

**THE EXPERIENCES OF TEACHERS IN ADDRESSING THE  
ACADEMIC WELLNESS OF JUVENILE OFFENDER  
LEARNERS**

By

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## DECLARATION

Student number: **54338573**

I declare that: **The experiences of teachers in addressing the academic wellness of juvenile offender learners** is my own work, and to the best of my knowledge and believe, all sources have been properly acknowledged, and it contains no plagiarism. This work has never been submitted to any university.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

(MANZINI T. L. B.)

## **ACRONYMS**

AET	Adult Education and Training
DBE	Department of Basic Education
DCS	Department of Correctional Services
DoE	Department of Education (no longer in existence)
FET	Further Education and Training
IQMS	Integrated Quality Management Systems
LO	Life Orientation
LOLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Materials
MDG	Millennium Development Goal
NATFHE	National Association of Teachers in Further and Higher Education
NCESS	National Committee on Education Support Services
NCSNET	National Commission on Special Needs in Education and Training
SMME	Small Medium Management Enterprises
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISA	University of South Africa

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## **SUMMARY**

This study focuses on the experiences of teachers in addressing the academic wellness of juvenile offender learners in the Correctional Centre. The main aim was to explore and understand the experiences of teachers in addressing the academic wellness of juvenile offender learners in a Correctional Centre School. In order to achieve this aim, the researcher used Bronfenbrenner's eco-systemic theory (1977) and the Wellness theory by Hettler (1980) as a theoretical framework. The study was conducted at one of the Correctional Centres in Gauteng Province, South Africa. Purposive sampling was used, and two Correctional School teachers were selected. The study was qualitative in nature, embedded within an interpretive paradigm and used a phenomenological approach. After ethical measures were addressed, data were collected using the semi-structured interviews (Henning, Van Rensburg & Smit, 2004). The findings revealed that teachers implemented effective teaching strategies towards the enrichment of the academic wellness of the juvenile offenders in the Correctional Centre. Teachers indicated that there are barriers to learning in the Correctional School. Level of literacy and numeracy skills are low among juvenile offender learners. Some learners are not interested in learning and they have poor educational background. However, teachers revealed from the findings that indicate that effective schooling rehabilitates and could lower recidivism. An additional theme indicated that learning and teaching support materials (LTSM) are not adequately available. Moreover, teachers need empowerment and development in the Correctional setting and to be equipped or skilled adequately on necessary knowledge to handle special school environment and its challenges. Recommendation was made that to enhance and improve juvenile offender learners' academic wellness, ample time spent during lock-up should instead be allocated to the Correctional School, be used efficiently and effectively.

**Key words: Academic wellness, correctional school teacher, juvenile offender learner, recidivism, correctional centre school**

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## **CHAPTER ONE**

### **OVERVIEW OF THE STUDY**

#### **1.1 INTRODUCTION**

This study focuses on the experiences of teachers in addressing the academic wellness of juvenile offender learners in a correctional school. According to The National Policy Framework for Teacher Education and Development in South Africa (2006), teachers are the fundamental drivers of a good quality education system. Moreover, teachers are facilitators, planners of learning materials, content, learning activities and encouraging learning environments in which juvenile offender learners can develop the academic skills (Sue, 2013; Mukeredzi, 2013). The teachers' roles in the correctional schools are essential for juvenile learner's academic achievement (Berry, Daughtrey & Wieder, 2010). Therefore, teachers must be in a position to effectively teach and achieve the goals of academic wellness (Leob, Miller & Strunk, 2009).

The fundamental goals of academic wellness are to engage juvenile offender learners in creative and stimulating activities. They also include the use of resources to expand juvenile learners' knowledge and focus on the acquisition, development, application, and be able to articulate on critical thinking (Hettler, 1980). Moreover, juvenile offender learners require a commitment to lifelong learning, and development of academic skills and abilities to achieve a more satisfying life (Rimm-Kaufman & Chiu, 2007).

The correctional centres in South Africa offer education to juvenile offender learners with the aim of rehabilitation and lowering recidivism. Academic wellness is essential to achieve this aim (Department of Correction services, 2014; Erisman & Contardo, 2005; Muntingh & Ballard, 2012).

However, teachers are tasked with teaching juvenile offender learners with a wide range of cognitive abilities and previous educational experiences, including many who have consistently been unsuccessful in the broader public education system and have been discouraged by their past educational experiences (Brazzell, Crayton, Mukamal, Solomon & Lindahl, 2009). Furthermore, the challenge is that a

number of learners dropped out of school at low levels meanwhile others have no school background leaving learners deficient in basic skills of reading, writing and numeracy (Twomey, 2008; Vacca, 2004). This deficiency requires correctional school teachers to present high quality teaching that is appropriate to juvenile learners' academic levels, creates opportunity for thinking and analysis, using feedback effectively to guide their thinking, and extends their prior knowledge (Murray & Murray, 2004).

For this reason, education in correctional schools should be inclusive in order to address the academic wellness of juvenile offender learners. According to Education White Paper 6 of the Department of Education (2001) and Engelbrecht and Green (2007) stated that Inclusive Education is about supporting all learners, teachers and the system as a whole so that the learning diversity and disabilities of learning needs can be met. Therefore, to address the academic wellness in the correctional schools, teachers are also liable for providing assistance to the diverse learning needs of juvenile offender learners.

Irrespective of the above-mentioned challenges, the Millennium Development Goal in the South African report (2013) argue that all children must achieve universal primary education, or must have completed primary education including the literacy, regardless of their age (Nayyar, 2012; Higgins, 2013). Equally, the Constitution of the Republic of South Africa, Act 108 section 29 of 1996 stipulates that education is a fundamental right and it needs to be freely available to all learners. In accordance with the Constitution, education should be made available to all juvenile offender learners (Magare, Kitching & Roos, 2010).

## **1.2 BACKGROUND OF THE STUDY**

Juvenile offender entails children in conflict with the law and child offenders (Badenhorst, 2011 & Zenzile, 2008). The crimes committed against juveniles under the age of 24 are reported to have been, 47950 to 55426 in these years 2002/03 to 2009/10 (South African Survey crime & security, 2011). In 2011, the level of juvenile incarceration was reported to have dropped to 139%, considerably lower than the 170% recorded at the end of the 2002/03 year. However, South Africa's

incarceration rate remains the highest in Africa and in the world (Justice and Correctional Services, 2011).

Moreover, the National Offender Population Profile (2013) indicated that there are an average total of 152,641 inmates in correctional schools across the country in South Africa. Nearly a quarter (24.99%) of the sentenced offender population is juveniles. Juveniles, as young as 17 years of age, have committed serious crimes, abused substances; and they have dropped out of school before high school, and are functionally illiterate (National Offender Population Profile, 2013).

However, Special Rapporteur by Muñoz (2008) to United Nations asserted that in the United States the juveniles in criminal justice systems have the right to education. Also, the Constitution of the Republic of South Africa, Act 108 section 29 (1996) supported that, education is a fundamental right and it needs to be freely available to all learners. Thus, juvenile offenders have a right to basic education which is available to all learners (Department of Correctional Services, 2008).

Moreover, according to Millennium Development Goal (MDG), Declaration signed by 189 countries (United Nations Development Group, 2003), internationally, all children of school going age must achieve universal primary education, or must have completed primary education by 2015, including the literacy rate of 15-24 year-old (Nayyar, 2012 ; Higgins, 2013; & South African Report MDG, 2013). Therefore, correctional centre education is not only a mechanism to development and growth but is also a means to the attainment of the millennium development goals (MDGs) and vision 2030 (Nayyar, 2012).

In their Nigerian study, Olakulehin and Ojo (2006) argued that illiteracy is the major issue at the correctional schools in African countries. According to the Norwegian Ministry of Education and Research (2005), Correctional Services Education demonstrated that percentage of juvenile offenders attended primary and lower-secondary schooling has been considerably lower in correctional schools. Similarly, the study in United States of America by Erisman and Contardo (2005) reported that prior to incarceration, many juvenile offenders have not experienced much opportunity for learning success.

According to Muntingh and Ballard (2012), academic programmes in the Correctional Centre offer benefits and opportunities to individual juvenile offenders. Currently in South Africa, juvenile offenders who like to be educated while behind bars do so through the Adult Education and Training (AET) Programme or via a variety of volunteer or non-profit organisations oriented towards literacy improvement (Pickard, 2012; Department of Correctional Services, 2008).

A study conducted in America by Vacca (2004) indicates that recidivism rates have declined where juvenile offenders have received an appropriate education that emphasizes academic, vocational and social education. Twomey (2008) and Costelloe and Langelid (2011) support the significance of juvenile offenders who receive education while in juvenile detention are likely to return to school after their release and lower recidivism. Recidivism is defined as the re-incarceration of an inmate in a state facility for a new offense or parole violation during the follow-up period (Lobuglio, 2009). Furthermore, the study conducted in Europe by Youth Justice Board (2006) reiterates that Correctional education programmes have the capacity to provide juvenile offender learners with an array of experiences and to provide them with a number of academic and social skills that are essential to academic wellness (Ballentine, 2010; Muntingh & Ballard, 2012).

The academic wellness is defined as attending school, going to all classes, arriving on time, having access to, and doing well in academically challenging courses (Ballentine, 2010); Travis & Ryan, 2004; Akey, 2006). It also covers moments of having opportunities to apply knowledge, reading at a grade level identified, obtaining good grades and served for any special needs. Additionally, academic achievement of a learner occurs within the construct of wellness for a learner (Ballentine, 2010). Also, Hollingsworth (2009) articulated wellness as an active process through which people become aware of, and make choices about a more successful existence.

### **1.3 PROBLEM STATEMENT**

Even though Correctional Centres offer educational opportunities, teachers face challenges given that the main educational aim of these centres is to embrace education for the purpose of rehabilitation and they operate under policies of

incapacitation, control, retribution, and punishment (Young, Phillips & Nasir, 2010; DCS, 2008). As a result, teachers cannot function as required because they have to perform the functions of security personnel (DCS, 2008).

Nevertheless, the South African correctional education currently offers general AET level 1 to 4, Further Education and Training (FET) in grade 10-12, and N1-N3 (DCS, 2008). Regardless of the type or quality of education and training on offer in the Correctional Schools, juvenile offender learners face institutional and situational barriers imposed by their confinement (Costelloe & Langelid, 2011). There are barriers to learning that hamper the academic wellness of learners in Correctional Schools (Frances, 2010; Scurrah, 2010; Brazzell, *et al.*, 2009). Sadly, White Paper 6, Building an Inclusive Education and Training System is silent on the Correctional education or juvenile offender learner in Correctional Schools. It only mentions that inclusion involves traditional schools supporting and include all learners, irrespective of their race, culture, health, barriers to learning and Special Needs (Department of Education, 2001).

In addition to the above, relatively little is known about experiences of teachers in Correctional School in addressing the academic wellness of juvenile offender learners. Moreover, little is known about the extent to which or what teacher's experiences are as they are trained as teachers not as Correctional Security Officers. Therefore, the question that can be asked is what are the experiences of teachers in addressing diverse, disability and special needs of learning in an environment of confinement without daily support from family of the juvenile offender learners? Botha (2011) maintains that learners in schools achieve better academically when they receive academic support from parents or guardians on their academic wellness on a daily basis.

#### **1.4 RESEARCH QUESTION**

From the above discussions the following questions were formulated:

##### **Main research question:**

What are the experiences of teachers in addressing the academic wellness of juvenile offenders in a correctional school?

### **Sub- research Questions:**

- How can one promote the academic wellness in the context of Correctional education?
- Which guidelines may be developed on how the academic wellness of juvenile offenders may be addressed in a Correctional School?

### **1.5 AIM OF THE STUDY**

In relation to the preceding discussions and the problem statement, the aim of the study was formulated as follows:

#### **Main Aim of the study:**

- To explore and understand the experiences of teachers in addressing the academic wellness of juvenile offender learners in a Correctional School.

#### **Objectives are:**

- To determine how the academic wellness can be promoted in the context of Correctional education; and
- To develop guidelines on how the academic wellness of juvenile offenders may be addressed in a Correctional School.

### **1.6 SIGNIFICANCE OF THE STUDY**

The study provides data on teacher's experiences in addressing the academic wellness of juvenile offender learners in a Correctional School. The outcomes of this study will not only advance knowledge in academia, but will be of value to Correctional teachers, Department of Correctional Services and broader community.

#### **Significance for academia**

The most significance of this study lies in its scientific value. The literature covered in Chapter Two emanated mainly from Europe, Australia, United Kingdom and United States of America has presented rigorous research into Correctional Centre education. The literature has shown that there is a substantial gap in documented South African research on experiences of teachers in addressing the academic wellness. With this study, the academic world can play a major role in enlightening

policies and Department of Correctional Services systems. Therefore, it is important for Department of Correctional Services to support strategies of research to ensure that its decisions are based on knowledge and practices that work. This can include designing and developing Correctional programmes and evaluation of programme effectiveness.

Moreover, the significance of the findings should stimulate further research on the academic performance of juvenile learners in the Correctional Schools in order to contribute to the existing body of knowledge on the topic.

### **The significance for tertiary institutions**

Faculty of Education should be sensitised about the inadequacies of teacher's skills of teaching in Correctional Centres schools. Recommendations made in this study should enable faculties of Education in the universities to equip teachers with relevant skills. It should also be relevant to the faculties of Education curriculum developers to develop programmes on Correctional Schools' teaching methods.

### **Significance for Department of Correctional Services**

The significance of this research will indicate where best to spend whatever resources are available in the Department of Correctional Services to address the academic wellness in correctional schools. From the recommendations made, the Department of Correctional Services might adjust systems, procedures and operations to ensure improvement, increase performance and promote efficiency in rehabilitating and addressing the academic wellness of juvenile offender learners.

### **Significance for the Correctional School teachers**

In general, teachers are expected to meet the educational needs of all juvenile offender learners within their classrooms. This poses challenges, frustration and dilemmas. The importance of enhancing the academic wellness of all juvenile offenders in the Correctional Centres is crucial. By gaining a better understanding of the current experiences of teachers in the Correctional Schools, this study, therefore, should be significant in as far as it may shed light on the challenges encountered by teachers in addressing the academic wellness in Correctional Schools. This study

can also benefit other African countries in that it can guide Correctional teachers in addressing the academic wellness of juvenile offenders.

### **The significance for broader community**

The broader community can benefit from this study in that they will be able to understand and support juvenile offenders and become a major role player in upliftment and enhancing their academic wellness when they are re-integrated to the community schools.

## **1.7 THEORETICAL FRAMEWORK**

The researcher opted to use an integrative lens mainly because she wanted to get a better perspective and deeper understanding of teachers' experiences in addressing the academic wellness of juvenile offender learners in the Correctional School. The integrative lens utilised is the Urie Bronfenbrenner's eco-systemic theory (1977) and the Wellness theory by (Hettler1980). Bronfenbrenner's eco-systemic perspective consist five layers, namely, the microsystem, the mesosystem, the exosystem, the chronosystem and macrosystems, that recognises the interactive relationships between the juvenile learners in correctional school, teachers, families, learning environment and the learning context, the community and the wider government structures in providing support, not only for individual juvenile learners, but also to all other systems that may impact on the juvenile learner (Donald, Lazarus & Lolwana, 2010; Swart & Pettipher, 2005).

The Wellness Theory by Hettler (1980) has six dimensions which are academic, social, spiritual, physical, occupational, and emotional wellness. In this study, the researcher used only the academic wellness dimension which served as a lens in exploring experiences of teachers in addressing the academic wellness of juvenile offender-learners. Academic wellness encourages creativity and stimulates mental activities of the juvenile learner, uses the resources available to expand one's knowledge in improving skills, focus on the achievement, development, application, and extend of critical thinking, along with expanding one's potential for sharing knowledge with others beyond the classroom, and the larger community (Hettler, 1980; Anspaugh, Hamrick & Rosato, 2004).

## **1.8 RESEARCH DESIGN AND METHODOLOGY**

### **1.8.1 Research Paradigm**

The study is embedded within an interpretive paradigm. Henning, van Rensburg and Smit (2004) state that an interpretive paradigm concerns itself with social phenomena that requires understanding of social world that participants live in. It places emphasis on experiences and interpretation. Moreover, it is concerned with meaning and it seeks to uncover the way participants define and understand their situation, the meaning of the lived experiences of the Correctional teacher (Henning, *et al.*, 2004; Creswell, 2007).

### **1.8.2 Research Method**

The research design of the study was qualitative. This method was flexible as it allowed the researcher to obtain an in-depth thick rich description and understanding of actions and events of data, rather than assuming or controlling the data (Creswell, 2007; Merriam, 2002). Hence, the study intended to understand how teachers constructed their world, and what meaning they attribute to their experiences in addressing the academic wellness of juveniles in a Correctional School.

### **1.8.3 Phenomenological approach**

The study used phenomenological approach because it wanted to focus on in-depth meaning of teachers' experiences in addressing the academic wellness. This approach focuses on the essence of lived experiences of the participants, assuming that through interviews, essential meaning of the experiences would be deduced (Creswell, 2007). Moreover, Creswell (2007) referred to the using of phenomenological study as it involves a description of what participants experience and what it is that they experience.

### **1.8.4 Sampling**

The qualitative researcher purposively sampled participants and settings for this study that increases understanding of phenomena (Onwuegbuzie & Leech, 2007). The purposive sampling assumes that the researcher is well informed about the kind of participants who was suitable for the study (Denzin & Lincoln, 2005; Henning, *et*

*al.*, 2004). The purposive sampling used was based on selecting teachers who teach in a Correctional School in Gauteng Province.

### **1.8.5 Instrument**

#### **1.8.5.1 Semi- structure interview**

The semi-structured interviews are methods of collecting in-depth data through questioning the participant using a set of pre-planned open-ended questions (Merriam, 2002; Henning, *et al.*, 2004). This allowed the teachers to contribute as much detailed data on their experiences on addressing academic wellness in correctional school. Data collected from the interviews were written verbatim.

#### **1.8.5.2 Data Collection**

Data were collected from the two teachers using the semi-structured interviews. They were individually interviewed so that the participants can freely flow in answering the questions without feeling any discomfort. Each teacher was interviewed for 60 to 90 minutes at the Correctional School staff office. This happened for two days after school when learning and teaching was over so that the lessons were not interrupted. Before the interviews commenced, the researcher introduced herself, the institution and explained the purpose of the study. During the interviews, the researcher asked probing question to obtain in-depth understanding of the meaning of their experiences in addressing the academic wellness of juvenile offender learners in the Correctional School.

#### **1.8.5.2 Data analysis**

Merriam (2002) outlines the steps of qualitative data analysis as working with the raw data, organising, breaking it into manageable units, coding them, synthesising it, and searching for a pattern (Henning, *et al.* 2004). The analysis of data collected from the interview process of the teachers was by coding, compiling similar information into cluster groups and categorise information by identifying similarities, differences and recurring regularities into emergent themes (Creswell, 2007; Henning, *et al.* 2004).

### **1.8.6 Ethical considerations**

The ethical considerations are one of the most important factors that a researcher considered when conducting this study, namely informed consent, privacy, voluntary participation, anonymity and confidentiality (De Vos, Strydom, Fourche & Delpont, 2007; Henning, et al., 2004).

### **1.8.7 Trustworthiness**

To ensure trustworthiness of the qualitative research of this study, the researcher used the four criteria introduced by Guba and Lincoln (1989) to determine the truth-value of qualitative research:

- Credibility, to ensure a prolonged engagement with the participants, I spent significant time at the Correctional School;
- Transferability, I made a rich thick description of the research findings since this study was limited to one Correctional Centre;
- Dependability, to ensure traceable account of how the research was done, findings were audited and examined throughout by the supervisor and experts in the same field; and
- Conformability, throughout the research I documented multiple realities and multiple perspective to avoid biasness.

## **1.9 CLARIFICATION OF CONCEPTS**

### **1.9.1 Academic or Intellectual wellness**

The concepts “**academic**” and “**intellectual wellness**” are used interchangeably throughout the study. The concepts academic or intellectual wellness means engaging in creative and stimulating mental activities. This is achieved by using the resources available to expand knowledge, develop basic literacy skills and to improve academic skills, and increase potential (Ballentine, 2010). The key points to achieving intellectual wellness are encouragement of creative mental activity, expansion of knowledge of self, world, and avoidance of idle thoughts and boredom (Ballentine, 2010; Akey, 2006).

### **1.9.2 Juvenile learner or Juvenile offender learners**

These concepts “**juvenile learner**” or “**juvenile offender learners**” were used interchangeably in this study. The children over 14 years and under the age of 24 years who were charged with offences in Correctional School are referred to as juveniles (Zenzile, 2008). In broader sense, juvenile learners or offenders include children in conflict with the law. It refers to the anti-social acts of children and of young people under a given age (14 years to 24 years old). Such acts specifically forbidden by law or may be lawfully interpreted as constituting delinquency or offence or as requiring some form of official action (Badenhorst, 2011). A learner is any person who finds himself in a learning context. For the purpose of this study, the word “**learner**” refers to a juvenile offender who is in the learning context of a correctional school.

### **1.9.3 Recidivism**

Recidivism is defined by Lobuglio (2009) as the re-incarceration of an inmate in a state facility for a new offense or parole violation during the follow-up period. It involves the ex-offenders’ return to criminal behaviour and, for correctional incarceration; it is a major contributor to the growing correctional school population.

### **1.9.4 Correctional School**

Correctional School is about learning in a Correctional School setting. It takes Correctional School education in its wide sense to include library services, vocational education, cultural activities, social education, physical education and sports, as well as the academic subjects which are included in the concepts of education (Lobuglio, 2009).

### **1.9.5 Correctional Centre**

Correctional Centre **means** a place established under Department of Correctional Services Act 111 (1998) as a place for the reception, detention, confinement, training or treatment of offenders liable to detention in custody or to placement under protective custody for the purpose of incarceration and it includes every place used as a police cell or lock-up.

### **1.9.6 Correctional School educator or teacher**

The Correctional School educator or teacher is a qualified professional teacher. The terms "**educator**" and "**teacher**" are used interchangeably in the study to indicate correctional school staff engaged in facilitating the educational activities, in the education of juvenile offenders. Generally, the term "**teacher**" and "**educators**" refers to those who engage in conventional, classroom-based education and in the provision of adult education in Correctional education (Costelloe & Langelid, 2011). According to the Department of Education (2005), a professional teacher is a person with the educated competences and abiding commitments needed to engage successfully in the professional practice of teaching.

### **1.9.7 Inclusive Education**

According to Engelbrecht and Green (2007) and Engelbrecht (2006), inclusive education is about supporting all learners, educators and the system as a whole so that the learning diversity, barriers to learning, and disabilities of learning needs can be met.

In this study, inclusive education means focusing on barriers to learning, diverse learning needs and how teachers provide assistance to juvenile learners in classrooms situation in order to address the academic wellness.

## **1.10. OUTLINE OF THE STUDY**

**Chapter 1** gives an outline and overview of the study, and explains the problem statement, the purpose and the aims and clarification of concepts.

**Chapter 2** discusses the literature that I consulted, which was relevant to my study and topic. The theoretical framework was integrative of Bronfenbrenner's bio-ecological model and Hettler's academic wellness model. I also looked at other studies which have been done in the field of the academic wellness of juvenile offender learners in Correctional Schools.

**Chapter 3** offers an explanation of the research design and methodology used in the study. Issues of ethics and trustworthiness were also discussed in this chapter.

**Chapter 4** focuses on the interpretation of findings in order to understand the experiences of teachers in addressing the academic wellness of juvenile offender learners in the Correctional School.

**Chapter 5** concluded the study by presenting the discussion of the findings, limitations of the study, and the recommendations suggested for addressing academic wellness of juvenile offender learners in a correctional school.

## **Chapter 2:**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The chapter addresses the theoretical framework that guides the study on experiences of teachers in addressing the academic wellness of juvenile offender learners. Furthermore, literature on juvenile offender learners in the Correctional Schools and the need for Inclusive Education that supports juvenile offender learners were explored.

#### **2.2 THEORETICAL FRAMEWORK**

To explore the experiences of teachers in addressing the academic wellness of juvenile offender learners in the correctional schools, the researcher incorporated two theories as lenses which guided the study. The theories are bio-ecological theory by Urie Bronfenbrenner (1977) and the Wellness theory by (Hettler, 1980). The researcher wanted to see the ripple effect among the subsystems (microsystem, mesosystem, exosystem, chronosystem and macro system) regarding the academic wellness of juvenile offender learners of which Correctional Schools teachers cannot teach without consideration thereof (Urie Bronfenbrenner's, 1977; Donald, Lazarus & Lolwana, 2010).

##### **2.2.1 Bio- Ecological Systems Theory**

Urie Bronfenbrenner's Ecological system theory (1977) is an approach to understanding human development within the context of the system of relationships that form in the juvenile offender learner's environment (Donald, *et al.*, 2010). This theory offers a framework in which Correctional School teachers' experiences in addressing the academic wellness of juvenile learners can be examined and emphasised. It recognises the interactive relationships between the juvenile offender learners, correctional teachers, families, learning environment and the learning context, the community and the wider government structures in providing support, not only for individual juvenile offender learners, but also to all other systems that may impact on the juvenile learner (Donald, *et al.*, 2010).

As the levels of the ecosystem (Microsystem, the Mesosystem, the Exosystem, the Chronosystem and Macrosystems) progress toward the centre of the system, they more closely represent the literal interactions of the juvenile learner with his immediate Correctional School environment (Donald, *et al.* 2010).

### **2.2.1.1 Microsystem**

Microsystem, is the innermost level, the microsystem, in the context of juvenile offender learner, it represents a juvenile learner's immediate environment, which is a Correctional School, and incorporates the interactions that the juvenile offender learner engages in directly with other juvenile offenders, objects, and symbols in the Correctional School environment (Donald, *et al.*, 2010; Swart & Pettipher, 2005). According to Donald, *et al.* (2010) and Swart and Pettipher (2005), microsystem includes the personal relationships as well as other relationships one has in their immediate surroundings. Examples of the microsystem include the family, local neighbourhood and institutions such as school, religious organisations, peer groups and the specific culture with which one's family identifies (Donald, *et al.*, 2010). These ends in progressively more complex and reciprocal interactions called proximal processes which are units of development (Braun, 2012). He also adds that proximal processes cumulatively shape the juvenile offender learner's attitudes, beliefs, and behaviours over time in a Correctional School (Braun, 2012).

Juvenile offender learner's contribute in multiple Microsystem simultaneously, and interactions that occur in one microsystem impact interactions that occur in others (Donald *et al.*, 2010). These interrelationships between multiple Microsystems are represented by the next level in the ecological framework, the mesosystem.

### **2.2.1.2 Mesosystem**

Mesosystem is composed of the relationships between the members of the microsystem; it examines the impact intermediate level of influences has on the individual, such as the relationship between the parents and peers or the relationship between peers and teachers (Donald, *et al.*, 2010). At this stage, there are interactions between the cell mates (as a family), the Correctional School classmates, and the Correctional teachers and principal. For instance, if teachers have a positive relationship, this will influence the juvenile offender learner,

equipping him to perform better in the Correctional School (Donald, *et al.*, 2010; Swart & Pettipher, 2005; Huitt, 2002). A juvenile offender learner who experiences a lack of support at cells from the cellmates can develop barriers to learning. Accordingly, if the juvenile learner has a caring teacher that can help with his academic skills and his sense of belonging, the knowledge or skill in the microsystem of the Correctional School can protect the juvenile offender learner from the psychological effects of the lack of support at cells (home) of the juvenile offender learner (Swart & Pettipher, 2005). In addition to the above, positive interactions with a peer cell mates or teachers over a period of time may give the juvenile offender learner a sense of security, academic achievement and in turn, change the interactions the juvenile learner has at the cells (Donald, *et al.*, 2010).

### **2.2.1.3 Exosystem**

Exosystem involves one or more systems in which the juvenile offender learner is not actively involved, but has an influence on the juvenile offender learner, such as the education system, health services, media, welfare services, other parents, the local community, the extended family, neighbours and family friends (Donald, *et al.*, 2010). For example, interactions that occur within the juvenile's community (correctional centre), supervision team represent the exosystem (Braun, 2012). For instance, Community Correctional officials make decisions about the juvenile offender learner's course of supervision and rehabilitation, which impact his immediate environment and academic wellness; for example, where the juvenile learner lives, what kind of therapeutic services he receives, his daily activities and privileges on behaviour (Braun, 2012). Although, the juvenile learner might not be directly involved, but experiencing threats, murder or bullying of inmates in the cell might affect his academic achievement. Or also, if he has a chronic illness, he might have a high record of absenteeism from the class, and his academic wellness can be affected (Swart & Pettipher, 2005).

### **2.2.1.4 Macrosystems**

Macrosystems involves the attitudes, beliefs, values and ideologies existing in the systems of a specific society and culture (Donald, *et al.*, 2010; Swart & Pettipher, 2005). Factors such as correctional centre community perceptions of juvenile

offenders or Correctional School cultural or beliefs about family will impact the juvenile offender learner's development through their influence on Correctional Centre environments, family dynamics, and interpersonal interactions (Braun, 2012). A cultural value may, for example, include developing obedience to authority and respect for Senior Correctional members of the Correctional Community. Stolzer (2005) described this system as overarching patterns that can be found in a correctional culture, and which form the societal design for the correctional culture. Therefore, if the Department of Correctional Services system value education, it can provide environment conducive for academic wellness and academic achievement.

### **2.2.1.5 Chronosystem**

The chronosystem refers to the developmental timeframes which cut across the interactions between the systems and the influences they have on individual development (Donald, *et al.*, 2010). These interactions refer back to juvenile learner's progressive stages of development. The developmental process the juvenile offender learner undergoes. Furthermore, Donald, *et al.* (2010) and Swart and Pettipher (2005) both state that an important part of Bronfenbrenner's model is that the environment does not simply have an impact on the juvenile offender learner, but juvenile learners are active participants in their own development. They further pointed out that the way juveniles become aware of their circumstances is the way they will respond to their human and physical contexts in correctional centres. For example, the juvenile learner can engage in criminal activities or negative behaviour or change to positive attitudes and behaviour (Donald, *et al.*, 2010; & Swart & Pettipher, 2005).

### **2.2.2 Wellness model**

Hettler's theory submitted that wellness is an active, lifelong process of becoming aware of choices and making decisions toward a more balanced and fulfilling life (Anspaugh, *et al.*, 2004; Hettler, 1980). Witmer and Sweeney (1992) referred to wellness as a juvenile learners' total approach towards improving the quality of life, health and psychological strengths, in proactive and positive ways, both as inmate and as a learner in the Correctional Centre. The wellness model encompasses six dimensions such as academic, physical, emotional, social, spiritual and occupational

wellness. In using the wellness model in this current study, the researcher was able to look at academic wellness as a lens in exploring experiences of teachers in addressing the academic wellness of juvenile offender learners. In that, Correctional life forces such as the Correctional rules and environment are factors affecting academic wellness of the juvenile offender learner within correctional school (Lafferty, 1979).

This academic wellness model by Hettler (1980) posits that juvenile offender learners should have the ability to be open to new experiences and ideas in order to continue developing skills and abilities to achieve more satisfying life (Hettler, 1980). It considers the desire to be a lifelong learner. Juvenile offender learner should engage in creative and stimulating activities. It focuses on the juvenile learner uses the resources available in correctional school to expand his knowledge on improving skills such as writing, reading and studying and focus on the acquisition, development, application, and articulation of critical thinking (Anspaugh, *et al.*, 2004).

Moreover, the perception of being energised by an optimal amount of intellectually stimulating activity in Correctional School that involves critical reasoning is also important, including having a sense of humour (Adams, Bezner & Steinhardt, 1997; Hales, 2005). Hatfield and Hatfield (1992) cited that intellectual stimulation can come from reading, studying, travelling, and the exposure to media. While, Anspaugh *et al.*, (2004) viewed intellectual wellness of a juvenile learner as one's education and learning history, mental status, cognitive style and flexibility, and attitude towards learning.

Additionally, Crose, Nicholas, Gobble, and Frank, (1992) and Leafgren (1990) also include attending cultural events or library in Correctional Centres and seeking out opportunities to gain and share knowledge, particularly knowledge of current local and world events while incarcerated in correctional centres. Furthermore, academic wellness recognises one's creative, stimulating academic activities that expand their knowledge and skills throughout their life (Mihyun & Randall, 2009). This is in line with Travis and Ryan's (2004) study in North America who also defined the academic wellness as juvenile learner's orientation and attitude towards personal growth, education, achievement, and creativity. Furthermore, Hollingsworth (2009)

articulated that the academic wellness is an active process through which people become aware of, and make choices about, a more successful existence.

Durlak (2000) refers to the academic wellness as the juvenile learner's development of talents and abilities, learning how to learn, and how to develop high order thinking skills. In contrast, Akey (2006) refers to the academic wellness as having access and attending school, going to all classes, arriving on time, and doing well in academically challenging courses, having opportunities to apply knowledge, reading at a grade level identified obtaining good grades and served for any special needs. On the other hand, Durlak (2000) viewed underachievement, test anxiety, and school dropouts as problem areas in achieving the academic wellness. Similarly, Ballentine (2010) agreed on this as he correlated the academic wellness with academic success. He states that academic achievement of a learner occurs within the construct of wellness for a learner (Ballentine, 2010). From the above theories, Engelbrecht and Green (2007) ascertain that in order to promote effective learning for academic wellness among all juvenile learners in Correctional Centres, the system of education should respond to diversity, and overcome barriers to learning. Moreover, inclusion and special needs in education that a juvenile learner or the system may encounter must be addressed.

### **2.3 Background of learning and teaching in Correctional School**

According to several studies conducted internationally, researchers have established that education in juvenile correctional centres is essential (Garcia, 2013; Muñoz 2009). Correctional education programmes are perceived as and may offer benefits and opportunities to individual offenders (Muntingh & Ballard, 2012). They maintained that education in Correctional Centres has been consistently linked with reduced recidivism rates (Muntingh & Ballard, 2012).

In addition, Costelloe and Warner (2008) maintained that juvenile offenders held in Correctional Centres are citizens are entitled to lifelong education to ensure their full development; and therefore they should be offered meaningful education (Costelloe & Warner, 2008). Moreover, they reiterated that, education is fundamentally important for all children because of the opportunities and skills it can provide (Costelloe & Warner, 2008). This is in line with the study by Council of Europe's

Education in Correctional Centre (1990), states that, The Norwegian Government recognises its obligations to provide education and training to Correctional Centres, as a fundamental human right (Warner, 2011).

Similarly, in the Constitution of the Republic of South Africa (1996), the Bill of Rights Act 108 section 29 states that education is a fundamental right and it needs to be freely available to all learners. Moreover, the South African Schools Act (SASA) of (1996) maintains that all children should have access to learning and equal opportunities in education; and where needed, they should be given support and government resources to make this possible (Chambers, 2001).

This is supported by the Department of Correctional Services (DCS, 2008), aims and objectives which maintained that, juvenile offenders have the right to education while they are incarcerated. The main objective of the Department of Correctional Services is to rehabilitate and lower recidivism through focusing on human development, education and training of juvenile offenders (DCS, 2014).

In the South African Parliament Research Unit, Correctional Services, Education Department (2008) state that every juvenile offender of compulsory school age has the right to education suited to his needs and abilities and designed to prepare him for return to society. What is more, juvenile offenders who are above compulsory school going age, wish to continue their education should be permitted and encouraged to do so, and every effort should be made to provide them with access to appropriate educational programmes (Tyakume, 2008).

In addition to the basic fundamental right to education, Twomey (2008) argued that there are concrete societal benefits and academic skill benefits to providing education in juvenile correctional centres. He maintained that, the essential significance of receiving education while incarcerated is that juvenile offenders are likely to return to school after their release and there would be lower recidivism Twomey (2008). A study conducted in America by Vacca (2004) found that recidivism rates have declined where juvenile offenders have received an appropriate education that emphasises academic, vocational and social education. In addition, Vacca (2004) indicated that the return rates of juvenile offenders, or recidivism, has shown that educated juvenile offenders are less likely to find themselves back in Correctional Centres for the second time if they complete an

educational programme and are taught skills to successfully read and write and it lowers the level of violence (Vacca, 2004).

In contrast, Schirmer (2008) and Page (2004) argue that juvenile offenders participating in Correctional education programmes voluntarily chose to participate in such programmes because they had already made the determination to not to re-offend and they understood the linkage between education and success (Schirmer, 2008; Page, 2004). While Bracken (2011) disagreed, and stated that it is education itself, rather than the personal characteristics of juvenile offender who decide to take advantage of educational opportunities, which leads to a reduction in offending behaviour.

According to Bracken (2011), the education in Correctional Schools cannot prevent juvenile offenders from committing further crime. However, it can offer them the chance to transform their skills and attitudes, preparing them for employment in the community. Education can awaken positive potential in juvenile learners and make them aware of new possibilities and, to that extent, can facilitate their choice for themselves to turn away from crime (Bracken, 2011).

This is supported by Braggins and Talbot (2006) who state that education is an important factor in reducing recidivism. Erisman and Contardo (2005) added that education in correctional schools has been consistently linked with reduced recidivism rates. Furthermore, Langelid and Costelloe (2011) maintain that juvenile offenders who receive education while in juvenile detention are more likely to return to school after their release.

Young, Phillips and Nasir (2010) argue that education plays a positive and large rehabilitative role and contributes significantly to juvenile offenders' successful re-entry into society. Equally, Langelid, Mäki, Raundrup, and Svensson (2009) identify Correctional education and training as part of the rehabilitative role of in Correctional Centre, in providing structured academic activities for juvenile offenders which in turn should help to support their successful reintegration into the community on release. Furthermore, the former South African Correctional Services Minister Sibusiso Ndebele speech of 2012, postulates that Correctional education can improve literacy and knowledge of practical skills, which would improve rehabilitation time and

contribute to efforts to reduce the overcrowding of South African Correctional Schools (Pickard, 2012).

According to Costelloe and Warner, (2008) and Erisman and Contardo (2005), education can help to reduce imprisonment damaging effect, by helping juvenile offender learners to cope with their sentences. Kyalo (2013) asserts that it keeps juvenile offenders engaged and active, avoiding idleness and opportunities for misbehaviour. In addition, Brazzell, *et al.* (2009) state that education improves decision-making skills and promotes pro-social thinking, thereby improving juvenile offender behaviour and facilitating adjustment to correctional centres.

The study conducted in Europe by the Council of Europe Legal Affairs (1990) articulates that education in Correctional Schools is also seen as a means towards socialisation (Strasbourg, 1990). Youth Justice Board (2006) reiterated that Correctional education programmes have the capacity to provide juvenile offender learners with an array of academic experiences and to provide them with a number of academic and social skills that are essential to successful post-secondary outcomes.

Braggins and Talbot (2003a) assert that Correctional education helps build a competitive economy and inclusive society by: creating opportunities for everyone to develop their learning, thus releasing potential in juvenile offender learners to make the most of themselves and achieving excellence in standards of education and level of skills.

According to Shank (2011), even if there may be legitimate differences between the primary aims of education and those of Correctional Centre, in practice, the provision of education contributes to good order and security in Correctional Centres. This happens because educational activities help juvenile learners to relax, release tension, express themselves and to develop mental and physical abilities (Shank, 2011). Similarly, Vacca (2004) emphasises that education increases human capital, improving general cognitive functioning while providing specific skills such as writing and reading.

Langelid, *et al.* (2009) suggest that if there is less difference between Correctional School education and education outside Correctional Centre, the juvenile offenders' reintegration into society will be less problematic. Likewise, Lobuglio (2009) concurs that the education of juvenile offender learners must, in its, methods and content, be brought as close as possible to the best education in the society outside. Secondly, education should be constantly seeking ways to link Correctional offender learners with the outside community and to enable both groups to interact with each other as fully and as constructively as possible (Lobuglio, 2009).

## **2.4 Background of Juvenile Offender Learners**

In their study in the United States of America, Erisman and Contardo (2005) contend that prior to incarceration, many juvenile offenders have not experienced much opportunity for learning success. Moreover, in his study, he discovered that 40 per cent of juvenile offenders are without high school education and far less educated as only 2 per cent were college graduates diploma or proceeded higher to universities (Erisman & Contardo, 2005). This is in line with the findings of the study at England by Youth Justice Board (2006) which indicates that juvenile offenders in Correctional Schools have low educational attainment, particularly with respect to literacy and numeracy.

In their Nigerian study, Ojo (2012) and Olakulehin and Ojo (2006) also found that illiteracy is the major issue at the Correctional Schools in African countries. Kyalo (2013) concurs that juvenile offenders in Nairobi correctional schools have low literacy skills before incarceration and they successfully attain and improve literacy skills while in Correctional Schools.

In South Africa, research conducted by National Offender Population Profile (2013) found that children, as young as 17 years of age, have committed serious crimes, abused substances more often than not, homeless, have dropped out of school before high school and they are functionally illiterate. Likewise, Young, *et al.* (2010) are of the idea that, juvenile offenders who end up in Correctional Schools are more likely to have attended under-resourced schools, which failed to provide a core set of educational skills. Similarly, Shank (2011) concurs that many juvenile offender

learners are likely to have had negative early schooling experiences and may lack self-confidence or have poor attitudes about education.

However, the study conducted in England and Wales by Solomon (2004) showed that Correctional Centre Services record on education is impressive, 15 per cent of offender learners who gained literacy and numeracy qualifications did so in Correctional Schools. Also, the Norwegian Ministry of Education and Research (2005) Correctional Services education, demonstrated that percentage of juvenile offenders attending primary and lower-secondary schooling has been considerably lower in recent years, but rising steadily. Moreover, juvenile offender learners in the large correctional centres, follow-up classes and get diploma qualifications in Correctional Schools (Garcia, 2013).

## **2.5 Millennium Development Goals (MDGs), inclusion and special needs of juvenile learners**

The MDGs and targets come from the Millennium Declaration signed by 189 countries (United Nations Development Group, 2003). It wanted to ensure that, by 2015, children internationally (globally), boys and girls alike, will be able to complete a full course of primary schooling, including the literacy rate of 15-24 year-old (Higgins, 2013; Nayyar, 2012).

According to Millennium Development Goal (MDG 2) South African Report (2013), all children of school going age, boys and girls, must achieve universal primary education, or must have completed primary education, regardless of their schooling age (MDG, 2013). It also indicated that government through reasonable measures must make higher education accessible and progressively available to the citizens. Therefore, Correctional education is not only a mechanism to development and growth but is also a means to the attainment of the MDGs and vision 2030 that state that all should achieve universal primary education regardless of their age (MDG, 2013).

Armstrong and Moore (2004) and Chambers (2001) point out that, in order to provide all juvenile learners with effective educational experiences, special pedagogy should be viewed as an essential part of the inclusion process, as some juvenile learners will need “special adaptations” so that they can cope in the learning environment.

This is supported by the White Paper 6, Special Education, Building an Inclusive Education and Training System states that inclusion entails the idea of schools supporting all learners within a locality. This entails schools taking practical steps to include all learners, irrespective of their race, culture, health, barriers to learning and Special Needs (Department of Education, 2001). This White Paper 6 should include even Correctional Schools, since there are schools in South African Correctional Centres (DCS, 2008).

For Inclusive Education to be successful in Correctional Schools, Correctional teachers and communities need to develop and embrace practices and concepts of learning and teaching that generate a supportive and nurturing environment that celebrates diversity, and encourages equal opportunities and access to education for all juveniles (Engelbrecht & Green, 2001).

Also, Swart, Engelbrecht, Eloff and Pettipher (2002) and Engelbrecht (1999) concur that inclusion is the shared value of accommodating all learners in a unified system of education, empowering them to become caring, competent and contributing citizens in an inclusive, changing and diverse society. Additionally, Engelbrecht and Green, (2007) and Engelbrecht, (2006) further, stated that Inclusion is about supporting all learners, educators and the system as a whole so that the learning diversity, barriers to learning, and disabilities of learning needs can be met.

In this study, Inclusive Education means focusing on juvenile learner's barriers to learning, diverse learning needs and providing assistance in the correctional classrooms situation. And this consent with, Stainback and Stainback (2002), inclusive education is the way of including every learner, irrespective of talent, disability, socio-economic background or cultural origin in supportive schools and classrooms, and of meeting all the learners' needs. Also, Chambers (2001) concurs that, Inclusive Education is an opportunity for every juvenile learner to participate in and benefit from all the activities within the school system.

Furthermore, Thomas and Vaugh (2007), Booth, Nes and Stromstad (2003), and Daniels and Garner (2000) maintain that Inclusive Education provides equal opportunities for all juvenile learners, whatever their age, gender, ethnicity, attainment and background in order to prepare them for productive lives as full

members of society. However, it minimally mentions the barriers and special needs of the Correctional Schools offender learners. Learners with barriers and Special Needs to learning should not be excluded from the education traditionally; and by the promulgation of the Constitution, exclusionary policies should effortlessly be maintained (Department of Education, 2001).

## **2.6 Special Needs of juvenile learners**

The factors that lead to learning breakdown or that prevents juvenile learners from access to educational provision have been conceptualised by the National Commission on Special-Educational Needs and Training and the National Committee on Education Support Services as barriers to learning and development (Department of Education, 1997). In addition, Engelbrecht and Green (2007) and Engelbrecht, (2006) explicate that the concept of “**barriers to learning**” is closely linked to the concept of special-needs education (Prinsloo, 2001; Engelbrecht, 1999). While, within the context of the framework of the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (Department of Education, 1997), Special Needs in education refer to needs or priorities that a juvenile learner or the system may encounter that must be addressed – in order to allow the system to respond to diversity; in order to address or overcome barriers to learning; and to promote effective learning amongst all juvenile learners (Burden, 1997).

White Paper 6, Special Needs Education, Building an Inclusive Education and Training System condemns the old traditional approach of the segregation of learners from classes according to their disabilities, to a more learner-centred system, where each learner will be able to reach their full potential (Department of Education, 2001).

The Constitution also makes provision for non-discrimination, which protects the juvenile learners with barriers to learning against discrimination.

According to the Department of Education (1997), discrimination may include structural barriers, unsuitable attitudes, inaccessible learning environments and exclusionary practices. In this regard, Donald, *et al.* (2010) are of the view that Special Needs exist where juvenile learners require special assistance and support if

they are to overcome the environmental, social and individual disadvantages they face in correctional classroom. Therefore, the concept of “**Special Needs**” includes juvenile learner’s personal and social needs, as well as educational needs (Donald *et al.*, 2010).

The study in England conducted by Solomon (2004) found the education in Correctional Schools is becoming too narrowly focused on achieving the basic skills targets and not necessarily on meeting the needs of individual juvenile offender learners. This is in contrast with Swart, *et al.* (2002) that Inclusive Education should be implemented in schools. Features of Inclusive Education include issues such as the fact that teachers and Correctional Schools need to be flexible and also to recognise the wide range of juvenile learners needs (Swart, *et al.*, 2002).

According to Chambers (2001), for the Correctional Schools to include every juvenile learner, there must be equal access to the curriculum. This may mean modifying the curriculum to provide access. Furthermore, it might mean that the classroom learning activities need to be modified to ensure that all juvenile learners can participate. Supporting this assertion, Costelloe and Warner (2008) stress that a broad and varied curriculum is necessary in Correctional School to encourage more juvenile learners to participate in educational activities and to ensure that all their educational and personal development needs are met at different stages throughout their sentence (Costelloe & Warner, 2008).

Solomon (2004) states that Correctional Schools teachers should also be flexible, make use of different teaching strategies to adapt to all juvenile offender learners’ needs in classrooms, and for the successful implementation of Inclusive Education in Correctional Schools (Scurrah 2010; Engelbrecht & Green, 2007). In addition, every juvenile learner’s needs should be catered for, including the talented. Therefore, juvenile learners need to set goals that will extend them and their horizons (Scurrah 2010; Swart, *et al.*, 2002). From the latter, it is clear that Special Needs in Correctional education are barriers to learning and requires the provision of different or additional resources for all juvenile learners in the correctional schools (Engelbrecht, 2006).

## **2.7 Challenges and barriers to learning and teaching**

Costelloe and Langelid (2011) state that regardless of the type or quality of education and training on offer in the correctional schools, juvenile learners face a number of institutional and situational barriers imposed by their imprisonment (Frances, 2010). Situational barriers are external to the juvenile offender learner and often beyond their control (Scurrah, 2010).

Institutional barriers are the practices and procedures of the institution that prevent or discourage juvenile offenders to participate in education (Frances, 2010). For example, this might involve dealing with application processes of appeal is cited as a barrier by juvenile offender learners (Braggins & Talbot, 2003b). Scurrah (2010) adds that the institutional barriers are often the most difficult to overcome as juvenile offenders have very little self-sufficiency and are reliant on the system to provide for all their needs, they have little personal power to change the organisation, while they remain citizens, their rights to basic education is very limited, it create barriers to learning (Scurrah, 2010).

According to Young, *et al.* (2010), juvenile Correctional Schools face challenges since the goals of the Correctional Centre can conflict with the intended educational processes and goals. While Correctional Schools embrace education for the purpose of rehabilitation, they also operate under policies of incapacitation, control, retribution, and punishment (DCS, 2008; Young, *et al.*, 2010). Such policies, and their related practices, undermine the implementation of optimal teaching (Young, *et al.*, 2010).

The study in South Africa by Dissel (1996) found that many offenders are frustrated that they receive no education or training in Correctional School which will help them stay away from crime when they get out. They also complained that although the name of the Prison Centre Service had changed to "Correctional Centre" and its aim was rehabilitation; however, there was no rehabilitation at all. Juvenile offenders were registered in the school and some of the juvenile offenders acted as teachers (Dissel, 1996). Above all, a lack of support for post-secondary Correctional education programme among policymakers and the public makes these barriers more challenging to overcome (Erisman & Contardo, 2005).

Additionally, Vacca (2004), Erisman and Contardo (2005) concur that the Correctional School education challenge is compounded by the uniqueness of correctional centre culture: routines such as lock-downs and head counts, juvenile offenders' hearings or meetings with lawyers, cancellation of classes when staff shortages occur all disrupt regular classes (Vacca, 2004; Hurry, *et al.*, 2012).

According to research findings by Dissel (1996), many juvenile offenders wanted to study, but had been denied permission. They cannot take decisions about how they would spend the day. They are dependent on the rules of the Correctional Centre (which in most cases were not explained to them), or on the rules determined by gangs and other offender groupings (Dissel, 1996). Scurrah (2010) agrees with this, that there is consistency in how juvenile offenders are managed and the different expectations depending on who is managing them. This is very difficult for juvenile offenders and it creates a barrier to learning opportunities, due to the lack of personal power and the control offenders have (Scurrah, 2010).

Vacca (2004) articulates that educational programmes' success or failure can be hampered by the goals, values and attitudes of those in the authority position. Those that support criminal rehabilitation support Correctional School education programmes, while those that favour the punishment of juvenile offenders oppose correctional schools education programs (Schirmer, 2009).

More specifically, Vacca (2004) explicates that the goals, attitudes and values of Correctional Centre governing officials (including corrections officers, juvenile offenders and teachers) determine whether or not the Correctional Centre should be considered as a place of punishment or rehabilitation and the purposes of Correctional education are: security, control, punishment or rehabilitation (Vacca, 2004; Schirmer, 2008). However, research by the Prison Reform Trust (2004) in England has found that from the juvenile offenders' perspective, there remain considerable barriers to accessing education in Correctional School. Juvenile offenders have to choose between education and the most basic needs such as phoning their families or taking exercise, and even taking a shower (Solomon, 2004).

According to the study in America by Erisman and Contardo (2005) indicated that a lack of funding is a barrier that prevents correctional systems from enrolling more

incarcerated juvenile offenders in Correctional Schools. Furthermore, Shank (2011) added the fact that Correctional Schools overcrowding and inadequate funding for teaching personnel, supplies of learning materials and equipment are other factors that are barriers and are fundamental to the success or failure of correctional school education programmes. More to the point, the problems caused by overcrowding, inadequate funding, equipment, and learning materials put more serious constraint on Correctional School teachers on achieving intended educational processes and goals (Vacca, 2004; Shank 2011).

A Norwegian study by Strasbourg (1990) documented the fact that when there is a conflict of interests between education and the Correctional School, it is the educational interests which are forfeited. Education is secondary to security (Strasbourg, 1990). In addition, the study in Norwegian Ministry of Education and Research (2005) found that the Correctional teachers face numerous difficulties in balancing interests when undertaking security evaluations related to juvenile offender who is serving sentences being evaluated as a “security risk”. This has serious consequences for the juvenile offenders in the form of a transfer to a stricter execution regime, placement in a high-security unit and denial of attendance of educational classes (Scurrah, 2010; Garcia, 2013). This is in line with the findings in South African Correctional School by Dissel (1996) where maximum security offenders could not even attend the Correctional School since this entails them being moved to the relatively low security centre section.

A study conducted by Strasbourg (1990) discovered that some of the barriers of learning and problems experienced by teachers are the transfer of a juvenile offender from one Correctional Centre to another. These juvenile offenders are transferred without any special consideration for continuity of education (Bracken, 2011). Disciplinary measures taken by the Correctional Centre administration can result in severely interrupting a juvenile learner’s learning trajectory, a juvenile offender learner being taken out of classes for a period of time (Strasbourg, 1990; Hurry, *et al.* 2012).

Furthermore, a study reviewed by Francis (2010) in the UK found that juvenile learners’ main reason for not completing a course was that he had been transferred to another correctional school. Moreover, the movement of offenders between

correctional schools is often undertaken at very short notice and is frequently seen to be arbitrary (Bracken, 2011). As a result of the movement, individual juvenile learning plans, skills assessment results and progress plans are lost, despite the fact that these have been completed in the previous centre (Francis, 2010). This is in contrast with Rimm-Kaufman and Chiu (2007) who said that the academic assessment progress and feedback should be used effectively to guide juvenile learners' critical thinking, and create opportunity to extend his prior knowledge.

Research by Brazzell, *et al.*, (2009) has verified that educational programmes effectiveness is strengthened by continuous participation in programmes for a specified period and it often leads to success. Also, Brazzell, *et al.* (2009) concur that serving short sentences is a barrier to participation in educational activities, since the continuity of their learning is in relation to the length of their sentence (Francis, 2010). Similarly, Scurrah (2010) also reports that the length of a correctional school sentence can be a significant barrier to participation in learning opportunities, for those sentenced to less than six months there is little the Correctional School offers in terms of being able to access learning opportunities in order to complete a vocational education traineeship. Juvenile offenders need to be in one location for over 12 months – which means that their sentence would have to be at least four years coupled with consistent good behaviour during the sentence (Scurrah, 2010).

The study by Hurry, *et al.*, (2012) found that the violent behaviour and conflict between gangs was a barrier to learning, especially where juvenile offenders were being held from the local area. The challenge was that juvenile offender learners could not be put into the same group as another learner if they had issues around gang membership (Hurry, *et al.*, 2012).

The study in Australia by Scurrah, (2010) illustrated that peer influence and pressure can create a significant barrier for some juvenile offender learners who standing up to peer group pressure, can result in serious assaults. So, maintaining an image within their peer group prevents them from participation in a Correctional School (Scurrah, 2010). Peer pressure may discourage attendance or achievement on education (Youth Justice Board, 2006). In a class or group situation juvenile learners may have to speak in a public way, and many juvenile offender learners worry about

being seen to be stupid or ignorant or lacking in skills. Hence, literacy levels and fear of failure, of being embarrassed among peers prevents these juvenile offender learners from accessing learning opportunities (Scurrah, 2010).

Above and beyond Brazzell, *et al.*, (2009) pointed to the challenges for Correctional School teachers is to work within and around the resulting constraints, but also to demonstrate to administrators of the Correctional Centre that educational programming can actually promote Correctional Security rather than threaten it (Braggins & Talbot, 2003a). Hence teachers must contend with how they stand in relation to the juvenile offender learners and in relation to correctional system as a whole (Strasbourg, 1990). Conversely, Brazzell, *et al.*, (2009) are of the idea that many juvenile offenders are likely to be suspicious of education, and perceive it as a device to manipulate them, if it is identified too closely with the overall correctional services system. If they feel that taking part in education requires them to succumb psychologically to the correctional services system, then they are likely to reject it (Brazzell *et al.*, 2009).

These challenges and barriers may cause discrimination or inaccessible education in Correctional Schools (Erisman & Contardo, 2005). This is against the policy of the Department of Education (1997) that described discrimination as a structural barriers, unsuitable attitudes, inaccessible learning environments and exclusionary practices. The South African Constitution Act 108 (1996) protects the juvenile offender learners with barriers to learning against discrimination. Prinsloo (2001) stressed that intensive attempt by Correctional School teachers should be made to identify the barriers to learning and development and to provide all juvenile learners with equal access to quality education. Therefore, with these barriers to learning in Correctional Schools, teachers are faced with challenges and they need support in order to address learner's barriers to educational needs (Strasbourg, 1990). Powell and Caseau (2004) pointed that the Correctional School teacher must take responsibility and ownership of juvenile learner with disabilities in their inclusive classroom.

A study conducted in Europe by Brazzell, *et al.* (2009) found that another barrier to learning was that the number of juvenile offenders who cannot read or write at all is high, but when those who have a partial literacy problem (that is, an ability to read or

write a little, but who still feel they have a serious difficulty with reading or writing) are included, then juvenile offender populations where one-third or more have such serious literacy problems are common (Brazzell, *et al.*, 2009). This is similar to the research in South African National Offender Population Profile (2013) found that the levels of illiteracy among offenders in South Africa, and in particular the proportion of juvenile offenders among South African offenders, require that the department places significant emphasis on the provision of literacy classes and basic schooling for juvenile offenders.

On the other hand, Young, *et al.* (2010) argue that, the low skills levels and histories of school failure among juvenile offender learner entering incarceration pose challenges for the process of schooling inside juvenile Correctional School. For the reason that juvenile offenders have difficulty understanding the learning material as it is often written from the perspective of a middle class educated person who has literacy skills (Scurrah, 2010).

The research by Braggins and Talbot (2003a) also cite the lower rate of juvenile offenders' participation in education, that the Correctional system is pro-work but anti education and learning. In addition, juvenile offenders whose sentence plan includes the requirement for attendance at education, programs and/or training are to be remunerated for attending. However, it is difficult to get approval status of their participation in education resulting in disciplinary action. This disciplinary action may include withholding learning materials (Scurrah, 2010).

## **2.8 Addressing barriers to learning in correctional schools**

In addressing barriers to learning, Vacca (2004) suggested that teachers should stress practical application of literacy as educational programmes in Correctional Schools. Strasbourg (1990) indicates that serious literacy problems are far higher in Correctional Schools than in the community schools. The number of juvenile offenders who cannot read or write at all is high and those who have a partial literacy problem are common in Correctional Centre populations (Vacca, 2004; Strasbourg, 1990). However, Bracken (2011) further suggests that literacy can be taught through helping juvenile learners to write letters to their family and making birthday cards in art classes provides them with a useful commodity they would otherwise have to

purchase, while teaching them creativity, how to manipulate different media, colour mixing and a range of other specialist skills. Bracken (2011) further adds that teachers should also encourage debates, discussions and information sessions on current issues or topics to help improve their language problems.

Moreover, Brazzell, *et al.* (2009) state that teachers should support the needs dealing with language barriers, and the teacher must be prepared to provide materials in other languages or assist with translation should these be necessary for a learner. Swart, *et al.* (2002) supported the idea, they say, teachers should be flexible, make use of different teaching strategies to adapt to all learners' needs in classrooms, and for the successful implementation of Inclusive Education in Correctional Schools in South Africa. In addition, research by Rahman, Scaife, Yahya and Jalil (2010) state that knowledge of diverse learners is essential component of knowledge base for effective teaching. Teachers should understand diversity of juvenile offender learners in terms of their abilities, interests and how they respond to application of different teaching strategies; and how various types of classroom activities might be managed (Madigan, 2005).

Brazzell, *et al.* (2009) further reiterate that juvenile learner's motivation is a key issue in any educational system, particularly in settings such as Correctional Facilities where many learners have been discouraged by their past educational experiences. In addition, Wenglinsky (2000) supports that what happens in the classroom is critical and that how a teacher teaches is important and it can influence academic success of learners as well as persistence in learning

Brazzell, *et al.* (2009) suggests that a well-designed incentive structures can encourage individuals to participate in and successfully complete education programs. Incentives such as awards and acknowledgement within the classroom and in special ceremonies may seem trivial but can do a great deal to keep learners motivated and make them feel proud of their achievements (Brazzell, *et al.*, 2009). In addition, Swart, *et al.* (2002) concurs that every learner's needs should be catered for, including the talented; therefore, juvenile learners need to set goals that will extend them and their horizons (Swart, *et al.*, 2002).

## 2.9 Teacher's Challenges and Support

The National Association of Teachers in Further and Higher Education (NATFHE) Conference (2004) in Britain acknowledged that Correctional School education is extremely demanding. It requires committed and properly qualified teachers because they are expected to handle extremely disturbed juvenile offender learners, some of whom should be in secure mental institutions, some have severe personality disorders, others unpredictable behaviour (Bayliss, 2003).

In addition, the study by Fabelo (2002) enlightens that in a Correctional School, there is a challenge of diverse population with a wide range of cognitive abilities and disabilities and previous educational experiences. This is in line with Brazzell, *et al.* (2009) stating that teachers are tasked with teaching juvenile offender learners with this wide range of cognitive abilities and previous educational experiences, including many who have consistently been unsuccessful in the broader public education system. However, Carlson and Maike (2010) stress that teachers require flexibility in approach and expectations and the ability to adapt teaching methods and materials for each learner's unique needs such as, academic needs, social needs, emotional needs, hope and self-confidence on changing his life (Carlson & Maike, 2010). The research by Muñoz (2009), Hawley, Murphy and Souto-Otero (2013) further support the latter, they contend that teachers and correctional system need to develop and embrace new practices and new concepts of Inclusive Education – and approaches to learning and teaching – that generate a supportive and nurturing environment that celebrates diversity, and encourages equal opportunities and access to education for all (Engelbrecht & Green, 2001).

Thus, Carlson and Maike (2010) suggest that teachers be specialised training on working with multiple intelligences, cultural sensitivity, and curricula development. Additionally, Warner and Costelloe, (2011) recommend that there should be better recruitment processes for Correctional School educators and that their training should also be improved frequently. Vacca (2004) ascertains that there is a need for positive correctional school teacher as a role model who believes in the value of academic and extracurricular activities that support juvenile offenders' growth and cognitive development.

Even so, Scurrah (2010) highlighted that within Corrections Officer ranks, there was lack of adequately trained or qualified professional officers, appointed to roles of a teacher, which they have no formal qualification or experience. In addition, Costelloe and Langelid (2011) reiterate that being a Correctional teacher requires educational skills as well as social commitment. Therefore, a Correctional school teacher must be a qualified teacher with a degree from a college of education or the equivalent (Costelloe & Langelid, 2011). Hence, the study of Wright (2005) suggests the move towards academic recognition of Correctional School education as specialised field of education at university is essential in order to equip and empower teachers. According to Wright (2005), these will overcome most problems teachers face, and empower teachers to identify and effectively support learners who experience barriers to learning (Prinsloo, 2001; Swart, *et al.*, 2002).

Therefore, the high degree of professionalism is required of the Correctional School teacher, that he should give such support, respect and acceptance to the juvenile offender learners while, at the same time, working within the boundaries set by the Correctional Centre authorities and avoiding being manipulated by juvenile offenders (Francis, 2010; Strasbourg, 1990). Even though, the security officials are available as the key group who support teachers by unlocking the juvenile learners so that they may get to class and escorting them and keeping discipline, special training is needed (Braggins & Talbot, 2006; Pike & Irwin, 2008).

According to the South African Schools Act (SASA) of (1996), all children should have access to learning and equal opportunities in education; and where needed, they should be given support and government resources to make this possible (Chambers, 2001). Moreover, the Department of Basic Education Report (2012) maintains that for enhancing the improvement of learning and teaching in schools the Integrated Quality Management Systems (IQMS) should be implemented for quality assurance practice. In addition, the Department of Basic Education further states that the purpose of IQMS is to identify specific needs of teachers, Correctional School and district offices for support and development; to provide support for continued growth; to promote accountability; to monitor a correctional school's overall effectiveness; and to evaluate a teacher's performance with a view to determining areas of strength and weakness, and to draw up programmes for individual development (Dhlamini, 2009).

Warner and Costelloe (2011) suggest that Correctional School's teachers are key players in encouraging Correctional education. Furthermore, Francis (2010) maintains that Correctional teachers, in order to be successful with the juvenile offender learners must realise their own behaviour which can either encourage or discourage the desire to learn. Such behaviours include being fair to learners, consistency in enforcing rules, caring about learners' well-being, slow to anger/overreaction, wanting learners success, being positive, treating learners as individuals, being inspirational, being excited, and being respected (Francis, 2010).

Clearly, teachers must carry out educational work within the constraints set by Correctional Centre authorities on the basis of security and other overall objectives of the correctional system and education (Vacca, 2004; Strasbourg, 1990; Brazzell, *et al.*, 2009; Francis 2010).

Strasbourg (1990) accentuates that juvenile offender learners have different first languages and this compels teachers to have knowledge of the juvenile offenders' home language. Similarly, studies conducted by the Norwegian Ministry of Education and Research (2005) found that a number of minority-language juvenile offenders have superficial language competence and that language instruction and other subject education; teachers should arrange for different levels, adapted to the various juvenile individuals' needs (Garcia, 2013).

While, Youth Justice Board (2006) points out that English is often a tie that binds juvenile offenders of foreign origin. It further suggested that it would be more apt to use English as the language of communication between teacher and juvenile offender learner (Youth Justice Board, 2006). Such diversity of language prompts the Correctional School teacher to critically examine the entire curriculum and the materials used to ensure that they do reflect the special educational needs and aspirations of all juveniles.

## **2.10 Relevancy of the Curriculum**

According to Shank (2011), education of juvenile offender learners must, in its, methods and content, be brought as close as possible to what is being offered in schools outside (Strasbourg, 1990). Secondly, education should be constantly

seeking ways to link juvenile offender learners with the outside community and to enable both groups to interact with each other as fully and as constructively as possible (Lobuglio, 2009).

Additionally, the National offender population profile (2013) maintains that education in a correctional environment must be in line with that educational system of the society as a whole, and provision must be made for the continuity of educational activity of people incarcerated in Correctional Schools, and for those who are released on parole.

This idea is also in line with The Council of Europe Recommendation on Education in Correctional Schools (2013) highlights that for correctional schools, to include every juvenile offender, there must be equal access to the curriculum. This may mean modifying the curriculum to provide access (Hawley, *et al.*, 2013).

Langelid, *et al.* (2009) also recommend that the Correctional School education curriculum should be wider, with the addition of more subjects especially in the formal and informal education, literacy programmes, basic education, vocational training, creative arts, religious studies, cultural activities, physical education and sport, social education and anger management (Francis, 2010). In addition, Garcia (2013) argues that Correctional School subjects should also allow juvenile offenders, to try improving academic and social well-being as well as providing other skills while incarcerated, so that they can make a contribution to society when released.

Furthermore, the study in Europe by Hawley, *et al.* (2013), emphasised that broad curriculum ensures wide scope for critical reflection and personal development, for the cultivation of meaningful and useful knowledge and skills and for offenders to broaden their perceptions of their role and their future. This concurs with Costelloe and Warner (2008), who stressed that a broad and varied curriculum is necessary to encourage more juvenile offender learners to participate in educational activities and to ensure that all their educational and personal development needs are met at different stages throughout their sentence. In addition, Vacca (2004) supports the wide scope curriculum importance of teaching moral education as well as critical thinking and problem solving skills especially to those juvenile offender learners that are considered to be at risk. On contrary, the study by the Northern Ireland Correctional Service (2012) has raised concerns about the outdated curriculum offer, information technology deficits, generally low levels of participation and attendance.

## **2.11 Subjects in the correctional school**

The European study conducted by Hawley (2012) points out that the wide curriculum has three types of Correctional education subjects and training that aim at equipping juvenile offenders with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market (Hawley, 2012). The Correctional education normally is characterised by subjects such as Mathematics, sciences, History, Geography and foreign languages. Secondly, the curriculum has the vocational education and training. Thirdly, non-formal learning, for example, offence-focused programmes help juvenile offenders to address issues such as anger management, thinking skills, religious studies and substance abuse (Hawley, 2012). Similarly, the study by Erisman and Contardo (2005) concur that in Correctional Schools, there are educational subjects or programmes such as substance abuse treatment, life skills training like vocational training, and employment in Correctional industries. Dawe (2007) is of the same opinion that the wide broad-ranging concept of education in the curriculum offered in Correctional School education should not focus only on regular 'classroom subjects', vocational education, but also on creative and cultural activities, physical education and sports, social education and library facilities are seen as essential segments (Dawe, 2007). These educational subjects or learning programmes delivered by Correctional services should target the behaviour directly related to the offence of the juvenile offender so as to return to the community as law-abiding citizens (Dawe, 2007). In his research in American Correctional Schools, Bracken (2011) found that the Curriculum subjects aim to make skills training more relevant to local employment markets and increase consistency in education provision across the Correctional Schools. The curriculum has four strands which are made up of Vocational qualifications and units such as:

- Occupational competence for employment or sector-specific vocational skills;
- Employability skills: preparation of juvenile for employment in a broad or specific occupational area;
- Functional skills: Application of numbers, Communication and Information Communication and Technology (ICT); and
- Personal and Social Development (PSD) of the juvenile offender in Foundation Learning (Bracken, 2011).

While Dawe (2007) agreed that juvenile Correctional Schools undertaking vocational education and training courses expect better labour market futures such as work, more enjoyable work, and more money after they are released (Dawe, 2007).

## **2.12 Correctional education in South Africa**

In South Africa, the Mangaung Correctional Centre Services G4S Report (2013) point out that education subjects are outcomes-based and are aligned with the rehabilitation of juvenile offenders as outlined in the White Paper on Correction in South Africa (DCS, 2014). The curriculum is prescribed by the (Department of Education of South Africa, 2001). These education subjects are called learning areas, offered in AET are English, Ancillary Healthcare, Human and Social Sciences, Life Orientation, Mathematics and Mathematical Sciences, and Natural Sciences (Mangaung Correctional Centre G4S, 2013). The AET level 1 – 4 programmes are a compulsory part of the AET field and provide opportunities to learners to learn to read and write and course serves as a bridging phase to AET level 4 and FET (Pickard, 2012).

According to Pickard (2012), the Further Education and Training (FET) programme is free education offered in cooperation and in line with national and provincial Departments of Education and the Department of Correctional Services is bound by the directives and curricula of these departments (DCS, 2014). The FET (mainstream) includes the formal learning from grade 10 up to 12. Also the FET college programmes offered includes N1-N3 business studies, electrical engineering, civil engineering, mechanical engineering and marketing and skills development programmes including basic business skills training and entrepreneurship (DCS, 2014). Additionally, in the report of the Former Minister of the Department of Correctional Services, Sibusiso Ndebele (2014) juvenile offenders are also trained on scarce skills such as welding, plumbing, bricklaying, plastering, electrical, carpentry and agricultural skills programmes (Ndebele, 2014). These programmes are presented by trained AET practitioners such as educators, functional officials and trained offender facilitators (Pickard, 2012). Moreover, these FET subjects and programmes are provided to all sentenced juveniles learners where resources permit (DCS, 2014).

## 2.13 Educational qualifications in Correctional Schools

According to DCS (2014), Higher Education and Training (HET), all courses, subjects or study fields that fall in this band are done through distance learning in the juvenile offenders' own time and at his own expense and includes, diplomas, occupational certificates, first degrees, higher diplomas, professional qualifications, higher degrees, further research degrees and doctorates (DCS, 2014). All these educational qualifications can be obtained by means of distance learning in the offender learners own time and at offender's own expense (DCS, 2014). Furthermore, Pike and Irwin (2008) concur that different European countries with greater implementation of Higher Education predominantly use educational model of distance learning. The distance learning model enables a major part of the work by the juvenile learner to be carried out autonomously, which evens out the differences of opportunities between a juvenile learner in correctional school and one who studies outside (Pike & Irwin, 2008).

Equally, in South Africa, the former Minister of the Department of Correctional Services, Ndebele (2014) encourages juvenile learners who have completed AET level 4 and Grade 12 education programmes to enrol and study through distance learning with University of South Africa (UNISA). However, Garcia (2013) highlights the concern that the distance learning is now going online so internet access is the biggest barrier to access distance learning in a Correctional School (Garcia, 2013). In addition, Ojo (2012) agrees that online distance learning is considered a security risk by the Correctional Institutions. Furthermore, Lee, Shkodriani and Spycher (2012) assent that because of potential security breaches, internet technology is rarely used in correctional education programmes.

However, Lee, *et al.* (2012) corroborate that America State Correctional Services has programming to the state correctional schools using a WebCT engine, which is a closed-circuit internet connection but can access only juvenile offender courses, not external websites or email (U.S. Department of Education 2009). Moreover, Lee, *et al.* (2012) bring to light that in America Distance Learning in postsecondary Correctional education use Video and a satellite distance education course which is called "College of the Air" programme broadcasts courses through college credited

Correctional Education Association's Transforming Lives Network (U.S. Department of Education, 2009).

So far, the DCS (2014) announced that it has established Computer Based Learning Centres in Correctional School. The purpose for the establishment of computer based learning centres is to provide juvenile learners with a secure environment to utilise technology for study purposes, to train juvenile offenders to become computer literate as well as to use the centre within a multimedia approach to train juveniles in relevant courseware packages (DCS, 2014).

According to Garcia (2013), Correctional School education subjects also allow juvenile offenders to try improving mental, physical, and social well-being of juvenile offenders, as well as providing juveniles with job training and other skills while incarcerated, to make a contribution to society in return (Garcia, 2013). These educational subjects or programmes benefit society at large by reducing crime and strengthening communities (Garcia, 2013).

Hawley, Murphy and Souto-Otero (2013) point out that before a juvenile offender is released, non-formal learning subjects not leading to certificate are offered. These include pre-release courses, career guidance, phased release programmes and sentence management plans as well as preparation for integrating in society on release (Hawley, *et al.*, 2013).

## **2.14 Resources for Learning and Teaching Support Materials**

According to Roach (2009), learning and teaching support materials are useful in reinforcing what you teach, ensure the point is understood, engage or stimulate learner's other senses in the learning process and it facilitate different learning styles. Furthermore, Brazdeikis and Masaitis (2012) concur that utilising learning and teaching material is an effective learning tool in motivating juvenile learners to learn, it creates enjoyable learning environment in the class. Moreover, using teaching aid materials creates strong engagement between juvenile learners and the lesson learnt to enrich and enhance the act of reading, and encourage students to read texts with interest, which make it easier for them to understand the abstract ideas (Brazdeikis & Masaitis, 2012).

Rogers, et al. (2014) raised a concern that in correctional school learning and teaching support materials are insufficient due to the restrictions on the use of specific resources. The restrictions of the teaching resources are a factor that hinders teachers to carry out their job effectively.

While, Carlson and Maiké (2010) agree that a Correctional School is an environment in which movement and access are restricted and also the use and exchange of most commonly utilised educational materials, for example, laptop is prohibited. Carlson and Maiké (2010) further highlighted that many items under Correctional School security fall into the category of “illegal imports” and are prohibited due to their potential to be used as weapons or as valuables for exchange in inmate barter arrangements. Learning material such as hard cover books, pens, standard sized pencils, and common mathematical or scientific instruments, including small, individual calculators, are typically not allowed. There is somewhat scope for items that are under the teacher’s constant supervision and control, but there may be considerable risks of potential loss or misappropriation that disqualify using anything considered as contraband for offender learners even under teacher supervision (Carlson & Maiké, 2010).

### **2.15 Library Facility and Materials**

Strasbourg (1990) reiterates that Libraries support and extend the learning that takes place in class by providing books and other learning materials, and by serving as locations for organised learning activities. Also, Bracken (2011) supports this as he states that juvenile offender learners should be given access to library materials encouraged to read library materials such as magazines, newspapers and books, to develop an awareness of current affairs and enhance their reading ability (Bracken, 2011). While, Francis (2010) argued that a library facility may be utilised as one of the learning and teaching support resources, however in the correctional school it is a fundamental concern of education due to the fact that access is restricted.

Francis (2010) stresses that, however good a library’s stock may be its value will be greatly reduced unless all juvenile offender learners can go to the library on a regular basis. Therefore, juvenile offender learner must have sufficient time to look at and choose material for learning. However, Strasbourg (1990) brings to light that

although libraries are also an important source of informal education in their own right; the (library) can often be used by those juvenile offenders who do not join educational activities. Yet, Carlson and Maike (2010) argues that, in the Correctional School, to ensure that juvenile learners have sufficient and regular access to the library is often a problem due to restricted movement of juvenile offenders. However, extending the learning that took place in class to library can improve literacy skills of offender learners and help them to achieve and succeed academically. In addition, Northern Ireland Prison Service (2012) differs it says that there is poor library provision in correctional schools, which leads to generally low levels of participation and attendance.

## **2.16 Academic competence and progress in correctional schools**

In addressing academic competence, success and wellness of juvenile offender learners, the teachers should use the resources available to expand their knowledge and improving skills. This should be done along with expanding their potential for sharing with others and beyond the classroom, as well as using the human and learning resources available within the correctional school community and the larger community (Hettler, 1980; Anspaugh, *et al.*, 2004).

According to Ballentine, (2010) studies have shown that prior academic achievement contributes on how a learner performs in the classroom. It can influence academic success of learners as well as persistence in learning. On the contrary, Vacca (2004) and Strasbourg (1990) indicated that serious literacy problems are far higher in Correctional Schools than in the community. The number of offenders who cannot read or write at all is high and those who have a partial literacy problem are common in Correctional populations (Vacca, 2004). Therefore, this shows that there is a need for educational programme that will assist juvenile offender learners to achieve and be competent academically.

Even so, according to Carlson and Maike (2010), to compete academically, learning plans for juveniles who need special education services may include individual or small group instruction, as well as curriculum or teaching modifications, assistive technology, transition services, or other specialised services such as physical, occupational, and speech therapy (Brazzell, *et al.* 2009). While, Carlson and Maike

(2010) advocate that the learning plan needs to show how it addresses one or more of the Education Departmental learning standards or some other academic goal, objective, or requirement as defined by the Educational Authorities. Reading, writing, and Mathematics should form the core offerings of the programme (Carlson & Maike, 2010).

Vacca (2004) suggested that educational programmes in Correctional Schools should stress practical application of literacy (filling out forms, making requests in letters inside and outside of Correctional School). In addition, Francis' (2010) study suggests more "hands on approach" educational activities such as, filling forms and contracts and answering questions regarding daily living activities, has shown academic success in learners' education. Costelloe and Warner (2008) concurs that literacy skills can be applied in the Correctional School and are important to success, juvenile offender learners can use reading as a way to pass time while in their cells. The inability to write or read letters or to occupy themselves by reading during lock-up time can add greatly to the burden of their sentences and failure to academic performance (Strasbourg, 1990).

Moreover, Carlson and Maike (2010), suggest that teachers be critical on the different learning styles, for different learners who have had a history of educational failure. Teachers should identify an approach that is congruent with each learner's learning style. This is in agreement with Ninan (2006), who argued that the approach should reflect effective teaching with lesson's goals that are reflective of juvenile learners' academic ability and meet all juvenile learners' high expectations for academic achievement.

## **2.17 Assessment in Correctional Schools**

According to Gurski (2008), assessment is the process of collecting academic information on juvenile learners' achievement and performance. The process reveals what juvenile learners understand, knows and can do. The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2005) states that regular, reliable and timely assessment is key to improving learning and enhancing the quality of education. Similarly, the Department of Basic Education (2003) in South Africa stipulated that assessment is a critical element of the National

Curriculum; a teacher should assess learners continuously (Department of Basic Education (DBE), 2003).

Kurebwa (2012) maintains that assessment should be used as a continuous part of the learning and teaching process, involving juvenile offender learners wherever possible as well as teachers in identifying remedial and on-going evaluation.

Kurebwa (2012) and Gurski (2008) concur that assessment process involves using multiple methods of obtaining juvenile learner academic information through a variety of assessment strategies such as written test, interviews, observation and performance tasks.

Ninan (2006) and Kirk and Jones (2004) reiterated that for effective schooling in the Correctional School, teachers have to focus on frequent assessment and monitoring of juvenile learners' progress learnt, the essential knowledge, concepts and academic skills acquired so that they can be successful and progress to the next level next year. Carlson and Maike (2010) urged that progress review is required for progress assessments to be conducted at least once per month. The teacher must determine and document the extent to which the juvenile offender learner is making satisfactory progress on academic or educational program (Ballentine, 2010).

Swart, *et al.* (2002) reflected on the use of collaboration in the whole school. If the teachers plan together, especially during assessment, then learners can get the opportunity to show competence in a variety of ways, and not to be restricted to a formal or written examination (Swart, *et al.*, 2002). In addition, Carlson and Maike (2010) maintain that Annual Assessment as the educational progress of juvenile learners enrolled full time in the correctional school education programme is required to be assessed at least annually using government education assessment tool for the learner's in particular grade level and any other annual assessments required by the Education Authorities or District. This means the long-term sentences of juvenile learners in the Correctional education programme should take the state's current standardised assessment of learning for their grade level. Assessment results for juvenile learners assessed according to these provisions are to be included in the education authorities' accountability measurements.

In contrast, research by Hurry, Rogers, Simonot and Wilson (2012) found that education in a Correctional School often had very little purpose. In their research, they established that there were no monitoring benchmarks, except the fact that a teacher was in the room, juvenile offenders could come into class for weeks or years with no measured progress. However, the research in UK by Francis (2010) found that assessment results and progress plans are lost due to movement of offenders between correctional schools and it is undertaken at very short notice.

Similarly, a research conducted by the Nigerian Educational Research and Development Council (2006) also revealed that teachers scarcely used a variety of assessment instruments such as tests, class works, homework, projects, questionnaires and practical activities to monitor juvenile offender learners' progress.

While Kurebwa (2012) stresses that using a range of strategies and multiple methods to assess juvenile learners such as written tests, observation and performance tasks; promote greater learning helps to diagnose juvenile learners' problems, monitor their progress and give feedback for improvement. Brazzell, *et al.* (2009) accentuate that assessment reinforcement gives encouragement to sustain the level of self-study necessary in Correctional School education programme and it will be important to provide juvenile offender learner with consistent information about their academic successes.

## **2.18 SUMMARY**

This chapter addressed the integrative lens of the study which is Bronfenbrenner's bio-ecological systems and the academic wellness model of Hettler. Aspects pertaining to the background of learning and teaching, and challenges and barriers to learning and teaching were discussed. In addition, subjects relating to resources for learning and teaching, support materials, and academic competence in Correctional Schools were reviewed. Challenges that teachers face in correctional schools regarding assessment were also highlighted.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

Chapter Two focused on the literature on addressing the academic wellness of juvenile offender learners in a Correctional School. The current chapter addresses the methods, the aspects of research design, the paradigm, sampling, instrument, data collection, data analysis, trustworthiness, and ethical measures that were used in this study.

#### **3.2 RESEARCH PARADIGM**

##### **3.2.1 Research Paradigm**

According to Henning, *et al.* (2004) an interpretive paradigm concerns itself with social phenomena that requires understanding of social world in which participants live. It places emphasis on experiences and interpretation. Moreover, it is concerned with meaning and it seeks to uncover the way participants' define and understand their situation (Henning, *et al.*, 2004).

Merriam (2002) added that interpretive paradigm allows an understanding of what is going on at least in the first instance. It is underpinned by observation and interpretation, thus to observe is to collect information about what is experienced, while to interpret is to make meaning of that information by drawing understanding of the information and some abstract pattern (Merriam, 2002).

This is supported by Creswell (2007) who concurs that qualitative research is interpretative research, with the researcher is typically involved constantly and concentrated experience with participants. This includes interpretation of data, developing a description of teachers' experiences in the correctional school setting, analysing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning learned personally and theoretically (Creswell, 2007). Additionally, Lincoln and Guba (2005) advocate the adoption of this paradigm, as it takes into account the researcher's attempts to interpret the expressed phenomena in terms of the meaning the participant teachers bring to them (Denzin & Lincoln, 2005).

This approach is responsive to context, and therefore allowed me to maintain contextual authenticity with regard to the participant teachers in the Correctional School (Guba & Lincoln, 2005). Therefore, I made interpretation of the collected data to answer the main purpose of the research question which was to understand and explore experiences in addressing the academic wellness of juvenile learners in a Correctional School.

### **3.2.2. Research Method**

The researcher used qualitative design in order to gain insight and understand the experiences of teachers in addressing the academic wellness of juvenile learners in a Correctional School. Qualitative research focuses strongly on the meaning and significance of the process that occur as well as the outcomes. This research design provides a deeper understanding of the social situation; it is based on a small scale sample; it uses interactive data collective methods, such as interview; it allows new issues and concepts to be explored (Merriam, 2002). The researcher used this method because it was a flexible data collection method and allowed her to be directly involved in the research process by interviewing and observing events in their natural setting (Merriam, 2002).

Moreover, Denzin and Lincoln (2005) maintained that in qualitative research method, the researcher obtains an in-depth thick rich description and understanding of actions and events of data, rather than assuming or controlling the data.

Domegan and Fleming (2007) concur that qualitative design main objectives was to explore and to discover issues about the complexity of the study on hand, because very little was known about the experiences of teachers in addressing the academic wellness of juvenile offender learners in the Correctional School. There was usually uncertainty about dimensions and characteristics of the topic. Then qualitative design used 'soft' data and gets 'rich' data (Domegan & Fleming, 2007). Hence, the study intended to understand how teachers interpret, how they construct their world, and what meaning they attribute to their experiences in addressing the academic wellness of juveniles in a correctional school. The overall purpose was to understand how participants make sense of their lives and their experiences (Merriam, 2009).

On the other hand, Myburgh and Poggenpoel (1995) distinguish between qualitative and quantitative research. They assert that qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of things. Conversely, they state that quantitative research concerns on the measures and counts of things and the analysis of underlying relationships between variables. In addition, Myers (2009) also differentiates between the two designs as, the qualitative research design is inductive and quantitative research design is deductive. He further says that quantitative research requires a hypothesis before research can begin it has a design in the beginning of the study to predict the outcome. Whereas, in qualitative research, a hypothesis is not needed to begin research, it employs inductive data analysis to provide a better understanding of the interaction experiences of researcher and participant. It allows for a design to evolve (Myers, 2009).

According to Denzin and Lincoln (1998), qualitative research design emphasises the process of discovering how the social meaning is constructed and stresses the relationship between the researcher and the topic studied. Creswell (2007) further argues that researcher undertakes qualitative research in a natural setting where the researcher is the instrument of data collection, gathers words, analyses them inductively, focuses on the meanings of participants and describes a process in expressive and persuasive language. This enables the researcher to develop a level of detail about the individual or place and to be highly involved in actual experiences of the participants (Creswell, 2003).

Henning, et al. (2004) agree that qualitative research concerns itself with the understanding the meaning people give to phenomena within their social setting. It allows the participants to speak for themselves and maximise what could be learnt. The qualitative researcher talks to people about their experiences and perceptions (Henning, *et al.*, 2004). Therefore, the qualitative design suited this study as it tried to explore and get deeper understanding of the experiences of teachers in addressing the academic wellness of juvenile offender learners (Henning, *et al.*, 2004).

### **3.3 RESEARCH DESIGN**

#### **3.3.1 Phenomenological approach**

Phenomenology was the approach in which the researcher selected to explore and understand the in-depth meaning of a phenomenon as experienced by participants in this study (Creswell, 2007). It elucidates the importance of using methods such as interviews to capture participants' experiences of their world and emphasise the intentionality of understanding where experiences contain both outward and inward perception based on meanings (Creswell, 2007).

This is in line with Patton (2002) who concurs that phenomenological approach was mainly appropriate to address meanings and insight of the research participants. The major concern was to understand how everyday inter-subjective world is constituted. The meanings are constructed and conveyed through in-depth interviews (Patton, 2002). The purpose of this approach is descriptive, interpretive and critical self-reflection into the world of the participant as world, entered by the researcher about their lived experiences (Merriam, 2002).

Therefore, this approach was important in this study as it allowed me to interact effectively with participating teachers and obtained in-depth views regarding their experiences in addressing the academic wellness in the Correctional School. The main aim of the study was to get meaning and elucidate the topic.

#### **3.3.2 Location**

The study was conducted in one of the Correctional Schools in Gauteng Province. The centre is situated near the city of Pretoria. It is one of the juvenile centres that incarcerate offenders for short sentences. This Correctional School incarcerates male juvenile offenders from the surrounding areas of Gauteng Province. The Correctional School has a population of approximately 200 incarcerated juvenile offenders with over 70 juvenile offender learners attending classes. Most of the juvenile learners have faced socio-economic challenges and have dropped out of the school at an early age. Most of the juvenile learners speak Sepedi, isiZulu and Setswana language. The age ranges from 17 to 24 years.

The centre has seven teachers teaching AET Level 1 up to AET Level 4 and also Further Education and Training (FET), Grade 10 up to Grade 12. The teachers' ages range from 28 to 49 years and a mix of qualifications. At school they speak English and their home language is Sepedi, isiZulu and Setswana.

### **3.4 SAMPLING**

Purposive sampling was used in this study. According to Onwuegbuzie and Leech (2007), sampling is a vital step in the qualitative research process the researcher should make. The goal of the research was not to generalise to a population but to obtain insights into a phenomenon as it is the case in this interpretive study, and then the qualitative researcher purposefully selects individuals and settings for this phase that increases understanding of phenomena (Onwuegbuzie & Leech, 2007). Merriam (2002) supports this by stating that purposive sampling takes place when the researcher selects a sample from which the most can be learned in depth (Merriam, 2002). Furthermore, in purposive sampling, the researcher has to use personal judgment to select participants that will best meet the research questions and objectives of the study (Merriam, 2002). This is in line with De Vos, *et al.* (2011) who concur that the researcher selects sample applying her knowledge of the topic investigated. While, Denzin and Lincoln (2005) assert that purposive sampling assumes that the researcher is well informed about the kind of participants who will be suitable for the study conducted and of most importance to the aim of the study. Patton (2002) also agrees that a purposive sample targets individuals who are mainly knowledgeable about the issues under exploration. In this case, participants selected are those who have experience on the phenomenon being studied (teachers in correctional school), willing to cooperate and are able to communicate their experiences without any bias and embarrassment (Patton, 2002).

Sampling in this study has also been influenced by the following advantages of as Onwuegbuzie and Leech (2007) summarised:

- That it is less costly and less time consuming;
- It ensured proper representation of the population when the researcher has full knowledge of the composition of the population and is free from bias;
- It prevents unnecessary and irrelevant items entering into the study;

- It ensures intensive study of the selected sample; and
- It gives better results if the researcher is unbiased and has the capacity of keen observation and sound judgement.

However, De Vos, *et al.* (2011) highlight on the disadvantages of this purposive sampling as selection sample are not easily defensive as being representative of population due to potential subjectivity of the researcher. Also, this sample is not suitable for large selection size. Nevertheless, the aim of the study was not to select a representative of the population but to explore and understand the meaning of the phenomenon from the participant point of view.

To achieve the objectives of the study, the researcher selected two teachers teaching juvenile offender learners in one of the Correctional Schools in Gauteng Province. The purpose of selecting these teachers was mainly that they have been teaching in the Correctional School for some years. Additionally, they were available and willing to participate in the study. Most importantly, they have knowledge regarding teaching in a Correctional School. Moreover, I wanted to get rich, in-depth data and to understand their daily lived experiences on addressing academic wellness in the correctional context.

The centre had seven (7) teachers teaching AET Level 1 up to AET Level 4 and also Further Education and Training (FET), Grade 10 up to Grade 12. This Correctional School encompasses 81 juvenile offender learners attending AET level 1, 2, 3, 4 and Grade 10, 11 and 12 classes. I also selected particularly these two teachers because they both teach level 2 of which I wanted to understand the meaning and experiences of how they address the academic wellness of juvenile offender learners in AET level 2 in the Correctional School.

It is thus important to give a biographical description of the participating teachers in the Correctional School as outlined in the table 3.1 below.

**Table 3.1 Biographical background of the participating teachers**

<b>Participant pseudonym</b>	<b>Gender</b>	<b>Age</b>	<b>Qualifications</b>	<b>Experience</b>	<b>Levels/Grades</b>	<b>Subjects taught</b>
<b>A: Ngobe</b>	Female	38	Senior primary teacher's diploma (SPTD) & ABET certificate	3 years	Level 1	English & Numeracy/ Maths;
					Level 2	Integrity studies/LO numeracy;
					Level 3	Maths,
					Level 4	SMME
					Grade 10	LO & English.
<b>B: Muzwe</b>	Female	43	Senior Teacher's diploma & correctional security training	4 years teaching & 6 years as a correctional security officer	Level1	Integrated studies; English; Natural Science,
					Level 2	English & Maths;
					Level 4	Mathematics.
					Grade 10	Mathematics

### **3.5 INSTRUMENT**

According to Merriam (2002), the data collection strategy is used to determine the question of the study and determine which source of data will yield the best information with which to answer the question. He suggests that a researcher in qualitative research often use a method of collecting data such as semi-structured interviews and observation or sometimes one method might be used (Merriam, 2009).

### 3.5.1 Semi-structured interviews

The method of data generation in this study is semi-structured interviews. It is supported by Henning, *et al.* (2004) state that semi-structured interviews process is systematically collecting data that represents the opinion and experience of its participants.

According to Merriam (2002), semi-structured interviews are methods of gathering in-depth information through questioning the participant using a set of pre-planned core questions. Henning, *et al.* (2004) and Denzin and Lincoln (2005) articulate that questions should be semi-structured so that responses are open-ended, which allowed the researcher to ask probing questions. This method assisted the researcher to generate rich and detailed data because the level of questioning was varied to suit the context of correctional school and I questioned the participants more deeply on specific issues as they arise (Creswell, 2007).

The advantages of semi-structured interviews are that it gave flexibility in which the researcher can add or remove questions from the pre-planned questions based on the results of interviews (Creswell 2009; Denzin & Lincoln, 2005).

Additionally, it gave me the opportunity to probe for more in-depth data by asking the participating teachers to give more clarification to their answers on experiences in addressing the academic wellness in the Correctional School. Moreover, I had face-to-face contact with the participating teachers and that lead to obtaining specific rich detailed information on their experiences in the Correctional School (Henning, *et al.*, 2004).

However, Denzin and Lincoln (2005) highlighted on the disadvantages of the semi-structured interview can be influenced by the level of knowledge and the emotional state of the interviewee, in such that possible misrepresentation to data may happen as a result of the interviewee being anxious or annoyed at the time of interview. To avoid having biased data, the researcher should maintain his own knowledge and let the interviewee flow of conversation (Henning, *et al.*, 2004). Additionally, this instrument can be time consuming and difficult to analyse the data (Patton, 2002).

### **3.5.2. Validating the instrument**

To validate the instrument, the researcher piloted the questions by giving the Correctional School principal and the research supervisor to give feedback. The purpose of piloting the instrument was to provide the researcher with the insight into the phenomenon and to ensure that errors can be rectified, to increase her experience of interviewing as well as her interpersonal skills and to ensure she was acquainted with qualitative data collection and analysis. Issues related to subjects taught, learning and teaching support material, learning barriers, attendance of classes and professional support structures were considered during piloting of the questions (see Appendix E).

The piloting gave the researcher an opportunity to:

- Probe relevant responses from participants.
- Approach the participants with sensitivity and non-judgmental attitude.
- Identify the limitation of the pilot study regarding the correctional school setup and build in extra precautions to avoid errors in the interviews.

The researcher was content with the feedback of the piloting interviews. It laid considerable groundwork for expectations on interviews.

### **3.5.3 Data Collection Process**

To achieve the aims of the study, the interviews were conducted at the Correctional School. Interviews were held for two days after lessons, when teachers were free and it was convenient for them. Lessons were not interrupted. The interviews were conducted in English and lasted between 60 to 90 minutes. Each participating teacher was interviewed individually in the staff office so that she can be free and comfortable to answer the questions openly and to have a free conversation. I informed, explained and gave them the consent forms to sign before we commenced with the interview.

At the beginning of each interview, I introduced myself to the teacher. I stated my name, institution and then explained the aim of the research to familiarise the interviewee with the research topic. This brief introduction was followed by asking the interviewee about her position and responsibilities as a way of collecting more details about her and at the same time creating a rapport.

Then I asked questions which were prepared based on the topic of the study on addressing academic wellness and their experiences in the correctional school (see Appendix C). The questions asked were open-ended in nature. Moreover, a list of pre-planned open-ended interview questions was also included (see Appendix C). Participants were given time and freedom to speak and the researcher obtained more relevant, extensive and in-depth information on their experiences.

All participating teachers displayed diverse experiences on addressing the academic wellness of juvenile offender learners. During the interviews, I summarised, reflected, stimulated and asked for clarification. As a researcher, I kept eye contact and listened very carefully to the responses of the participating teachers. I was careful to maintain a non-judgemental position throughout the interviews.

In order to remember the conversation, interviews were written verbatim throughout.

At the end of the interview, I assured them about confidentiality of the information given. Finally, they were thanked deeply and promised to be supplied with a report of the research results.

### **3.6 DATA ANALYSIS**

According to Henning, *et al.* (2004) data analysis is the heartbeat of the research. It is the process of making meaning from raw data collected from the participants. Creswell (2007) concurs that the researcher ought to analyse the data to form answers to the research questions. This process involves thorough examination of the data in detail to describe what is learned, and developing themes or broad categories of ideas from the data (Creswell, 2007). He further explicated that data analysis in the phenomenological approach involves identifying the real meaning of the experiences of the participants without the researcher's biased judgement with regard to the meanings expressed by the participant teachers (Creswell, 2007). In this study, the researcher wanted to understand about what is going on in the phenomena. When understanding was achieved, the researcher was able to prepare a detailed description of the phenomena of the study.

The data analysis in this study, the researcher followed steps suggested by Creswell (2007):

- **Step one:** To make sense of the data collected from interviews with the teachers, responses were written verbatim and organised in two columns A and B according to the interview questions (see Appendix D).
- **Step two:** The researcher read through the verbatim transcript which was organised in column labelled A and B in order to get overall meaning and general ideas of the participants (see Appendix D).
- **Step three:** Developed a list of significant statements of similar meaning related to what the participants are experiencing the phenomenon and how they experience it. These significant statements were manually analysed by hand colour coding (Henning, 2004) (see Appendix D).
- **Step four:** Then the statements were used to formulate meanings, the statements which had similar meaning were grouped together into categories. Then categories with similar descriptive pattern to the topic were reduced to form themes (see Appendix D).
- **Step five:** Themes emerged were used to provide full description of the findings on what the participants experience and how they experience it.

The researcher re-read the description of the findings to the original transcript for authentication. She also checked with participant teachers to ensure or confirm the credibility of the description of the findings.

### 3.6.1 Themes: (see appendix D)

- THEME 1: Effective teaching is important for promoting the academic wellness
- THEME 2: Effective schooling rehabilitates and lowers recidivism  
Sub-theme 2.1 subjects considered important
- THEME 3: Experiences on dealing with barriers to learning.
- THEME 4: Appropriate and adequate learning and teaching support materials (LTSM) are important.
- THEME 5: Availability of professional support structures  
Sub-theme 5.1 DBE Support structures  
Sub-theme 5.2 Other Support services for juveniles

- THEME 6: Teacher's needs for empowerment and development in addressing the academic wellness

### **3.7 ETHICAL CONSIDERATIONS**

The ethical considerations are one of the most important factors that a researcher must consider when conducting a study (De Vos, *et al.*, 2007). Ethical considerations provided the researcher with a code of moral guidelines on how to conduct research in a morally acceptable way (De Vos, *et al.*, 2007).

The researcher had a responsibility to respect the rights, needs, values and desires of the participants (Creswell, 2003). Thus, the participants were informed of verbatim copy and written interpretations and reports, and that were made available to them. When reporting the data, the participant's rights, interests, wishes and anonymity were considered (Creswell, 2007).

Furthermore, basic principles in the qualitative research method, to preserve confidentiality, anonymity, privacy and sensitivity of all participants were assured (Henning, *et al.*, 2004).

#### **3.7.1 Gaining access into the research environment**

For gaining access in the Correctional School, the researcher was granted ethics clearance by the Ethics Committee from the University of South Africa to conduct the research (see Appendix A). The study was part of a project which was led by my supervisor, namely, the Professional Development of Correctional School Educators. Permission from the Department of Correctional Services was granted to my supervisor and I to conduct my research in one of the Correctional Schools in Gauteng Province. Moreover, the principal of the correctional school was emailed to request an appointment day that was suitable to meet the teachers for an interview so that it does not disrupt class programmes of the day. Permission was granted. Teachers were given written consent to permit to conduct the interviews (see Appendix B).

The informed consent was obtained as follows:

- Ethical Review Committee of the college of education at University of South Africa (see Appendix A).

- Teachers: written consent (see Appendix B).

### **3.7.2 Informed Consent**

At the beginning of the interview, I informed the participating teachers of the aims of the study, the data collection method, description of how data would be used (Creswell 2007; Henning, *et al.*, 2004).

Furthermore, I explained to them their role as participants and clarified that they are free to withdraw from participating if they so wish without any penalty. In line with this, I gave the participants informed consent and explained it and they signed returned back to the researcher (see Appendix B).

This is supported by Henning, *et al.*, (2004); informed consent means that all the information on the goals of the study, the procedures that were followed during the study, the possible advantages and disadvantages to which participants may be exposed were explained verbally. All participants must have a full understanding of what the research is about and the implication of their participation including all data collection method.

### **3.7.3 Voluntary participation**

According to De Vos, *et al.*, (2007) consent must be voluntary and it is up to the participant whether he wishes to participate or not. I made it clear to all the participants that the research is only for academic purposes and their participation in it is entirely voluntary. No one was forced to participate and they are free to withdraw without any harm.

### **3.7.4 Privacy and Anonymity**

Henning, *et al.*, (2004) assert that privacy implies the element of personal privacy. Secondly, anonymity refers to the principle that the identity of an individual is kept secret and protected from being known. This is in line with Creswell (2007) who said that when studying a sensitive topic, it is essential to mask names of people, places, and activities.

The researcher ensured that the privacy and anonymity of the participants was maintained by exclusion of any identifying characteristics before sharing of information (De Vos, *et al.* 2007). I followed these principles during the research process; I made it clear that neither the participants' names, nor the name of the Correctional School used, nor any information shared does not reveal their identity in any way.

### **3.7.5 Confidentiality**

Another ethical guideline was confidentiality. Henning, *et al.* (2004) state that confidentiality implies the treatment of information in a confidential manner. McNamara (1998) also added that under the confidentiality ethical guideline is to avoid possible harm to participants that includes putting them in a situation where they might be harmed as a result of their participation, physical or psychological; that it may include embarrassment or feeling uncomfortable about questions. In this case, the researcher ensured participants their confidentiality and anonymity would be maintained through removal of any identity. The name of the Correctional School in Gauteng Province would not be revealed even in the discussion and analysis of data, so as not to reveal their identity in any way. Also, in the study, I did not include sensitive questions that could cause embarrassment or discomfort.

### **3.8 TRUSTWORTHINESS**

According to Merriam (2002), the usual criteria for ensuring the credibility of research data objectivity, reliability and validity are used in scientific and experimental studies because they are in a clear-cut manner applicable to quantitative and not automatically applicable to qualitative research. In contrast, qualitative studies are usually more interested in questioning and understanding the meaning and interpretation of the phenomenon (Merriam, 1998). According to Merriam (1998), assessing the accuracy of qualitative findings is not easy. However, to ensure trustworthiness of the qualitative research of this study, four criteria were introduced by Guba and Lincoln (1985) to determine the truth-value of qualitative research, namely: credibility, transferability, dependability, and conformability, was used.

**Credibility:** According to Guba and Lincoln (1985), credibility seeks to determine how corresponding the findings are with what was being observed. In addition, Polit

and Beck (2006) refer to credibility as the assurance that data and the interpretations that are based on the data are truthful. Furthermore, Maxwell (1992) concurs that credibility entails responsibility for the entire study process and includes actions in preparation of the field of research, authority of the researcher, participant's control of the data and peer group valuation. Therefore, in this study, there was a prolonged engagement with the Correctional School teachers within the learning and teaching environment of confinement. Collection of sufficient data on the academic wellness was done while it stays true to the phenomenon of Correctional School.

**Transferability:** it refers to whether the findings from a study can be used in another context (Guba & Lincoln, 1985). Therefore, in the context of this study teacher's experiences in addressing the academic wellness of juvenile learners, I had to make thick rich descriptions of interpretations of the responses of the teacher's experiences that provide adequate information to enable readers to judge the applicability of findings, analysis, interpretation and conclusions report of this study to other similar contexts. However, the findings of this study cannot be generalised.

**Dependability: it was done** to ensure consistency of this study, the collection and the analysis process of the findings will be audited and may be examined (Guba & Lincoln, 1985). While, Maxwell (1992) argues that dependability denotes that the findings remain consistent, even if an independent researcher analyses the raw data, can come to the similar conclusions.

The experts in the same field of the study audited the study continuously and verified authenticity and agreed on common themes as highlighted by the researcher. Conversely, Cohen, *et al.* (2007) suggest that on dependability, the researcher needs to go back to participants to check that their findings are dependable. Polit and Beck (2006) refer to dependability the stability of the data over time and in different conditions.

**Confirmability:** Guba and Lincoln (1985), state that, the findings and interpretations of the collected data must be internally coherent. In contrast, Polit and Beck (2006) describe confirmability as the objectivity of the data, in other words, measures are undertaken to prevent the researcher's biasness.

Therefore, I should be fair, balanced, and conscientious in documenting multiple perspectives, multiple realities, and multiple interests and avoid biasness.

### **3.9 SUMMARY**

The chapter focused on the qualitative research design and outlined the interpretive paradigm and the phenomenological approach used in the study. Issues of data collection methods, data analysis, trustworthiness of data, the research ethical measures of the study were also outlined.

The themes that emerged will be discussed in the next chapter.

## **CHAPTER FOUR**

### **DATA INTERPRETATION**

#### **4.1 INTRODUCTION**

This chapter presents the interpretation of findings from the interviews (see Appendix D) as described in paragraph 3.5. The main aim of the study was to explore the experiences of teachers in addressing the academic wellness of juvenile offender learners in a Correctional School. Six themes and sub-themes emerged from data analysis. The themes were individually discussed in the following paragraphs supported by direct quotes from the teacher participants.

#### **4.2 THEMES**

- ❖ **THEME 1:** Effective teaching is important for promoting the academic wellness
- ❖ **THEME 2:** Effective schooling rehabilitates and lowers recidivism
  - Sub-theme 2.1 subjects considered important
- ❖ **THEME 3:** Experiences on dealing with barriers to learning
- ❖ **THEME 4:** Appropriate and adequate learning and teaching support materials (LTSM) are important
- ❖ **THEME 5:** Availability of professional support structures
  - Sub-theme 5.1 DBE Support structures
  - Sub-theme 5.2 Other Support services for juveniles
- ❖ **THEME 6:** Teacher's needs for empowerment and development in addressing the academic wellness

##### **4.2.1 THEME 1: Effective teaching is important for promoting the academic wellness**

It was clear from the findings in general that teachers strongly believed on implementing effective teaching towards the enrichment of the academic wellness of the juvenile offenders in a Correctional School. They mentioned effective teaching such as being committed to juvenile offender learners' learning, knowledge of the curriculum, responsibility for managing juvenile learners' classroom and systematically thinking about their own practice of teaching in order to support and promote the academic wellness.

This was evident from the responses of participants when a question was posed: “What are the experiences of teaching in a Correctional School”?

The overall responses of teachers strongly highlighted on the background knowledge of their learners’ needs. It was revealed that they teach juvenile offender learners who were not interested in learning and they had poor educational background. The statements below indicate what was articulated by participants.

Participant B: “*Some learners lose interest in learning*”.

Participant A: “*They sometimes don’t concentrate in class*”.

In response to the question on what they do to make juvenile offender learners attend classes, teachers mentioned they were aware that there are many juvenile offenders who are not interested in attending school in the cell section than those attending. They expressed their concern that it was their role to contribute significantly to influence and get them interested in attending classes. Some of their comments were as follows:

Participant B: “*I encourage learners to attend class*”.

Participant A: “*I encourage them to open up and share ideas and they gain confidence*”.

Findings also revealed that the participant teachers encourage and motivate juvenile learners by praising them when they do well in class. She stressed that sometimes she give sweets or chocolate as a prize for doing well. She acknowledged that security rules do not allow juvenile offenders to get gifts which might be perceived as causing problems for security reasons. Teachers expressed their efforts of motivating by saying:

Participant A: “*Learners with problems I support by giving counselling and they feel special and get interest in learning*”.

Participant B: “*Assist and motivate them to learn.*”

This reflected that teachers are aware of diverse juvenile offender learners’ unique needs of learning, and they practised effective teaching strategies that enhance academic wellness by encouraging, assisting and building interest of attending classes.

The question on what do they do to make juvenile offender learners improve academically. Teachers indicate they modify the curriculum that to enrich the academic wellness of juvenile learners. This means modifying the curriculum by creating appealing learning activities so that they give access to all juvenile learners to participate in learning. They pointed that they give class activities such as writing letters, drawing, group discussion, debate or even creating drama on what they have learnt and keep them enthusiastic while they improve on learning. They emphasised that they advise learners to ask for assistance every time when they do not understand.

Participant B: *“Learners want to get educated and I advise them to ask for assistance every time when they don’t understand.”*

It is noticeable from the above responses that teachers embrace a variety of teaching approaches and learning styles such as letting learners create drama or debate on the topic learnt in order to increase their interest on learning for all diverse juvenile offender learners.

This clearly showed that participant teachers implement effective systematic teaching strategy that could develop desire to improve educational level and enhance academic wellness in the Correctional School.

#### **4.2.2 THEME 2: Effective schooling rehabilitates and lowers recidivism**

When teachers were asked how they perceived effective schooling in a Correctional School, they indicated that effective schooling rehabilitates and could lower recidivism. These responses were of great interest to the researcher. They highlighted that the purpose of effective Correctional schooling is to help every juvenile offender to reach his academic potential regardless of the poor educational background from which they come. They emphasised that the goal is to provide them with lessons so that they may advance academically while focus is on rehabilitation and to lower recidivism.

Participant B: *“Learners improve their education level it helps them to understand what the importance of education is.”*

Participant A: *“...it rehabilitates learners”*

However, the researcher was unsuccessful to establish more answers on how do teachers measure the rate of effectiveness of schooling, particularly to determine on the academic progress of juvenile offender learners such as year-end assessments that illustrate where juvenile learners improved academically. The challenge is that some of the juvenile learners are released in the middle of the academic year.

Participant B: *“curriculum is not finished because learners come for a short period for example, six months to a year; the longest would be only two to three years.”*

In general, Participant B’s response signified that measuring learner’s annual academic progress was a challenge due to the period of sentence the learners were incarcerated.

When the participants were asked how teaching assists in rehabilitation, their responses reflected that its success lies in stimulating the mind. In addition, they mentioned new ways of thinking and learning new skills should be introduced so that learners can be academically enlightened and understand their past and current actions pertaining to moral issues of which might change their behaviour and not reoffend.

Their responses reflected the objectives of the Department of Correctional Services that aims at rehabilitating juvenile offenders’ behaviour and the human development improved through literacy, education and skills competency programmes to reduce re-offending.

#### **4.2.2.1 Sub-theme 2.1: Subjects considered important**

The findings revealed that there were subjects which were loved by juvenile offender learners. The teachers gave the following responses:

Participant A: *“I teach Maths/ Numeracy and integrated studies in AET 2 and AET level 1; AET Level 3 Maths; AET Level 4 SMME and also I teach Grade 10 LO and English. Learners love Maths”.*

Participant B: *“I teach English in AET level 2, Level 1 integrated studies; Level 4 Natural Science, English, and Maths; and Grade 10 Mathematics.*

It can be noted that the subject known as Integrated Studies is similar to Life Orientation in AET level 3 and level 4.

Findings revealed that the curriculum in AET level 1 and level 2 offers three subjects. Teachers further explained that AET level 3 and 4 have additional subjects such as Natural Science (NS), Small Medium Micro Enterprises (SMME).

They expressed a positive attitude towards the subjects. Furthermore, they indicated that juvenile offender learners enjoy lessons in topics of business plan, activities pertaining to money counting, and learning new entrepreneurship skills. They perceived learning new skills advance learner's academic wellness such as gaining knowledge on how to start or create own business when they are released and avoid reoffending.

Moreover, findings suggested that participants viewed these subjects to be of assistance to cope in correctional school life. They specified particularly life orientation and integrated studies are considered to be very important.

For instance Participant A asserted that: *"Life orientation plays an important role in rehabilitation and in coping with daily experiences in a correctional school"*.

While Participant B concurred: *"LO contributes to learners' holistic development, it encourages them to open up."*

They further added that the inherent importance of these subjects equip learners to tolerate daily challenges and deal with stress in the environment of confinement. This was evident from Participant A who said, *"LO equips learners in dealing with stress in order to face daily challenges in a Correctional School"*.

In terms of the question on guidance on how to study, participants expressed the concern that juvenile learners do not know how to study. However, they teach integrated studies and LO subjects to prepare them to acquire study skills and apply that information when they study other subjects like Natural Science, Travel and Tourism, Economics and other subjects.

Participant A: *"LO guides learners on how to study"*.

With regard to career choices or world of work, teachers identified that learners are keen to gain knowledge on how to choose better careers to improve and not get involved in criminal activities after they are released from a Correctional School.

It was noted from the above responses that the participants reflected on topics they teach in Life Orientation and Integrated Studies. They include topics such as development of self in the society, world of work and career fields, value and importance of work in fulfilling personal needs and potential, and the importance of reading and studying.

On the question of describing the Maths background of juvenile learners, the participants expressed concern that they teach juvenile learners who have poor numeracy skills. They do not perform well in this subject although they show love and interest in the subject. The teachers make learners to be interested in the subject. They mentioned that this subject makes juvenile learners learn how to count and think fast.

Participant A: *“They like Maths because it helps them add up things in life and to think fast”*.

On the contrary, Participant B articulated a dissimilar opinion as to why juvenile offenders like Maths. She responded by saying: *“juvenile learners like Maths because they dislike English; they have difficulties in writing, reading and spellings”*.

She expressed the concern of teaching learners with difficulty on reading and spelling in English. Clearly, this response from Participant B highlighted on challenges that might hinder the practices that improve the academic wellness such as reading, writing and learning a new language.

#### **4.2.3 THEME 3: Experiences on dealing with barriers to learning**

Findings revealed that there are various barriers to learning in the Correctional School. The question posed was, do you come across learners with learning problems/barriers as you teach? Teachers expressed a concern about teaching juvenile offender learners that have difficulties in learning.

For instance, Participant B said “...*learners have difficulties in learning because they have no school background*”.

Participant A: “*Learners have difficulties in writing, spelling and reading*”

It was significant from the above participant’s responses that there is a low level of literacy skills among juvenile offender learners. They revealed that some learners have no school background and some have dropped out of school at a lower grade. They highlighted on the fact that most of them have lower than Grade 9 educational background. This signified a need to support and enhance the academic wellness of these juvenile offender learners. This was reinforced by the responses of teachers who revealed further that these difficulties pose a challenge when teaching, particularly when they have to write activities in class.

Participant A said: “*Learners do not want to show that they have a problem in writing*”.

Participant B: “*They do not write but prefer to do so after being helped by their inmates from the cell section*”.

The above response from Participant B also reflected that teachers incorporated interactive teaching and peer teaching strategies to engage and support all juvenile offender learners’ with learning disabilities such as reading, writing, spelling or lower level of education.

In response to the question on language of learning and teaching used, it was highlighted by participants that they use English as a language of learning and teaching (LOLT). However, it poses a challenge since some learners have difficulties on reading and writing English.

Participant A said: “...*learners dislike English*”.

This showed clearly that the English language is a barrier to learning. It was a concern to teachers, particularly on reading. She expressed serious concern that juvenile offender learners do not want to read or to speak English openly in class, since they worry about being seen to be stupid or ignorant or lacking in English skills. Hence, there are low literacy levels and fear of failure, and being embarrassed among peers.

In general, the overall responses signified greater need for teaching strategy that will improve juvenile learners' English language as it is essentially needed to access learning opportunities and improve the academic wellness.

When the participants were asked a follow-up question to describe how they assist learners in this regard. Participant B said: "*I have a remedial class called 'Kha Ri Gude' (VENDA language meaning let's learn)*". This class is for those who never went to school and cannot read and write.

The above response reflected that participant teachers implement inclusive teaching; they developed ways of supporting learners with barriers to learning.

Participant B further explained the strategy of the teaching strategy she uses. She indicated that she split learners into groups of those who understand better and those who experience challenges. She classified the lowest level learners as those having intellectual disabilities. She emphasised having remedial classes to assist these groups of juvenile learners to improve on the academic wellness. It should be noted that this group of juvenile learners cannot read or write they need special attention and extra time to learn.

While, Participant A articulated on enhancing juvenile learners' confidence in class by conferring responsibilities to a learner who understands better to lead group discussions and that makes the juvenile learner to feel special and get interested in learning.

Participant A said: *I give learners responsibilities; for example, to be a group leader in class discussions, and then they give report after their class discussions.*

It is significant that participant teachers have the ability to assess gaps in juvenile learner's abilities and design teaching strategies that meet their special needs. Teaching strategies such as peer teaching and group discussions while these strategies moulds a responsible character and instil awareness of leadership abilities among juvenile offender learners. In general, it clearly showed that participant teachers support juvenile offender learners to develop knowledge and improve skills, recognise process and the value of lifelong learning through the subjects taught in the correctional school.

Findings discovered lack of concentration in class as a barrier to learning. Responses of participants showed a concern that learners sometimes do not concentrate but cause problems. They like to draw attention by misbehaving. Teachers believed that some are coming from dysfunctional families and they want attention from the teacher so they lack concentration in learning and disrupt lessons. They further expressed that some learners are eager to learn while others come to class for fun, particularly those who have learning difficulties. However, findings revealed that teachers believe that it is their responsibilities to be resourceful and creative and develop ways to give support and assist them to learn. Responses were as follows:

Participant B said: *“I always observe learners’ behaviours and encourage and assist them to learn”*.

Participant A said: *“learners with problems I call them aside and counsel them. It is the teacher’s duty to support learners to learn not to destroy them by saying negative things”*.

In regard to the question on time management, the participants’ responses highlighted that attendance of classes is poor sometimes. On the contrary, they expressed their concern on time management as a barrier to learning in the environment of confinement.

Participant A said: *“Attendance not always good for example there is no school when it’s searching day”*.

Participant B said: *“Sometimes learners are absent due to security reasons”*.

It was identified from the responses of participant teachers that juvenile learners are sometimes released late from the cell sections or not released at all for a day due to security reasons. This hinders the programme of the day’s lessons in view of the fact that learners have only four hours of learning per day. Teachers expressed their concern that they need more time to teach learners who cannot read and write.

Participant B said: *“...need more time to teach, four hours is not enough time for learners, we need extra time for classes”*. Teachers also mentioned that other barriers to learning are the fact that education is not considered as a priority in the

Correctional School. Security is a priority. It was discovered that classes cease when it is searching day at the cell section, no learner comes to class.

Participant B said: *“There are no classes when it’s searching day due to the correctional school environment rules”*.

The above expression from Participant B signified that the Correctional security rules impacts negatively on the duration of school hours.

On the question regarding completion of annual teaching plan, findings discovered that teachers fail to complete annual teaching plan or learning programme due to fact that learners are sentenced for a short period. For instance, they attend classes for six months then they are released or moved to other Correctional Schools. This was evident from Participant B who said: *“...the problem we face is that the programme of the curriculum is not finished because learners come for a short time for example, 6 months”*.

Teachers expressed concern to this as a barrier to learning since they are not able to track the academic progress of juvenile offender learners. Conversely, they have to start teaching newly arrived convicted juvenile offender learners who also have different special needs that need to be attended to. It was noted that this Correctional School incarcerates juvenile learners serving short sentences.

From the interview, it was revealed that when teachers go to teach in class, juvenile learners are accompanied by a Correctional Security Officer. They emphasised their concern on this as a learning barrier, that if Security Officers are not enough, learners are not released from cell section to come to classes.

Participant A said: *“There must always be an official guard when I teach, in case learners get mischievous”*.

From this response above, a concern was identified that teachers are not able to make decision on school activities and attendance.

Findings identified other learning barriers such as when learners do not want to learn they are disobedient and make threats. These threats impede enhancement of the academic wellness since teachers will not be at ease in class. Teachers identified threats such as writing on the classroom door as follows: *“Today ‘come in class at*

*your own risk 'lizwezwe' is inside the class*" by the juveniles. From the teacher's explanation 'lizwezwe' is a weapon or piece of glass.

Participant teacher A said: *"It means today they do not want to learn or they are up to some mischief."*

In general, teachers experience barriers when teaching in the Correctional School, in spite of the hardship they face, they make an effort to support and assist juvenile learners to attain optimum academic wellness by dealing with these learning barriers.

#### **4.2.4 THEME 4: Appropriate and adequate learning and teaching support materials (LTSM) are important**

When participant teachers were asked on the use of learning and teaching material, the responses from the interview, it emerged that learning and teaching support materials (LTSM) are crucial tools that facilitate learning and teaching while they enhance and promote the academic wellness.

Participants showed that teaching materials makes learning to be fun for juvenile learners; however, in the Correctional School LTSM is inadequate.

Participant A said: *"no resources available."*

However, participants highlighted that the DCS do not provide them with LTSM such as textbooks, overhead projector, or posters. Yet, the DCS provides juvenile learners with exercise books for writing but not textbooks. These exercise books are inadequate resources for learning and teaching since there is no textbook from which to refer.

They indicated that the Department of Basic Education supply only the subject curriculum which is not adequate as Learning and Teaching resource.

Participant A responded: *"DBE supply us with subject curriculum framework and work schedule for all the subjects only."*

Participant B responded: *"DBE provides subject frameworks, work schedules and workshop us on those subjects and DCS provides learners with exercise books for writing only but do not buy textbooks".*

Participants expressed their frustration on carrying out the academic work within the constraint of Correctional security rules in the centre. They revealed that there is restriction of access to some of the LTSM and resources because some pose a challenge to the security restriction and other overall objectives of the Correctional system. They experience difficulties in using any kind or all sorts of teaching aid in Correctional classes.

When a follow up question was asked: *“how do you teach without teaching aids or resources (LTSM)”*? They expressed their frustration that it is difficult to promote the academic wellness without teaching aids or resources. But they noted that LTSM has the potential to create conducive self-learning situations for juvenile offender learners. As a result, the teacher indicated that they improvise by adapting learning and teaching material and resources approved by DCS and DBE. In this, they stressed that they use a variety of learning aids that can make a lesson more interesting and more clearly explained. They indicated that they use newspapers and borrow textbooks from neighbouring schools outside and make copies for learners.

Participant A responded: *“I use newspapers and make copies.”*

Participant B responded: *“we buy teaching aids from our own limited resources”*.

It was significant from the above responses that teachers make an effort to get resources to adapt and to suit the Correctional School specific needs and conditions on learning and teaching to address the academic wellness of juvenile offender learners.

From the interviews, it was revealed that the curriculum framework from the Department of Basic Education is not user-friendly in the correctional setting. This was clear from the responses of the participant teachers:

Participant A: *“And there is a problem with the DBE curriculum; it is not user-friendly in the context of a Correctional School”*.

Participant B: *“LTSM is not user-friendly like in NS and Physical Science.”*

Teachers went to an extent of explaining that even other subjects like Natural Science and Physical Science are also a challenge to teach. Some subjects are restricted because of the danger presented by some of the teaching material used

can be a hazard for example doing experiments in science class might be dangerous.

Participant B said: *"It is even more difficult in NS and Physical Science subjects because we cannot do experiments in class it is not safe"*.

They further explained that in subject like English they cannot bring in teaching aid such as radio or tapes since these are not allowed in the Correctional School for security reasons.

Teachers expressed their frustration on giving juvenile offender learners academic activities, projects or assignments to research various topics from newspapers or other resources to be a challenge because of the restrictions of movement due to the security rules in Correctional School.

This is reflected on the response of Participant A who said: *"Learners cannot do research because they do not have access to outside material like magazines, newspaper or even go to do research from the Correctional School clinic."*

However, teachers provide resources and do the research in class with the juvenile learners, but they take back all the resources from them before going back to their cell section. These responses indicated that teachers make an effort to promote the academic wellness despite the prevailing restricted conditions.

Teachers further mentioned their concern on a challenge of the learning and teaching support material for mathematical subject. They highlighted that particular resources in mathematical instruments such as compass or maths divider pose a danger because that could be used as weapons by the juvenile offender learners. It was identified that learning material such as common mathematical or scientific instruments, including small, individual calculators, are typically not allowed.

Participant teacher A said: *"some of the teaching materials are not user-friendly in a Correctional environment"*.

In response to the question on reading for fun, teachers illustrated on the point that they have a library where learners can be able to read for fun or improve reading skills to enhance their academic wellness. Moreover, they indicated that extending the learning activities that took place in class to library can improve literacy skills of

offender learners and help them to achieve and succeed academically. However, regular access to the library is often a predicament due to restricted movement at the Correctional School. And also, the library lacks a qualified librarian to guide the offenders in choosing books.

This is evident from the explanation of Participant teacher B said: "*Juvenile offenders do not have liberated movement and access to library at anytime they want, it is restricted*".

Participant A said: "*In the library learners are not guided on which books to take. There is no qualified librarian to help learners to find appropriate books*".

In responses to question on having access to internet since there was a Computer Centre, Participant B further expressed their frustration on the environment's restrictions as are in such a way that access to the internet is restricted, the use and exchange of most commonly utilised materials to support academic wellness; for example, overhead projector and laptop is prohibited. They even do not have access to internet due to security reasons.

Participant A: "*....do not have access to internet.*"

In general, the findings revealed that to some extent a scope for LTSM and resource items that promote academic wellness are under the teacher's constant supervision and control. In addition, there may be considerable risks of potential loss or misappropriation that disqualify using anything considered unsafe. These limit optimal enhancement and attainment of the academic wellness in the Correctional School.

#### **4.2.5 THEME 5: Availability of professional support structures**

##### **4.2.5.1 Sub-theme: DBE Support structures**

Availability of broad professional support structures is important in addressing the academic wellness in a Correctional School. It was highlighted so often that it became necessary to include this theme because it emerged so frequently in the interview. When the question on: "*What can be done to assist and support*

*Correctional School teachers in enhancing the academic wellness of juvenile learners?*

Findings revealed that teachers considered the professional support to be crucial in addressing the academic wellness in the environment of being locked up as a learner. It revealed that there is availability of professional support from the DBE. Participant teachers mentioned that the Department of Basic Education provided them with the subject curriculum assessment policy and subject framework of all the subjects taught in the Correctional School.

Participant B said: *DBE provides subject curriculum frameworks and work schedules for all subjects”.*

Furthermore, teachers explained that the Department of Basic Education invites them to attend workshops based on the curriculum subject they teach. They emphasised that each subject taught has a Subject Advisor from the Department of Basic Education who assist them on that particular subject. This revealed that teachers are professionally supported and kept abreast on the curriculum. This clearly shows that teachers teach juvenile learners academic lesson similar to the one offered in other schools in the community.

Participant A: *“DBE workshops us on those subjects.”*

Participant B said: *“We use the DBE curriculum to teach and subject Curriculum Adviser workshops teachers on different aspects in each subject.*

This response reflected that teachers are kept abreast on current changes and developments and knowledge on the subjects they teach which is important on enhancing the academic wellness.

In regard to support on juvenile learners, the participants’ responses clearly indicated that teachers are supported and the formal education curriculum is provided by the DBE. According to the explanation of the teachers AET level 1 and level 2 is equivalent to school Grade 1 to Grade 4, and AET level four is equivalent to Grade 9. The AET curriculum focuses on literacy skills, reading and writing and numeracy skills. In overall, there is significant support for all classes from DBE for AET level 1 to level 4 and Grade 10 to 12.

Moreover, it was discovered that not only teachers are getting support from the DBE but also the juvenile learners. It was mentioned that AET level 4 learners write external examinations set from the DBE. The DBE provides the certificates when the juvenile learners have passed. This clearly showed that there is availability of support for the juvenile learners to enhance and address their academic wellness and upon release they have a document to produce.

#### **4.2.5.2 Sub-theme: Other Support services for juveniles**

The findings identified that teachers get professional support also from the Psychologist and Social Workers in the Correctional Schools. It was highlighted that in the Correctional School class teachers teach learners with various learning barriers and need special attention. The participants indicated that those juvenile learners with special intellectual needs in learning are referred to a Psychologist to be assessed. These juvenile learners who are referred to a Psychologist are identified as learners with intellectual disabilities.

They further explained that some learners are affected by problems such as no visits from family members or death cases in their family and even challenges in the cell section such as gangsterism. These problems pose a challenge towards learning in class. They indicated that they support them by referring them to Social Workers.

Participant A: *“Sometimes learners with special needs we refer them to Correctional School Psychologist or Social Workers”.*

These responses from the participants identified support structure from a Psychologist and Social Workers they receive to assist them in addressing the academic wellness of the juvenile learners.

Furthermore, findings indicated that there is availability of other professional support to teachers. It was highlighted that the DCS provides ‘Employee Assistance Programme.’ This is a professional support programme that assists them to deal and cope with their emotional challenges experienced from teaching at the Correctional School.

Participant B: *“We have Employee’s Assistance Programme which helps us to deal with our emotional challenges”.*

From the interviews, it was revealed that teachers get emotional challenges when teaching juvenile learners. Emotional challenges such as dealing with learners who are disobedient, and who have no hope in life. Some are coming from dysfunctional families are faced with family problems then they want attention from teachers. Teachers expressed their feeling that these learners' challenges strain them emotionally and it distracts them from accomplishing their objectives in the quest of the academic wellness. They further emphasised that they take it upon themselves to give support to these learners to learn despite the challenges they face.

The above information clearly reflected that a Correctional School is a special environment which has emotional challenges experienced by teachers. It even revealed that the participants are sometimes getting stressed when teaching learners with diverse special needs. Participant A added, "*We come with this stress and take it out on learners*".

However, the DCS does provide support on these challenges faced by teachers which empower them to promote the academic wellness of juvenile offender learners.

In responses to the question on discipline, participant teachers highlighted that there is also availability of support on Correctional policies, rules and regulations from Department of Correctional Services which endorses the academic wellness.

The participants viewed these Correctional policies, rules and regulations as crucial particularly when learners disobey or get mischievous behaviour in class. It was revealed that sometimes learners like to cause problems in class, particularly those who have difficulties in learning. These learners come to class to have fun; they do not want to write or learn, they use the Correctional School as pastime. Therefore, these policies, rules and the regulations assist on instilling discipline and correcting the behaviour of these learners in class.

Participant A: "*When learners are getting mischief, I report to the Security Guard for discipline.*"

Participant B: "*Instilling discipline and correcting the behaviour*".

It was identified from the findings that these rules and regulations reminded juvenile learners of the code of conduct in the Correctional School. It is a good measure because it helps with discipline in the class and it augments their academic wellness.

In response to the question on security measure, teachers highlighted that DCS policies and rules state that there should be an official Security Guard at all times to accompany juvenile learners to class and be available and present around the class. Participant A, a female teacher expressed her concern that it is sometimes difficult to teach juvenile offenders in Correctional Schools without official Security Guard present because she feels not safe in class. Her uneasiness was intensified by her response, Participant A said: *“I am not free in class without a guard, sometime learners are disobedient and they threatened me”*.

Participant B commented: *“I am well informed about what is happening especially when you are in class because I was trained as Correctional School officer.”*

This clearly showed that the presence of the security official play an important role, particularly when learners do not want to learn. It is needed for security purposes and to augment the support teachers need in order to perform their duties effectively without any fear.

In general, the responses above highlighted the importance of professional support with regard to policies, rules and regulations in the Correctional classes. This is in view of the fact that threats or mischievous behaviour can be reported to the official Security Guard readily available. These officials are there to assist and support teachers to improve the academic wellness of juvenile learners.

#### **4.2.6 THEME 6: Teacher’s needs for empowerment and development in addressing the academic wellness**

When a question was asked, regarding being equipped or skilled in addressing the academic needs of juvenile offender learners, it was revealed that teachers need empowerment and development on Correctional context setting in order to address the academic wellness of juvenile learners maximally. They showed that although they make an effort to assist learners and address the academic needs in the

Correctional School, they feel that it is not enough; they need to be empowered and developed in various ways to cope in a Correctional School.

The response showed that teachers need not only qualification in teaching but also to be trained regularly on Correctional School culture and understand factors that might hinder the academic wellness.

Participant B said: *“More training is required to equip educators with the necessary knowledge to handle special school environment and for barriers that come out of DCS”*

Participant A: *“We should be trained as Correctional Security Officers to be able to deal with offender learners”*.

While Participant B concurred that it is important to be initially trained as a correctional school security officer than to be only qualified as a teacher without correctional school background knowledge. She emphasised that this experience assists her to understand juvenile learners better when teaching and this benefits learners academically.

Participant B said: *“it helps to be trained as Correctional Security Officer, especially when you are in class because these learners do not get out of hand that much. I am well informed about what is happening”*.

It was discovered from the findings that there is a need for development on strategies and techniques of teaching in the Correctional School in view of the fact that juvenile learners like to manipulate teachers. Moreover, teachers need training and development on current trends, knowledge of safety and security concepts and on issues of juvenile justice characteristics to best address academic wellness. Teachers expressed their concern on this:

Participant A: *“We need training or systems on that”*.

Participant B: *“...need assistance programmes and training to help to deal with difficult learners”*.

The responses highlighted the need for developing skills to know how to manage behaviour of juvenile learners in class because they disrupt learning and teaching. Moreover, they expressed the need for optimum teaching approach and be

developed on how to deal with unmotivated juvenile offender learners. Respondents expressed a concern:

Participant A: *“If we can be helped by teaching approach as these learners come from dysfunctional families and also if we can be developed on instilling love in our work as some of this things discourage us.”*

Participant B: *“DBE must develop teachers by training them on how to deal with unmotivated learners and us teachers not to be demoralised in our work.”*

These responses confirmed that promoting the academic wellness depends on high morale and commitment from teachers.

In addressing the question on how they handle conflicts among juvenile learners, participant teachers further expressed their need for training on conflict and anger management that will assist them to give such support in class. Given that they are faced with challenges of conflicts and anger among offender learners in class. Participant B said: *“I think there is a big need for teachers to undergo training because it will benefit the learners.”*

It was clearly showed that teachers need some training on conflict management and anger management in order to understand and know how to handle those situations.

Teachers emphasised that to promote the academic wellness successfully, the Department of Basic Education has a responsibility to provide facilities, empowering, motivating and training of teachers and support learning and teaching. The responses were:

Participant B: *“We need courses, workshops for developmental purposes and empowerment”.*

Participant A: *“We need assistance on teacher assessment development programmes (IQMS) so that we can develop”.*

It was noted from the teacher responses on IQMS that they require the latter (IQMS), which is aimed at enhancing and monitoring performance of the education system in the Correctional Schools. In general, it can be noted that this IQMS is implemented in traditional schools only not in Correctional Schools. In this regard it is significant that teachers believe on promoting accountability, and be evaluated on their performance and be supported and developed for continued growth.

In this case, the teachers identified the need to be strengthened on areas where they have weaknesses and be developed to optimise the promotion of the academic wellness of juvenile offender learners. Furthermore, all teachers need development in professional teaching skills and motivation in order to improve teacher effectiveness.

### **4.3 SUMMARY**

In this chapter, the responses from the interviewed participant teachers reflected the vast insight and knowledge on addressing the academic wellness of juvenile offender learners in the Correctional School. This was gained through analysing and interpreting their responses which emerged from the themes. The themes clearly identified challenges experienced and explained how they attempt to promote the academic wellness in the Correctional School. The next chapter discusses the findings of the study, highlight limitation and suggests recommendations.

## CHAPTER 5

### DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

#### 5.1 INTRODUCTION

In the previous chapter, the interpretation of findings relating to experiences of teachers in addressing the academic wellness of juvenile learners in a Correctional School was presented. In this chapter, the research findings which focused on the themes that emerged from the previous chapter are discussed. The research limitations as well as suggested recommendation and conclusion of the study are also outlined.

#### 5.2 Themes

- THEME 1: Effective teaching is important for promoting the academic wellness
- THEME 2: Effective schooling rehabilitates and lowers recidivism
  - Sub-theme 2.1 subjects considered important
- THEME 3: Experiences on dealing with barriers to learning.
- THEME 4: Appropriate and adequate learning and teaching support materials (LTSM) are important.
- THEME 5: Availability of professional support structures
  - Sub-theme 5.1 DBE Support structures
  - Sub-theme 5.2 Other Support services for juveniles
- THEME 6: Teacher's needs for empowerment and development in addressing the academic wellness

The discussion of the findings is based on the background of the two integrated frameworks. An integrative framework lens namely Bronfenbrenner's Ecological systems theory and Hettler's wellness model were adopted. Bronfenbrenner's Ecological Systems theory (1977) was compatible framework for this study of exploring Correctional School teacher's experiences in addressing the academic wellness of juvenile offender learners. This theory recognised the interactive relationships between the juvenile offender learners, Correctional teachers, families, learning environment and the learning context, the community and the wider government structures in providing support, not only for individual juvenile offender

learners, but also to all other systems that may impact on the juvenile learner (Donald, *et al.*, 2010; Swart & Pettipher, 2005). It was clear that the participants were a significant influence in enhancing the academic wellness of juvenile offender-learners.

In the discussion of findings of this study, the academic wellness model was also well-suited as a second lens. As it was noted, this model focused on the teachers' role in a Correctional School to expand juvenile learners' knowledge on improving skills such as writing, reading and studying, along with expanding their potential for sharing with others and beyond the Correctional School classroom, as well as the human and learning resources available within the Correctional School community (Anspaugh, *et al.*, 2004; Hettler, 1980). Intellectual (academic) wellness model in the discussion of the findings in this study showed an extent to which teachers engage juvenile learners in creative and stimulating activities and focus on the acquisition, development, application, and articulation of critical thinking, a commitment to lifelong learning, an effort to development of skills and abilities to achieve a more satisfying life (Rimm- Kaufman & Chiu, 2007; Hettler, 1980). Moreover, high quality academic instruction refers to teaching that is appropriate to juvenile learners' academic levels, creates opportunity for thinking and analysis, using feedback effectively to guide their thinking, and extends their prior knowledge while it rehabilitates them (Rimm- Kaufman & Chiu, 2007).

### **5.2.1 Effective teaching is important for promoting the academic wellness**

From the findings of the current study, the participants strongly believed in understanding the learners' background knowledge and being aware of diverse juvenile offender learners' unique learning needs as important for effective teaching. Research by Rahman, *et al.* (2010) concurs with the current study it stated that knowledge of diverse learners is an essential component of knowledge base for effective teaching. Teachers should understand diversity of juvenile offender learners in terms of their abilities, interests and how they respond to application of different teaching strategies; and how various types of classroom activities might be managed (Madigan, 2005).

Similarly, participants indicated that they teach offender learners who are not interested in learning and they have poor educational background. This relates with

Brazzell, *et al.* (2009) argument that teachers are tasked with teaching offender-learners with wide range of cognitive abilities and previous educational experiences, including many who have consistently been unsuccessful in the broader public education system.

Participants stressed that knowledge of diverse learners in their class enabled them to come up and practice effective systematic strategy such as encouraging, assisting and building interest on different learning needs. They considered that it is their role to contribute significantly in regard to influencing and getting learners interested to attend classes and advance academically. Vacca (2004) explicates that there is a need for positive Correctional teacher as a role model who believes in the value of academic and extracurricular activities that support juvenile offender learners' growth and the academic development.

With regard to systematic teaching strategies, participants strongly considered that effective teaching criteria such as being committed to juvenile offender learners' learning, knowledge of the curriculum, responsibility for managing juvenile learners' classroom and systematically think about their own practice of teaching in order to support and promote the academic wellness are important. Ballentine (2010) agrees with these findings that prior academic achievement contributes on how a juvenile learner performs in the academic wellness.

Participants further showed that they have the ability to assess gaps in juvenile learner's abilities and design teaching strategies that meet their special needs. Engelbrecht and Green (2007) support the idea that teachers should be flexible and make use of different teaching strategies to adapt to all juvenile learners' needs in classrooms. Research by Carlson and Maiké (2010) suggests that teachers be critical on the different learning styles, for different juvenile offender learners who have had a history of educational failure. Teachers should identify an approach that is congruent with each juvenile learner's learning style.

Research by Francis (2010) maintains that Correctional teachers, in order to be successful with the offender learners' academic success, must realize their behaviour can either encourage or negatively change the desire to learn. Such behaviours include being fair to learners, consistency in enforcing rules, caring about

juvenile learners' well-being, slow to anger/overreaction, wanting learners' success, being positive, treating learners as individuals, being inspirational, being excited, and being respected (Francis, 2010). It relates well to this study, in the sense that participants emphasised on developing a desire to improve educational level and enhance the academic wellness of juvenile learners through design activities that require learners to practice and apply thinking skills on importance and desire to improve academically. Wenglinsky (2000) supports that what happens in the classroom is critical and that how a teacher teaches is important and it can influence academic success of learners as well as persistence in learning.

According to Hettler's (1980), the academic wellness theory suggests that one should be engaged in creative and stimulating activities, as well as the use of resources to expand knowledge and focus on the attainment, development, application, and articulation of critical thinking skills. Similarly, the participants also maintained that to enrich the academic wellness of juvenile learners, they should modify the curriculum. By modifying the curriculum they meant creating appealing learning activities so that they give access to all juvenile learners to participate in learning. They pointed that they give academic activities such as writing letters, drawing, group discussion, debate or even creating drama on what they have learnt and keep them enthusiastic while they improve academically. This is similar to findings of Hawley, *et al.* (2013) who argue that curriculum and learning activities need to be modified, to ensure that it provide access participation in learning to all diverse juvenile offender learners.

Findings revealed that participants created a pleasant learning environment and also motivated learners by praising them when they did well in class. The findings are in line with what Rogers, *et al.* (2014) found on creating a pleasant learning environment.

One participant indicated that sometimes she rewards a juvenile learner with sweets or chocolate as a prize for doing well. She acknowledged that security rules does not allow juvenile offenders to get gifts which might be perceived as causing problems for security reasons. However, Brazzell, *et al.* (2009) reiterated that juvenile learner's motivation is a key issue in academic wellness, particularly in settings such as

Correctional facilities where many juvenile offender learners have been discouraged by their past educational experiences.

Their research further suggested that a well-designed incentive structures can encourage individual juvenile offender learner to participate in and successfully complete academic programme. Incentives such as awards and acknowledgement within the classroom and in special ceremonies may seem trivial but can do a great deal to keep learners motivated and make them feel proud of their academic achievements (Brazzell, *et al.*, 2009).

Warner and Costelloe (2011) also support that Correctional School teachers are key players in encouraging and motivating that the learners' academic wellness should be enhanced.

### **5.2.2 Effective schooling rehabilitates and lowers recidivism**

From the current findings, participant teachers strongly believed that effective schooling rehabilitates and could lower recidivism. The participants highlighted that the purpose of effective Correctional schooling is to help every juvenile offender to reach his academic potential no matter how poor educational background they have.

The participants emphasised that their goal was to provide juvenile learners with lessons activities that they may advance academically while the focus is on rehabilitating and lower recidivism. This related to research by Ninan (2006) that lesson's goals should be reflective of juvenile learners' academic ability and meet all juvenile learners' high expectations for academic achievement.

From the findings, the participants showed that the success of rehabilitating juvenile offender learners begins with teaching, stimulating the mind, introducing new ways of thinking, learning new skills so that they can be academically enlightened and understand their past and current actions pertaining to moral issues of which might change behaviour and lower recidivism (Erisman & Contardo, 2005). Twomey (2008), Vacca (2004); Muntingh and Ballard (2012) support that education in Correctional Schools has been consistently linked with reduced recidivism rates.

Research by Kirk and Jones (2004) maintained that clear Correctional School mission was a key characteristic of school effectiveness. It was reflected in this

current study that the teachers aim at rehabilitating juvenile offender learner's behaviour through literacy and skills competency programmes to reduce recidivism (DCS, 2008).

The findings reveal that to determine the annual academic progress of juvenile learners was a challenge in a Correctional School due to short sentences of juvenile learners. Similarly, in the research by Hurry, - *et al.* (2012) found similar results that there were no monitoring benchmarks and progress was not measured in the Correctional School. This current finding contradicts Ninan (2006) who states that effective schooling has to focus on frequent monitoring of juvenile learners' academic progress in order to determine successful progress to the next grade (Kirk & Jones, 2004). Also, the current findings are in contrast to research on the academic wellness by Rimm-Kaufman and Chiu (2007) who assert that the academic feedback should be used effectively to guide juvenile learners' critical thinking, and create opportunity to extend their prior knowledge.

On the other hand, the current study findings showed that many juvenile offender learners serve a short sentence which is an impediment to continuity of their learning or participation in annually planned academic activities. This impediment continues even when the juvenile offender learner has been transferred to another correctional school without any special consideration for continuity of education (Francis, 2010). It also appeared that the participants failed to complete annual teaching plan or learning programme because of the same fact that some juvenile learners are sentenced for a short period and they attend classes for six months then they are released.

With regard to subjects taught in the Correctional School, participants presented great importance of the three subjects (namely; Mathematics, English and Integrated Studies which is similar to LO) in equipping and assisting juvenile offender learners to rehabilitate, cope and to tolerate daily challenges and deal with stress in the environment of confinement while they expand their knowledge. This finding from the current study pointed out clearly that education subjects are targeting the behaviour related and aligned with the rehabilitation of juvenile offenders as outlined in the White Paper on Correction in South Africa (DCS, 2014; Dawe, 2007).

For instance, the participants indicated on subject like Integrated Studies/LO that it is contributed to juvenile offender learners' holistic development. The participants expressed the concern that juvenile learners do not know how to study. However, Integrated Studies and LO subjects prepare them to acquire study skills to apply on other subject and the importance of reading and studying. Similarly, the study by Magano (2011) found that if teachers understand and teach LO well to learners, it can have a positive effect on learners' attitudes and be of great value to them. This is in line with research by Garcia (2013) who proposes that Correctional School subjects should also allow juvenile offenders to try improve academic and social well-being as well as providing other skills while incarcerated so that they can make a contribution to society when released.

In this current study, the participants indicated that learners enjoy lesson topics on business plan, activities pertaining to money counting, learning new entrepreneurship skills, improve potential and value importance of work in fulfilling personal needs. Similarly, Braggins and Talbot (2003a) assert that Correctional School education help build a competitive economy and inclusive society.

The participants further explicated that learners are keen to gain knowledge on lesson topics such as how to choose better careers and not get involved in criminal activities after they are released. This agrees with the research of Berman (2013) found that juvenile learners have little idea or confusion about what career to choose and where to study. The current study has similar findings to Hollingsworth's (2009) study which pointed out that the academic wellness is an active process through which juvenile learners become aware of career choices and make more successful way of life and avoid recidivism.

### **5.2.3 Experiences on dealing with learning barriers**

Findings from the current study suggested that there is low level of literacy and numeracy skills among juvenile offender learners. Participant teachers suggested that the learners' deficiency in basic skills of reading, writing and numeracy was mainly due to the fact that a number of learners dropped out of school at levels lower than Grade 9 meanwhile others have no school background. They highlighted that most learners have difficulties with Mathematics. These current findings concur with

research by Vacca (2004) and Strasbourg (1990), which indicated similar findings, that serious literacy and numeracy problems are far higher in Correctional Schools. Brazzell, *et al.*'s (2009) study also found that the number of juvenile offenders who cannot read or write at all is high. Similarly, Young, *et al.* (2010) agree that challenges such as low academic levels and history of school failure obstruct the process of learning inside juvenile correctional school.

Research by Durlak (2000) maintains that underachievement or school dropouts of juvenile learners needs academic enhancement that includes development of talents and abilities, learning how to learn, and higher order thinking skills. It related to this current finding which showed a high need to support and to enhance the academic wellness of these juvenile offender learners. Equally, the Millennium Development Goal in the South African report (2013) argues that all juvenile learners must achieve universal primary education, or must have completed primary education including the literacy, regardless of their age (Nayyar, 2012; Higgins, 2013).

With regard to the language of learning and teaching used, it was highlighted by the participants that English was used as a medium of instruction in learning and teaching. Findings from this study showed that the English language is a barrier to offender learners as they struggle to understand some words and face difficulties with spelling and writing. This corresponded with the Norwegian research (2005) which revealed that a number of juvenile offender learners have superficial language competence and that language instruction should be adapted to the various juvenile individuals' needs, for instance their home language (Garcia, 2013). In addition, Scurrah (2010) also argues that juvenile offenders have difficulty understanding the learning material as it is often written from the perspective of a middle class educated person who uses far above the ground English grammar and may take for granted the learners' level of English comprehension.

To deal with the language barrier, teachers indicated that sometimes lessons are explained using juvenile learners' home language. In the current study, teachers practiced the similarities in the research of Brazzell, *et al.* (2009) that stated that to deal with language barriers, the teacher must be prepared to provide materials in other languages or assist with translation should these be necessary for a juvenile learner.

The participants indicated that as much as non-English speaking learners are willing to participate in class, they avoid doing so openly because they are afraid to be seen as stupid or mocked by their peers. In addition, the participants further explained that fear of failure and of being embarrassed among peers prevented learners from participating openly in class. Similarly, Scurrah (2010) points out that peer influence, image and peer pressure can create a significant barrier for some juvenile learners within their peer group; this might prevent them from participation and accessing learning opportunities that promote the academic wellness.

Research by Shank (2011) found that juvenile offender learners who had negative early schooling experiences, lack self-confidence have negative attitudes towards Correctional School. This learning barrier was identified in this current study. Juvenile learners who do not want to attend lessons are disobedient and make threats in classroom. These threats might impede enhancement of the academic wellness since teachers are not at ease in class.

Learning barriers are compounded by the uniqueness of Correctional School culture: routines such as lock-downs and head counts, juvenile offenders' hearings or meetings with lawyers, cancellation of classes when staff shortages occur all disrupt regular classes (Vacca, 2004; Hurry, *et al.*, 2012; Erisman & Contardo, 2005). This was the case in the current study as the participants showed that classes cease when it is searching day at the cell section. For instance, the participants identified concern that teachers are not able to make decision on school activities and attendance.

It was also presented by participants that juvenile offender learners are accompanied by Correctional Security Officer to attend classes. However, if there is a staff shortage of Security Officers, then learners are not released from cell section to come and attend classes. This contradicts Brazzell, *et al.*'s, (2009) study which points out that the academic programmes' effectiveness is strengthened by continuous participation in programmes and is essential for academic success.

Disciplinary measures taken by the Correctional School administration whereby juvenile learners are taken out of classes for a period of time can result in sever interruption of learning (Hurry, *et al.* 2012). It was the case in this study as participants emphasised that the Correctional security rules impact negatively on the

duration of school hours, considering the fact that classes have four hours per day which is not enough.

Fabelo (2002) highlights that in a Correctional School, there is a challenge of diverse population with a wide range of cognitive abilities and disabilities. It corroborated with the findings of the current study as it showed that participant teachers classified the lowest level learners as those having intellectual disabilities and need special attention (Engelbrecht & Green, 2007; Prinsloo, 2001; Engelbrecht, 2006).

Research by Powell and Caseau (2004) points out that the Correctional School teacher must take responsibility of juvenile learners with disabilities in their inclusive classroom. It was clearly indicated in this study that participants provided remedial classes to assist juvenile learners to improve on their academic wellness. For instance, one participant mentioned '*Kha Ri Gude*' class for those who never went to school and cannot read and write. This corroborated with the National Offender Population Profile (2013) which found that the level of illiteracy among juvenile offenders in South Africa requires significant emphasis on the provision of literacy classes and basic schooling.

#### **5.2.4 Adequate and Appropriate LTSM**

From the current study, the participants maintained that LTSM are crucial tools that could facilitate learning and teaching while enhancing and promoting the academic wellness of juvenile offender learners. They further showed that teaching materials could make learning exciting and it has the potential to create conducive self-learning situations for juvenile offender learners. This finding is similar to Roach (2009) who stressed that the use of (LTSM) is valuable in reinforcing what is taught, signal what is essential, engage or stimulate learner's other senses in the learning process and it facilitates different learning styles.

On the contrary, in this case, the participants highlighted that the LTSM is not adequately available. Participant teachers revealed that the DCS does not provide them with LTSM such as textbooks but only provides juvenile learners with exercise books. In contrast, DCS (2014) states that subject materials are provided to all sentenced juvenile learners where resources permit.

The participants also indicated that even the Department of Basic Education does not supply them with LTSM resources such as textbooks but only the subject curriculum. This current finding contradicted with Shank (2011) who said education of juvenile offender learners must, in its, methods, content, and learning material, be brought as close as possible to the best education as the rest of society.

The participants illustrated that they experience difficulties on using any sort of teaching aid in Correctional classes. They further revealed that there is restriction of access to some of the LTSM and resources as they pose a challenge to security restrictions and overall objectives of the correctional system. For example, in English they cannot bring in teaching aid such as radio or tape recorders since these are not allowed in the Correctional School for security measures.

Research by Hawley (2012) showed that access to resources is restricted and also the use and exchange of most commonly utilised educational materials, for example, laptops are prohibited. Furthermore, Carlson and Maike (2010) add that many items under Correctional School security fall into the category of “illegal imports” and are prohibited due to their potential use as weapons or as valuables for exchange in inmate barter arrangements.

Participants highlighted that particular mathematical instruments such as a compass or a maths divider pose a danger because they could be used as weapons by the juvenile offender learners. Research by Carlson and Maike (2010) also identified that learning material such as common mathematical or scientific instruments, including small, individual calculators, are typically not allowed in a Correctional School.

Nevertheless, teachers indicated that in order to address the academic wellness, they improvise and make an effort to get learning and teaching resources that are adaptive and suit the Correctional School specific needs and conditions while reconsidering the Correctional policies. For instance, they borrow books from local school or sometimes bring in newspaper articles based on the topic of the day and make copies for learners. By doing so, they stressed that they attempted to use a variety of learning and teaching aids that can make a lesson more interesting and easy to explain. This is supported by Roach’s (2009) research that emphasised the significance of using as many as possible LTSM which encourages and stimulates a

conducive environment to learning and in which juvenile learners can be easily guided through own discovery of knowledge.

The results of this study showed that teachers promote academic wellness of juvenile offender learners in the Correctional School. From the participant's efforts of improvising to get TLSM, it clearly showed that teachers embrace the model of Hettler (1980) in addressing academic wellness of juvenile learners as it focuses on the use of the resources available in a Correctional School to expand their knowledge and improve academically.

The participants revealed that giving juvenile offender learners academic activities, projects or assignments to do as a research project on various topics from newspapers or other resources is a challenge. They indicated that learners cannot do research because they do not have access to outside material like magazines, newspaper or access to internet, which are restricted due to security reasons. These restrictions include even accessing the library because of the restrictions of movement due to the security rules in the Correctional School.

However, teachers demonstrate that they improvise and provide resources and do the research in class with the juvenile learners, but they take back all the resources from them before going back to their cell section.

The participants clearly showed that they strive to address academic wellness by implementing and embracing inclusive education in their class. This corresponded with the research by Muñoz (2009) and Hawley, *et al.* (2013) who found that teachers should develop and embrace new practices and approaches to learning and teaching.

From the findings, the participants confirmed that the Correctional School has a library where juvenile learners should be able to read for fun or improve reading skills to enhance their academic wellness. This is in line with Hatfield and Hatfield (1992) who elucidate that academic stimulation can come from reading, studying and the exposure to media. Additionally, participant teachers indicated that extending the learning activities that took place in class to the library can improve literacy and reading skills of juvenile offender learners and help them to achieve and succeed academically.

However, regular access to the library is often a predicament due to restricted movement at the Correctional School. Juvenile learners are only allowed an hour per week to visit the library. This is similar to Carlson and Maike (2010) who found that sufficient and regular access to the library was often a difficulty due to restricted movement of juvenile offenders in the Correctional School.

The participants showed that the library lacks a qualified librarian to guide the juvenile offender learners to choose books. Northern Ireland Correctional School Service (2012) supported this finding that there is poor library services provision in Correctional Schools, which leads to generally low levels of participation and attendance. Strasbourg (1990) was also of the same mind that libraries are an important source of informal education in their own right; it can often be used also by those juvenile offenders who do not have interest to join classes but only reading at the library. In short, it can be said that the value of the library in the Correctional School is not utilised effectively due to the fact that juvenile offender learners have insufficient time to access library, and lack guidance to choose material for learning to improve their reading skills and promote academic wellness.

The current study revealed that the participants use the curriculum framework from the Department of Basic Education which is not user-friendly in the Correctional setting. This was clearly indicated by Participant A who pointed out that some of the teaching material in subjects like Natural Science or Physical Sciences are restricted.

### **5.2.5 Availability of professional support structures**

Findings revealed that teachers considered professional support to be crucial in addressing the barriers to learning of juvenile learners in a Correctional environment. It revealed that there is availability of professional support from the Department of Basic Education (DBE). The participants mentioned that the Department of Basic Education supported them with the subject curriculum assessment policy and subject framework of all the subjects taught in the Correctional School.

Furthermore, teachers explained that the DBE invites them to attend workshops based on the curriculum subject they teach. They emphasised that each subject taught has a Subject Advisor from the DBE who assists them on that particular subject. This clearly showed that teachers are professionally supported and kept

abreast on the curriculum. It also proved that teachers teach juvenile learners academic lessons similar to the ones offered in other mainstream schools. This is in line with the research by Packard (2012) who found that academic programmes in a Correctional School were free, offered in cooperation and in line with national and provincial DBE and the DCS (DCS, 2014).

It was discovered in this study that not only teachers are getting support from the DBE but also the juvenile learners. It was mentioned that AET level 4 write final external examinations set from the DBE. The DBE provides the certificates when the juvenile learners have passed (DCS, 2014; Pickard, 2012). This clearly showed that there is availability of support for the juvenile learners to enhance and promote their academic wellness.

The findings from the participants identified that they get professional support structure from psychologists and social workers who assist them in addressing the academic wellness of the juvenile learners. Participants highlighted that they teach most learners with various learning barriers and need special attention in the Correctional School. They further explained that they get support with the juvenile learners identified to have severe special intellectual needs in learning or with intellectual disabilities and are referred to a psychologist to be assessed. Psychologists give support services by counselling, evaluating and monitoring the progress of juvenile offender and develop plans for treatment, training and academic programmes (Austin, *et al.*, 2000; Muntingh & Ballard, 2012).

Participants further explained that they get support from social workers with some learners who are affected by problems such as not being visited by family or death cases in their family. Some learners come from dysfunctional families or were faced with family problems. Social workers coordinate continuing services for the juvenile learner and link Correctional Services with those in the family and it benefits the correctional school and communities by reducing recidivism (Althouse, 1999; Austin, *et al.*, 2000; Jules-Macquet, 2014).

Findings indicated that there is availability of other professional support to teachers. It was highlighted that the DCS (DCS, 2014) provides 'Employee Assistance

Programme' (EAP). This is a professional support programme that assists teachers to deal and cope with their emotional challenges experienced from teaching at the Correctional School. Emotional challenges such as dealing with learners who are disobedient, and who have no hope in life, are addressed. Teachers expressed their feelings of how these learners' challenges strained them emotionally and distracted them from accomplishing their objectives in the quest of the academic wellness. They further emphasised that they take it upon themselves to give support to these learners to learn despite the challenges they face. This is similar to research conducted by Rogers, *et al.* (2014) who maintain that the EAP support structure for teachers in the Correctional School should prepare them to recognise and respond to the particular issues faced by a juvenile offender due to an emotional effect of the incarceration and assist them to cope.

From the current study, the participants highlighted the importance of professional support with regard to discipline policies, rules and regulations, and that the presence of the Security Officer plays an important role in the Correctional classes. They clarified that official Security Guard escorts juvenile learners to class and is available and present around the class at all time. This is in view of the fact that threats or mischievous behaviour particularly when learners do not want to learn can be reported to the official Security Guard who is readily available. These officials are there to assist and support teachers to improve the academic wellness of juvenile learners. Research by Braggins and Talbot (2006) and Pike and Irwin (2008) maintain that the Security Officers are the key group who support teachers at the very expedient level unlocking the juvenile learners so that they may get to class and escorting them there and keeping them disciplined.

#### **5.2.6 Teacher's needs for empowerment and development in addressing the academic wellness**

According to a participant in this current study, teachers need empowerment and development in the Correctional context setting in order to address the academic wellness of juvenile learners maximally. They emphasised that although they make an effort to assist learners and address the academic needs in the Correctional School, they feel that they are not equipped or skilled adequately; they need to be empowered and developed in various ways to cope in a Correctional School. This

current study was similar to research by Scurrah (2010) and Hawley (2011) who found that there is lack of appropriate skills training for teachers in Correctional Schools which recognises them as a special teacher working in a special environment of confinement.

One participant maintained that she needs the necessary knowledge to handle special school environment and its challenges. Moreover, teachers emphasised on the need for training and development on current trends, knowledge of safety and security concepts and on issues of juvenile justice characteristics to best address academic wellness. Similarly, Wright (2005) suggests the move towards academic recognition of Correctional School education as a specialised field of education at university is essential in order to equip and empower teachers for the special correctional environment (Rogers, *et al.*, 2014).

The participants indicated that there is a need for development on strategies and techniques of teaching in the Correction Centre in view of the fact that juvenile learners like to manipulate teachers. They expressed the need to be developed on skills particularly to know how to manage behaviour of juvenile learners in class because they disrupt learning and teaching. Moreover, they expressed the need for optimum teaching approach and be developed on how to deal with unmotivated juvenile offender learners. Similarly, research by Carlson and Maike (2010) and Muñoz (2009) supported that teachers need specialised training on working with multiple intelligences, Correctional cultural sensitivity of juvenile offender learners in Correctional School.

From the findings, it can be confirmed that promoting the academic wellness depends on high morale and commitment from teachers. This corroborates with research by Warner and Costelloe (2011) who suggests that Correctional School teachers are key players in encouraging Correctional academic wellness.

With regard to understanding and knowing how to handle conflicts among juvenile learners, participant teachers expressed their need for training on conflict and anger management. The training will assist them to handle those situations and

give such support in class because they are faced with challenges of conflicts and anger among offender learners in class.

According to Wright (2005), research agrees with the current study that teachers in a Correctional School need some training and empowerment on conflict management and anger management to effectively identify and support juvenile learners who experience anger problems.

Findings in this current study revealed that participants believed that the DBE has the responsibility to provide facilities, empowering, motivating and training of teachers and support learning and teaching. On the contrary, they indicated that training by the DBE on subjects' workshop for a week was not enough. Research by Warner and Costelloe (2011) recommended that there should be better recruitment processes for Correctional School teachers and that their training should be improved frequently.

In the current study, the participants felt that they needed assistance on teacher assessment development programmes (IQMS) so that they can develop. Findings revealed that in Correctional Schools, the Integrated Quality Management System (IQMS) was not implemented. As a result, the education in Correctional Schools does not relate to the schools in the community.

This is in contrast with the research by Lobuglio (2009) who argued that education in the Correctional School should be constantly seeking ways to link with the outside community education and to enable both groups to interact with each other as fully and as constructively as possible.

While participants exhibited the need to be supported and developed for continued growth in order to address academic wellness optimally, they expressed strong believe on promoting accountability, and be evaluated on their performance. Similarly, the current findings are in line with the South African IQMS Annual Report (2012) that found that all teachers need development in professional teaching skills and motivation in order to improve teacher effectiveness.

They further expressed the need to be strengthened on areas where they have weakness and be developed to optimise the promotion of the academic wellness of

juvenile offender learners. The needs of teachers in this current findings are in line with the DBE (2012) and Dhlamini (2009) who maintained that the purpose of IQMS should identify specific needs of teachers, Correctional School and district offices for support and development; to provide support for continued growth; to promote accountability; to monitor correctional school's overall effectiveness; and to evaluate a teacher's performance with a view to determining areas of strength and weakness, and to draw up programmes for individual development.

### **5.3 Limitation of the study**

- Some limitations of the study include the small sample size and the fact that it took place at a single site. It was confined to one juvenile Correctional School in the Gauteng Province, one of the thirteen centres in South Africa. The total sample consisted of two female participants who were willing and available to participate out of the seven teachers in the centre.
- Teachers have experience on teaching male juvenile learners. Experience in teaching female juvenile learners might have yielded different results.
- The participants had other issues that were unrelated to the study that they felt the need to discuss during interviews which prolonged the interview time to 90 minutes.

### **5.4 Strength of the study**

- The participants enjoyed expressing their concern to someone interested in their views. They were eager to share more information with the researcher.
- The juvenile Correctional School principal was supportive of the study being conducted with its teachers.
- Participants had sufficient experience needed to be assessed to address the academic wellness of juvenile learners.
- The study revealed findings that may improve the learning and teaching situation in Correctional Schools. The support to teachers may be increased by DBE and DCS so that the juvenile offender-learners' academic wellness may be enhanced.

## 5.5 Recommendations

The main objective of the study was to explore and understand the experiences of teachers in addressing the academic wellness of juvenile offender learners. From the findings, it was identified that participant teacher experiences various challenges on the basis of security and other overall objectives of the correctional system in the correctional school. However, they make an effort to promote and enhance academic wellness of juvenile learners within the constraints set by Correctional authorities.

According to Hettler (1980) and Anspaugh, *et al.* (2004), the academic wellness referred to the use of resources available in a Correctional School to expand knowledge on improving skills such as writing, reading and studying, commitment to lifelong learning as well as engaging in creative and stimulating activities along with expanding potential for sharing with others and beyond the Correctional School classroom.

In the light of the above, the following recommendations are made for addressing the topic:

- Considering the fact that only few juvenile learners are interested in learning, many do not attend classes but stay in their cell section. The Department of Correctional Services should make attendance of classes to be compulsory to all juvenile learners.
- For effective schooling and teaching of the juvenile learners, the Department of Correctional Services should motivate juvenile learners by giving awards for attending classes and to motivate those who dropped out of schooling to attend.
- Add time of academic classes from four hours to at least six hours, due to the fact that juvenile learners have ample time to idle in their cell sections. This ample time could be used effectively by adding it to Correctional School classes and educate them in order to be rehabilitated.
- Give academic progress reports regularly or on monthly basis since most learners do not complete the academic year and plan academic learning according to the length of the sentence of the juvenile learner.

- To promote lifelong learning, DCS should track academic progress of learners even after their release. This will eliminate recidivism.
- Department of Correctional Services should prioritise education in order to achieve its objective of rehabilitating juvenile learners and lowering recidivism.
- Teachers should put emphasis on academic activities topics that will promote skills on furthering their learning and on entrepreneurship skills that will equip and assist juvenile learners create own small business and avoid re-offending when they are released.
- Teacher should promote an interesting academic program that promote participation and use the learners' learning strength. To improve the use of the English language, teachers should encourage and motivate learners to practice daily communication in class while they explain difficult concepts in their home language.
- DCS and DBE should provide adequate learning and teaching support material that will meet the needs of the juvenile learners.
- Add time to access library and teachers encourage juvenile learners to join reading club such as READATHON, or Reading Starz forum or Funda-Mzansi. When possible teachers should encourage reading literature that is written by juvenile learners to serve as effective models for reading and writing skills development. This will provide opportunities for juvenile learners to see themselves in roles other than of offenders.
- Teacher should be trained regularly to be equipped to handle behaviour, conflict and anger management of juvenile offender learners to effectively promote their academic wellness.
- The Department of Basic Education should take responsibility of academic administration and monitor correctional school; evaluate the overall effectiveness of a correctional school as well as the quality of learning and teaching evaluation; evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives; and appraise individual teachers in a transparent manner with a view to determine areas of strength and weakness, and to draw up programmes for individual development.

## 5.6 CONCLUSION

While the study was limited to one Correctional School, it makes ground breaking findings in terms of teachers' experiences in addressing academic wellness of juvenile offender learners. In the study, findings reflected that teachers carry out educational work within the constraints set by correctional authorities on the basis of security and other overall objectives of the correctional system. Even so, they are faced with diverse juvenile offender learners' unique needs of learning. However, they practise effective teaching strategies that enhance the academic wellness by encouraging, assisting and building interest of attending classes. Moreover, teachers implement effective systematic teaching strategy that could develop desire to improve educational level and enhance academic wellness in the Correctional School. Teachers felt they are inadequately trained to handle Correctional education and the Correctional environment. They require the Department of Correctional Services and the Department of Basic Education to support on empowering and developing them regularly on issues pertaining to behaviour, conflict and anger management of the incarcerated juvenile offender learners and other Correctional School issues that might hamper improving academic wellness.

For the Department of Correctional Services to achieve its objectives of rehabilitating juvenile offenders and to lower recidivism, it has to prioritise education in the Correctional Schools. This means to offer effective Correctional schooling with the purpose of helping every juvenile offender to reach his academic potential no matter how poor educational background they have. The goal should be to provide them with resources so that they may advance academically while focus is on rehabilitating and lowering recidivism. The juvenile offender through the academic lessons are exposed to in class, ethical and moral issues will develop and understand about their past and current actions, and how the ripple effect of those actions impact on other peoples' lives. Subsequently, an academically enlightened juvenile offender learner might change his way of thinking and behaviour then avoid reoffending.

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2014-07-03

**Ref. Nr:2014/July/54338573/MC**

**To the researcher:**

Ms. TLB Manzini  
P O Box 2135  
Hazyview  
1242

This is to certify that the researcher,

**Ms. TLB Manzini**

declared that she has complied with the ethical requirements stipulated by the Unisa Policy on Research Ethics during the fieldwork of the research project stipulated below.

Ms. TLB Manzini furthermore declares that she will adhere to these ethical requirements in the reporting of this study for degree purposes:

**The experiences of teachers in addressing the academic wellness of juvenile offender learners**

This compliance notification (2014/July/54338573/MC) has been considered by the chairperson of the Research Ethics Review committee of the College of Education, UNISA on 01 July 2014 and was found to be acceptable.

**Dr. Madaleen Claassens**  
**Chairperson of the CEDU Research Ethics Review Committee**  
**UNISA**  
**(012) 346 0701**  
**mcdtc@netactive.co.za**

**APPENDIX B: CONSENT LETTER**

Teacher participants (interview)

Research topic: **The experiences of teachers in addressing the academic wellness of juvenile offender learners**

I \_\_\_\_\_ agree to be involved in the research project as a participant. I have the research information pertaining to this research project and understand the nature of research and my role in it. I will have the opportunity to ask questions about my involvement in this study and receive additional details that I will request for future interest and feedback related to the findings of this study. I understand that I may withdraw at anytime from the study.

Care will be taken to acknowledge my privacy and to address it with sensitivity, and my rights to confidentiality and voluntary participation will be respected. Pseudonyms will be used to assure anonymity.

If I would like further information about the research project, I will feel free to call the researcher (Manzini TLB, contact no. 0124293111).

Return this permission slip to: (Researcher) Manzini TLB

Date \_\_\_\_\_

Sincerely,

\_\_\_\_\_

## **APPENDIX C:**

### **TEACHER'S INTERVIEW QUESTIONS**

1. How frequent do you and learners attend classes?
2. Which subject do you teach are considered to be most important in correctional school?
3. Does Life Orientation contribute to holistic development of a learner, enhance academic wellness and help them to cope with academic challenges and build them?
4. What are teacher's experiences in assisting learners with learning problems/barriers?
5. What do you do for learners to attain good performance, attain new knowledge and develop critical thinking?
6. How does Department of Education (DBE) or Department of Correctional Services (DCS) give teacher's support and training to help deal with juvenile offender learners?
7. What are teacher's experiences in class as you are trained as teacher not correctional security officers, and how do you handle them?
8. Are teachers equipped with skills to address barriers to learning faced by learners?
9. What LTSM do you use, does DBE provide appropriate and adequate Learning and Teaching Support Material, and is it user-friendly in correctional situation?
10. What can be done to assist correctional school teachers in enhancing the academic wellness of juveniles?

## APPENDIX D:

### Thematic colour coding Analysis: Teachers' interview

QUESTIONS	PARTICIPANT A	PARTICIPANT B
1. How frequent do you and learners attend classes?	Monday to Friday, but sometimes learners don't attend school everyday due to the correctional centre rules. For example, when it's search day they do not come to school.	We attend 5 days, six lessons per week, and we follow school time table, From 8am until 13h30pm.
2. Which subject do you teach are considered to be most important in correctional school?	Maths, English and LO/ Integrated studies. Because they are compulsory in the curriculum. Learners think that they are good in maths because they like it and it helps them add up thinks in life and think fast. They also like maths because they have difficulties in English writing, reading and spellings. Sometimes it's not easy but we do our best of ability to assist, like try to explain in the language that would be easy for them to understand, sometimes it's not easy because we dealing with juvenile not kids.	Maths and Intergraded. And dislikee English. Some learners have no school background so they have a problem in writing and reading.
3. Does Life Orientation contribute to holistic development of a learner, enhance academic wellness and help them to cope with	Yes. Lo guides learners on how to study, career choices and on how to deal with stress. Lo is compulsory for all levels and very developmental, they learn skills, to be assertive; Encourage them to be open up, gain confidence and share ideas.	Yes. Though in level 1&2 it is called Integrated studies, it's similar to LO in level 3&4. It builds them positively they want to get educated and improve their education level and helps them to understand what is the importance of

QUESTIONS	PARTICIPANT A	PARTICIPANT B
academic challenges and build them?		education. Because they failed to attend school properly in their communities, before they were incarcerated in the correctional centre,
4. What are teacher's experiences in assisting learners with learning problems/barriers?	Learners like to have attention. Some are coming from dysfunctional families and they want attention from teacher so they sometimes don't concentrate but make problems. As a teacher I give that learner responsibilities for example, be a group leader in class discussion, or he give report after their class discussion. And they feel special and get interest for learning and attending classes. Some learners don't have school background, some don't know to read and write correct spelling in grade 10. Learners with problems I call them aside and counsel them. It is teacher's duty to support learners to learn not to destroy them by saying negative things. Most learners in correctional centre have learning barriers of some kind and all need special attention. For example I talk to them to open up and discuss their problems like not being visited by family or death in the family, House problems (gangsterism) Also a problem we face is that programme of curriculum is not finished because learners come for a	I advise Learners to ask for assistance every time when they don't understand. And as a teacher I always observe learners behaviours and encourage and assist them to learn. Some learners lose interest in learning then they drop out from school and stay in their cell sections. Right now in my class of level 2, I divided them into 2 groups. Learners who understand better and the lowest level. Lowest level are learners with mental or intellectual disabilities, I have a remedial class called 'KHA Ri KHUDE' (VENDA language meaning lets learn). This encourages learners to come to class but it is not enough time. Level 1 & 2 need more time to learn since they have

QUESTIONS	PARTICIPANT A	PARTICIPANT B
	<p>short time for example, six months to a year, the longest would be only two years to three. Curriculum Annual programme does not get finished.</p>	<p>learning barriers; some cannot read and write correctly. And for learners we need extra classes. Because they get frustrated in class and end up losing interest in learning.</p>
<p>5. What do you do for learners to attain good performance, attain new knowledge and develop critical thinking?</p>	<p>Encourage them take their education serious and let them compete with another give praise or appreciation or reward those who excel in a class come up with magazines, encourage them to look for information from library more especial encourage them to read and also acknowledge their birthdays.</p>	<p>By giving them optimal time to practise and study the new knowledge and helping them to help each other to perform to the best of their ability</p>
<p>6. Does Department of Education (DBE) or Department of Correctional Services (DCS) give teachers support and training to help deal with juvenile offender learners?</p>	<p>No, DBE does is not interested much in correctional centre but the DCS do take teachers to a two weeks training on correctional centre policies, rules and regulations and also about the behaviour of learners and also on what to expect as correctional centre teachers. But I feel it is not enough.</p>	<p>Yes, DBE workshop teachers on curriculum and we use the DBE curriculum to teach and subject Curriculum Advisers help us. The DCS train me to be a correctional centre warder for 1 year before I came in teaching. So I have few years experience as correctional centre officer before I came to teaching.</p>
<p>7. What are teacher's experiences in class as you are</p>	<p>It is difficult Learners sometime are disobedient and they threaten us in class. We should also be trained as correctional centre officers to be able to</p>	<p>It helps to be trained as correctional centre officer especially when you are in class because these</p>

QUESTIONS	PARTICIPANT A	PARTICIPANT B
<p>trained as teachers not as correctional security officers, and how do you handle them?</p>	<p>deal with correctional centre learners. Because I am not free in class. But there's an official guard always when I teach. And when learners are getting mischief (e.g. fighting while you teach, and today there is threat on the door that written "come at your own risk 'lizwezwe' is inside the class".) I report to the security guard for discipline. I can discipline learners by way of reminding them of their code of conduct, and is a good measure it helps with discipline. Sometimes I report to the security official to help with discipline. Although I am not well trained to handle those special learners with learning problems, I try to close the gap by being everything to them. For example psychologist, social workers, and teacher by giving support in all respect.</p>	<p>learners do not get out of hand that much. I am well informed about what is happening. Some Learners are eager to learn while some come in class just for fun especially those who have learning difficulties. I continue teaching and give all of them class activities to write and keep them busy. Instilling discipline and correcting the behaviour.</p>
<p>8. Are teachers equipped with skills to address barriers to learning faced by learners?</p>	<p>Not equipped for learners emotional challenges but I refer learners to correctional centre social worker. We need remedial training or systems on that.</p>	<p>Yes, we staff have Employee's Assistance Programme which help us to deal with our emotional challenges, the DCS must add assistance programme that will help on how to deal with difficult misbehaving learners also.</p>

QUESTIONS	PARTICIPANT A	PARTICIPANT B
<p>9. Does DBE provide appropriate and adequate LTSM, is it user-friendly in correctional school situation?</p>	<p>DBE does supply us with subject curriculum framework and work schedule for all subjects. It workshop us on those subjects. DCS buy exercise books but not textbooks for the learners. And there is problem with the DBE curriculum; it is not user-friendly in correctional centre situation. As English teacher I'm expected to give learners activities like Research, Projects and assignments on various topics from news papers but it is not possible to get because of the rules in correctional centre. Learners do not have access to internet, newspaper and to do research from clinics. In newspapers they read and imitate situations from other correctional centres. In library learners are not guided on which books to take. No qualified librarian to help learners to find appropriate books, but learners take only magazine to look for female picture and read that only.</p>	<p>DCS buy books for learners and DBE provide subject frameworks and work schedules. LTSM is not user-friendly but in NS and physical science is worse because we cannot do experiments in class it is not safe. There is no laboratory in correctional centre only a library. We lack resources. We teacher improvise some LTSM by making copies or sometimes borrow textbooks from local schools</p>

QUESTIONS	PARTICIPANT A	PARTICIPANT B
10. What can be done to assist correctional school teachers in enhancing the academic wellness of juveniles?	We need assistance on teacher assessment development programmes (IQMS) so that we can develop. DCS or DBE must develop teachers by training them on how to deal with unmotivated, misbehaving learners and us teachers not to be demoralised on our work. If we can be helped by teaching approach as these learners come from dysfunctional families and also if we can be developed on instilling love in our work as some of this things discourage us. So we come with this stress and take it out on learners. We need some training on conflict management and anger management.	We need courses, workshops for developmental purposes and empowerment. Need extra training on correctional centre policies and capacitated.

### THEMATIC ANALYSIS: Teachers' interview

Coding	Categories	Themes
Monday to Friday, attend 5 days, six lessons per week, and we follow school time  Learners don't attend school everyday due to the correctional centre rules  when it's search day they do not come to	Monday to Friday, attend 5 days, six lessons per week, and we follow school time.  Learners don't attend school everyday due to the correctional centre rules.  Level 1 &2 need more time to learn need extra-time, give them optimal time to practise  encourages learners to come to class	<b>THEME 1:</b>  Effective teaching is important for promoting the academic wellness

<p>school.</p> <p>Maths&amp; English and LO /Integrated studies are Important subjects</p> <p>they think that they are good in maths because they like it and it helps them add up thinks</p> <p>Learners dislike English. Language is a Learning barrier.</p> <p>Learners have no school background.</p> <p>learners don't attend school everyday due to the correctional centre rules environment</p> <p>searching they do not come to school.</p> <p>lose interest in learning</p> <p>Difficulties in writing spelling &amp; reading.</p> <p>Improve level of learning and education ,</p> <p>I have a remedial class called 'KHARi KHUDE'</p> <p>Develop academically</p>	<p>Create interesting learning activities</p> <p>Give learners attention, advise Learners to ask for assistance every time when they don't understand</p> <p>It is teacher's duty to support learners to learn not to destroy them by saying negative things</p> <p>support learners to concentration and learn importance of education</p> <p>Learners with problems I call them aside and counsel them</p> <p>divided them into 2groups Learners who understand better and the lowest level.</p> <p>best of ability to assist, like try to explain in the language that would be easy for them to understand</p> <p>Curriculum Annual programme does not get finished.</p>	
<p>lose interest in learning</p> <p>Difficulties in writing spelling &amp; reading.</p> <p>Improve level of learning and education ,</p> <p>I have a remedial class called 'KHARi KHUDE'</p> <p>Develop academically</p>	<p>no school background</p> <p>Low level of education</p> <p>give learners responsibilities for example, be a group leader in class discussion</p> <p>Improve level of learning and education</p> <p>have a remedial class called 'KHARi KHUDE'</p>	<p><b>THEME 2:</b></p> <p>Effective schooling rehabilitates and lowers recidivism</p>

<p><b>Low level of education.</b></p> <p>How to study, career choices and on how to deal with stress and cope. I give that learner responsibilities for example, be a group leader in class discussion best of ability to assist, like try to explain in the language that would be easy for them to understand</p> <p>Learners with problems I call them aside and counsel them. It is teacher's duty to support learners to learn not to destroy them by saying negative things. advise</p> <p>Learners to ask for assistance every time when they don't understand</p> <p>This encourages learners to come to class</p> <p>, I divided them into 2 groups. Learners who understand better and the lowest level. Lowest</p>	<p><b>lose interest in learning</b></p> <p>Develop academically</p> <p>let them compete with another give praise or appreciation or reward those who excel in a class acknowledge their birthdays reward with magazine, chocolate</p> <p>encourage them to read</p> <p>helping them to help each other to perform to the best of their ability</p> <p>give all of them class activities to write and keep them busy</p> <p>Instilling discipline and correcting the behaviour reminding them of their code of conduct</p>	
	<p>Maths, English and LO/ integrated studies are important subjects think that they are good in maths because they like it and it helps them add up and think fast.</p> <p>LO very developmental, they learn skills, to be assertive; Encourage them to be open, gain confidence and share ideas. How to deal with stress and cope, how to study and about career choices</p>	<p><b>Sub-theme</b> subjects considered important</p>

<p>level is learners with mental or intellectual disabilities.</p> <p>DBE is not interested in correctional centre education but it give support on curriculum.</p> <p>Create interesting learning activities,</p> <p>Give Attention, concentration, give responsibilities.</p> <p>LO very developmental, they learn skills, to be assertive; Encourage them to be open, gain confidence and share ideas.</p> <p>DCS give train for 2 weeks on correctional centre policies.</p> <p>give all of them class activities to write and keep them busy. .</p> <p>helps to be trained as a</p>	<p>dislike English.</p> <p>Language is a Learning barrier Difficulties in writing spelling &amp; reading</p> <p>disobedient and they threaten us in class difficult</p> <p>Lowest level is learners with mental or intellectual disabilities</p> <p>searching they do not come to school.</p> <p>not easy because we dealing with juvenile not normal kids.</p> <p>But DCS buy exercise books for the learner no textbooks.</p> <p>lack resources</p> <p>DBE supply only subject curriculum framework.</p> <p>LTSM Not user-friendly in correctional centre situation.</p> <p>NS and physical science is worse because we cannot do experiments in class it is not safe.</p> <p>In library learners are not guided</p>	<p><b>THEME 3:</b></p> <p>Experiences on dealing with barriers to learning.</p> <p><b>THEME 4:</b></p> <p>Appropriate and adequate learning and teaching support materials (LTSM) are important.</p>
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<p>correctional officer learners do not get out of hand that much disobedient and they threaten us in class difficult Learners Instilling discipline and correcting the behaviour reminding them of their code of conduct report to the security official DBE does supply us with subject curriculum framework. DCS buy books for the learner not textbooks lack resources. LTSM Not user-friendly in correctional centre situation.</p> <p>NS and physical science is worse because we cannot do experiments in class it is not safe. In library learners are not guided. Not equipped, refer learners to correctional centre social worker. Yes, we staff have Employee's Assistance Programme which help</p>	<p>we staff have Employee's Assistance Programme which help DBE is not interested in correctional centre education but give support on curriculum training. refer learners to correctional centre social worker, psychologist and correctional centre clinic.</p> <p>DCS give train for 2 weeks on correctional centre policies and it is not enough</p> <p>It helps to be trained as security official learners do not get out of hand that much</p> <p>For discipline I report to the security official</p>	<p><b>THEME 5:</b> Availability of professional support structures <b>Sub-theme 5.1</b> DBE Support structures</p> <hr/> <p><b>Sub-theme 5.2</b> Other Support services for juveniles</p>
	<p>Need assistance on teacher assessment development programmes (IQMS) so that we can develop</p> <p>Be helped with teaching approach of handling misbehaving learners</p> <p>Need some training on conflict management and anger management</p> <p>workshops for developmental purposes and empowerment</p> <p>Need extra training on correctional centre policies and be capacitated</p>	<p><b>THEME 6:</b> Teacher's needs for empowerment and development in addressing the academic wellness</p>

Encourage them take their education serious and let them compete with another give praise or appreciation or reward those who excel in a class

Level 1 &2 need more time to learn

giving them optimal time to practise

acknowledge their birthdays encourage them to read helping them to help each other to perform to the best of their ability

Need assistance on teacher assessment development programmes (IQMS) so that we can develop. Be helped with teaching approach of handling misbehaving learners. Developed on instilling love in our work. Need some training on conflict management and anger management. need courses, workshops for

<p>developmental purposes and empowerment Need extra training on correctional centre policies and capacitate</p>		
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## **APPENDIX F: PILOT QUESTIONS**

1. Which subject do you teach is considered to be most important in correctional centre school?
2. Does Life Orientation contribute to holistic development of a learner? In enhancing academic wellness and help them to cope with academic challenges and build them positively?
3. What are teacher's experiences in assisting learners with learning problems/barriers?
4. Does Department of Basic Education (DBE) or Department of Correctional Services (DCS) give teachers support and training to help deal with correctional learners?
5. What are teacher's experiences in class as they are trained as teacher not correctional security officers?
6. Does DoE provide appropriate and adequate LTSM, and use-friendly in correctional school situation?
7. Are teachers equipped with skills to address barriers to learning faced by learners?
8. What can be done to assist correctional teachers in enhancing the academic wellness of juveniles?

## **EDITING AND PROOFREADING CERTIFICATE**

7542 Galangal Street

Lotus Gardens

Pretoria

0008

04 May 2015

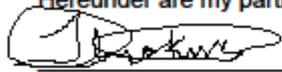
### **TO WHOM IT MAY CONCERN**

This letter serves to confirm that I have edited and proofread Ms T.L.B. Manzini's dissertation entitled: **"THE EXPERIENCES OF TEACHERS IN ADDRESSING THE ACADEMIC WELLNESS OF JUVENILE OFFENDER LEARNERS."**

I found the work easy and enjoyable to read. Much of my editing basically dealt with obstructionist technical aspects of language which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors Group and also a lecturer in the Department of English at the University of South Africa.

Thank you.

Hereunder are my particulars:



---

Jack Chokwe (Mr)

Bureau for Market Research (Unisa)

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