

## **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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**Charmaine Subbiah**

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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

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