The Home environment and the self-concepts of adolescents: A Wellness Perspective

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INAUGURAL LECTURE

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Introduction

SLIDE 1

Vice Principal, Teaching, Learning, Community Engagement and Student Support, Professor Gugu Moche, the Acting Executive Dean of the College of Education, Professor Louis Van Niekerk and Directors of Schools Professor Pinky Mabunda and
Professor **Oupa Lebeloane**, Pastors and their spouses present here this evening, Professor **Mokgadi Kekae-Moletsane** Deputy Dean of Research –University of the Western Cape, Chairperson of the Department of Psychology of Education, Professor Naidu, Colleagues from the College of Education, Ladies and Gentlemen good evening.

It is needless for me to enunciate in greater lengths on the significance of this occasion to me. Nonetheless, two aspects are worth mentioning in this regard. Not only does this occasion provide a rare opportunity to me to share with colleagues, family and friends what I am doing in my research but also it signals the milestones I have attained in pursuit of knowledge since the onset of my academic journey. As a result of this I can only be appreciative for the support I have received from my family, individuals and institutions where I studied or worked. I will at the tale-end of this lecture express my thankfulness and appreciation in a somewhat detailed manner. But more importantly, this occasion has created a vantage point from which I can see the endless mercy and love of God upon my life. Yes, at this moment I feel persuaded to declare like Samuel of old “Ebenezer”, Thus far the Lord has been with me. Yes, at this moment I feel persuaded like the song writer to say “Through it all I have learned to trust in Jesus, I have learned to depend upon His name”. This I declare with absolute conviction and humility particularly when considering the humble beginnings I come from. To God be the glory.

**SLIDE 2**

The title of my lecture is:

**The home environment and the self-concepts of adolescents: A Wellness Perspective.**
The outline of my lecture will entail:

- Problematization-in which the gap in knowledge is outlined and at the same time a basis for my research is presented.
- This will be followed by the background on the studies conducted
- Then the Lenses, which are Theoretical Frameworks used to analyze the different contexts in the studies conducted will be outlined. Also the axiology (that is the ethical consideration) in studying adolescents in mainstream schools and juvenile offender learners in correctional schools will be elucidated
- Then a discussion on the summary of findings and interventions
- Lastly a comment on capacity building

SLIDE 3

Problematization

Acting Vice Chancellor, the origin of my passion for Psychology of Education can be traced back to the time when I was appointed as a Guidance Counselor at a secondary school located in a village called Hebron on the northern side of Ga-Rankuwa. This position exposed me to diverse kinds of challenges faced by the learners at the school most of which according to my speculation emanated from the home environment. Having worked with adolescents at high schools over a period of 22 years, I observed learners withdrawing in class, being shy, refusing to participate in educational and sporting activities, engaging in bad conduct such as stealing, fighting or bullying. Some were arrested and never came back to school. Others sought attention by displaying behavioural tendencies which were unruly and harmful to their peers.
The most telling case was when a young boy of an adolescent age approached me in confidence seeking advice as to how he can move out of a gang whose business was to highjack vehicles. He confessed to me that he had two **AK 47s rifles** and a **pistol** which were hidden underneath his bed at home. He said to me he was tired of the kind of **gangsterism** life he was leading, and was eager to move out of the gang. However, he was concerned about the backlash from the other members of the gang. Looking at the desperation in the boy’s eyes and realizing how **vulnerable** I was now that I was exposed to such sensitive information, my immediate inclination was to convince the boy to call his mother and involve the police. After much struggle the boy conceded that police should be informed, and this was done after consultation with the parent. Talking to the mother, it became apparent that the home environment in which the boy was growing, was disadvantaged.

The **grave nature** of this case, and many more similar serious cases I came across, ignited in me a need to seek a scientific understanding of the nature of the problems experienced by learners in the community. My quest to respond to these challenges led to my academic journey towards the Masters degree done at the University of Pretoria under **Prof Jacobs’ supervision** and doctoral degree done through Unisa under **Prof Eldrie Gouws’ supervision** and **eventually** the current research that I am doing.

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**Adolescence**
- “Adolescence” is a critical developmental period conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014).
- Eric Erikson defines this psychosocial developmental stage as a stage characterized by identity and role confusion.
- “Who am I?” “What do I want to achieve?” “How do others see me?”

**Background**
Since the onset of my journey as a researcher my focus has been on the life of adolescents be they in the main stream schools or in correctional service schools. The term “adolescence” is derived from the Latin verb “adolescere”, meaning ‘to grow up’
or ‘to grow to adulthood’. The concept “Adolescence” is a dynamically evolving theoretical construct informed through physiological, psychosocial, temporal and cultural lenses. Most researchers view the adolescent stage as a critical developmental period and is conventionally understood to unfold between the onset of puberty and the establishment of social independence (Steinberg, 2014). The most commonly used chronological definition of adolescence includes the ages of 10 to 18. My research includes adolescents in the main stream school system and those who are incarcerated and attend schools in the correctional services.

SLIDE 5

According to the United Nations Rules for the Protection of Juveniles Deprived of their Liberty popularly known as “The Havana Rules” (1990) (UN Res 45/113) a juvenile is a child or young person under the age of 18 who may be dealt with for an offence in a manner which is different than an adult (UN Rules for the Protection of Juveniles Deprived of their Liberty (“The Havana Rules”) (1990) UN Res 45/113).

Incarceration -14yrs onwards (age considered to be doli capax ) (Doek, 2006)

SLIDE 6
According to the **Psychosocial Stages of Development Theory** postulated by Eric Erikson, an adolescent faces a crisis of identification or confusion. At the heart of this crisis is a **dire need to find an answer to the question “Who am I?”**. Although it is generally accepted that the need for the answer to the question “Who am I?” start to form in the earlier developmental stages preceding adolescence, however it appears to accentuate and find **full expression** in the adolescent stage. It is interesting to note that the answer to the question “Who am I” is in essence the self-concept. Literature is replete with definitions of “Self-concept”. The common tenant in these definitions is that the self-concept is the image that one has about himself or herself. According to **Carl Rogers** the self-image that one has about himself or herself is not always aligned with the reality. Carl Rogers refers to the self-image that is aligned to reality as being **congruent**. Otherwise, if not aligned with reality it is referred to as being **incongruent**. The best TV show where congruency and incongruency are demonstrated is **Idols**. You see **competitors** who sing well and those who just believe that they are good singers yet they are not.

Furthermore, **Shavelson’s Hierachichal model**- of the self concept recognizes two main types of the self-concept namely the academic and non-academic self-concepts. Figure 1 depicts the structure of the self-concept.
The structure shown on the screen (Figure 1) is a hierarchical representation of a self-concept mainly formed by the academic and non-academic self-concept components. The academic self-concept is revealed in the way a learner learns and it is evidenced through performance in school subjects. The non-academic self-concept is seen in the physical, emotional, social and spiritual aspects of an individual. These two types of self-concepts, are key in determining the individual’s well-being or wellness. Any effort that seeks to explore the self-concept of an adolescent must also give a closer look at the surrounding factors that support the developmental processes.
To this end we must consider the environment and how it influences the self-concept of adolescents. A **home environment** is said to be **disadvantaged** if it is characterized by physical structures that are not suitable for **human habitation** (Magano and Gouws 2012), lack of safe drinking water and poor ventilation (Saegert and Evans 2003: 573). In addition a disadvantaged home environment is also characterized by lack of parental care and emotional support for children (Kowaleski-Jones and Dunifon 2004: 4). Divorce and violence in the family are some of the aspects which contribute towards a disadvantaged home environment. Kowaleski-Jones and Dunifon (2004) and Fagan and Churchill (2012) attest that divorce increases the level of anger, despair and lack of emotional support for children which makes a home to be disadvantaged. Drawing from the account given above on a disadvantaged home environment it is evident that material needs are not the only elements required for a home environment to be advantaged. But also the emotional, social and other needs in the home environment contribute to the holistic well-being (that is the wellness) of an adolescent.
Wellness is defined by a number of scholars in different ways, however for the purpose of this lecture I will only highlight what is given in two schools of thought.

The concept wellness has its origin in the salutogenic paradigm coined by Antonovsky (1979). Salutogenesis focuses on how people remain well despite ever-present stressors. Among the factors that enable people to be well amidst the stressors in the generalized resistance resources are knowledge and intelligence (which relate to the academic self-concept), ego strength, social support, cultural stability, a stable system of values, and genetic or constitutional strength (which relate to the non-academic self-concept). Antonovsky (1979) further asserts that wellness can be determined on a continuum between two extreme points namely disease or ill functioning on the negative side and good health on the positive side.

The other school of thought led by Hettler defines Wellness as a hexadimensional taxonomy (Hettler, 1980) and has physical, intellectual, emotional, social, spiritual and career facets. Unlike Antonovsky, Van Lingen (2000) defines wellness as a continuous holistic self-development leading towards the enhancement of an individual. Wellness is also viewed as a process that involves the striving for balance and integration in one’s life, adding and refining skills, and rethinking previous beliefs and stances towards issues (Hatfield & Hatfield 1992). The concept wellness attempts to view an individual in a holistic way. However careful consideration of these definitions of wellness indicates that there
are areas of commonality such as acquisition and possession of knowledge and skills which leads to optimum functioning thus allowing an individual to remain well in the midst of stressors.

The key question is why are we concerned about the self-concept of an adolescent?

My interest in the self-concept is motivated by three reasons: In the first instance ample empirical evidence exists in literature demonstrating that low self-concept hinders optimal functioning (that is the wellness) in the life of an individual and has also been identified as one of the factors that can predispose one to depression. Simply put low self-concept interferes with the wellness of an individual. Considering that most decisions directing one’s future are taken during the adolescent stage, low self-concept may impose a constrain leading to choices that are not commensurate with one’s talents or abilities. It is at adolescent stage that young people make critical decisions such as field of interest and career choice.

Secondly, low self-concept has been implicated as a basis for antisocial behavior in the lives of criminals. For an example Scheff et al., (1989) in their article entitled Crime, Violence and Self-Esteem: provide empirical account to demonstrate the role played by low self-concept in criminal activities.

Thirdly, literature on the role of the home-environment on the self-concept of children is largely Eurocentric with a sparse Afrocentric account. Thus my efforts in this topic are an attempt to correct the deficit.
Ladies and gentlemen, it is common practice in my field of study to have researchers being inclined or having preference to one theory that appeals strongly to what they do. However, I have consciously deviated from this approach by using a multiplicity of theories in the quest to have a better understanding of the phenomena under question. It is my firm believe that different theories are differently suited for particular contexts and over-reliance on one particular theory might be limiting. To understand the adolescents the challenges they faced I used a number of theories including; Eric Erikson’s Developmental theory, the Ecosystemic theory, the Wellness theory, the Cultural capital theory and African philosophies (Erikson in Meyer, Moore and Viljoen 1989; Bronfenbrenner, 1979; Hettler, 1980; Bourdieu, 1984 and Nuusbaum, 2003). The development of a child is a serious affair that should not be left to chance. According to Eric Erikson’s stages of psychosocial development, the development of a child is characterized by conflicting forces that are at play in each stage of development and these conflicting forces inevitably create a crisis. It is the ecological and cultural upbringing that determines how a child will successfully develop in each stage and acquire a certain virtue (Meyer et al, 1989). The theory of Erikson was pivotal in uncovering the hidden unresolved issues in the lives of the adolescents who participated in my study. Pertinent to the analysis of the Home and school environments is the ecosystemic theory which I used to explore the interaction amongst micro-, meso, exo,
chrono-, and macro subsystems and how they affect child development (Bronfenbrenner, 1979). To study the social inequalities, socialized norms or tendencies that guide behavior and the thinking of adolescents both in mainstream schools and correctional service schools for incarcerated juveniles, I used **Bourdieu’s Cultural capital** theory (Bourdieu 1984). Furthermore Bourdieu’s theory as a lens helped me to unearth certain forms of cultural capital which are valued over others and can help or hinder one’s social mobility or development. Bourdieu (1984) argues that sharing similar forms of cultural capital with others, creates a sense of collective identity and group position which was a common element in the adolescents and juveniles that I studied. **African philosophies** depict the **ontology** of what **wellness** is all about. African philosophies focus on the holistic development of an individual and how one relates with others in communities promoting togetherness and **Ubuntu principles**. The Fifth theory being the **wellness theory** of **David Hettler** tied all theories together in forming an integrative lens focusing on all wellness dimensions of a human being such as physical, intellectual, emotional, social, career and spiritual (Hettler, 1980). All dimensions of wellness are major elements that I thoroughly investigated in the lives of adolescents and juvenile offenders.
Methods
My research studies involved adolescent learners in secondary schools in Hebron, a village in North-West Province sandwiched by Ga-Rankuwa and Mabopane townships. Although the village still remains under tribal authority with regard to governance, the lifestyle is largely urbanized as a result of the influence from the two townships. My research extends into correctional service schools and has been underway since 2012 when I was still under the employ of the University of Johannesburg. So far I have conducted research and are still doing so, on adolescents in 8 correctional service schools in different provinces of South Africa. I together with my research team have in the recent past extended our research also to three prisons in Zimbabwe and have made inroads in the same way with our counterparts in Florida, United States of America. Similar efforts are underway for Swaziland. The emphasis in going international is to create a comparison which will inevitably provide a better understanding on the best practices regarding interventions designed to remedy and enhance the self-concept of the juvenile offenders.

The research is located in a transformative paradigm which is mainly promoted by pragmatists and a mixed method design was followed (Creswell, 2009). The approach was action research and mainly phenomenological.
Ethical principles were observed and adhered to throughout the entire study. However, the axiology (or ethics) in correctional services is different in the sense that before any findings can be published and shared with the public, they must first be checked by the research directorate in the department of correctional services to ensure that safety and security are not compromised. In keeping with this requirement we have submitted a report on our findings and subsequently a clearance certificate to publish was granted. The report on the research work done in Zimbabwe has been submitted to the relevant authorities and we eagerly await their response. Therefore my account on the findings on the self-concept and wellness of juvenile offenders will be limited to the South African context.

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Data obtained in this study indicates that the home environment correlated significantly with all the domains of the self-concept when tested with Pearson's Correlation Test at one percent (1 %) level of significance. This simply suggest that the home-environment influences the self-concept of adolescents and also that:

i. The more negative or disadvantaged the home environment is the more negative the self-concept becomes and also
ii. The more positive or advantaged the home environment is the more positive the self-concept is.

However, caution must be exercised when considering data of this nature because the various components of the home-environment may not always impact the domains of the self-concept the same way. For example in my study no significant differences were found in physical, social and academic self-concepts of adolescents who stay under different kinds of supervision as indicated in the Table on the screen. However, Analysis of Variance followed by Tukey’s t-test revealed significant differences at 5% level of significant in emotional self-concepts between adolescents who stay with both parents and guardians and between those who stay with one parent and guardians. This further suggest that adolescents who stay with both parents or single parent are more emotionally stable than those who stay with guardians. Also the size of the family has an impact on the emotional self-concept of an adolescent. The addition of new children to the family may overextend existing parental resources and energy. The study also revealed that in families where children were five or more in number their emotional self-concept was significantly lower than those who come from a family where children were less than five (Magano & Gouws, 2010).

Ladies and gentlemen we further found that in a home where adolescents did not have material needs such as clothes and food, the physical self-concept was lower. Here are examples of what some of the participants said:

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Participant A: and I quote ‘sometimes there is enough food when we got social grant money, but somewhere around third week of the month we eat porridge and there is no meat or vegetables.” Close quote.
Participant D: and I quote “At times I feel embarrassed to go to school with these old clothes. If it is casual day I won’t go I don’t want to be a joke” Close quote (Magano & Gouws, 2013).

From these findings it is clear that that the physical self-concept is also determined by the material provision from home and if there is lack it causes the physical self-concept or physical wellness to be negative. With girls the physical self-concept was also associated with beauty whereas with boys it had to do with masculinity and strength and to be praised based on performance. One participant said and I quote “When I am compared with other boys about their strength and masculinity I would feel sad and shy.” “I wish my dad would be around to praise me, since he left while I was in lower grades I don’t even remember how he scolded me or praised me regarding my strengths and looks.” Close quote.

The quotation above indicates that the microsystem is compromised and an adolescent is missing a father figure in his life which leads to a negative self-concept.

INTERVENTION IN SUPPORTING LEARNERS WITH A LOW SELF-CONCEPT

Ladies and gentlemen after these findings on the self-concept and wellness of adolescents, I proposed a model on how teachers in particular Life Orientation teachers may intervene in supporting learners with a negative self-concept (Magano, 2004). The proposed model is as follows:

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The model has seven (7) steps. It is practical and I used it as a guidance counsellor in the schools where I taught. It is also published in two articles authored by Magano and Gouws (2004, 2010 and 2013). The model may be used at school level that is at the meso level where teachers contribute towards child development. The steps may not be used in sequence as they appear in the model. I suggested that teachers should be flexible. When following the steps in the proposed model, facilitators should note that it is important to conduct follow-up sessions, even after step seven.

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Interventions done using the self-concept model

- Talks with parents per grade took place in Hebron and Correctional school
- Career exhibitions in schools and churches Hebron, Ga-rankuwa, Atteridgeville and Diepsloot Skills training in Jericho and Correctional school
- Individual and group conversations/counselling teachers and learners in Hebron, Jericho, Correctional school and Mpumalanga 500 schools project
The model is currently used at a special school for learners with intellectual disabilities in Jericho. The purpose of the intervention is to build confidence among learners and provide capacity building workshops to teachers. Furthermore, I used the model in a number of workshops, in particular career information sessions in Diepsloot, Atteridgeville, Garankuwa and Hebron. The model was also used in the 500 schools project led by Dr Mohapi.
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Intervention using the self-concept model

Career Exhibition at a Full service school
Given the nature of the findings obtained from the research done on adolescents in the mainstream schools, there was a need to explore similar aspects in adolescents in correctional schools. Ladies and gentlemen, I am now going to present data obtained from eight South African prisons or correctional centre schools located in four provinces in the country namely, Gauteng, Free State, Kwa zulu Natal and Western Cape.

From these schools a sample of 207 juvenile offenders participated in the study. It is important to note that the offender-learner population is not so high in correctional schools. One school can have 70 offender-learners or less. The age of juvenile offender learners ranged between 18 and 24. The findings focus on the home background, the
socio-economic factors, parenting styles, psychosocial factors and the wellness of juvenile offender learners.

The juvenile offender learners’ came from homes located in townships, informal settlements and villages. Generally all participants lacked confidence and had a low self-concept. The level of literacy of their parents and guardians ranged from Grade 6 to Grade 12. None of the parents had tertiary education.

Most parents were unemployed, those who were employed were unskilled labourers, domestic workers or any semi-skilled kind of a job. Offenders reported that they lived in poverty or were just surviving. According to Farrington (2002) poverty may be one factor that causes a low self-concept amongst juveniles and a predictor of offending. Only a few juvenile offenders had everything that they needed. The kind of child rearing styles offered by parents of juvenile offenders were mainly autocratic or erratic, supporting the view held by Farrington (1994) who asserts that child rearing styles such as authoritarian parenting contribute to offending and acts of violence.

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**Type of supervision received from home**
Regarding parenting and supervision from elders 31.6% of juvenile offenders indicated that they stayed with both parents, 31.6% with mothers only, 10% with grandparents, 8.3% with guardians, 3.3 with fathers only and 15% were in child headed households.

**SLIDE 20: Types of crimes Committed**

The Table on the screen shows crimes committed by juvenile offender learners. They include armed robbery, murder, rape, theft and substance abuse.

<table>
<thead>
<tr>
<th>Type of crime committed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armed robbery</td>
<td>14%</td>
</tr>
<tr>
<td>Murder</td>
<td>7%</td>
</tr>
<tr>
<td>Theft</td>
<td>3.5%</td>
</tr>
<tr>
<td>Drug and alcohol</td>
<td>24.5%</td>
</tr>
<tr>
<td>Rape</td>
<td>8.7%</td>
</tr>
<tr>
<td>Poverty</td>
<td>8.7%</td>
</tr>
<tr>
<td>Bad company</td>
<td>19.2%</td>
</tr>
<tr>
<td>crime</td>
<td>3.5%</td>
</tr>
<tr>
<td>Explosives and illegal mining</td>
<td>1.7%</td>
</tr>
<tr>
<td>Evil spirits</td>
<td>1.7%</td>
</tr>
<tr>
<td>No father</td>
<td>1.7%</td>
</tr>
<tr>
<td>No response</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

Most juvenile offender learners reported that they lacked basic needs and they found themselves indulging in criminal activities which are reflected in the table. Lack of role models in families and ill behavior was also noted in the study as a negative factor observed by juvenile offenders. Some of the ill behavior resulted in family members being arrested. This outcome is consonant with the view held by Loeber et al (2008) who
indicated that in families where adults or siblings were imprisoned, children also end up being incarcerated.

The home is not the only source of influence of a positive self-concept but the neighbourhood, peers, school and the entire community also have an influence in the formation of the self-concept of a juvenile (Rohany et al 2011). I will later comment further on this aspect in the conclusion.

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Emotional self-concept-and emotional wellness of Juvenile offenders

Love received by juvenile offenders

The pie chart indicates the love received by juvenile offenders from their homes. Sixty six percent (66%) of juvenile offenders indicated that they received love from their mothers,
47% from fathers 17% from grandparents, 7% from guardians and those from child-headed households expressed that there was no love at all. What intrigued me the most was that even though love was shown to these juveniles, other factors and low self-concept had a dominant influence and they indulged in criminal activities. 47% of juvenile offenders indicated that they were praised as children but that was overlooked and they indulged in criminal acts. This suggests that in spite of the home environment providing required support other factors emanating from the home environment may also have a dominant influence on the juveniles. This emphasizes the significance of the African notion that it takes the whole village or community to raise a child. Twenty percent (22%) of juvenile offenders indicated that they had affiliated to gangs (most said gang 26).

The study revealed that in all eight correctional schools there is a deeper pain expressed by most juvenile offenders based on either past experiences from their homes, or communities. Owing to the shortage of social workers and psychologists in South Africa there is limited professional support in all of the eight correctional centres which were included in the study. Only few offenders can see a psychologist or a social worker in a month in all provinces. Furthermore the findings of the study revealed that in all 8 correctional centres. Faith Based Organisations assisted offender-learners to cope with psycho social challenges. Most juvenile offenders expressed their desire to be good fathers since they never had one. Their desire was to have stable families, good jobs or be businessmen who can take care of their children.

The Academic self-concept and academic wellness of juvenile offenders

Schooling in correctional centres is constrained by the generally negative perception amongst offenders. There is a common utterance among offenders which says (Isikolo sangihlula ngingaphandle manje la ngizo kuwazi kangani… simply meaning I was unable to attend school while not in prison and how can I do that when I am in prison). Consequently there is a challenge of drop out rate from correctional schools. In addition the gang culture in cells and a Social Deprivation Mindset (Hercules, 2013) contribute to school drop-out. The Social Deprivation Mindset (SDM) is characterized by blaming others, self-preservation where one is afraid of being attacked so one carries a weapon always, shut down where one is emotionless and expresses the I don’t care attitude
(Magano & Ramnarain 2015). The challenge is that the school setting in correctional centres is not the same compared to life in the cells. Those who attend classes are viewed as wasting time and may be discouraged by those who are pessimists and not attending school. Class attendance may also trigger the low academic self-concept which made the juvenile offender to drop out of mainstream school due to failure or inability to cope with the learning content.

Based on the data obtained from our study juvenile offenders aspire amongst others to do plumbing, computer skills, electrical engineering, graphic design, and to be music producers. One centre in Western Cape province had a radio station and broadcasters were offenders. The findings of our study are similar to what David Sortino (2011 8 August) found in the study conducted in USA on juvenile offenders who dropped out of school. All juveniles were interested in trade subjects that had a practical component.

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INTERVENTION AT A PILOT CORRECTIONAL SCHOOL IN GAUTENG
Based on the findings regarding the wellness and educational success of juvenile offender-learners and the professional development of teachers, I decided to engage in discussions with the school personnel, department of correctional services officials, academics from UNISA in order to find ways in which I could further support and enhance the self-concept and the wellness of learners in a correctional school. The aim was to intervene in one correctional school in Gauteng which was a pilot centre. The intervention was linked with the community engagement project and the team of academics from Unisa used the Ubuntu principle in supporting teachers in their teaching of pedagogic content knowledge. The academics addressed the tuition part and paired themselves with teachers of certain subjects from ABET Level 1-4 and Grade 10-12. The following Figure is an intervention tool that was used in the pilot centre in Gauteng correctional school.
The intervention team visited the correctional school once a month and were in classrooms from 9h00 to 14h00. Some lessons were offered by lecturers from Unisa in the presence of teachers from the correctional school. Teaching methods were adjusted and the use of teaching aids was suggested. There were motivation sessions about the importance of education. The exercise was carried out for a number of years. The principal together with the teachers decided on involving parents in the education of juvenile offender-learners and parents days were held once a year where parents visited the classrooms and viewed learners’ work in the presence of subject teachers and lecturers from Unisa.
At the end of the second year the results of Grade 12 learners at the pilot centre improved significantly from 0% to 100%.

Further support is rendered by Unisa in collaboration with Chance2 Advance to date, teachers and offender learners from grade 10 to 12 were trained in computer skills.

Recently offender learners from AET level 1 to 4 and Grade 10 to 12 received training on writing a business proposal and how to start their own businesses. All juvenile offender learners received certificates in all trainings received from Unisa. In 2010 there was no skills period at a pilot school and after sharing the findings of the research the period was included and currently juvenile offenders have a period for various skills like sewing, carpentry etc.
I further proposed a Model for Professional teacher development for correctional schools. Teacher training programmes with specialization in correctional education should be introduced. Those who are currently employed by DCS should receive relevant in-service training courses. I have developed two short learning programmes one which will cover all types of learners called “The support of children at risk” commences in 2017. The second one relevant for teachers in correctional setting namely “Teaching in Correctional settings”.
For social change to occur, especially in correctional settings, networking with relevant stakeholders is a key factor.

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Society at large should support correctional personnel and offenders to enable a smooth reintegration into the society upon release. The emotional needs of juvenile offenders are a wellness dimension that needs partnership with psychologists and social workers.

In conclusion, data obtained in this study positions the home environment as playing a primary role in influencing the self-concept of adolescents. Of importance is to note that there is a ripple effect emanating from the home (micro system), the neighbourhood (the meso system), the macro (the society). Since the self-concept is central to the wellness of an individual, if one gets intervention early in life then one’s wellness dimensions (physical, emotional, social, intellectual, spiritual and career wellness) are likely to be enhanced. The African philosophies of Ubuntu and a holistic approach for child development may be a solution for the self-concept and the wellness of an adolescent. The extended family system from an African perspective of the entire community participating in the welfare of every child has disappeared, hence the families are experiencing crisis in child rearing patterns. The UBUNTU principles and African values should be restored. In my mother tongue there is an adage that says “Mathlaku a maswa a ema ka a matala”- simply meaning the youth need elders for their development). Elders, teachers, parents and the community are there to help an adolescent to cope with the crisis experienced during adolescence as pointed out by Erikson. Therefore it is
expected that they assume or play that role without fail. To address the self-concept and the wellness of an adolescent it is vital that the home background should be addressed since it is in the micro system where every child’s development starts. The microsystem can be a breeding ground of good **African morals** and values that shape the self-concept of the child then the **meso** and the **macro** systems will be a reflection of what happens in the micro system. Furthermore addressing long-term societal problems that may lead to crime, such as poverty, lack of quality education, unemployment, child care is crucial. Pierre Bourdieu’s (1993) cultural capital theory is central in understanding the injustices that lead to low or negative self-concept amongst adolescents and triggers anger which lead to crime in homes that could not remedy the problems early in the development of the child.

Therefore the effect of the home environment on the self-concept of an adolescent is transmitted and felt through the subsystems until the macro system (the society). It is important to emphasize once more that if not addressed earlier in life the low self-concept may deprive one the opportunities to express their potential and abilities. The ultimate result may be an individual who does not attain the set goals and consequently becomes a deviant of the person he or she was supposed to be. Such an outcome may result in the society either having to carry the burden of sustaining or supporting an individual who is functionally impaired on account of low self-concept.

Ladies and gentlemen my research conducted on adolescents and juvenile offenders’ wellness is an effort to address the care and support needed for pedagogical interventions in diverse educational settings.
The study would not have been possible if it had not been the hard work and commitment of my postgraduate students and the post doctoral fellow Dr Mafumbate who continue to participate in my research initiatives on the wellness of adolescents and juvenile offenders. I also want to extend my appreciation to my colleagues and my mentees who played an active role in the interventions implemented in the course of my research.

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My family, where I receive love and support our three sons Tshegofatso, Letsoma, Retlhotse and my handsome, loving and supportive husband Prof Solomon Ramagoai Magano a big thank you for being there for me.

REFERENCE


