

## **DECLARATION**

I declare that **THE ROLE OF LEARNERS IN THE MANAGEMENT OF DISCIPLINE IN URBAN SECONDARY SCHOOLS IN KWAZULU-NATAL** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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**Date**

## **SUMMARY**

Since 1994 the South African government has implemented principles of equity, redress and social empowerment in broader society and in education. Consequently, corporal punishment was banned in schools and new methods of managing discipline were introduced. Moreover, decision-making power is decentralised to School Governing Bodies on which learner representatives serve in secondary schools. Thus, the latter are also involved in the management of discipline. This study explores the learners' role in the management of discipline in urban secondary schools in KwaZulu-Natal. Current perspectives on school discipline and an overview of the learners' role in discipline management in the South African context were provided. A qualitative investigation used interviews with learners and educators in selected schools to collect data. Findings suggest that learner involvement in discipline can be positive but lack of training and poor communication impede the full deployment of learners in this regard. Finally, recommendations for the improvement of practice are made.

## **KEY TERMS**

Discipline

Punishment

Management

Role of Learners

Secondary Schools

Corporal punishment

Code of Conduct

Self-discipline

Self- control

Representative Council of Learners

School Policy

Educators

Teacher Liaison Officer

Communication

Training

## ACKNOWLEDGEMENTS

I would like to take this opportunity to express my most sincere gratitude and appreciation to the following for their ongoing support and inspiration:

- Without the sustaining strength of my God there is no doubt that I would not have completed my dissertation. I frequently felt Him resourcing me with wisdom and an increased capacity to go on. I thank him most sincerely.
- Professor NJ Van Wyk, my supervisor, for her patience, guidance and belief in me. Her encouragement and the positive manner in which she supported me academically makes her as an excellent role model for any student.
- Professor EM Lemmer for her assistance with the final editing of the manuscript.
- Special thanks to my dear friend, Losh, who initially helped me get started with my dissertation and assisted me with my interviews.
- My parents, for their unconditional love and moral support at all times. Thank you, Mum and Dad.
- Special thanks to my dear friend, Sharna, who has been my pillar of strength and source of encouragement throughout this dissertation.
- Special thanks to the educators and learners who participated in this study. I hope this study will be of some benefit to you.
- To my sons, Ashley and Wesley, thank you for your love, tolerance and moral support. Your fine achievements are my motivation to go on.
- Finally, I must thank my husband, Lennie, who has gone out of his way to make this dissertation a success. None of this would have been possible without his constant love, moral support, understanding, patience and motivation during my studies.  
*It is to you, Lennie, that I dedicate this dissertation.*

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