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Unintended Consequences of the Equality Law: A Case of Male Children in Kwamhlanga Sub-District, Mpumalanga Province, South Africa

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Abstract:

This paper aims to pertinently cognize unintended consequences of the equality law on male children at disadvantaged schools in Mpumalanga Province of South Africa. The participants comprised n = 20 (learners, parents, educators and officials), whereas respondents comprised n = 142 (learners, parents, educators and officials). The semi-structured interviews and questionnaires were the most significant mechanisms used to amass data with a concentration on unintended consequences of the equality law. Therefore, this study employed mixed methods research. The findings exposed that unintended consequences of the equality law manifested in unorthodox societal expectations on male children, such as prematurely providing for themselves and family through menial jobs and thus quitting school earlier than anticipated. Although Affirmative Action offered gains such as equal benefits, opportunities and protection of the equality law to women and disabled people, the participants also believed in the accusations that it denied the male children those valuable gains. However, the findings of this study also suggested recommendations: The State should make laws that equally protect all people; the society should equally execute orthodox societal expectations to both male and female children; the Equality Law should hold all people equal before the law and the Government Departments should regulate equality in all employment, and thus include regulation of odd jobs. The State must curb murder, extortion, illegal mining, etcetera.

Keywords: Equality, fairness, inequalities, injustices and social justice

1. Introduction

South Africa has, in recent times, adopted the Equality Law that regards everyone equal. However, prior to 1994, the consequences of the equality law were harmful to everyone, especially in areas that were poverty-afflicted. The first time the equality law ever yielded a crumb of intended benefits for male children was after the 1994 democracy following the pronouncement of the (Amendment Constitution Act 108, 1996) in section 9(1) that everyone was equal before the law. Therefore, this paper attempts to comprehend and scrutinise the unintended consequences of the equality law for male children. Moreover, unintended consequences of the equality law are still numerous and renowned in the lives of male children. Consequently, this latter conception builds on the fact that, since 1994, South Africa has been rectifying the bequests of the Apartheid Government of inequalities, injustices, and unfair discrimination (Mabunda, 2021). The idea of reconciling the divisions created in the past is incarcerated in the founding hopes of section one of the (Amendment Constitution Act 108, 1996). Those aspects are: Equality, human dignity, human rights, authority of the constitution, and the rule of law. Nonetheless, the resistance against injustices and inequalities has grown with the struggle for liberation. Conversely, the male children remain in a perpetual struggle for equality and, thus, are unable to overcome the inequalities that transpire due to affirmative action in section 9(2) of the (Amendment Constitution Act 108, 1996), mismatch of cultures and socio-economic-political aspects.

2. Literature Review

2.1. Denial of the Right to Equality

According to (Group Areas Act no 56, 1956), Black people were not worthy of having any right to equality, let alone equal job opportunities and equal protection of the law. Even though the number of public schools for Blacks

increased in the 1960s, their curricula were designed to prepare black children for odd jobs (Christie, 2009). The South African Apartheid Government designed the education system to deny blacks many valuable prospects for better and favourable living conditions, due to inequalities in the provision of education between blacks and whites. Politics played a major political exclusion role in the implementation of the equality law for male children. Contrarily, the (Freedom House annual publication rankings, 2021) on individual rights and the rule of law presented the following rankings: South Africans have achieved full freedom of academic expression and a system of education free of political indoctrination. Conversely, people are partly free on freedom of movement and judicial independence, whereas they are not free at all on due process in criminal matters, protection from the physical force caused by the police and soldiers, inequalities, violence, and economic exploitation.

2.2. Definition of the Right to Equality

According to section 9 (1) of the (Amendment Constitution Act 108, 1996), equality means that everyone is equal in the eyes of the law and has the right to equal opportunities, protection and benefits of the law. Nonetheless, section 9 (2) of the (Amendment Constitution Act 108, 1996) somersaults and appendages with an Affirmative Action that favours women and people with disabilities with extra equality. Moreover, O'Connell (2021) illustrates that equality is a difficult concept, the most difficult right, an essential, empty concept, and an ambiguous concept because it conceals different ideas that constitute a life with dignity. We have vindicated the latter definition because the equality law is indeed a difficult and ambiguous right, for it could easily degrade a person's dignity, especially at the time the male children strive to develop themselves in a place filled up with dissimilarities and injustices. The equality law is a complex rule of law because the state, parents, educators, and the public are unable to execute it in a pertinent manner that delivers intentional benefits, particularly for disadvantaged male children. The argument of this paper is based on the question of whether the equality law yields any intended benefits for male children in order to make them achieve appropriate and responsible maturity.

2.3. Court Cases on the Right to Equality

In the court case of the *MEC for Education, KZN v Shange (529/11) ZASCA [2012] 98 (1 June 2012)* a fifteen-year-old Grade nine male learner endured a face injury to his right eye at the hand of a teacher that inflicts corporal punishment with his belt to another learner. The verdict is given in favour of the male learner. In this instance, the educator has failed to exercise his authority with compassion by physically contacting the learner; section 3 of (the SACE Code of Ethics (3.4), (3.6), and (3.13), 2000) outlaws it. The verdict is also based on Section 8 of the (Children's Act (CA) no. 38, 2000), which clearly describes the right to equality and other rights contained in the Bill of Rights.

3. Methodology

This paper converged on a mixed methods research paradigm to determine the aspects that have a particular impact and contribution to unintended consequences of the equality law for male children. (Creswell, 2009:5) posits: "Research design, which I refer to as the plan or proposal to conduct research involves the intersection of philosophy strategies of inquiry and specific method". Following certain guidelines from (Kivunia, 2017), we used his lens to determine the methodological aspects of the research project. However, we recognised a problem and acted on it by gathering data, reflecting on that data, theorising a solution, testing the solutions, gathering data on the effects of the improvement endeavour, and making essential alterations as suggested by (Gordon, 2016). This is supported by Ivankova and Sheldon (2009), who state that quantitative and qualitative data are mixed in a single study to provide a better perception of the problem than using a solitary approach. Purposive and probability sampling methods were used in this study because of the likeness that was obtained in both purposive and probability sampling methods. Teddlie & Yu (2007) enhanced that both sampling methods aimed to provide a sample that could answer the research question. Therefore, we collected data from $n = 20$ for interviews and $n = 142$ for questionnaire surveys. In order to ensure the rigor of data, we used (Guba's, 1982) model of trustworthiness with credibility, transferability, dependability and conformability. For data collected from interviews, we utilized hermeneutics. Although hermeneutics was mainly a particular qualitative research viewpoint, it also embodied a precise perception of data analysis (Maree, 2014). For quantitative data, we utilized Cronbach's Alpha Test for Statistical Package for the Social Sciences (SPSS).

4. Findings and Discussions

4.1. Findings

4.1.1. Quantitative Surveys: Questionnaires Reliability

Statistical Reliability	
Cronbach's Alpha Test	Items
0.709	16

Table 1: Cronbach's Alpha Test

Cronbach's Alpha value was 0.709 for the total of 16 items, which indicated that the questionnaires were adequately consistent.

4.1.2. All Respondents' Discernments

No	Perceptions	Mean	Standard Deviation
1.1	The equality law is not duly implemented for male children.	1.84	0.92
2.1	The affirmative action favors women and disabled persons only.	2.48	1.24
2.2	The constitution says that everybody is above the law.	0.44	0.22
2.3	Girls are more equal than boys in relation to equality law.	1.12	0.56
3.1	The inequalities and injustices are the root causes of crimes committed by male children.	2.2	1.1
3.2	The mismatch of cultures confuses the male children.	1.48	0.74
3.3	The male children begin to hustle as soon as they reach the teenage stage.	2.28	1.14
3.4	Boys do not find satisfaction and fulfilment in doing menial jobs.	1.6	0.8
3.5	The cash that the male child gets from menial jobs is used for alcohol and drugs.	1.32	0.66
3.6	Many male children dropped out of school due to COVID-19.	0.72	0.36
4.1	The State must provide equal opportunities to all people	3.64	1.82
4.2	Educators may not treat boys and girls equally.	0.92	0.46
4.3	Parents give more pocket money to a girl child than to a boy child.	1.56	0.78
5.1	The State must provide education on an equal basis.	3.72	1.86
5.2	Educators must organize camps for boys to prepare them for responsible manhood.	3.04	1.52
5.3	Parents must delay the early transition to the manhood of their male children after initiation.	2.4	1.2

Table 2: Respondents' Perceptions of Implementation of the Equality Law for Male Children

4.1.3. The Mean Scores and Standard Deviations on Quantitative Findings

The low mean and standard deviation ($M = 1.84$ and $ST\ dev = 0.92$) indicate that the respondents possess very little perception of the appropriate implementation of the equality law for male children. However, the highest mean = 3.64 and $ST.DEV = 1.82$ was achieved on the obligation of the State to provide equal opportunities to all people. It implies that equal job opportunities, education and equal protection of the law must be accessible to everyone. Whereas the lowest mean of 1.6 and standard deviation of 0.8 achieved by boys do not find satisfaction and fulfilment in menial jobs, it suggests that male children remain with no option for better job opportunities except menial jobs.

4.2. Graphical Representation of Responses

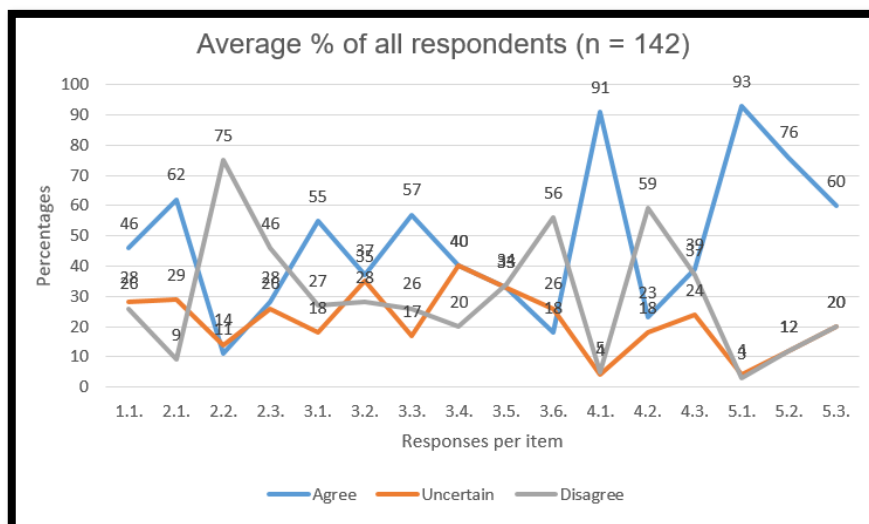


Figure 1: Line Graph A: Average % of All Respondents' Responses (N=142)

4.2.1. Average Percentages of All Respondents' Perceptions

While 46% of all respondents agreed that (1.1) the equality law was not duly implemented for male children, 28% were uncertain, and 26% disagreed. 62% of all respondents agreed that (2.1) affirmative action was about redressing the past injustices and inequalities for women and people with disabilities, while 29% were uncertain, and 9% disagreed. Only 11% of all respondents agreed that (2.2) the constitution says that everybody was above the law, while 14% were uncertain, and 75% disagreed. With 28% of all respondents agreeing that (2.3) girls were more equal than boys according to the equality law, 26% were uncertain, and 45% disagreed. While 55% of all respondents agreed that (3.1) the inequalities that prevailed in our country were the root cause of crime committed by male children, 17% were uncertain, and 26% disagreed. The minority (37%) of all the respondents agreed that (3.2) the mismatch of cultures confused male children, whereas 35% were uncertain, and 28% disagreed. A total of 57% of all respondents agreed that (3.3) the male children knew that they were born to hustle as soon as they reached the teenage stage of their lives, whereas 17% were uncertain, and 26% disagreed. With 40% of all respondents agreeing that (3.4) boys did not find satisfaction and fulfilment in doing menial jobs, 40% were uncertain, and 20% disagreed. Only 33% of all respondents agreed that (3.5) the salary that a boy earned from menial jobs was used for alcohol and drugs, 33% were uncertain, and 34% disagreed. Only 18% of all respondents agreed that (3.6) many male children dropped out of school due to COVID-19, whereas 26% were uncertain and 56% disagreed. Most of the respondents (91%) agreed that (4.1) the state must provide equal opportunities to all people, while 4% were uncertain and 5% disagreed. Although 23% of all respondents agreed that (4.2) educators may not treat boys and girls equally, 18% were uncertain, and 59% disagreed. With only 39% of all respondents agreeing that (4.3) some parents gave more pocket money to a girl than to a boy child because boys were fond of spending the money on alcohol and drugs, only 24% were uncertain, and 37% disagreed. The majority (93%) of all respondents agreed that (5.1) the state must provide education facilities on an equal basis, whilst 4% were uncertain, and 3% disagreed. With 76% of all officials agreeing that (5.2) educators must organise camps for boys to teach them about manhood, responsible adulthood and meaningful existence, 12% were uncertain, and 12% disagreed. With 60% of all respondents agreeing that (5.3) parents must delay the early transition of their male children from childhood into premature adulthood by getting engaged in their lives after they had graduated from the initiation school, 20% were uncertain, and 20% disagreed.

4.3. Qualitative Interviews

4.3.1. Socio-Cultural Aspects

The society was traumatised by the rate of crime in the country. Mass funerals and mass shootings of innocent people happened daily in the country. Taverns and other businesses were forced to close down on account of crime. The economy of the country weakened day by day. However, it was an unorthodox societal expectation that male children should grow up to hustle in order to prematurely provide for family in whatever way they could, including doing crime. PSY1m enhanced, "They commit murder because they need to get paid, kill out of envy, jealousy and insecurities". Nonetheless, it was reported that three suspects were arrested at Krugersdorp for the robbery of twelve women and ten men and gang-raping eight women while taking music videos (Madibogo & Mashego, 2022). It was alleged that ten men interchangeably gang-raped a 19-year-old woman, six gang-raped the second woman, four gang-raped the third woman, and the last four men raped the fourth, fifth, sixth, seventh, and eighth woman at a time. The gang rape crime was relatively compared to 'ritual cleansing' committed by male children who had just graduated from the initiation school. Cleansing of male children who had just progressed from circumcision season was conducted in many communities by sanctioning those graduates to find a woman or a widow and have sex with her without her consent in order to purify

themselves after the ritual (Maluleke, 2012). That had been outlawed because it was a typical example of unintended consequences of the equality law for male children.

4.3.2. Mismatch of Cultures

Participants revealed that confusion of cultures, especially between African-traditional marriages and Western white weddings, caused grooms to incur exorbitant expenses on both marriages. The mismatch of cultures hinders the male children from demonstrating apposite maturity by affording to build houses or buy cars and other commodities after the wedding. That was the reason the male children engaged in crime: to earn money for both weddings and to afford other commodities. P5m stated, *"The 'lobola' (dowry) adversely affects boys more than girls since it looks like it is business. Moreover, the majority of boys are jobless; hence, it is hard for them to get married. It is rare that you get invited to a traditional wedding nowadays." Subsequently, PSY5m commented, "I choose the white-wedding because it does not involve dowry; it is only the signing and putting on of the wedding ring."* Whereas, PSY3f enriched, *"I have chosen to get married in both the traditional and white-wedding ceremonies because I wanted to appease the ancestors in a traditional wedding and myself in a white-wedding since all the attention was on me on that day. The white-wedding day had been my day. I had contributed 20% of the white wedding expenses even though it was against my husband's wish, in the view that he wanted to prove a point and show that he was man enough."*

Another motive for the male children leaving school earlier than predicted was that they were told that they were man enough and could engage in the drinking of alcohol and sniffing drugs. Their behaviour drastically changed from modest to more aggressive and stubborn after graduating from the initiation school.

4.3.3. Alcohol and Drugs

The participants accused alcohol and drugs as the main causes of unintended consequences of the equality law for male children. Alcohol and drug abuse exhibited in the following traits:

4.3.3.1. Societal Inconsistencies

The sporadic use of alcohol and drugs created public disorder. When the content of alcohol exceeds a certain limit in the bloodstream of a male child, it disrupts the heartbeat, causes a malfunction of mind and bodily balance, and thus intoxication occurs. At a time when the male children were constantly intoxicated with alcohol, they created a feeble society. At the same time, tobacco and drugs damaged their brains and that ultimately produced a scrawny society. My point of view suggested that scrawny societies produced frail populations, and thus, a feeble country was created (Mabunda, 2023).

4.3.3.2 Economic Aspects

The participants' concerns about the abuse of alcohol and drugs were huge because the economy of the country was compromised in various ways. Firstly, intoxicated male children with alcohol and confused with drugs created a feeble country with a confused labour force. Secondly, the only job opportunities that those male children could find were hustling and crime in order to satisfy their lust for alcohol, a craving for drugs and provision for their families.

4.3.3.3. Traditional Aspects

The participants affirmed that some male children practised Christianity and attended church. Some of them attended both church and ancestral worship. Very few male children applied Christian beliefs and attended church. However, the majority of them did not follow any of these traditions because they were confused. Conversely, the confusion persisted in terms of marriage procedures. The male children who got engaged in marriage had a predicament to choose between traditional African marriage procedures only, combining them with Western white-wedding procedures, or undergoing white-wedding procedures only. Some male children argued that they would choose a white-wedding marriage procedure because appending a signature for a marriage certificate in the community of property to validate the marriage was sufficiently befitting their economic situation without ancestral appeasement and validation. Some male children chose celibacy due to drug addiction and other related factors, such as lack of appropriate employment.

4.3.4. Security and Justice

Most male children exhibited scandalous behaviour in public due to alcohol intoxication and drug addiction. They had a perpetual routine of walking in the streets with bottles of liquor in their hands and enjoying repeated gulps of liquor in public. That was another mode of unintended consequences of the equality law for male children. The police officials no longer arrested them for public drinking because they did not care anymore about these male children. The tavern owners allowed these underage male children to access entry into the taverns to purchase alcohol and drugs. Section 10(1) of the (Liquor Act 53, 2003) prohibited access to liquor by minors. The deaths of twenty-three teenagers aged between thirteen and twenty-one at Enyobeni tavern in the Eastern Cape Province asserted this allegation. Twelve of the teenagers who died at Enyobeni were male children, and only nine were female. The unintended consequences of the equality law on male children befell everyone with astonishment due to the rigidity of police intercession in terms of monitoring tavern compliance on the right of admission of clients.

4.3.5. Abandoning School

Most participants pointed the finger at male children abandoning school earlier than predicted as a motive for attaining unintended consequences of the equality law. Consequently, abandoning school earlier than imagined by male children was attached to the following aspects:

4.3.5.1. Peer Pressure

Peer pressure was a phenomenon that occurred either positively or negatively; thus, positive peer pressure and negative peer pressure were entrusted upon them. A variety of participants alleged that negative peer pressure was a root motive for male children to quit school earlier than imagined. In the absence of a healthy father figure, the male children had no one to look up to except other peers, which enticed them to make wrong choices. A Grade ten male learner revealed an anecdote that he was ready to quit school anytime if he could get a job at the mines that could pay him a salary of about R 6,000.00 in the first month and gave him an increase of R1,500.00 to make it a salary of R7, 500.00 in the second month. That was one instance that indicated the manner in which negative peer pressure promoted unintended consequences of the equality law for male children.

4.3.5.2. Poverty

As those male children came from poverty-stricken communities, it implied that they had been born and grown up in poverty. PSY5m affirmed, *"I quit school in 2003 because nobody was there to support me since my parents passed on and by the age of 19, I became a teenage father of a daughter because I had been enjoying myself in satisfying my sexual lusts, but it was the will of God, I accepted. PSY5m enhanced, "I regretted that I quit school because I now realise that school is important."* Whereas P4m admitted: *"They think that school is wasting their time and thus quit school and church immediately after graduating from the initiation school for the reason that they think they are man-enough."* This was the tactic the male children used to alleviate poverty in their lives. Moreover, it fulfilled unintended consequences of the equality law for male children.

4.3.5.3. Underperformance at School

The participants posited that the injustices and inequalities incited underperformance of male children, particularly in the senior phase and FET phase in Grades 9 and Grades 10 and eleven per unit. The greatest magnitude of male children quit school in those school phases, which ruined their ultimate opportunities to enter tertiary education. CEm stated, *"Their attendance has been irregular even in the rotational system during COVID-19, and thus, it adversely affected their performance"*.

4.3.5.4. Lack of Recognition, Care and Appreciation

The state, parents, educators, and politicians have failed in many ways to recognise, care for, and appreciate the worth of male children. Meanwhile, PSY3f has enhanced, *"Firstly, boys feel unloved. They are obliged to be tough and prove that they are man-enough."* This is the reason that male children have low esteem. They are mentally and psychologically stressed more than adult men.

4.3.5.5. Over-Crowding in School

Over-crowded classrooms were a reason for many male children to engage in bullying, underperformance, and truancy. Almost all four schools that the researchers visited declared over-crowding of learners in the classrooms, with an average ratio of 1:65. That was very difficult for a teacher to teach and manage the class. An educator at School A alleged that it had been more beneficial to teach about twenty learners in a classroom during the COVID-19 lockdown. The classes were manageable enough to monitor attendance and equally assisted individual learners on educational matters during a lesson period during the COVID-19 lockdown.

4.3.5.6. Bullying and Safety

Participants accused bullying as a drive for the attainment of unintended consequences of the equality law because schools did not have policies to deal with bullying. PSY1m alleged, *"Other kids make fun of them. School does not protect victims of bullying, and thus, the victims feel more protected at home than at school. DO2m subscribed with DO1m and stated, "Some parents thought that schools are not safe and thus discouraged their male children from returning to school following COVID-19 lockdown; hence, they quit."* Almost all the four selected schools were dilapidated, with dangling ceilings in some of the classrooms, did not have security guards, and their learner toilets had turned into smoking hubs during breaks and changing periods. The safety policies were not implemented at those schools, and as a result, the male children took advantage of the situation.

4.3.6. Provision of Equal Opportunities

The participants indicated a need for recreational facilities in their communities. Moreover, PSY4m stated, *"Educators must reintroduce sports in schools, the state must establish sports and recreational centres, and thus fathers must salvage the father figure of pure role modelling they used to be despite the rights the children might have."* However, P5m advocated that the state should build enough recreational centres for all children. That view was supported by (Kelly, 2011), who highlighted the fact that active living and inclusion into all aspects of society were a national priority. However, P2m pointed out, *"The state provides RDP houses for the majority of females than males."* Therefore, the state stood

reproached for failing to equally provide resources to all people. Section 25(1)(a) and (b) of (PEPUDA Act 52, 2002) proclaimed that the state must promote a climate of understanding equality and mutual respect and execute programmes to promote equality. DO1m stated, "Educators must treat all learners equally and avoid unfair discrimination between boys and girls." Hence, DO2m suggested, "Educators must highlight their frustrations on equality law at their forums." P6m enhanced and said, "Initially, the equality law must be included in the school curriculum and be appropriately taught." DO1m concurred with DO2m, "The state must create equal job opportunities for all and organise camps for all learners." The issue of unequal job opportunities was observed at various supermarkets in the country. Those supermarkets hired a majority of female cashiers, about 95% more than males. However, it was due to the allegation that male children were thieves and thus denied them prospects of being cashiers. That constituted an unnecessary stigma on male children.

4.3.7. Equal Treatment

The state stood indicted of the destruction of equality in the equality law by promoting Affirmative Action that administered a rectification of past injustices and inequalities for women and persons with disabilities only. Hence, the male children were excluded from the equal Extravagant benefits, equal opportunities and equal protection of that refinement.

The segregation against male children allowed them to grow up into persons with frustration, anger, belligerence, and hatred as they resorted to crime, murder, drugs, extortion and alcohol to escape from the reality of poverty they were frequently faced with. It was stated that 73% of the teachers were females against 27% of male teachers, whereas 90% of the nurses were also females opposed to 10% male nurses Statistics South Africa (2020). Moreover, 57% of learners were female in Grade 12 in the three circuits the study had investigated in 2020. However, the domination of females was colossal in the Departments of Health, Social Welfare and in the Department of Education. Those three departments essentially employed the majority of females in the country. The domination of female employees in those basic departments constituted an inequality that was eventually a motive enough to accomplish unintended consequences of the equality law for male children, for they remain inferior in terms of professional job prospects.

4.3.8. Implementation of the Equality Law

About 65% of all respondents agreed that the equality law was not duly implemented for male children. AEF reproached, "There is unfair discrimination with regards to reporting cases of gender-based-violence (GBV). Males are not taken seriously as females and are often laughed at and presumed to be weaklings as they report cases of GBV against females". Whereas P2m enhanced, "Girls are given extra equality and receive more sympathy." Conversely, the main objectives of (PEPUDA Act 52, 2002) were to eradicate unfair discrimination, promote equality, rectify hate speech, remedy harassment, and represent people whose right to equality had been infringed. Failure to comply with that section of the law was a serious infringement that instituted unintended consequences of the equality law, predominantly for male children.

4.3.9. Equal Provision of Resources

Moreover, PSY4m stated, "The State must amend the supreme laws of the country, especially the children's rights and must establish sports and recreation centres". This paper exhibited the failure of the State to comply with equal provision of resources to the people. That fact was supported by P2m and pointed out, "The State provides RDP houses for the majority of females". RDP houses and recreational facilities were also needed for male children. That inequality supported unintended consequences of the equality law for male children.

4.3.10. Unorthodox Societal Expectations

Unorthodox Societal expectations for males were irregular compared to those of their female counterparts. Male children are expected to receive orthodox societal expectations, such as being: Respected, loved, appreciated and acknowledged. Although society expected the male children to demurely understand and precisely interpret the equality law, those orthodox societal expectations were never accomplished on them. Contrarily, society expected male children to impulsively man up and prove to be men enough. Meanwhile, PSY3f enhanced, "Firstly, boys feel unloved; they need to be tough and prove that they are man-enough". The sentiment of being unloved, unrecognised, unappreciated and neglected qualified unintended consequences of the equality law for male children.

4.3.11. Social Illnesses

Social illnesses such as alcohol abuse, drugs, crime, murder, extortion, and rape were rambling and prevalent in society. Those social illnesses contributed vastly to unintended consequences of the equality law for male children because they were committed by the majority of those male children. The recent mass shootings and gang rape at social gatherings, dwellings and taverns separately remain evident in this regard. At the time of narrating their traumatic affliction (Madibogo & Mashego, 2022), the revulsion of the gang rape of eight women by ten men in Krugersdorp stunned the country.

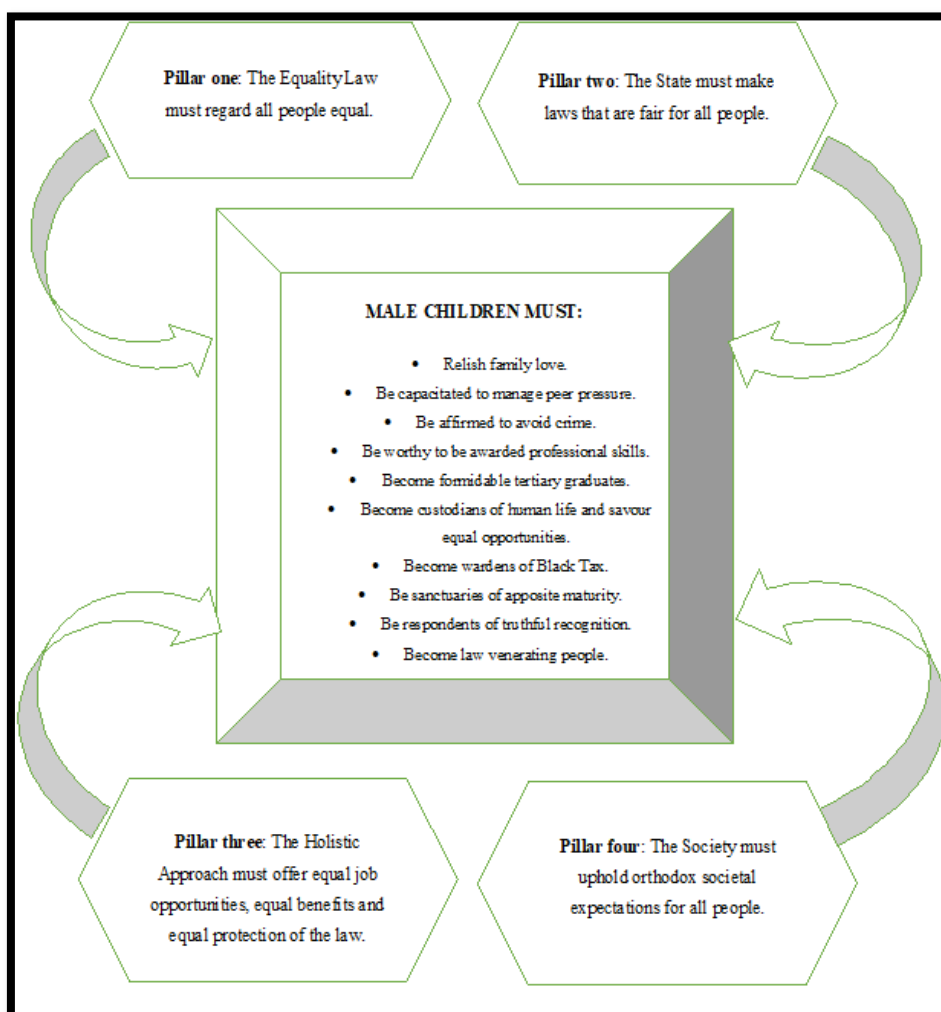


Figure 2: A Model of Four Pillars to Assist in Achieving Intended Benefits of the Equality Law for Male Children

5. Conclusion

The findings of this paper expose the fact that the equality law delivers recurrent unintended consequences for male children. The respondents and participants indicate correspondingly in quantitative surveys and qualitative interviews that they are unsure about the equality law in terms of its meaning and implementation. Subsequently, the findings underscore that the manner in which Affirmative Action accentuates biased benefits, partial opportunities and predisposed protection of the law to certain groups of people is prejudicial to male children because they are utterly excluded, unloved, uncherished, unrecognised and unappreciated. Consequently, a call to modify section 9 (2) of the (Amendment Constitution Act 108, 1996) must be unpretentiously crafted and accentuated. The state must adopt a need to teach the public about the supreme laws of the country.

The routine that the parents and educators employ to treat the male children is implicit. The participants made it clear in the findings that educators should treat all children equally and thus express their frustrations in forums. However, fathers need to play pure father-figure role models to their sons as mothers do to their daughters. Subsequently, the male children need to follow in the footsteps of their fathers and look up to them as pure father figure role models.

The need to provide classrooms and recreational facilities has been extended. It is due to the fact that the findings impugned the State as an unenthusiastic legal person of power in terms of partial provision of physical resources. The findings further designate that there is no harmony in the manner in which the government departments operate in terms of compliance with the rule of equality law for male children. Furthermore, society practices unorthodox societal expectations for male children. Lastly, the study proposed a model of four pillars to demonstrate the expected benefits of the equality law for male children to make them formidable adults.

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