3 Termination of service 133
3.4.4 Leave 135
3.5 Finance 137
3.6 Rights and legal issues arising from the pandemic 139
3.7 Conclusion 143

CHAPTER FOUR

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

4.1 Introduction **146**

4.1.1 Self actualization of learners **147**

4.1.2 Self-actualization of teachers **148**

4.2 The self-actualization theory of Abraham Maslow **149**

4.2.1 Introduction **149**

4.2.1.1 The human perspective underlying Maslow's self-actualization theory **150**

4.2.1.2 The dynamics of personality according to Maslow's self-actualization theory **150**

4.2.1.2.1 Physiological needs **153**

4.2.1.2.2 Safety and security needs **154**

4.2.1.2.3 Belonging and love needs **156**

4.2.1.2.4 Need for self respect **157**

4.2.1.2.5 Need for self-actualization **158**

4.2.1.3 Reasons for lack of self-actualization **160**

4.2.1.3.1 Lack of self- knowledge and insight **160**

4.2.1.3.2 Barricades **161**

4.2.1.3.3 The Jana Complex **161**

4.2.1.3.4 Lack of internal integration in the individual **162**

4.2.1.4 Personality traits of true self-actualizers **163**

4.2.1.4.1 Accurate perception of reality **164**

4.2.1.4.2 Acceptance of the self, of others and of human nature **165**

4.2.1.4.3 Spontaneity, simplicity and naturalness **166**

4.2.1.4.4 Task involvement **166**
4.2.1.4.5 Seclusion and the need for privacy **167**
4.2.1.4.6 Autonomy independent of culture and surroundings **168**
4.2.1.4.7 Sense of community and interpersonal relations **169**
4.2.1.4.8 Democratic character structure **169**
4.2.1.4.9 Creativity **170**
4.2.1.4.10 Philosophical sense of humour **170**
4.2.1.4.11 Non - conformist and internally directed **170**
4.2.1.5 The value of Maslow's self-actualizing theory for education **171**
4.2.1.6 The effect of HIV/AIDS and poor school management on self- actualization **173**
4.3 The effect of HIV/AIDS on the development tasks of teenage/adolescents learners **178**
4.3.1 Acceptance of own physique and effective protection and use of the body **180**
4.3.2 Establishing of emotional independence from parents and other adults **182**
4.3.3 Development of new and more mature relationships with peers of both sexes **183**
4.3.4 Desire for and attainment of socially responsible behaviour **184**
4.3.5 Acquiring of a set of values and an ethical system as guidelines for behaviour and development of a world view **186**
4.3.6 Acquiring of a female or male gender role **187**
4.3.7 Preparation for a career **189**

4.3.8 Preparation for marriage and family life 191

4.4 Conditions for self-actualization 192

4.4.1 External factors that affect the self-actualization of adolescents 194

4.4.1.1 The influence of the adolescent's relationship with his/her parents on self-actualization 194

- **Satisfaction of basic needs 194**
- **Parent's educational style 195**
- **Socio-economic background of the parental home 195**

4.4.1.2 The influence of the adolescent's relationship with teachers on self-actualization 196

- **The teacher as educator 197**
- **The teacher as self-actualizer 197**
- **The teacher- learner relationship 198**
- **The teacher as motivator 199**
- **The teachers presentation 200**
- **Summary 200**

4.4.1.3 The influence of the adolescents relationships with peers on self-actualization 201

- **Acceptance by the peer group 201**
- **Attitude towards school 203**
- **Summary 203**

4.4.1.4 The adolescent's relationships with objects (things) 203

- **Relationship with ideas in school context 203**
- **Relationship with values 206**
- **Relationship with the career world 207**

4.4.2 Aspects within the adolescent learner which influence self-actualization 207
4.4.2.1 The senior secondary learner's relation with him/herself 207
4.4.2.2 The adolescent's self-concept development 209
4.4.2.3 The adolescent's identity formation 212
4.4.2.4 The adolescent's cognition (attachment of meaning) 214
4.4.2.5 The adolescent's involvement 216
4.4.2.6 The adolescent's experiencing 217
4.4.2.6 The adolescent's motivation 217
4.4.2.7 The adolescent's aptitude 219
4.4.2.8 The adolescent's interest 220
4.4.2.8.1 Conclusion 221

CHAPTER FIVE

A QUALITATIVE RESEARCH 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**	**223**
5.2	**The aim of the research**	**223**
5.3	**Problem statement**	**224**
5.3.1	**Additional trends emerging from the literary research that may influence the leadership role of the principal as school manager**	**224**
5.4	**The empirical research design and methodology**	**225**
5.4.1	**Introduction**	**225**
5.4.2	**Qualitative research**	**225**
5.4.2.1	**Qualitative research as methodology of choice**	**225**
5.4.2.2	**Differences between qualitative and quantitative research**	**226**
5.4.2.3	**Choice of methodology approach**	**228**
5.4.2.4	**The researchers role**	**229**
5.4.2.5	**Subjectivity in terms of the researchers role**	**229**
5.4.3	**Selection of research respondents**	**230**
5.4.3.1	**Strategies employed for respondent selection**	**230**
5.4.3.1.1	**Purposeful sampling**	**230**
5.4.3.1.1.1	**Network sampling (snowball sampling)**	**230**

5.4.3.1.1.2 Opportunistic sampling 231
5.4.3.1.2 The respondents 231
5.4.4 Phases of data collection 232
5.4.4.1 Planning 232
5.4.4.2 Beginning of data collection 233
5.4.4.3 Basic data collection 233
5.4.4.4 Closing data collection 234
5.4.4.5 Completion 234
5.4.5 Data selection techniques 235
5.4.5.1 Preliminary interviews
5.4.5.2 In-depth qualitative interviews and structured interviews 236
- **Open-ended qualitative interview 237**
- **Interview guide approach 238**
- **Structured interviews 238**

5.4.5.2.1 Purpose of the in-depth interview 238
5.4.5.3 Informal conversation interviews 239
5.4.5.4 Personal Document 240
5.4.5.5 Field observations 240
5.4.5.6 Intrinsic case study and longitudinal research 241
5.4.5.7 Survey questionnaire 242
5.4.5.8 Artefact collection 242
5.4.6 Ethical considerations during qualitative research 243
5.4.7 Data-gathering method 244
5.4.8 Data analysis 244
5.4.9 Reliability and validity 246
5.4.9.1 Validity 246

- **Multi-method strategies and triangulation 246**
- **Verbatim accounts: respondent's language 246**

5.4.9.2 Reliability 246
5.4.10 Possible short comings of this study 247
5.4.11 Findings in preliminary interviews 248
5.5 Multi-method data collection 250
5.5.1 Introduction 250
5.5.2 Field observation 251
5.5.2.1 Introduction 251
5.5.2.2 Intrinsic case study and the longitudinal observation of an HIV/AIDS affected family and the emotional disruption experienced different family members. 252
5.6 Analysis of the questionnaire 254
5.6.1 Results of Section A of the questionnaire 255
5.6.1.1 Conclusion 264
5.6.2 Results of section B of the questionnaire 264
5.6.2.1 Conclusion 295
5.7 Results of in-depth interviews 296
5.7.1 Interviews with two school principals 297
5.7.2 Interviews with two deputy principals 299
5.7.3 Interviews with four Heads of Department 301
5.7.4 Interview with a school psychologist 307
5.7.5 Interview with a school health care worker 309
5.7.6 Informal discussion interviews 310
5.7.6.1 AIDS orphan care giver: October 2005 Ekuruleni 311
5.7.6.2 Grandfather and AIDS orphan caregiver 311
5.7.7 Interview with a HIV-positive mother of three

	dependent children	**312**
5.7.8	**Interviews with a post graduate student**	**314**
5.7.9	**Interview with a learner**	**316**
5.8	**Analysis of artefacts**	**316**
5.8.1	**Personal papers**	**316**
5.8.2	**News paper reports**	**317**
5.9	**Summary**	**318**

CHAPTER SIX

ANALYSIS AND INTERPRETATION OF THE QUALITATIVE RESEARCH

6.1. Introduction 319

6.2 Additional trends emerging from the literary research that may influence the leadership role of the principal as school manager 320

6.3 Findings from the literature study 322

6.3.1 The prevalence of HIV/AIDS in South Africa; and the impact of AIDS on education and society 322

6.3.2 School management and the role of the principal in combating HIV/AIDS 330

6.3.3 Impact of HIV/AIDS on self-actualization of role-players in school management 341

6.3.4 Conclusion 351

6.4 Results and conclusions from the questionnaire 352

6.4.1 Section A 352

6.4.2 Section B 358

6.5 Results and conclusions from the interviews 365

6.5.1.1 Interview with a township school principal. 365

6.5.1.2 Interview with a farm school principal. 365

6.5.2.1 Interview with a city school deputy principal 366

6.5.2.2 Interview with a rural school deputy principal 367

6.5.3 Interviews with four Heads of Department 368

6.5.3.1 Interview with a Head of Department at a city school, Tswane district 368

6.5.3.2 Interview with a Head of Department at a city school, Ekuruleni district 369
6.5.3.3 Interview with a Head of Department at a township school 369
6.5.3.4 Interview with a Head of Department at a city school, Ekuruleni district. 370
6.5.4 Interview with a school psychologist at a Tswane North school. 370
6.5.5 Interview with a school health care worker 372
6.5.6 Informal interviews 373
6.5.6.1 Caregiver to AIDS orphan 373
6.5.6.2 Grand father and caregiver to two AIDS orphans 373
6.5.7 HIV-positive mother of three dependent children 374
6.5.8 Interviews with a post graduate student 374
6.5.9 Interview with a learner 375
6.6 Results and conclusions from news paper clippings 376
6.7 Emerging constituents found in the literature study, questionnaires and interviews and artefacts 377
6.8 Conclusion 379

CHAPTER SEVEN

RECOMMENDATIONS AND GUIDELINES FOR FURTHER RESEARCH

7.1 Introduction 382

7.2 Recommendations and guidelines for more effective school management strategies and self-actualization in the face of HIV/AIDS 383

7.2.1 Recommendations for preventing the spread of HIV/AIDS 383

7.2.2 Recommendations to limit the impact of HIV on school management 385

7.2.2.1 Recommendations to combat the impact of AIDS-orphans on educational management 388

7.2.3 Recommendations and guidelines to help learners and teachers achieve self-actualization in the face of HIV/AIDS 391

7.3 Discussion of the role of the principal in addressing the impact of HIV/AIDS on school management and self-actualization 399

7.4 Guidelines for further research 401

7. 5 Conclusion 402

LIST OF FIGURES

Chapter one

Figure 1: Teacher-less children in South Africa 2

Chapter two

Figure 2: Structure of a HIV virus 30

Figure 3: Reproduction of the HIV virus in a human cell 31

Figure 4a: HIV-infection among woman in South Africa's antenatal clinics 35

Figure 4b:HIV-infection among woman in South Africa's antenatal clinics 35

Figure 5: - The AIDS myth 37

Figure 6: Graphical interpretation of table 2 41

Figure 7: Graphical interpretation of table 3 42

Figure 8: Graphical interpretation of table 4 43

Figure 9: Graphical interpretation of table 5 46

Figure 9a: Graphical interpretation of table 5a 47

Figure 10: HIV/AIDS projection 1997-2010 48

Figure 11: Children (<15 years) estimated to be living with HIV/AIDS as of the end of 1999 50

Figure 12: Number of registered deaths, South Africa,

1998-2003 52

Figure 13: Estimated deaths in children (<15 years) from HIV/AIDS 1999 53

Figure 14: Estimated number of children (<15 years) newly infected with HIV/AIDS during 1999 54

Figure 15: Estimated number of children (<14 years) orphaned by AIDS during 1999 55

Figure 16: Estimated number of adults and children newly infected with HIV during 2004 94

Figure 17: Adults and children estimated to be living with HIV during 2004 95

Figure 18: Estimated adults and child deaths from HIV during 2004 96

Chapter three

Figure 19: Classroom discipline 127

Figure 20:The impact of HIV/AIDS on learners who become caregivers 139

Figure 21: Figure illustrating Maslow's self-actualization theory/hierarchy of needs 153

Figure 22: Problems experienced by learners and families affected by HIV and AIDS 167

Figure 23: Examples of relations constituted by the

adolescent **193**

Figure 24: The interaction between the psychological educational categories **222**

Chapter seven

Figure 25: Schematic representation of the role of the principal in combating the impact of HIV /AIDS on school management and self-actualization **396**

Figure 26: Model highlighting the leadership role of the principal in dealing with the impact of HIV/AIDS in South African schools **397**

LIST OF TABLES

Chapter two

Table 1 HIV infection among woman in antenatal clinics from 1990 to 2004 **34**

Table 2 Estimated HIV-prevalence 1999-2001 by Province among antenatal clinic attendees **40**

Table 3 Estimated average percentage of HIV-prevalence 1999-2001 by age among antenatal clinic attendees **41**

Table 4 The average percentage of HIV prevalence by age among young females Between the ages of 15 and 22 years **43**

Table 5 Estimated number of adults and children living with HIV/AIDS at the end of 2001 **45**

Table 5a Estimated number of adults and children living with HIV/AIDS at the end of 2003 **46**

Table 6 Decline in numbers of matriculants in three provinces from 1999-2001 **89**

LIST OF PHOTOGRAHPS

Chapter one

1. Learners at Diepsloot primary school, where hunger and the impact of HIV/AIDS have a debilitating impact on education 21

Chapter two

2. Beeld placard on AIDS 29

3. Elitha Mlombo an example illustrating the plight of South Africans affected by HIV/AIDS 39

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

By: A J Buchel

Degree: Doctor of Education

Subject: Education Management

Promotor: Prof. S M Hoberg

Summary:

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

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

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

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

disciplinary problem. Many of these learners become disruptive and often turn to substance abuse to relieve their distress.

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

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

Abbreviated CV

Surname: Buchel

Maiden name: Potgieter

Given Names: Adriana Jacoba

Contact Details:

Address: 211 Rautenbach Ave
Waterkloof 0181
Pretoria
South Africa

Fax: +27 12 346 2470

Phone: + 27 12 460 2893

E Mail: sjaanbuchel@lantic.net
sjaanbuchel@hotmail.com

Profession: Educationist

Education:

Tertiary Education: B Sc University of Pretoria 1967

Post Graduate Education: Transvaal Higher Education Diploma: NKP 1968
Higher Education Diploma: Pre. Prim. UNISA
B Ed: UNISA
M Ed: UNISA
ICDL computer course 2003

Experience:

- **June 2003-July 2005:** Head of Dutch Archive Centre of Documentation and research Abu Dhabi
  Duties: Transcription and translation of VOC documents-Dutch to English, and research.
- **1995 –2003;** Buchel Art and Framing-Director
- **1974 –date** Bookkeeper/ accountant Dr. E. H. Buchel

- **1989-1994:** Senior Lecturer-teacher training

  Subjects: Biology; Education; School management

- **1993-1994: Head of Department (AHOD):** Professional subjects

  Special Duties:

  Screening of first year students for admission

  Counseling and assisting staff and students with problems

Committees:

- Member Education Curriculum Committee (DET)
- Member time table Committee (Transvaal College of Education)
- DET School management seminar (Single presenter of two day seminar DET)
- DET Education Seminar (Contributor department of Education and training)

High school teaching: Biology (grade 8 to 12) &

Science (grade 8 to 10) - 6 years

Nursery school teaching: 6 years (4 years as owner/manager)

Draughts woman: 4 years (engineering and architectural drawing and mapping)

Training junior draughts men

Professional Memberships:

- Life member: Transvaal Education Association (TO)
- South African Association of Art
- Seroptomists International, Pretoria

Single author textbooks:

School management II [1993] Pretoria: Acacia

School Management I [1992] Pretoria: Acacia

Practical Workbook for School Management I [1993] Pretoria: Acacia

Practical Workbook for School management II [1992] Pretoria: Acacia

Study Guide for in service training of Pre Primary Teachers [1989/1990]

Soshanguve: Transvaal College Of Education

Unpublished writing being prepared for publication:

Creative Ideas for the reception year, (Pre Primary) [1995] revised [2004] for publication in the UAE

Collection of Children's stories [2002-2005]

Collection of short stories

Hobbies:

Fine arts

Crafts

Draughting (Building alterations)

Archaeology; Paleontology