

**PROMOTING THE REHABILITATION OF JUVENILE OFFENDERS IN SELECTED
SOUTH AFRICAN CORRECTIONAL SCHOOLS: A WELLNESS PERSPECTIVE**

by

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DEDICATION

Special dedication to God Almighty, my family and fellow professionals in the teaching fraternity as well as my mentor, Professor M.D Magano

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ABSTRACT

The purpose of the study was to investigate and explore how rehabilitation and wellness of juvenile offenders in selected South African correctional schools can be promoted. A wellness model that can be used to promote the wellness of juvenile offenders was proposed based on the findings of the study. The researcher used the wellness, *ubuntu* and bio-ecological theories as theoretical frameworks to guide the study. These theories helped the researcher to understand how the promotion of wellness among juvenile offenders can facilitate effective rehabilitation and, ultimately, offender reintegration into society. The interpretive paradigm was employed to understand the experiences and views of juveniles as well as teachers and heads of schools who were directly involved in the rehabilitation of juvenile offenders. The study used the qualitative research method in which open-ended questionnaires were used to collect data from juveniles and teachers whereas semi-structured interviews were to collect data from heads of schools. Participants were purposefully selected to ensure relevant data was gathered. Twenty-one juveniles, twelve teachers and seven heads of schools took part in the study. Participants were drawn from four provinces and seven schools. Data were analysed qualitatively through coding, categorising and developing themes. Themes that developed from data interpretation were used as headings for the findings in each wellness dimension. Themes that developed from the study revealed that schools were making a great effort to promote the wellness of juvenile offenders. Great strides were made especially in promoting the wellness of juvenile offenders through the involvement of different stakeholders although this was inadequate. Schools were facing challenges such as lack of resources, shortage of skilled personnel as well as inadequate stakeholder involvement. The research proposed a wellness model that is holistic in nature to help teachers and other stakeholders involved in juvenile offender rehabilitation to promote their social, physical, emotional, spiritual, career and intellectual wellness.

KEY WORDS

Juveniles, rehabilitation, recidivism, reintegration, correction, wellness, inmates, offenders, holistic, delinquency

KAKARETŠO

Mohola wago bala e be e le go aga lenaneo leo le ka šomišwago ke barutisi le batho ba bangwe mo thekgong ya bana bao ba lego dikolong tsa kgolego (dihlokatsebe).

Lenaneo le mohola wa lona ke go dira gore bana ba ba sa hlokomeleng melao ya setšhaba ba bušetšwe gore ba kgone go boela go setšhaba. Basekaseki ba šomiša go hlokomela botho le tša tlhago go tlhatlha dithuto tša bona. Dikakanyo tse di dirišeditšwe go dihloka tsebe le barutiši le dihlogo tša dikolo bao ba bego ba ruta bana ba. Thuto ye e šomišitšwe ke ya maemo a godimo moo go šomišitšwego dipotšišo tšeo di se nago phetolo e tee go hwetša kakanyo ya dihlokatsebe le barutiši. Fela mo gongwe go be go dirišwa dipotšišo go dihlogo tsa sekolo.

Bao ba bego ba botšišwa ba be ba kgethilwe gabotse goba go lekaleka gore dikarabo e be tša maleba. Masomepedi a dihlokatsebe, barutiši bašupa le dihlogo tsa sekolo ba ile ba šomišwa go dithuto tše. Bao ba kgethilwego ba be ba tšwa di provensing tše nne le dikolong tše šupa tša kgolego.

Dikašišo di ile tša sekasekwa gabotse ka maemo a godimo go šomišwa dinomoro, peakanyo le gore ba kgone go aga maikemišetšo a motheo wo. Motheo wo o agilwe go tšwa go dikakišišo gore re hwetše hlokomelo ya dihlokatsebe. Metheo ye e šomišitšwego e bontšhitse gore dikolong tša dihlokatsebe bana ba be ba latela molao. Gobe go šomišwa le kago ya mmele, go tsošološwa moyeng ya di hlokatsebe go šomišwa batho kamoka. Dikolo di ile tša ba le bothata mo go godišeng dihlokatsebe. Yengwe ya bothata e be e le go hlokega ga dišomišwa le batho bao ba hlahlilwego go ruta dihlokatsebe tše mola gape go be go se na batho bao ba nago le kgahlego. Basekaseki ba ile ba tla le seka sa go hlokomela dihlokatsebe ka go felela le go thuša barutiši le batho bao ba lebanego le dihlokatsebe. Gore go godišwe kgwerano, go godišwe go aga ga mmele, go aga tsošološo ya semoya, go ba aga gore ba be le seo ba kgonago le go aga le go godiša menagano ya bona le tša mešomo.

MANTŠU A MALEBA

Bana ba go hloka tsebe, go sokologa, Puseletso ya melato, Go tswakana le bangwe, Go phosolla, Go ba le bophelo bja maleba, bagolegwa, bahlola melao, kakaretšo, Go senya molao

ABSTRAK

Die doel van die studie was om 'n welstandsmoedel te ontwikkel wat gebruik kan word deur onderwysers en relevante belanghebbendes in die bevordering van die welstand van jeugdige oortreders in korrektiewe skole. Die model beoog om te verseker dat jeugdige oortreders doeltreffend gerehabiliteer word en gereed is vir herintegrering in die samelewing. Die navorser het die welstand, *ubuntu* en bio-ekologiese teorieë as teoretiese raamwerke gebruik om die studie te lei. Hierdie teorieë het die navorser gehelp om te verstaan het die promosie van welstand onder jeugdige oortreders doeltreffende rehabilitasie kan fasiliteer en uiteindelik, oortreders in die samelewing te herstel. Die uitleggende paradigma is aangewend in 'n poging om die ervarings en sienings van die jeugdige, onderwysers en hoofde van skole wie direk betrokke in die rehabilitasie van jeugdige oortreders is te verstaan. Die studie maak gebruik van die kwalitatiewe navorsings-benadering, waar ope vroe gebruik is om data van jeugdige en onderwysers te versamel, terwyl semi-gestruktureerde onderhoude gebruik is om data van die hoofde van skole te kry. Deelnemers was opsetlik geselekteer om te verseker dat geskikte data versamel is. Een- en twintig jeugdige, twaalf onderwysers en sewe hoofde van skole het aan die studie deelgeneem. Deelnemers is uit vier provinsies en sewe skole gekies. Data is kwalitatief ontleed deur kodering, kategorisering en ontwikkeling van temas wat gebruik is as opskrifte vir die bevindings onder elke welstands-dimensie.

Die ontwikkelde temas het bewys dat skole moeite gedoen het om die welstand van jeugdige oortreders te bevorder. Daar was groot vordering, veral in die bevordering van die fisiese en spirituele welstand van jeugdige oortreders deur die betrokkenheid van verskillende belanghebbendes. Skole het verskillende uitdagings in die gesig gestaar in hul pogings om die welstand van jeugdige oortreders te handhaaf. Sommige van die uitdagings was 'n tekort aan hulpbronne, geskoolde personeel sowel as onvoldoende

betrokkenheid van belanghebbendes. Die navorsing stel 'n holisties welstandsmodel voor om onderwysers en ander belanghebbendes te help wat betrokke raak in die rehabilitasie van jeugdige oortreders en bevordering van hul sosiale, fisiese, emosionele, spirituele, loopbaan en intellektuele welstand.

SLEUTEL WOORDE

Jeugdige, herhaling, herstel, korreksie, rehabilitasie, welstand, gevangene, oortreders, holisties, misdadigheid

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ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
ACHPR	African Commission on Human and People’s Rights
AET	Adult Education and Training
CJA	Child Justice Act
DCS	Department of Correctional Services
DHET	Department of Higher Education and Training
DYS	Division of Youth Services
DJJ	Department of Juvenile Justice
FET	Further Education and Training
GED	General Education Diploma
HMS	Health Maintenance Skills
HRS	Human Relations Skills
ID	Identity Development
JICS	Judicial Inspectorate for Correctional Services
JJDPA	Juvenile Justice and Delinquency Prevention Act
LEA	Local Education Authority
LO	Life Orientation
LTSM	Learning Teaching Support Materials
MST	Multi-Systemic Therapy
NCS	National Curriculum Statements
NGO	Non-Governmental Organisation
NICRO	National Institute for Crime Prevention and Reintegration of Offenders
OJJDP	Office of Juvenile Justice and Delinquency Prevention
PMG	Parliamentary Monitoring Group
RNR	Risk-Needs-Responsitivity
SASSETA	Safety and Security Sector Education and Training Authority
SETA	Sector Education and Training Authority
SRAC	Sports, Recreation, Arts and Culture
TVET	Technical and Vocational Education and Training

UN	United Nations
UNISA	University of South Africa
USA	United States of America

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CHAPTER 1: ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

South Africa characteristically has the highest per capita inmate population in the world (Judicial Inspectorate for Correctional Services [JICS] 2014). The inspectorate further revealed that as of 31 March 2014, there were 27 045 sentenced juvenile offenders in South African correctional centres which represented 24% of the country's sentenced population. Of great concern is that this figure is comparably similar to the previous periods of 2012/2013 which stood at 26 283 sentenced juveniles (Department of Correctional Services [DCS] 2013). This state of affairs may be an indication of inadequate rehabilitation programmes that are in place for juvenile offenders.

Recidivism also poses a great threat as it leads to increased prison population if sentenced offenders are put into custodial sentence as was the case in the United States of America (USA) (Prison Studies Project 2013). In 2012, recidivism in South Africa was estimated at 80% of all released population (Readucate 2012). Research has also shown that in South Africa, most offenders leave the correctional centres without any evident change in their behaviour due to ineffective rehabilitation (National Institute for Crime Prevention and the Reintegration of Offenders [NICRO] 2009). This state of affairs is a cause for concern since the ultimate goal of rehabilitation is to reintegrate offenders into the society (Muntingh & Ballard 2012).

High juvenile incarceration and recidivism rates are not confined to South Africa but also affect developed countries such as the USA (De Vore 2013). Research has shown that there is a correlation between the level of education attained by the offender and his or her recidivism rate. Research findings reveal that offenders who receive education in correctional centres on average are 46% less likely to re-offend than those who did not (Prison Studies Project 2013).

Based on the findings stated above, it then became necessary to carry out a study that explores an approach that can help develop juvenile offenders holistically in order to facilitate effective reintegration into society. One way of doing that is by providing education that promotes the holistic development of juvenile offenders such as equipping them with life skills that facilitate easy reintegration (Mc Aree 2011). It is of

great benefit to society when juvenile offenders are fully rehabilitated and stay away from crime (NICRO 2009). Reducing recidivism also benefits society financially as less money is spent on the upkeep of offenders in correctional centres. Studies done in the USA showed how costly recidivism can be in revealing that juveniles who became adult offenders cost the country between USD1.5 million and 1.8 million each (Macomber, Skiba, Blackmon, Hart, Mambrino, Richie & Grigorenko 2010).

When offenders leave detention centres, they should be equipped with skills that will help them function effectively in society (DCS 2012). The aim of the study was to explore how the promotion of wellness dimensions among juvenile offenders can facilitate effective rehabilitation and help them acquire skills that can facilitate smooth reintegration into their communities. Wellness is attained when an individual achieves an integration of body, mind and spirit which enables him or her to live a full life in both the physical and human environments (Myers, Witmer & Sweeney 2000). A juvenile offender who has attained wellness is likely to fit well into his or her community. As a multi-dimensional or multi-disciplinary approach, wellness considers the mind and body to be inseparable where a change in any dimension or domain affects other dimensions in an individual (Kirstein, Van Der Walt & Viljoen 2009). Kirstein et al. (2009) further clarify that domains in an individual include the mind, spirit, emotions, behaviour and social relationships among others. There should be a balance in all the domains for an individual to function to his or best level.

It is crucial to promote wellness in adolescents because the behaviour established at this stage may determine life patterns at a later life stage (Rachele, Washington, Cuddihy, Barwais & McPhail 2013). A juvenile may become an adult offender because of the patterns formed at an early age. Rachele et al. (2013) also state that early wellness intervention programmes may result in low recidivism in young offenders.

This study explored the six wellness dimensions as articulated by Hetler (1976). These dimensions are physical, social, intellectual, emotional, occupational or career and spiritual. The promotion of these dimensions among juvenile offenders was interrogated to determine whether this can lead to effective rehabilitation and reduce recidivism among juvenile offenders.

1.2 RATIONALE AND SIGNIFICANCE OF THE STUDY

The reintegration of offenders into society is the main focus of post-apartheid offender rehabilitation in South Africa (Tshabalala 2012). Offenders who leave correctional centres need to be empowered in order to stay away from crime and turn their lives around (NICRO 2009). There has been ineffective rehabilitation in South Africa as indicated by the high rate of recidivism (McAree 2011). This is a clear signal that more research has to be done to explore alternative rehabilitation approaches that may address this challenge.

The wellness model involves promoting different dimensions of wellness to allow an individual to operate at the highest level in all aspects of life (Kirsten, van der Walt & Vijoen 2009). The wellness model is a relevant approach that that is worth exploring. By nature, wellness entails, among other aspects, respecting human diversity, collaboration and community cohesion which are essential for an individual to live in peace with others (Prilletsensky & Nelson 2000). These social attributes are vital for social interaction and offender reintegration. A clear analysis of this model has revealed that it is relevant to juvenile rehabilitation and therefore worth exploring.

This study is important because it sought to develop a realistic holistic approach to rehabilitation which has the potential of reducing recidivism and facilitate reintegration into the juveniles' communities. The DCS seeks to adopt a holistic approach in rehabilitation and the wellness model thus seems like an ideal approach (DCS 2005).

1.3 PROBLEM STATEMENT

Past and current studies in South African correctional centres have revealed the lack of a holistic and effective approach to offender rehabilitation especially among juvenile offenders. Some of the revelations in the studies that were done indicate lack of inadequate and unqualified personnel such as teachers, social workers and other critical professionals as well as lack of recreational facilities and psychological services (Muntingh & Ballard 2012; JICS 2014; NICRO, 2009; Tshabalala, 2012). These challenges have led to high recidivism rates and overcrowding in correctional centres (Macquet 2014). It is therefore very important as a researcher to explore another approach that has the potential of holistically rehabilitating juvenile offenders

especially owing to the sparseness of literature with regard to the utilisation of wellness as a rehabilitative measure.

1.4 RESEARCH QUESTIONS

1.4.1 The Main Research Question

How can rehabilitation and wellness of juvenile offenders in selected South African correctional schools be promoted?

1.4.2 Sub-questions

- What wellness dimensions can be promoted among juvenile offenders in South African correctional schools?
- How can the attainment of wellness facilitate effective juvenile offender rehabilitation in South African correctional schools?
- How can correctional education be used in curbing recidivism?
- What framework can be developed to promote wellness and rehabilitation process for juvenile offenders?

1.5 AIMS AND OBJECTIVES OF THE STUDY

1.5.1 The Aim of the Study

The aim of the study was to investigate and explore how rehabilitation and wellness of juvenile offenders in selected South African correctional schools can be promoted.

1.5.2 The Objectives of the Study

- To identify ways of promoting rehabilitation and wellness of juvenile offenders in selected South African correctional schools.
- To explore the relationship between the attainment of wellness and effective juvenile offender rehabilitation in selected South African correctional schools.
- To explore and explain the relationship between education in correctional schools and the rate of recidivism.
- To develop a wellness framework that can be used for effective juvenile offender rehabilitation.

1.6. CONTRIBUTION TO THE BODY OF KNOWLEDGE

1.6.1 Policy

The DCS's policy on rehabilitation states that it is the responsibility of the society to ensure successful rehabilitation of offenders. The policy acknowledges the importance of the involvement of relevant stakeholders in offender rehabilitation through interactive engagement (DCS 2005). This may help in promoting different wellness dimensions of juveniles as stakeholders play different roles in their lives.

The wellness approach discussed in this study intends to outline how wellness dimensions can be promoted among juvenile offenders in order to assist the DCS to achieve its aim of holistic development in offenders. The roles of different stakeholders like religious groups, the community and others were identified and explained. Attaining wellness is viewed as a means of ensuring that offenders are prepared for reintegration into their communities.

1.6.2 Theory

The DCS advocates for a needs based rehabilitation programme aimed at correcting the behaviour of the offender, human development and to promote social responsibilities and values (DCS 2005). The wellness theory is in line with the DCS rehabilitation theory since its main focus is to develop an individual holistically. This study sought to develop a holistic development theory that will ensure offender rehabilitation covers all human aspects required for the effective functioning of an individual in society.

1.6.3 Practice

Research findings in South Africa have revealed that most officials in correctional centres were not well trained to deal with juvenile offenders and this challenge was compounded by the shortage of skilled personnel (JICS 2014; Muntingh & Ballard, 2012; Van Heerden, 2013). This study intended to give guidelines on how officials, especially teachers, may be equipped with skills in order for them to be better prepared to deal with juvenile offenders. In the long run, this may help teachers do better in their practice.

1.7 PRELIMINARY LITERATURE REVIEW

1.7.1 Correctional Education

The South African government views education in correctional centres as central in offender rehabilitation. This has been demonstrated by the increase in the number of full time schools in correctional centres in the country from just one in 2009 to 13 in 2014 (DCS 2014). Education has been made compulsory to every inmate within a qualification equivalent to Grade 9 from 1 April 2013 and offenders who fall into this category are expected to complete Adult Education and Training (AET) Level 1–4 (DCS 2014). In the USA also, state and federal laws govern the education of juvenile offenders and have made education free to all including delinquent juveniles (Thielbar 2011). In Europe, the European Prison Education Association views education as a moral right that meets the basic human needs for all (Costelloe & Langelid 2011). Many countries such as Turkey, United Kingdom and Botswana have also put more emphasis on education in their rehabilitation programmes especially when dealing with juvenile offenders (Jovanić, 2011; Letsatle 2013; Ozedmir, 2010).

According to Sawahel (2012), the prison population is rising in an estimated 73% of the world's countries. Recidivism was also reported to be on the increase in most countries including South Africa (De Vore 2013, Readucate 2012). Education in correctional centres has been consistently linked with reducing recidivism. Thielbar (2011) states that reduced recidivism may lead to a reduced prison population that will save taxpayers' money as was the case in the USA in 2011 where up to USD2 million was saved by successfully rehabilitating juvenile offenders through educational programmes.

Research by the Office of Correctional Education, United States Department of Education, showed that inmates who participated in correctional education had a lower recidivism rate and were one third less likely to reoffend and be reincarcerated than those who did not participate (Davis, Bozick, Saunders & Miles 2013). Proper education in correctional centres helps juveniles to stay away from crime because offenders are taught skills such as conflict resolution and tolerance which help them improve their behaviour and be more easily reintegrated into their communities (Van Herdeen 2013; Sawahel 2012). By acquiring skills during incarceration, juveniles have

a better chance of getting employment after release and are able to look after themselves properly without resorting to crime (Davis et al. 2013).

Providing education to juvenile offenders is also a form of social inclusion. Most juveniles go into correctional centres with negative school experiences like dropping out and expulsion; for example, research revealed that in 2011 out of 150 000 incarcerated youths in the United States of America, 75% had failed to complete high school (Bracken 2011). Education should therefore aim at addressing the specific needs of juvenile offenders. Bracken (2011) further states that research in England and Wales showed that most juvenile offenders came from socially excluded groups with 75% of robbery cases and 55% of all domestic burglars happening in the 88% most deprived local authorities. It will, therefore, be of great benefit if such juveniles get education that can change their lives around for the better.

1.7.2 Offender Rehabilitation

The main objective in offender rehabilitation is to influence the offender to adopt positive norms and values in a holistic manner which equips him with survival skills and eliminates criminal tendencies (DCS 2005). Offenders can therefore be equipped with skills such as good interpersonal skills, conflict resolution and skills that can help them get employment or start income-generating projects. It should be noted, however, that in order for the rehabilitation programmes to be successful, offenders themselves should give their consent and be motivated to get involved based on the value and benefits they see in the programmes (Birgen 2002). Rehabilitation programmes should therefore be needs-based.

The ultimate goal of rehabilitation is to facilitate offender reintegration into the community (Hager & Johnson 2007). Owing to this assertion, it is evident that rehabilitation programmes should enable offenders to go back into their communities reformed and live a life that conforms to the norms and values of their particular communities.

In South Africa, the DCS has shifted its rehabilitation of youths to focus more on human development and education and training (DCS 2005). Offender rehabilitation should not be viewed as the responsibility of the DCS but rather as a societal responsibility. South Africa is not the only country that has seen this paradigm shift as most countries

have adopted the same stance (Jovanić 2011; Sawahel 2012). This global shift has been influenced by research findings that reveal that correctional education leads to low recidivism rates, facilitates effective reintegration and thereby makes communities safer (Munoz 2008; Sawahel 2012; Thielbar 2011).

1.7.3 Recidivism

Recidivism simply refers to the extent or rate of reoffending (Macquet 2014). Recidivism is a global challenge which affects even developed countries like the USA (De Vore 2013). There are many reasons for recidivism including ineffective and inadequate rehabilitation programmes (NICRO 2009). Recidivism rates in South Africa are not easily identified but some sources put it at 95% (Macquet 2014). In the USA in 2011, recidivism was reported to be around 67.5% and had a great bearing on the increase in the prison population (Prison Studies Project 2013). The USA at one stage had a recidivism rate where, within three years of release, four out of 10 offenders committed another crime or violated their parole conditions (Davis et al. 2013)

Reducing recidivism is in the interests of society as it may result in lower costs of incarceration and less spending by the government (Thielbar 2011). As a cost-effective mechanism in reducing recidivism, correctional education is regarded as an important tool (Sawahel 2012). Most researchers have come to the conclusion that education plays a vital role in reducing recidivism (Davis, Steele, Bozick, Williams, Turner, Miles, Saunders & Steinberg 2016; Munoz 2008; Thielbar 2011).

1.7.4 Juvenile Delinquency

Juvenile delinquency refers to a crime committed by a juvenile or someone who is 18 years old or younger (Roberts 2014). There are many risk factors that may lead to juvenile delinquency or juveniles committing crime. These factors are discussed below, as articulated by Dowdney (2005).

1.7.4.1 Risk factors that may lead to juvenile delinquency

- *Individual factors*

These include the personality of the juvenile such as being aggressive, hyperactive or having beliefs that justify breaking the law. The presence of psychiatric disorders may

also lead to juvenile delinquency (De Vore 2013). Being unable to resist pressure also puts the juvenile at risk of committing a delinquent act.

- *Everyday context*

Juveniles who live in an environment or context with parents who use violence or abuse as a means of control, those with no parents, delinquent siblings or poor households are at risk of being delinquents. Continuous conflict at home may influence juveniles to carry out these acts when they grow up (Hartwig & Meyers 2003). It should also be noted that most juveniles who are abused at an early age are likely to become delinquents (De Vore 2013)

- *Community factors*

Community factors that may lead to juvenile delinquency include gang membership, easy availability of drugs and associating with delinquent youths. Gangs and delinquent youths may teach juveniles anti-social behaviour like drug abuse and violence (De Vore 2013).

- *Society risk factors*

Having too many unemployed youths, low levels of education and limited state services for youths like policing and general state corruption puts juveniles at risk of committing crime. The lack of healthy role models leaves juveniles with the mammoth task of trying to achieve a sense of identity and to learn appropriate gender roles on their own (Hartwig & Myers 2003). They may then learn from undesirable role models.

1.7.4.2 Factors that may protect juveniles from delinquency

Many researchers agree that early prevention is effective and cheaper in curbing juvenile delinquency (Thielbar 2011). The ages 12 and 21 years have been shown to be the peak years for committing crime and being victims of crime. Leoschut and Burton (2009) call the factors that counteract risk factors protective factors and identify some of these as having a positive attitude towards school, being raised in a non-violent family environment, abstaining from drugs, not being victims of crime and non-availability of drugs and arms in the neighbourhood.

1.7.5 Challenges in Correctional Centres

All over the world, different countries face different challenges in correctional centres especially with implementing effective rehabilitation programmes to reduce recidivism (Prison Studies Project 2013).

Implementing educational programmes is a big challenge because security takes priority in correctional centres as compared to education hence any security threat is taken seriously (Macomber et al. 2010). Lessons may also be disrupted when juvenile offenders are put on solitary confinement or by gang rivalry (Houchins, Jollivette, Shippen & Lambert 2013). Studies done in the United Kingdom also revealed the challenge of juveniles not completing their courses because of factors such as transfers and short sentences. However, countries like Sweden offer distance learning and Norway has a follow up programme for released offenders to ensure they complete their courses (Costelloe & Langelid 2011).

There are some global challenges that affect many countries. These include lack of training by officials to deal with special needs of juvenile offenders; lack of recreational skills and programmes; low participation in educational programmes; and limited educational programmes as is the case in Botswana, South Africa and the USA (Davis et al. 2013; Letsatle 2013; Muntingh & Ballard 2012). In the USA, it was observed that there was lack of coordination between correctional centres and the public education system resulting in most ex-convicts not enrolling in public schools after release (Thielbar 2011).

South Africa has not been spared the challenges of implementing effective juvenile offender rehabilitation. Some of the challenges faced by South Africa include overcrowding especially in urban areas and the shortage of qualified personnel like teachers, social workers and psychologists (DCS 2014). Overcrowding has led to other anti-social practices such as assaults and the prevalence of gangs (DCS 2012). Some centres were reportedly not providing education programmes as a result of the shortage of teachers (JICS 2014). Some offenders were also failing to proceed to Further Education and Training (FET) programmes because of lack of funding from National Student Financial Aid Scheme which affects their studies and progress (DCS 2014).

1.8 THEORETICAL FRAMEWORK

I used three theoretical frameworks as a lens for carrying out the study. The three theories used were the wellness model, *ubuntu* philosophy and the bio-ecological theory.

1.8.1 Wellness Model

The wellness model of Hetler (1976) advocates for the holistic development of an individual by ensuring that the six key areas or dimensions in a person's life are developed in order for that individual to attain complete wellness.

Wellness is not only viewed as the absence of diseases in an individual but rather as the wellbeing of an individual as a whole (Kirsten et al. 2009). In the wellness journey, an individual continues to look for possible improvements in his or her life (Jager, Bensley & Jager 2003). Wellness is multi-dimensional in nature and consists of different dimensions that one needs to attain to live a balanced life (Schaffer 2000).

This study focused on the six dimensions of wellness that juvenile offenders need to attain in order to be effectively rehabilitated. The six dimensions as stated by Hetler (1976) are physical, social, occupational or career, emotional, intellectual and spiritual. The approach to wellness regards a human being as a whole and so certain attributes cannot be separated such as body and mind (Kirsten et al. 2009). The wellbeing of a person is the outcome of the interplay between socio and bio-psychological processes (Jordaan & Jordaan 2000). Accordingly, Kirsten et al. (2009) further state that a disturbance in one dimension or domain affects the whole and this may be detrimental to the wellbeing of the individual. The mind, emotions, spirit and behaviour are some of the different domains in an individual (Kirsten et al. 2009).

This theory helped the researcher to explore the various wellness dimensions among juvenile offenders and how these dimensions can be promoted to facilitate effective juvenile rehabilitation. Attaining wellness helps the individual to contribute to the wellbeing of people around him and to contribute to the common good of the larger community (Jager et al. 2003). If an offender attains wellness, he or she is likely to be accepted in the community and this acceptance may lead to smooth reintegration.

The main focus of wellness is on lifestyle behaviour that contributes towards a person living life to their fullest potential (Rachelle et al. 2013). In studying juvenile offenders, the researcher was able to explore deeply how their holistic development could lead to effective rehabilitation.

1.8.1.1 Physical wellness

Physical wellness entails taking part in physical activities that enhance physical wellbeing and avoiding activities that are harmful to physical wellbeing (Schaffer 2000). Some of the activities include regular physical exercises and healthy eating habits (Hetler 1976). Juvenile offenders also need to participate in physical activities to ensure their physical wellness is maintained despite being in custody.

It involves building physical strength, endurance and flexibility which may lead to the juvenile looking good physically at the same time as avoiding bad habits such as smoking and alcohol abuse. When one looks good, self-esteem, determination and self-control are boosted (Virtebo University 2006). A juvenile offender who has a positive self-esteem is likely to positively interact with people in his community and can be easily reintegrated.

1.8.1.2 Social wellness

Social wellness puts emphasis on the interdependence of individuals in society by encouraging individuals to contribute positively in their communities for the good of all (Virtebo University 2006). A person who attains social wellness puts the interests and welfare of his or her community first instead of his or her own (Hetler 1976).

1.8.1.3 Occupational or career wellness

Through the world of work, an individual achieves personal satisfaction and enrichment when he attains occupational wellness (Hetler 1976). The above author further explains that with occupational wellness an individual is able to choose a career that is consistent with his or her personal values, interests and beliefs. Juvenile offenders who attain this wellness dimension may be in a better position to choose careers that suit them. Choosing a career that suits the personality of an individual helps him or her to achieve job satisfaction.

With free education provided by the DCS, juvenile offenders have the opportunity to receive proper training in preparation for careers. Training is one way in which a career wellness path can be followed (Jager et al. 2003). A skilled juvenile may also be of benefit to his or her community if the skills attained are used in the community and this can also be a way of giving back to the community.

1.8.1.4 Intellectual wellness

Intellectual wellness is defined as the individual's ability to display critical thinking and to make sound decisions (Hetler 1976). An intellectually well person has an ongoing quest to acquire new ideas and critical thinking skills (Schafer 2000). A juvenile offender with intellectual wellness becomes a lifelong learner who keeps on seeking more information and knowledge. In the long run, such an individual approaches life with an open mind (Schafer 2000).

Teachers in correctional schools may promote intellectual wellness of juvenile offenders through providing activities that stimulate critical thinking and help offenders keep abreast with current affairs (Hetler 1976). This can be done by providing newspapers, magazines and other reading materials. They can also be asked to do role-play where they make decisions on different scenarios.

1.8.1.5 Emotional wellness

When an individual attains emotional wellness, he becomes aware of his or her feelings, accepts them and feels positive and enthusiastic about himself or herself and life in general (Virtebo University 2006). The negative environment in correctional centres mostly affects juveniles negatively (Macomber et al. 2010). This may raise their stress levels and affect them negatively emotionally. The attainment of emotional wellness helps individuals to cope with stress effectively, accept themselves, be optimistic and have a positive self-esteem (Hetler 1976). For this reason, emotionally well juveniles who feel good about themselves are more likely to positively interact with members of their communities. Positive interaction may therefore result in successful reintegration into society.

1.8.1.6 Spiritual wellness

Spiritual wellness means the continuous search for meaning and one's purpose in the human environment with the desire to attain inner peace (Schaffer 2000). When spiritual wellness has been attained, there is congruence in a person's actions and values (Hetler 1976). An incarcerated juvenile offender with a tormented soul may stay focused if he or she attains inner peace. According to Hetler (1976), individuals derive meaning from religion, art, music and meditation. If juvenile offenders are spiritually well, they may be more easily reintegrated into their communities as they will easily realise their purpose in life.

1.8.2 Ubuntu Philosophy

Ubuntu is an African philosophy that embraces inclusion by defining a person's humanity in relation to how he or she relates with other people (Mandela 1994). *Ubuntu* emphasises on how an individual's humanity is valued by members of his or her community based on how that individual relates with them (Nyaumwe & Mkabela 2007). Juvenile delinquents who get incarcerated for committing crime should be rehabilitated and prove their worth in their communities so that other members of the community can embrace them. With a dented image in the community where they commit crime, it may not be easy for them to be accepted by community members. It is therefore prudent that these offenders should be effectively rehabilitated so that they can be embraced by their communities and be smoothly reintegrated.

In a community that embraces *ubuntu*, members share both joy and sorrow and a pain in a member of the community is regarded as a pain to all (Nussbaum 2003). Rehabilitation should therefore instill into juvenile offenders the spirit of empathy so they can understand the pain they caused others when they commit crime. A sense of community is the guiding principle of living in a society that embraces *ubuntu* and, therefore, each member of society is expected to work for the benefit of all who live there (Nussbaum 2003; Nyaumwe & Mkabela 2007). In rehabilitating juveniles, it is important to ensure that the criminal behaviour is eliminated and that they are taught the values necessary for surviving in society.

1.8.3 Bronfenbrenner's Bio-Ecological Theory

The bio-ecological theory, also known as the ecosystemic perspective, looks at how systems around an individual affect his or development and states that any disturbance that occurs in any system affects the development of the individual (Donald, Lazarus & Lolwana 2010). Both the immediate and wider systems are viewed as playing vital roles in the development of an individual. This theory emphasises that, in terms of child development, the focus should not only be on the immediate environment but also on the interactions that takes place on a larger scale. A juvenile offender needs to interact with a wide range of systems in order to be effectively rehabilitated.

Rehabilitation should therefore not be left solely in the hands of the DCS but a range of stakeholders should take active roles to ensure its success. From the bio-ecological perspective, the immediate systems such as the family, peers and the school as well as the wider systems such as the political and economic environment have a direct influence on the effectiveness of the rehabilitation of juveniles.

The systems that affect the development of an individual are identified as the micro, meso, exo and macro systems (Donald et al. 2010). The micro system is the immediate system that a child or individual interacts with on a daily basis such as the family and peers. The meso system is made up of a set of systems that can affect the individual and interact with each other on an ongoing basis. These may include negative influences from the peer group where an individual belongs. The exo system refers to the system that has no direct link with the individual but affects people with whom he or she has proximal relationships such as a parent who loses a job. The macro system on the other hand refers to the dominant economic and social structures such as beliefs, values and practices that may influence the individual. This may include the distribution of resources done by the state such as budgets allocated for juvenile offender rehabilitation.

1.9 RESEARCH DESIGN

1.9.1 Research Paradigm

A paradigm is a set of beliefs, values, assumptions and practices that are shared by a research community (Braun & Clarke 2013). On the other hand, (Creswell 2013) views

a paradigm as a basic set of beliefs that guide the actions of researchers. From these definitions, it can therefore be concluded that a paradigm consists of truths and knowledge which influence the way people view the world around them. In a paradigm, there are general theoretical assumptions and laws that are applied by members of a particular research community.

This study was embedded in the interpretive paradigm which is discussed below.

1.9.1.1 Interpretive paradigm

The interpretive paradigm seeks to discover meanings attached by participants to their behaviour and how they interpret situations as well as their perspectives on a particular issue (Woods 2006). The researcher who follows this paradigm has to interpret his understanding of the behaviour and actions of the group under study by taking into account the social context and norms of that particular group (McAree 2011).

This paradigm is subjective in nature since the researcher is the main research instrument and has to interpret the data collected (Creswell 2013). In this study, the researcher used this paradigm by going to selected correctional schools to explore the experiences of juvenile offenders. This was done through direct interaction with them as well as officials working with them. By so doing, the researcher was in a position to understand the context on which his interpretations were based. Through various means of data collection, patterns and themes developed leading to a comprehensive and credible interpretation.

- *Epistemology*

Epistemology refers to the nature of knowledge (Crotty 2003). It seeks to answer the question on what knowledge counts as legitimate in a world saturated with different types of knowledge (Braun & Clarke 2013). With epistemology, therefore, the researcher seeks to find out how knowledge can be created, acquired and communicated (Scotland 2012).

In this study, knowledge was acquired qualitatively by conducting the study on site in the correctional centres. This was to ensure that the researcher was as close to the participants as possible to get knowledge through the subjective experiences of the individuals concerned (Creswell 2013). The individuals concerned in this study were

juvenile offenders. By going to correctional schools, the researcher was in a position to also take into account the context in which they lived and how their rehabilitation was being carried out. To understand the context more deeply, some time was spent in the schools to try and identify how the settings affected the actions of juvenile offenders (Brawn & Clarke 2013).

The DCS has shifted its rehabilitation from punishment to corrections whereby offenders are given a second chance to change (DCS 2005). By using the interpretive epistemology, the researcher was in a position to get insight into this rehabilitation process as experienced by juvenile offenders and by other stakeholders who were involved in the rehabilitation process.

- *Ontology*

According to Elshafie (2013), ontology refers to the nature of reality. In the interpretive paradigm, reality exists in the form of multiple and intangible mental constructions that are based on context, experience, content and people involved (Guba & Lincoln 1994). By using this ontological assumption, the researcher was in a position to understand an aspect of reality based on the context of juveniles, teachers and heads of schools in the correctional school setup.

The realities based on literature reveals that the South African correctional centres are facing different challenges such as a high recidivism rate, overcrowding, lack of skilled personnel, inconsistent psychological services among other things (JICS 2014). It was worthwhile from this ontological assumption for the researcher to get information from parties involved in the promotion of wellness dimensions among juvenile offenders and then map a way forward.

- *Axiology*

Axiology deals with values and ethics (Mingers 2003). In qualitative research, the researcher is seen as the research instrument which means that his values influence the research in some way (Creswell 2009; Mouton & Babbie 2007). It can therefore be said that these values direct the researcher to pay more attention to what he views as important.

Axiology also entails ethics in research as pointed out by Mingers (2003). Research ethics were adhered to during the study to ensure respect for the rights of offenders. The Bill of Rights in the Constitution of the Republic of South Africa (No 108 of 1996) determines the human rights environment which the DCS operates in including the rights of detained persons (DCS 2005). The researcher therefore ensured that the rights of participants were respected and that they were treated in the most dignified manner possible.

1.9.2 Research Method

Qualitative research was used in this study. In this method, data is collected in the natural settings by using multiple methods and focusing on participants' perspectives and multiple subjective views (Creswell 2013). Qualitative method assumes that there are multiple versions of reality which are closely linked to the context of participants (Brawn et al. 2013).

By using this method, the researcher visited correctional schools to align himself with the context of the correctional settings. Despite being subjective in nature, qualitative research can produce credible results (Creswell 2013). In this study, time was spent in correctional schools collecting rich information that helped the researcher to carry out credible data analysis.

1.9.3 Research Design

The phenomenological research design was used in this study. Phenomenology takes into consideration the different individuals' experiences and then the researcher focuses on what they all have in common as they experience any social phenomenon (Rashid Shah & Al-Bargi 2013). The focus in this study was on the experiences of juvenile offenders with regard to the promotion of wellness.

1.10 LOCATION AND SAMPLING

Data was collected from seven different correctional schools across four provinces in South Africa. The provinces were Gauteng, Western Cape, Kwazulu Natal and Free State. In each school, three juveniles and two teachers took part in the study by completing open ended questionnaires except for two schools that had one teacher each. Heads of schools were interviewed to give an overall picture of the setups in

their schools. The sampling was purposively and conveniently done depending on availability and willingness to participate. The study was done in schools and so teachers and heads of schools took part because unlike other stakeholders they work in schools with juveniles directly almost on a daily basis.

1.11 RESEARCH INSTRUMENTS

1.11.1 Open-Ended Questionnaires

For a questionnaire, respondents are specifically selected from within a bounded system and are required to answer questions (Henning, Van Rensburg & Smith 2010). In this study, juvenile offenders and their teachers were given questionnaires to complete. The researcher explained the questions whenever the need arose. Questionnaires were used in order to save time and to allow several participants to respond at the same time, thereby causing little inconvenience in the correctional centres (Creswell 2009). Juveniles completed questionnaires in the classrooms in the presence of their teachers and security personnel for security reasons. Teachers were given time to complete the questionnaires in their offices and in classrooms.

1.11.2 Interviews

An interview is a two-way communication that aims to bring to our attention what the individual feels or thinks about a certain phenomenon (Henning et al. 2010). Semi-structured interviews were used in this study to enable the researcher to understand the meanings attached to everyday activities by the participants (Marshall & Rossman 2011). Interviews were used to get information from heads of schools who were interviewed in their offices.

1.12 DATA ANALYSIS

Data analysis entails a process where the researcher tries to understand deeply what they have studied and to continuously refine his or her interpretations (Taylor & Bogdan 1998). In qualitative research, data analysis is done concurrently with data gathering (Creswell 2009). In this study, data was analysed through coding and categorising. Data was divided into smaller units of meanings called codes. Related codes were put together to form categories (Henning et al. 2010). These categories

were further grouped together to form themes. Themes were then used as headings of findings (MacMillan & Schumacher 2006).

1.13 TRUSTWORTHINESS

To ensure credibility, time was spent in the correctional centres collecting sufficient data and then detailed descriptions of the findings were given (Lincoln & Guba 1985). The project supervisor was asked to critique the research manuscript to ensure the report was accurate. Where possible, participants were asked to audit the findings to ensure they were a true reflection of what they said. A detailed description of the topic and rich information was made available.

1.14 ETHICAL CONSIDERATIONS

1.14.1 Permission

Permission was sought from the DCS and the University of South Africa (UNISA) ethics committee. The research started when clearance was granted by these two institutions. The researcher also asked for permission from gatekeepers on site whenever he visited a school.

1.14.2 Informed Consent

The researcher informed the participants about the purpose of the research and explained what would happen to the information obtained. Individuals concerned were asked to sign consent forms after they had agreed to take part in the study.

1.14.3 Voluntary Participation

Participants were informed that participation was voluntary and that they had the right to withdraw from the study without any penalty should they wish to do so at any time.

1.14.4 Disclosure

The researcher disclosed the nature of the study and informed the participants of any anticipated risks. The procedure, responsibilities and duties of all those involved in the study were also disclosed. The researcher also disclosed what the information would be used for.

1.14.5 Confidentiality

Anonymity was maintained throughout the study as no real names were mentioned. Information was only used for the purpose it was intended for and, as such, was submitted to the relevant authorities only, namely, UNISA and the DCS.

1.14.6 Human Rights and Respect

The researcher respected the rights, needs, values and desires of participants and made all attempts to be sensitive to offenders as they are a vulnerable group. All efforts were made to minimise risks and ensure that participants were not exposed to any harm. Written interpretations and reports were made available to participants before reporting to make sure it was in line with the information supplied by them.

1.15 CLARIFICATION OF CONCEPTS

- Wellness: A state of wellbeing and functioning in both body and mind that enables an individual to reach his or her potential.
- Rehabilitation: Planned intervention that aims at helping the offender to change his or her criminal behaviour.
- Recidivism: The act of reoffending that may lead to arrest, conviction or incarceration.
- Reintegration: Bringing back offenders into their communities where they belong.
- Juvenile offender: In this context, this is an offender up to the age of 21 and below who is incarcerated in a juvenile correctional centre.

1.16 OVERVIEW OF THE STUDY

The study focuses on how the wellness of juvenile offenders in correctional schools can be promoted in order to ensure effective offender rehabilitation. Data was collected from four provinces of South Africa: The Western Cape, Kwazulu-Natal, Gauteng and the Free State. The researcher collected information from juvenile offenders attending correctional schools, their teachers and heads of schools on how the wellness of juvenile offenders was being promoted in a bid to rehabilitate them. The study also sought to establish how juveniles viewed their own wellness issues with regard to rehabilitation and preparation for reintegration into society.

The thesis was divided into eight chapters.

CHAPTER 1: OVERVIEW OF THE STUDY

This chapter focuses on the background, rationale and significance of the study. It also presented the research question and its sub-questions. Research methodology in the form of research design, data collection procedures and analysis were also discussed in this chapter. It further highlighted ethics and procedures in research that were followed to ensure the credibility of the study.

CHAPTER 2: THEORETICAL FRAMEWORK

This chapter explains and discusses the three theoretical frameworks that were used as a lens to carry out this study. These theories are wellness theory, the *ubuntu* philosophy as well as the bio-ecological theory. Concepts of wellness including dimensions of wellness are clarified in relation to juvenile offenders. The chapter further explains how the attainment of wellness may lead to effective rehabilitation of juvenile offenders. The *ubuntu* philosophy is also explained in line with how it can be used to create harmony in society and instil a sense of belonging and social cohesion in society. The bio-ecological theory of Uri Bronfenbrenner is analysed and different systems that affect the development of an individual are identified in relation to juvenile offender rehabilitation.

CHAPTER 3: LITERATURE REVIEW

This chapter reviews the literature related to the study. It brings into perspective the wellness model's relevance to juvenile offender rehabilitation as well as the other two theories, namely, *ubuntu* and bio-ecological theory.

CHAPTER 4: RESEARCH METHODOLOGY

The research design, paradigm, sampling and data collection procedures were explained in detail in this chapter. Issues to do with ethical requirements in research were also clarified in this chapter.

CHAPTER 5: INTERPRETATION OF FINDINGS

This chapter presents the analysis of the data as well as interpretations made thereof. Themes that developed during interpretation are further given as headings of findings.

CHAPTER 6: DISCUSSION OF THE FINDINGS

The findings from the analysis are discussed in this chapter in conjunction with related literature. The main focus is on themes that developed during data analysis.

CHAPTER 7: OVERVIEW OF THE STUDY AND MODEL DEVELOPMENT

This chapter gives the overview of the study and an outline of the wellness model to promote wellness of juvenile offenders.

CHAPTER 8: CONCLUSION AND RECOMMENDATIONS

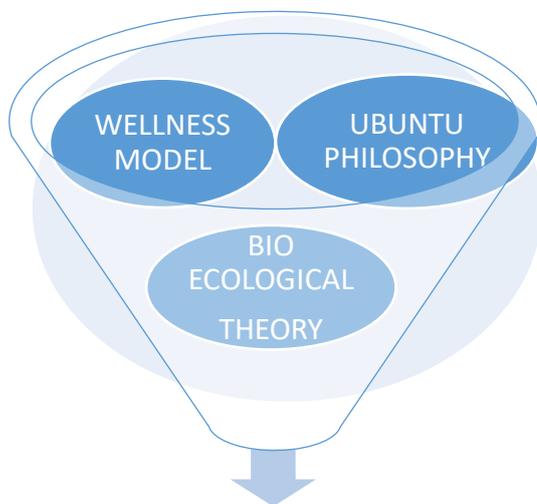
A conclusion of the overall study is given and recommendations for further study are proposed in this chapter.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter explores the wellness theory as the major theoretical framework of this study. An attempt is made to clarify the concept of wellness and its dimensions. The wellness dimensions are scrutinised to try and reveal how their attainment is vital for the holistic development of an individual in particular juvenile offenders. Particular emphasis is made on how the promotion of wellness can be used as an effective juvenile offender rehabilitation strategy.

The three theories namely the wellness model by Bill Hetler, bio ecological theory and *ubuntu* philosophy are discussed in this chapter. *Ubuntu* philosophy is defined as wellness in the African perspective whereas the bio-ecological theory in this study mainly refers to wellness in the western perspective. These theories were the lenses used to conduct this study as well as analysing data.



Wellness of juvenile offenders in the social, intellectual, spiritual, physical, emotional and career dimensions

Figure 2.1: Three theories and the wellness of juvenile offenders

2.2 WELLNESS THEORY

Different definitions of wellness have been put forward by different authors and institutions. The Viterbo University (2006) defines wellness as a general state of well being that enables an individual to live a life that is balanced. Myers et al. (2000) define wellness as a state of being, where an individual achieves optimal health in both physical and psychological functioning. Optimal health includes proactive behaviour that enables an individual to achieve his maximum potential by integrating his mind, body and spirit. Another view by Gussak and Ploumis-Devick (2004) is that wellness refers to the effort made by the individual deliberately in order to stay healthy and to achieve the highest potential for his wellbeing.

Wellness should therefore be viewed not only as the absence of disease in the body because a human being is whole. We should bear in mind that body and mind are inseparable and therefore any change that happens in one dimension has an effect on the whole individual (Kirsten et al. 2009). According to Rachele et al. (2013), the aim of wellness is for the individual to live life to their fullest potential. To enable an individual to achieve this, wellness takes a holistic approach that intends to develop all the aspects of the individual (Hetler 1976).

Attaining wellness means that the individual is living well physically, spiritually and mentally (Schaffer 2000). For one to be well also entails that the people around that individual should also be well and healthy because, if they are not, he or she is likely to be affected negatively to some extent (Kirsten et al. 2009). In an attempt to maintain wellness, individuals should also strive to promote the wellness of those around them (Schaffer 2000).

Wellness also entails becoming aware and making choices that lead to a more successful existence (Schaffer 2000). Attainment of wellness is a continuous or a lifelong process in which individuals never reach a point of no improvement (Kirsten et al. 2009). As such, people have to continue striving to reach their potential in their wellness journey. Each individual is driven by the will to succeed and continuously searches for information on how to improve and choose the best options from a variety of options in an endeavour to reach the highest possible potential (Schaffer 2000). Each individual has to take responsibility and make healthy choices that will enable him or her to attain wellness (Viterbo University 2006).

Wellness is multi-disciplinary or multi-dimensional in nature comprising of six dimensions which play a vital role in an individual's development (Hetler 1976). Each dimension affects and overlaps the other dimensions and therefore neglecting one dimension over a long period of time has adverse effects on the individual's overall health (Palmbeach 2017). Mind and body cannot be separated; hence, promoting wellness entails making an effort to attain the highest possible level of function in all dimensions of human existence (Kirsten et al. 2009). A wellness lifestyle is manifested by the mutual reinforcement of positive habits on the intellectual, emotional, physical, spiritual, environmental and social aspects of one's life (Schaffer 2000). An individual has to reach balance and harmony in order to attain a wellness state in all relationships between the body, the mind, and the natural, social and cultural environments (Kirsten et al. 2009).

The DCS has a rehabilitation programme that focuses on the holistic development of offenders to prepare them for reintegration into society (DCS 2005). The aim of rehabilitation is to empower offenders with life skills and other skills that will make South Africa a better place to live in (DCS 2005). A rehabilitation programme that promotes the holistic development of a juvenile offender is therefore needed.

The main focus of juvenile rehabilitation in South Africa is on education and training (DCS 2005). These programmes can be used in promoting the wellness dimensions of juvenile offenders. Offenders in correctional centres should get education that aims at developing the whole person bearing in mind their economic, cultural and social contexts (Behan 2009). Juveniles are incarcerated for various reasons and so they have different needs. One of the main contributors to juvenile delinquency is the failure in maturation of life skills (Kadish, Glaser, Calhoun & Ginter 2001). This means juveniles who do not achieve skills that are pre-requisites for them to live effectively result in their conducting themselves outside the code of acceptable behaviour and laws of the community (Kadish et al. 2001).

Promoting wellness among juvenile offenders can be implemented through different approaches which include the broad-based approach and Gazda's model of life skills (Kadish et al. 2001). These approaches are relevant to the wellness model in dealing with juveniles as they focus on developing the different dimensions that may be lacking in juvenile offenders. Research has shown that delinquent youths or juveniles do not

achieve well academically, have poor problem-solving skills and interpersonal relationships, and exhibit problems in behaviour at school (Kadish et al. 2001). Behavioural problems displayed at school include disobeying rules and being aggressive to others and to officials. Most of them have little family guidance in their lives (Kadish et al. 2001). Owing to their relevance in this study, these approaches are discussed below.

2.2.1 Wellness Approaches

2.2.1.1 Broad-based approach

Kadish et al. (2001) proposed a broad-based approach to wellness, which incorporates the following principles:

- Interpersonal communication through imitating conversations, developing and maintaining relationships
- Developing self-control, anger management, stress management, goal setting, relaxation skills, proper health maintenance and decision making skills
- Teaching juvenile offender's strategies to improve their problem solving skills, moral reasoning skills, controlling anger and interpersonal relationships through behaviour modelling and rehearsal techniques

2.2.1.2. Gazda's model of life skills

Kadish et al. (2001) describe Gazda, Childers and Brooks' (1987) model as measuring four life-skills dimensions:

- Interpersonal communication or Human Relations Skills (IC/HRS)

These are skills necessary for communicating effectively and making it easy for juvenile offenders to establish small and large groups. These skills also help in establishing relationships, become members of a community and participate in and manage interpersonal intimacy. These skills are taught to juvenile offenders to enable them to adjust their behaviour so that can be accepted in their communities. These skills will help them build better relationships with others.

- Problem-solving / decision-making skills (PS/DMS)

These are the skills necessary for information-seeking, assessment and analysis, identifying problems, implementing solutions and evaluation, time management, conflict resolution, setting goals and critical thinking. Juvenile offenders need these skills so that they can be made aware that violence is not the solution to solving problems. Once they acquire these skills, they may be in a better position resolve conflicts positively without resorting to violence.

- Physical fitness/ Health maintenance skills (PF/HMS)

These skills are essential for motor development and coordination, maintaining proper nutrition, maintaining physical fitness, physiological aspects of sexuality, participating in sports, managing stress and selection of leisure activities. If incarcerated juveniles are supported to deal with stress and stay physically fit, their stay in correctional centres may be made less problematic and they can be effectively rehabilitated. These skills can also help them after release as they will have learnt about health and proper nutrition. They can also develop relevant skills to positively deal with stress without resorting to crime.

- Identify development/ purpose in life (ID/PILS)

These are skills necessary for ongoing development of one's personal identity, being aware of one's emotions which include maintaining positive self-esteem, monitoring oneself, development of sex roles, positive self-view, making appropriate moral choices and meaning-making. Juvenile offenders should be empowered to view themselves as individuals who can make positive contributions in their communities despite their past. Boosting their self-esteem will enable them to have a positive view of themselves and help them in making moral choices that are appropriate to the norms and values of society.

2.2.2 Wellness Models

There are many models of wellness that have emerged over the years. For the purpose of this study only four models have been highlighted as they have some relevance to this study. The whole person wellness model which is simply referred to as the wellness model in this study was used as the major lens.

2.2.2.1 Iceberg of wellness

Travis and Ryan (1988) state that health and illness are only tips of the iceberg on the wellbeing of an individual. It is therefore of paramount importance for one to look below the surface to get a better understanding of the whole situation. This can be done through observing the lifestyle, behaviour and motivational levels of an individual. What is beneath the surface portrays the individual's holistic health or development. What is observed by the outsider may not reflect the actual status of the individual; hence, in this study, the intention was to go into the space of the offenders, interact with them and get a true sense of what was actually happening.

2.2.2.2 Multi-level wellness model

Schaffer (2000) states that the wellness of an individual is influenced by contextual factors which are also known as cultures of wellness. The individual must take responsibility to promote his or her own wellness. The context in which juveniles are incarcerated has a bearing on their wellness. During the study, the researcher always kept in mind contextual factors that influenced the attainment of wellness.

2.2.2.3 Cube model of health

Hebert's cube theory (1984, cited in Musingafi & Mafumbate 2014:106) has contributed to the development of health education. In this model, the focus is mainly on the role played by both internal characteristics and external factors of the individual's environment that have a great influence on his or her wellness. Spirituality is regarded as major influence in this regard. In this study, the internal and external factors that influence the wellness of juveniles were scrutinised. Such factors were shown to play a major role in identifying remedial actions that could promote the wellness of juveniles.

2.2.2.4 The whole person wellness model

Hetler (1976) identified six dimensions that lead to the attainment of wellness in totality. Six dimensions of wellness are identified in which wellness can be attained if an individual strikes a balance in these dimensions. This model forms the core of this research; hence, the dimensions are discussed below and their relevance to the study is articulated.

2.2.3 Wellness Dimensions

2.2.3.1 Physical wellness

Physical wellness is not only the absence of disease in the body or mind but rather it includes the willingness by an individual to make time to pursue activities that enhance physical health at the same time avoiding those activities deemed to be detrimental to physical wellbeing such as smoking tobacco, drug and practising unsafe sex (Jager et al. 2003). It also includes having personal care of minor illnesses and knowing when to seek medical attention (Viterbo University 2006)

Research findings have shown that in the USA, about 40–60% of premature deaths could have been avoided if people changed their personal habits and took better care of themselves (Palmbeach 2017). Individuals should therefore take responsibility for maintaining their physical wellbeing or wellness. Some of the habits that promote physical wellness include doing daily physical exercises, using protective equipment such as seat belts, practising safe sex, eating a variety of healthy food, controlling meal portions, having enough sleep, stop smoking and protecting against second hand smoke and moderate use of alcohol (Palmbeach 2017).

Attaining physical wellness has many advantages. When a person is in good shape and physically looking good, he is likely to feel good which enhances the individual's self-esteem and self-control (Viterbo University 2006). Positive self-esteem may also lead to self-control and determination. Avoiding actions that put one at risk also helps the individual to avoid getting unnecessary illnesses thereby avoiding huge medical costs as well. Offenders in correctional centres are the responsibility of the state; therefore, if they do not maintain a healthy lifestyle they may become an economic burden to the taxpayers in terms of high medical costs. Keeping them healthy also saves the government from unnecessary spending on sick inmates. Engaging juveniles in physical activities and having a proper diet form part of physical wellness promotion (Hetler 1976).

A wellness programme that promotes physical wellness has been implemented in the state of Georgia in the USA. This programme has yielded positive results as summarised by Staples-Horne (2015). This wellness programme is run by the Georgia Department of Juvenile Justice (DJJ). A secure environment is created where

juveniles are given the opportunity to develop and learn life long practices that promote wellness. The programme uses an interdisciplinary approach in promoting the physical and mental wellness or fitness of juveniles in its facilities. It works in conjunction with the after-school snack programme where the state provides free meals or meals at reduced prices to all children who are eligible. These juvenile facilities qualify for this programme if 50% of their juvenile inmates are eligible for free meals or meals at reduced prices. If the centre meets this requirement, it gets an 80% reimbursement for each snack served. In this programme, a balanced diet is provided to offenders. This is a positive move as it helps to promote the physical wellness of juvenile offenders in those centres.

Juveniles are also given a health education curriculum by teachers for fifteen minutes after school while they eat the snacks. Structured physical and recreational activities are provided on a daily basis to all juveniles. This ensures maximum participation for all unless there are exceptions, such as physical disability. Providing a balanced diet and engaging juvenile offenders in recreational physical activities is a positive step towards promoting physical wellness and this can be used as an example by other nations.

In South Africa, it has been suggested that juveniles should be given the opportunity to engage in physical activities and be provided with a balanced diet (Magano & Ramnarain 2015). Playing sports and doing physical education in correctional schools may go a long way in promoting physical wellness. The European Prison Education Association (2009) has realised that the inclusion of physical education and sports play a major role in promoting physical wellness and has therefore urged its member states to ensure that these are encouraged and emphasised in correctional centres by member states. Juveniles should also be discouraged from harmful habits such as smoking and drug abuse as these practices are detrimental to their physical health (Palmbeach 2017).

In rehabilitating substance addicts, it may be beneficial to continue the treatment after the juvenile offender has been released from the correctional centre (Shrum 2004). This is crucial especially if the offender is released prior to the completion of the addiction rehabilitation programme. Continuity is a way of ensuring that the addict completes the course necessary for full rehabilitation.

The need to promote physical wellness comes in the wake of revelations from research findings that there is lack of physical activities for most incarcerated juveniles in South African correctional centres and that there is prevalence of physical abuse which includes sexual abuse in some centres (Muntingh & Ballard 2012). Promoting physical wellness is seen as going a long way to help offenders to be aware of the need to stay physically well and do all in their power to achieve this. Other studies done abroad also indicated that incarcerated male juveniles have shown remarkably poor health (Forrest, Tambor, Riley, Ensimer & Starfield 2000). Promoting their physical health and wellbeing may help them to be aware and lead a healthy lifestyle. A rehabilitation programme that addresses these challenges might go a long way in ensuring effective rehabilitation of juveniles.

2.2.3.2 Social wellness

Social wellness entails the appreciation of the interdependence of human beings and the nature in which the individual is in pursuit of harmony with his immediate human and physical environments (Jager et al. 2003). The social wellness of people is viewed by the extent to which they work towards supporting the environment and their communities in their daily lives, thereby contributing to the common welfare of the wider society instead of thinking about themselves first (Hetler 1976). Social wellness encourages people to contribute to their communities and environment and appreciate the interdependence between themselves, others and nature (Viterbo University 2006).

People who have attained social wellness have positive interactions with others, enjoy being with others, develop and build friendships, practise empathy and above all show care for others and allow others to care for them (Viterbo University 2006). By valuing others, a person therefore realises the need to seek support in times of need and to support those in need. Social wellness embraces the philosophy of *ubuntu* because it is inclusive and non-discriminatory in nature (Magano & Ramnarain 2015).

The mastery of social skills is paramount in attaining social wellness. Some of the social skills that lead to the attainment of social wellness are communication skills, assertiveness and conflict resolution skills (Hetler 1976). These skills help people to live in harmony with other people in their communities. In the case of juvenile offenders, skills that promote positive relationships and living in harmony may facilitate

effective reintegration into their communities. These skills may help offenders to positively interact with other community members.

Knowing one's needs and pursuing them, connecting with other people who identify with these needs, talking to supportive people and doing voluntary work in the community are some steps that individuals can take to promote their social wellness (Hetler 1976). Creating support networks of friends and family and being able to communicate one's thoughts and feelings also help to enhance social wellness (Roscoe 2009).

In Missouri in the USA, a positive model of promoting social wellness has been implemented. The implementation of the system in youth centres to promote social wellness in that state is explained by Dubin (2012). One way of displaying social wellness is through showing respect to others and juvenile offenders are given that respect by teachers in schools who treat them as learners not as offenders. They even eat meals together with officials. The family is also involved in the needs-analysis of the juvenile offender and as far as possible, officials try to detain offenders close to their families. In fact, some go to the correctional centre during the day and go home at night.

In New York State also, family involvement is viewed as crucial in juvenile treatment programmes and where possible juvenile offenders are incarcerated close to their homes (Brown University 2013). Keeping contact with the family, especially parents, is seen as vital for skills acquisition by juvenile offenders as research has shown that it improves their mood and may decrease the risk of reoffending (Walker & Bishop 2016).

In South Africa, the family is recognised as the basic unit of society that can play a big part in the rehabilitation of juveniles (DCS 2005). Concerns have been raised by researchers, however, that there are many cases where juveniles are incarcerated far from their homes with little or no contact with their families. Muntingh and Ballard (2012) found that most centres do not offer psychological services thus leaving juvenile offenders struggling to cope with their sentences. A possible model to follow is that of the Missouri juvenile centres, where social wellness is promoted through the establishment of strong group bonds and juveniles view group members as family and feel free to talk and share their fears and hopes with them (Dubin 2012).

In Australia, most intervention strategies focus on developing problem-solving skills, self efficacy and other social skills. This is meant to enable juveniles to develop skills that will help them to function effectively in their communities (Carroll, Ashman, Bower & Hemingway 2013). Positive self-expression skills are crucial in promoting social wellness as they enable offenders to resolve conflict without using violence. Social education should include practical elements in which offenders are equipped with skills to express themselves and manage their daily lives in the correctional facilities and to facilitate their smooth return to society (Behan 2009).

Social interactions play a significant role in the social wellness of juvenile offenders and the lack of positive role models in correctional centres may thus have a negative impact on this (Ngabonziza & Singh 2012). Associating with hardened criminals may be detrimental to offender rehabilitation. This is known as the 'contamination theory' which states that settings in correctional centres are social settings where associations and friendships are formed and offenders who are about to be released learn new offending skills from more hardened, sophisticated offenders (Cain 2005). This negative influence by hardened criminals makes the rehabilitation of juveniles a major challenge (Ngabonziza & Singh 2012).

Gangsters may also offer a negative form of socialisation as they tend to provide a sense of belonging, a new family, love and care but all with a criminal agenda (Langa 2007). A similar observation was made by Ngabonziza and Singh (2012) who state that juveniles are likely to be exploited and dominated and learn offending behaviour from fellow inmates during their stay in correctional centres.

South Africa has a high crime rate especially through the influence of gangsters so more needs to be done in rehabilitation programmes to counter the influence of gangs among incarcerated youths (Noonan 2012). The gangster lifestyle appears to be a drawcard for the youth which is exacerbated by increasing abuse of drugs and alcohol as well as by dysfunctional family life. In 2016, 55% of the almost 14 000 divorce cases involved families with children younger than 18 (Statistics South Africa 2018), leading to young people looking for a sense of belongingness which they may well find in a gang (Woo, Giles, Hogg & Goldman 2015). In 2012, gang members in Cape Town were estimated to be in tens of thousands which poses a threat to juveniles because gang initiation may include murder and rape (Noonan 2012). Juveniles should be

taught skills such as assertiveness so that they can resist such pressure from hardened criminals.

In light of these challenges, it is vital for rehabilitation programmes to focus on promoting positive attributes that enhance social wellness. Using the social learning theory of Bandura, modelling can be used to change the offending behaviour where offenders can learn by observing others (Harwel & Daniel 2012). This can be done by bringing motivational speakers from outside, especially ex-offenders, to motivate inmates. By listening to ex-offenders who have turned their lives around, juveniles may be motivated to change their behaviour.

Offenders should also be taught social skills that will enable them to withstand the pressure in the correctional centres. Research has shown that having self-esteem, communication skills, self-awareness and constructive behaviour is fundamental for inmates to successfully change their behaviour in correctional institutions (Gussak & Ploumis-Devick 2004). For this reason, juvenile offenders should be taught these skills in order to counter offending behaviour that could develop from negative interactions in correctional centres.

2.2.3.3 Intellectual wellness

Intellectual wellness is the ability by an individual to make sound decisions and to think critically and have the willingness to expand his knowledge and skills in the process of discovering his potential (Roscoe (2009). An intellectually well person is open to new ideas and has a commitment to lifelong learning as he or she strives to seek new information for personal and social growth in a bid to share the acquired skills and knowledge with others (Viterbo University 2006). On the intellectual wellness path, the individual engages in creative, stimulating mental activities that continuously exercise the mind and develops the ability to engage in clear thinking and recalling with minimal emotional interference (Schaffer 2000).

In a bid to attain intellectual wellness, the individual may engage in the following activities: exploring problem solving activities such as puzzles, spending time reading and keeping abreast of current affairs, challenging the mind with intellectual and creative pursuits; and lifelong learning (Hetler 1976). Having attained intellectual

wellness, the individual develops the ability to think independently and critically and possesses basic skills of reasoning (Schaffer 2000).

Promoting intellectual wellness among juvenile offenders is crucial as research has shown that most incarcerated youths experience failure and underachievement with reports indicating that incarcerated juveniles have literacy skills that are one standard deviation or two years behind their peers in public schools (Macomber et al. 2010). In 2002, the majority of Grade 9 juvenile offenders in correctional centres in the USA were reading at Grade 4 levels (Keith & McCray 2002). Studies have also revealed that acquiring higher intellectual skills is likely to lead to lower rate of recidivism twelve months' post release (Walker & Bishop 2016). Educational programmes in correctional centres should therefore be well organised and executed in order to result in the acquisition of higher level intellectual skills.

Literacy programmes are used as part of strategies to promote intellectual wellness in correctional schools. A successful literacy programme should be learner-tailored and be able to address the learners' different learning styles. As such, it should try to address a wide range of literacy skills. Educational programmes for juvenile offenders are generally successful if they are broad and inclusive to cater for the diverse needs and interests of all learners (Lorenz 2002). It should also be directly related to meaningful and familiar context and have the potential to motivate juveniles to take part in the learning programme. If they are interested in taking part in the programme, their concentration may be more positive, ultimately leading to better understanding. The programme needs participants to be committed to it. This means that the facility and participants must show respect for the programme.

In delivering lessons, teachers should take the cognitive development of juveniles into account and use various teaching methods and media to accommodate differences that may exist (Magano & Ramnarian 2015). This is in line with observations made in other research findings which suggest that some learners should be in a higher grade, according to their age, but are operating at a lower level in terms of their cognitive development (Macomber et al. 2010). Simulations, games, problem-solving explorations, activities that focus on goal identification and personal development may be used to create an inclusive environment in the classroom (Carroll et al. 2013).

Every effort should also be made to ensure that funds, qualified teaching staff and equipment are available as well as direct access to a well-stocked library that has relevant materials (Behan 2009). Resources such as latest newspapers and magazines can also go a long way in ensuring that inmates keep abreast of current affairs which helps to promote intellectual wellness. In this computer age, it would be beneficial to follow in the footsteps of the USA that has introduced Information Technology in 24 states. This may ensure that juveniles who come out of incarceration are at the same level as their counterparts from public schools in terms of technological competence (Davis et al. 2016).

2.2.3.4 Emotional wellness

Emotional wellness entails a state where an individual has awareness, acceptance and control of his feelings (Hetler 1976). Attaining emotional wellness enables individuals to feel positive and enthusiastic about themselves thereby expressing their feelings in a positive and constructive way instead of denying them (Roscoe 2009).

An emotionally well person is able to feel and express human emotions such as love, sadness, happiness and anger as well as experience a sense of life fulfillment (Hetler 1976) On attaining this dimension of wellness, an individual is also able to cope with stress (Jager et al. 2003). The ability to cope with stress is partly facilitated by the optimistic approach to life and inner motivation of the emotionally well person whose perseverance in times of frustration becomes a coping mechanism (Hetler 1976, Jager et al. 2003). An emotionally well person thus has a positive anticipation of the future even when faced with challenges (Hetler 1976)

On this wellness path one makes realistic assessment of his limitations and develops the ability to motivate himself or herself as he or she continues to persist despite life frustrations (Jager et al. 2003). Upon attaining emotional wellness, an individual is able to maintain fulfilling relationships with others by appreciating support from them and offer support to them too (Hetler 1976).

Reports by Mhany on juvenile justice mental health and family engagement revealed that juveniles in the juvenile justice system in the USA had a high rate of psychiatric problems that might have contributed to the risk of offending and that these problems might interfere with their rehabilitation (Brown University 2013). The report further

identified the common disorders among juvenile offenders such as depression, mood disorders, dysthymia, obsessive compulsive disorder, bipolar, post traumatic, substance related and disruptive behaviour disorder such as oppositional defiant. Studies in the USA done in 2004 also indicated that more than 65% of juveniles involved in the juvenile justice system had diagnosable mental health disorders (Abram, Teplin, Charles, Longworth, McClelland & Dulcan 2004)

Juveniles in correctional centres can face stress-related illnesses and psychiatric problems with some of them even attempting to commit suicide due to harsh conditions and overcrowding in these centres (Ramirez 2008). Some of them are emotionally abused through name-calling and labelling which damage their self-esteem (Langa 2007). It is therefore important to ensure that emotional wellness is promoted among juvenile offenders to make their rehabilitation a success.

There are various strategies that can be used in correctional schools to promote emotional wellness. In line with the wellness model, one of the tenets of emotional wellness is the need for emotional support (Hetler 1976). For this reason, juvenile offenders need this kind of support and should therefore be encouraged to talk about their challenges and seek assistance where possible (Magano & Ramnarain 2015). They should also be discouraged from using force or violence to solve problems but rather be taught and equipped with skills that will help them to control their emotions (Magano & Ramnarian 2015).

Use of the arts has also played a vital role in offender rehabilitation especially with regard to promoting emotional wellness. The use of acting especially allows the inmates to have a diversion from the usually bleak environment that surrounds them and allows inmates to express themselves in an acceptable manner which is positively viewed both inside and outside the correctional centre (Gussak & Ploumis-Devick 2004). Research has also shown that offenders who engage in the arts in correctional centres show a decrease in disciplinary challenges after release (Gussak & Ploumis-Devick 2004). These results therefore act as motivation for correctional schools to use the arts to achieve effective rehabilitation.

Positive self-esteem is necessary for juveniles to interact with others. Boosting the self-esteem of incarcerated juveniles may play a vital role in their rehabilitation because, with positive self-esteem, they may be able to express their views with other

members of their society without feeling inferior despite their past experiences (Jager et al. 2003). If they are taught to control their feelings and solve problems without the use of violence, juvenile offenders may be able to live amicably with others in their communities after release because this is what communities expect from their members.

The attainment of emotional wellness may help offenders to positively engage other people in their communities for help instead of resorting to crime once they are released. One of the indicators of someone who has attained emotional wellness is accepting and appreciating the support of others (Hetler 1976). A feeling of being left out or cut out of the world may lead to a relapse and a return to crime whereas coping with stress may lead to positive adjustments in society.

2.2.3.5 Career wellness

Career wellness is also referred to as occupational wellness. It refers to the level of satisfaction and enrichment that one gains through work (Hetler 1976). Work is not only restricted to what an individual does to earn a living but it also refers to other life roles such as being a parent or student (Magano 2016). Attaining career wellness therefore enables an individual to be able to maintain a balance between work and other life commitments.

An individual's attitude towards his work and the amount of personal satisfaction and enrichment gained play a vital role in career wellness. A positive attitude towards one's work leads to pleasure and satisfaction (Palmbeach 2017). It is therefore crucial to do a realistic assessment of one's interests, values, skills and abilities in search of a suitable career (Jager et al. 2003). It is also advisable to choose a career that is consistent with one's interests, beliefs and values (Hetler 1976). Choosing a career that suits one's personality is likely to lead to job satisfaction which is beneficial to the individual and the community (Palmbeach 2017).

A person who has attained career wellness contributes his unique skills and talents not only for his own benefit but for the benefit of his community (Hetler 1976). Career wellness also entails having a successful integration of a commitment to one's occupation into a total lifestyle that is rewarding and satisfying (Palmbeach 2017). To promote career wellness, individuals should explore various career options and create

a vision for their future. To prepare for a career, they should undertake to study towards that specific career so that they can perform to the best of their ability for their own benefit and, consequently, for the benefit of the community (Jager et al. 2003).

Juvenile offenders should be given career guidance to enable them to link subject choices with career choices (Magano & Ramnarain 2015). Career guidance should start from career preparation where juveniles are given as much information as possible about different career options so that they can make an informed decision in choosing their careers. This can be done in different ways such as having career exhibitions and using resources available like textbooks and internet where applicable to get more information on careers (Palmbeach 2017). Owing to restrictions in correctional centres, it may not be possible to take juveniles to career exhibitions but experts from different fields may be invited to come and make presentations, interact with juveniles and offer information that may be helpful in guiding them to make career choices (Magano & Ramnarain 2015). Brochures, newspapers and magazines can also be used as sources of career information.

Schools in correctional centres should also have more skills programmes and teachers should encourage offenders to take part in these programmes so that they can start their own businesses upon release since it might be difficult to get formal employment with a criminal record (Magano & Ramnarain 2015). Juveniles should also be encouraged and taught to be open to change and be willing to learn new skills so that they can have a wide range of choices (Palmbeach 2017). Research has also shown that juvenile offenders who receive high school certificates and complete a vocational trade have a lower recidivism rate by over 20% than those who did not achieve either of the two (Shrum 2004). It is also of paramount importance to have a curriculum in correctional centres that is aligned with the workforce needs; hence, the need for close collaboration between those offering training and potential employers (Macomber et al. 2010). Computer literacy has become an essential requirement in the workplace and juveniles who leave correctional centres with such skills may thus compete with others for employment. For this reason, computer literacy should be integrated into the skills training of juvenile offenders.

Choosing a career that leads to employment is vital in rehabilitating juvenile offenders. Research findings revealed that getting employment after release usually leads to one

staying away from crime and anti-social behaviour (Macomber et al. 2010). Thus, the attainment of career wellness may be used as a tool for reducing recidivism.

Employment plays a major role in an offender's life by providing a purpose in life as well as financial security. It allows the individual to engage in recreational and social endeavours and for juveniles, it comes with recognition and status in the community (Carroll et al. 2013). A working young man who can afford to buy the things he wants is likely to stay away from crime and have respect in the community. On the other hand, a person who cannot afford to pay for the basic necessities is likely to be tempted to get involved in criminal activities in order to survive.

2.2.3.6 Spiritual wellness

Spiritual wellness entails the desire to reach inner peace and have a sense of wholeness and creating harmony with oneself, those around you and the universe (Hetler 1976). It embraces broader concepts of values and beliefs where one continues to seek meaning and purpose in existence (Viterbo University 2006). In the quest to attain spiritual wellness, one develops a deep appreciation of the depth and expanse of the universe and life and develops a sense of purpose and meaning in life (Hetler 1976). On the wellness journey, mixed feelings are inevitable; sometimes feelings are negative but with spiritual wellness people use their value systems to adapt and to bring a balance to their lives (Hetler 1976).

Spiritual wellness implies the development of a value system and which an individual can call upon when times are hard (Palmbeach 2017). Attaining spiritual wellness entails the possession of a set of guiding principles, beliefs and values that gives the individual's life direction (Palmbeach 2017). Attaining spiritual wellness helps the individual to recognise, accept and tolerate the complex world and thus have harmony with self and others because of the understanding that the world is complex and cannot be fully understood (Hetler 1976). With this conviction, one tends to accept circumstances of life without too much of a struggle.

A sense of meaning and purpose is provided by a high level of hope, faith and commitment to the individual's beliefs and this helps the individual to find a common bond with humanity (Palmbeach 2017). Religion plays a vital role in the individual's spirituality as it implies having faith in the unknown in the quest to create meaning from

what happens in life (Hetler 1976). Meanings can be created through various means like art, music, meditation, religion, good deeds, and through an appreciation of nature (Palmbeach 2017).

The following tips are suggested by Palmbeach (2017) on what one can do to promote his or her spiritual wellness. These include exploring one's spiritual core and regularly spending time alone meditating; being curious and inquisitive; being fully present in whatever one is doing; living by one's principles and always listening to one's heart; and viewing opportunities for growth from life challenges.

As the core of human being, spiritual wellness determines how the individual attains other wellness dimensions. Religion has been identified as a tool that plays a vital role in attaining spiritual wellness (Magano & Ramnarain 2015). In correctional centres, therefore, religious groups may be involved in offering spiritual therapy to juveniles. Provision should also be made to allow inmates to practise their faith. This might help them to cope with their stay during incarceration as, in most cases, they face challenges such as violence and abuse (Gear 2007).

2.3 UBUNTU PHILOSOPHY – WELLNESS FROM THE AFRICAN PERSPECTIVE

Wellness in the African perspective is embedded in the philosophy of *ubuntu*. *Ubuntu* is a principle or philosophy that is based on the world view of ancient times where primary values of respect, compassion, sharing and caring are viewed as the basis for a happy human community (Broodryk 2006). The *ubuntu* principle acts as a prescription for how people as human beings should relate to others (Letseka 2013). In a predominantly African context like South Africa, *ubuntu* is an indigenous value system that should be included in education because it has the potential to contribute significantly to positive outcomes (Maphalala 2017).

2.3.1 Defining *Ubuntu* as an African Philosophy

Ubuntu entails fair treatment of all humanity and caring for each other's wellbeing and having the mutual support spirit as we regard humanity as an integral part of the ecosystem that is essential for life sustainability or wellbeing (Chaplin 2006). In *ubuntu*, there is no solitary human being and therefore human life is defined in terms of relationship (Tutu 1999). Unlike individualistic western ethics, *ubuntu* is an other-

centred ethic and is relational in nature (Mangena 2016). Virtues that go hand-in-hand with *ubuntu* include but not limited to helpfulness, generosity, modesty and humility

Ubuntu is a life philosophy embraced by most African countries and has names such as *Botho* in South African Sesotho, *Ajobi* in Yoruba Nigeria, *Utu* in Swahili (Kenya) and *Ujamaa* in Kiswahili (Tanzania). *Ubuntu* originates from an African traditional communal set up in which people show respect to nature, fellow human beings, animals, communal law and the supernatural (Broodryk 2006). Rehabilitation programmes should instil the spirit of *ubuntu* among juvenile offenders so that they understand the importance of social cohesion and the negative impact of hurting their fellow human beings. As an African philosophy of life, *ubuntu* emphasises that the community always comes ahead of the individual because individuals are born out of the community where they will always belong (Venter 2004). Juvenile offenders should be reminded that despite their wrongful deeds, they need to make amends with their communities because they will always belong there. Teachers should therefore build a sense of community among juvenile offenders to ensure effective rehabilitation and reintegration when they are released from correctional centres.

In isiZulu there is a saying that says '*Umntu ngumuntu ngabantu*' which literally means 'a person is a person because of other people' (Tutu 1999). This saying simply implies that no person can be completely self-sufficient and needs other people for his or her wellbeing. *Ubuntu* therefore affirms our commitment to living in harmony with humanity for us to attain wellness. People are seen as interdependent and relying on each other's support for survival (Maphalala 2017). Rehabilitation of juvenile offenders should not be left to the DCS only; rather, society as a whole should be involved. Rehabilitation programmes such as Tough Enough Programme in South Africa are seen as progressive as they show how community involvement can be of huge benefit in offender rehabilitation. In this programme, the offenders are supported together with their parents after release for about six to nine months in order to be fully reintegrated, and if they make progress, the service is terminated (Ngabonziza & Singh 2012). These programmes are meant to ensure that the community becomes involved in moulding the behaviour of an offending member in their community. The involvement of the community in rehabilitation affirms the compassion that people have towards their fellow human beings and their desire to see them change.

In this philosophy of *ubuntu*, there are sayings such as ‘*your pain is my pain*’, ‘*My wealth is your wealth*’ and ‘*Your salvation is my salvation*’ (Mbiti 1969). These sayings reaffirm the brotherhood spirit of oneness where people share both good and painful experiences. It means that if your neighbour or person next to you is in pain, you show compassion and empathy. If your fellow human being is lacking something that you have, you share with him or her. If other parents have compassion for a fellow parent with an offending child, it is vital for them to show compassion and assist in the child’s rehabilitation process. Support can be given to that parent through showing acceptance to the rehabilitated offenders in the community and making them feel worthy to be a member of the community again as they try to adjust. With social support coming from the community, the offender is likely to adjust better and manage any stress-related challenges (Viterbo University 2006).

In a community that embraces *ubuntu*, the issue of morality is a concern for the group not the individual; hence, elders are expected to intercede for children who have deviated from societal norms and values with the spiritual world (Mangena 2016). In a traditional African setup that embraces *ubuntu*, the group or community is viewed as the cause of deviance in the child, so interventions are sought from the community (Mangena 2016). Helping to rehabilitate an offender is also beneficial to the communities as it might help reduce recidivism and make the communities safer. Offenders who reoffend make communities unsafe as they create new victims of crime and become a burden to their families as well (Ngabonziza & Singh 2012). If neighbours help each other to ensure offenders stop their criminal acts, they help to create a safe environment for all to live in thereby ensuring social cohesion. Crimes committed by juveniles not only harm victims and their families but also the communities they live in as they add a burden to taxpayers as more money is needed for their upkeep in correctional centres (Notshulwana 2012).

A practice called *ukusisa* is a good example of showing *ubuntu*. In this practice, newlyweds are given a cow and a bull which can give birth to a calf. Once the calf is born, the cow and the bull are taken back to the owner and the newlyweds keep the calf. This calf helps them to start their own process of having cattle for themselves. Another example is that of the late former president of South Africa, Mr. Nelson Mandela, who showed *ubuntu* by donating one third of his presidential salary to the Nelson Mandela Foundation which he founded to help mostly vulnerable children

(Nussbaum 2003). Research findings have revealed that most juvenile offenders come from poverty-stricken families (Langa 2007). For this reason, it may be beneficial for the members of the community to play a part in ensuring that families that are struggling to survive get assistance for their basic survival as this may stop their children from returning to crime.

Sharing, compassion and caring are hallmarks of *ubuntu*. In *ubuntu*, each individual not only focuses on promoting his own wellbeing but also the wellbeing of the society (Chaplin 2006). The spirit of collectiveness and mutual support for each other is the driving force in *ubuntu* which is driven by the desire to eliminate exclusion of other members of society. A healthy community that embraces *ubuntu* is therefore characterised by mutual support and caring for each other. Magano and Ramnarain (2015) clarify that the principle of *ubuntu* can be used to promote wellness in both mainstream schools and schools in correctional centres. Members of a community have personal needs that must be satisfied. These needs include a sense of belonging (Prillettensky 2010). Juvenile crime especially reoffending may decrease if juveniles are given opportunities to satisfy their needs. This can be done by equipping them with skills that may lead to employment to help them satisfy their material needs. When individuals feel satisfied on a personal level, social cohesion may emerge because community wellness is a result of social inclusion (Prilleltensky 2010).

2.3.2 General Principles of *Ubuntu*

The general principles of *ubuntu* are explained below:

- A process characterised by fairness, trust, shared understanding and dignity where individuals affirm others of the spirit of humanity (Nussbaum 2003). Despite their involvement in crime, juvenile delinquents should also be treated with fairness and dignity. Treating individuals according to their particular situation such as providing juvenile offenders with special education plans to ensure they get appropriate learning constitutes fairness (Berry 2008). On the other hand, treating offenders based on their ethnic differences rather than their behaviour by correctional officials is deemed as unfair (Ramirez, McDevitt & Farrell 2000). The greatest threats to *ubuntu* are alienation and oppression (Tutu 1999). For rehabilitation to work effectively, communities must be inclusive and fair in their dealings and treatment of their members.

- A drive in building a just, caring and sustainable community. In relation to this assertion, the DCS (2005) has devised rehabilitation strategies that are community-based and include providing guidance and support to offenders within their communities. In the African community that upholds the principle of *ubuntu*, juvenile offenders should be taken care of by the community to facilitate their rehabilitation. Recent research has established that recidivism is reduced more effectively through community-based supervision than custodial incarceration, especially with serious offenders (Mulvey 2011).
- More emphasis on living together in harmony, showing respect, compassion and creating a just community. Harmony in the African traditional community is held in the highest esteem and individuals in the community are expected to identify with the community by going where the community goes (Thumi & Horsfield 2004). The custodian of the individual is the community; hence, the expectations are that the community should dictate one's path. In most villages in Southern Africa, children are socialised to value group interests and needs like being encouraged to herd cattle as a group (Mangena 2016). In relation to this study, juvenile offenders are expected to grow up accustomed to the community's expectations just like any other members of the community. When they go back to their communities after incarceration, the community will be expected to provide proper guidance in order to facilitate proper rehabilitation. Failure to adjust may lead to reoffending which becomes a burden to the community as this means more money spent on juvenile inmates and communities will become unsafe (Shrum 2004).
- Making basic services available to all by sharing wealth. Research has established that one of the reasons for crime in South Africa is inequality or the increasing gap between the poor and rich (Langa 2007). By making resources and services available to all, the incidents of committing crime and recidivism may be reduced. Ubuntu is inclusive in nature and can be realised best through showing kindness, care and sharing (Mnyaka & Motlhabi 2009).
- Focus on what is good for the community most and not much on the self. This assertion is in line with social wellness which encourages individuals to focus on contributing to the wellbeing of their community instead of focusing on the self (Hetler 1976). Juvenile offenders should be made aware that what they did in

committing crime was selfish as it negatively affected fellow human beings. As such, there should be more focus on the importance of putting the community first in one's actions. In its bid to ensure positive outcomes in offender rehabilitation, the DCS (2005) seeks to reconcile the offenders with their communities. The reconciliation can be used as a way of inculcating the spirit of selflessness in juvenile offenders who may be made to realise the need to work for the good of the community instead of working against it.

2.3.3 Ubuntu Life Coping Guidelines

2.3.3.1 Umoja

People have the same life experiences, destiny and origin with their neighbours. With this sameness and togetherness (*Umoja*), they need to inspire one another and create a spirit of commonness and togetherness (Broodryk 2006). Juveniles who are involved in delinquent acts also need the support of their community members, not social exclusion. Research has shown that most offenders come from socially excluded groups of the society who then look for other survival means such as committing crime (Ngabonziza & Singh 2012). Social and economic inclusion can therefore be used as a tool to empower juveniles so they can stay away from crime. On the contrary, isolating juvenile offenders may lead to recidivism.

During incarceration, a spirit of commonness and togetherness should be instilled in juvenile offenders so that when they leave prison, they are ready to live in harmony with fellow community members. The communities where they come from also need to be made aware of the need to embrace rehabilitated offenders and treat them as their own when they go back to join them. Juveniles should also be taught the importance of living in harmony with fellow community members because an individual is incomplete without the whole of humanity (Tutu 1999).

2.3.3.2 We are the obverse and reverse sides of one entity

An individual depends on other people to survive and people should therefore support each other since being together makes them strong by sharing life burdens. If someone has a problem, he should involve other members of the community and work with them as a team. Teamwork makes life's problems seem lighter. African sayings such as, "*Two small antelopes can kill a big one*" and "*Cross a river in a crowd and the*

crocodiles won't eat you" serve to emphasise the importance of teamwork (Maphalala 2017). In the classroom, teachers should create a community of collaboration where learners solve problems in groups as this will help them realise the importance of teamwork and collaboration.

Since juvenile offenders come from communities, they also depend on the community's members to survive. The support given by their communities may go a long way in making rehabilitation effective. In *ubuntu*, each individual has a moral obligation to show sympathy and concern for the good of others and offer some sort of help where necessary (Metz & Gaie 2010).

There is a South African saying which says '*because a man has injured your goat, you do not go out and kill his bull*' (Broodryk 2006). This saying discourages revenge and so, despite the fact that juvenile offenders may have wronged their communities, it is not a good idea for the community members to seek revenge; rather, they should try to help them to become law-abiding citizens. In *ubuntu*, those who lack moral values should be educated on the moral expectations of society (Broodryk 2006). In view of this assertion, delinquents in society should be given direction in terms of expected moral conduct as should their rehabilitation programmes in correctional centres.

In a traditional African set up that embraced *ubuntu*, wise people called sages devoted their time to teaching life coping lessons to members of the communities to ensure there was better life for all individuals in their communities. According to Letseka (2013), educating children not only means schooling but it also implies the transmission of the society's culture from one generation to another. The idea of *ubuntu* as an African way of life should therefore be imparted in juveniles and constantly be embedded in their minds until it becomes a way of life for them (Mangena 2016). As custodians of cultural conscience, elders are seen to have a wealth of experience in *ubuntu* that needs to be passed on to the new generation. Collective responsibility in raising children emanates from an African saying which states that, '*It takes a village to raise a child*'. This means that members of the community must work collectively to ensure children are raised well in their community. Released juveniles may be further rehabilitated through the ministrations of such wise people in communities where they are available in order to help them abstain from re offending. Sometimes these offenders are released from correctional centres not fully

rehabilitated; therefore, continuing rehabilitation in their communities may help reduce recidivism.

2.3.3.3 Sharing

From the African perspective, all people are viewed as equal and so those with wealth are encouraged to share with those without. The drive to share is not only limited to resources but also extends to talents and knowledge. If you are selfish and do not care for others, you are not considered to be human and so you lack *ubuntu* because, to be truly human, entails going deeply into community with others and be part of them (Metz & Gaie 2010). The meaning of community fundamentally entails the overall sharing of life that is inspired by the notion of the common good (Gyekye 2004).

Focusing on addressing economic inequality, property is distributed to express esteem for communal relationships and each individual has a moral obligation to help his or her family, including the extended family. For example, the Batswana people expect a member of the family who slaughters an animal to give members of the extended family meat; otherwise, he will be considered a thief (Metz & Gaie 2010). Sharing should be done voluntarily as is the case in Sub-Saharan societies where strangers are welcomed to villages and are given food and shelter for a short period of time; they are not viewed as foreigners but as potential family members (Metz & Gaie 2010).

To facilitate juvenile offender rehabilitation, it may be helpful to engage volunteers to mentor offenders and try to direct them into the right path. In South Africa, voluntary organisations such as NICRO play an important role in rehabilitating offenders. If more organisations and individuals were made available to voluntarily share their services and provide material support, the rehabilitation process would be easier and more effective.

2.3.3.4 My neighbour's sorrow is my sorrow

One of the vital components of *ubuntu* is sympathy which is practised especially in times of sorrow like sickness, hurtful events and death. When a neighbour has been befallen by a sorrowful event, neighbours suffer too and show this by weeping with him or her. It is believed that the presence of neighbours can make the grieving person feel better emotionally. This emotional support is also believed to help the victim to appreciate that some things cannot be solved or changed. One should therefore seek

help in solving those situations that can be solved and live positively with situations that cannot be changed.

Caring about the quality of the lives of others forms part of becoming a person in the context of *ubuntu*. Juveniles should be rehabilitated so that they can develop the capacity to show sympathy and be motivated to engage in mutual aid with themselves and other community members (Metz & Gaie 2010). If a fellow human being is in sorrow, it is the duty of everyone around the individual to ensure the grief is shared. If such values are shared with juvenile offenders, communities may become places of peace.

Morality in the *ubuntu* context involves helping others without expecting any favour in return as there is more emphasis on sharing, caring and compassion (Etieyibo 2014). If this spirit is inculcated in juvenile delinquents as part of their rehabilitation, it might help to reduce recidivism as they may realise that they are part of their communities. Being part of society gives them an obligation to live in peace and contribute positively to the society. In *ubuntu*, it is the duty of every member of the community to exhibit solidarity with others. If this is accomplished, then burdens are shared and life challenges can be faced with a positive mind.

2.3.3.5 We are unchanging equals

People are treated equally and those who have accumulated wealth share what they do not need with those who do not have. Members of the community are encouraged to treat each other with dignity, too. If all members were treated equally in the community, a sense of community or harmony could be realised as everyone would have the same identity (Metz & Gaie 2010). In a class of juvenile offenders, an inclusive environment favourable to all must be created by the teacher where everyone is treated equally with dignity and respect (Maphalala 2017). Equal treatment may help offenders to realise and embrace such principles. One of the reasons why juveniles commit crime is because they feel that society is preventing them from achieving success due to their social status or class (Skrzypiec 2013). Inclusion in mainstream society may therefore be used as a tool to reduce crime.

2.3.3.6 My neighbour's joy is my joy

As in sorrowful moments, joyful moments are enjoyed together through celebrations that, in turn, cement the cohesive spirit among members of the community. Likewise, a community that acknowledges offenders who have reformed and who are willing to work for the good of their community may motivate them to turn their lives around. Focus should not only be on bad behaviour; rather, acknowledgement and joy should be expressed about any form of transformation shown by offenders. Focusing on negative attitudes and behaviour may reinforce those attributes.

2.3.3.7 We are mutually fulfilled and stand with each other in times of need

In times of need, neighbours or fellow human beings who need help are given support. The person offering sympathy should show empathy, show care and interest and be alert and non-distractive. The individual should be an active listener who shows concern for the problems of the affected party. The society at large is affected by crime and recidivism, in particular, and it is therefore a societal problem that needs the communities to stand together to find solutions (Ngabonziza & Singh 2012).

The DCS is expected to transform offenders into law-abiding citizens but the communities also have to play a role in this rehabilitation process (Ngabonziza & Singh 2012). The success of offender rehabilitation is beneficial to the communities. If the offender is not fully accepted in his or her community, there is a likelihood of that individual returning to crime which will affect the community again (Ngabonziza & Singh 2012). For this reason, communities must cooperate with the DCS to ensure effective rehabilitation of juvenile offenders. In the spirit of *ubuntu*, even those who are not directly affected by the criminal behaviour of these juvenile offenders should become involved in fighting crime because an injury to one is considered to be an injury to all.

2.3.3.8 His survival is a precondition of my survival

The survival of each individual in the world is viewed as largely dependent on the survival of all mankind because, without community, the individual remains incomplete (Tutu 1999). A person needs other people to survive in society. The interdependence of people creates an interpersonal bond of love and care as they realise that they need each other to survive. As a result of this realisation, members express compassion to

each other at all times. Each person has a moral obligation to view himself or herself not as a single entity but bound with others in a common group and this should be preceded by practice and group participation. The purpose of people's lives is community belonging and community service (Metz & Gaie 2010). Human beings create each other and need to sustain this togetherness because humanity is a quality that people owe each other (Eze 2010).

The survival and successful transformation of juvenile offenders is also dependent on their communities. If communities support the released offenders, their reintegration into society may be made more effective. If they survive well in their communities, a safe environment could be created for everyone who lives in it as they may stay away from crime.

2.3.3.9 No community has right to prescribe destiny for other communities or for any person

People help each other unconditionally in a community that embraces *ubuntu*. In the past, the extended family played a major role when it came to helping families in times of need. All people are treated equally and oppression thus has no place in a community that embraces *ubuntu*. People are given the opportunity to express their views and opinions freely. Peace, harmony and respect form part of the pledge in *ubuntu*. They participate in decision-making and so they can collectively abide by what has been agreed upon. In the classroom, teachers should embrace *ubuntu* by appreciating the uniqueness of each individual and make them feel welcome by allowing them to express their views and opinions. Learners who feel appreciated are likely to make positive change in their behaviour and contribute to discussions without fear.

Giving juveniles the opportunities to be involved in decision-making in their communities may help eradicate feelings of isolation and exclusion. In a community that embraces *ubuntu*, every member of society considers himself or herself an integral part of the whole and plays a role that is appropriate to ensuring the good for all (Metz & Gaie 2010). People who make contributions to their communities are likely to feel empowered and realise their worth in society. Teamwork or community work, where all members of society work together, usually reflect constructive co-existence (Broodryk 2006).

2.3.3.10 Live the best way you can

Each individual is encouraged to try and excel in everything they do and to play an important role in their community (Broodryk 2006). As people have unique skills and talents, each person can be of benefit to the community if he or she contributes them to the society. Even with criminal records, juveniles who have reformed can still contribute something in their communities. Some learn unique skills in correctional centres and these skills may benefit their communities. Skills such as farming, carpentry and others may be of help in communities where these juveniles live after release.

2.4 BIO-ECOLOGICAL THEORY

Wellness is not only supported by the philosophy of *ubuntu* but also by Uri Bronfenbrenner's bio-ecological theory which also emphasises the holistic and interrelationship approach to wellness especially in young people (Magano & Ramnarain 2015). This theory is also referred to as the ecosystemic perspective. Bronfenbrenner's ecosystemic perspective looks at different systems that affect the holistic development or wellness of an individual (Donald et al. 2010). These systems are interdependent and are namely micro, meso, macro, exo and chrono system. A disturbance in one system is seen as having detrimental effects on the holistic development of the individual because their interdependence is like a spider web. If one part of the web is affected, the whole spider web is affected.

2.4.1 Systems that affect the Wellness of an Individual

2.4.1.1 Micro system

The micro system involves the individual's immediate environment like the interaction with the family. This system plays a pivotal and primary role in young people's development. Daily activities such as roles played by family members and relatives play a big part in shaping the emotional, moral, spiritual, cognitive and social development of an individual, especially juveniles and young children. In correctional centres, juveniles interact with other inmates whose actions may have a positive or negative impact on them.

2.4.1.2 Meso system

The meso system is made up of a continuously interacting set of micro systems. The way a child behaves and performs at school may be influenced by what happens in the family or peer group. If, for example, a learner does not get support at home, his performance may be negatively affected. Interaction with gangs may have a negative impact on the behaviour and wellbeing of juvenile offenders as some research findings revealed that gang members are frequently involved in violence in correctional centres (Gear 2007).

Juveniles who feel unaccepted by their families may find it difficult to be rehabilitated and they may turn to delinquent groups like gangs that take on the role of their families (United Nations [UN] 2003). On the other hand, positive support from peers may help them overcome their insecurities (Magano & Ramnarain 2015).

2.4.1.3 Exo system

This is the system that the individual is not directly linked to or involved in but has an influence on people who have proximal relationships with him or her. This could include unemployment in the family which might result in a lack of basic needs. Likewise, a lack of proper nutrition may hamper physical development and wellness. Positive support, on the other hand, can produce positive outcomes. A family that is poverty-stricken may also have difficulties in sending children to school and this may have a negative impact on their intellectual wellness and eventually limit their employment opportunities. Resorting to crime may become an option for some affected juveniles.

2.4.1.4 Macro system

Social systems are influenced by dominant social and economic structures, beliefs, values and practices. The macro system is sometimes referred to as the wider community. The value systems and other practices that take place in the larger society have a big influence on how individuals behave and ultimately affect their development. The behaviour of youth in obeying rules and people in authority may be influenced by the dominant cultural values (Magano & Ramnarain 2015).

The way in which resources in society are distributed may also affect the wellness of members of a particular community. In a society where some members are deliberately excluded and marginalised, there are likely to be delinquent activities especially among the youth. Research has shown that some juveniles resort to crime because they feel excluded and that society prevents them from fulfilling their basic needs (Noonan 2012).

2.4.1.5 Chrono system

The chrono system refers to development that occurs over time. Systems like the family and peers continuously change overtime. In industrialised countries, the extended family system is slowly fading away and the nuclear family has less control over the family with little or no provision for extended family substitution (UN 2003).

Some changes like in technology especially computerisation may affect how people learn. These changes need individuals to change their learning styles in order to fit well in society. An offender who stays in the correctional centre for a long period of time may find it difficult to adjust to some changes that might have taken place during his absence. Failure to adjust may compel the ex offender to commit crime again.

2.5 CHAPTER SUMMARY

This chapter focused on the theoretical frameworks that were used as a lens to guide the study. These were the wellness, *ubuntu* and bio-ecological theories. The underlying assumption in wellness is that if a juvenile offender attains the six dimensions of wellness namely, social, emotional, career, spiritual, intellectual and physical, he will be able to live a balanced life and get ready for reintegration into society. *Ubuntu* as a life philosophy emphasises the importance of living together in harmony, caring for each other and reducing inequality. Communities strive for social cohesion and harmony and therefore juveniles need to embrace these values to be accepted in their communities. The western perspective on wellness identifies systems that affect the development of an individual. The sub-systems were discussed in this chapter in relation to how they affect the rehabilitation of juvenile offenders. Different stakeholders therefore need to be involved in the rehabilitation of juvenile offenders.

Each theory does not only bring its own strength in this study but they also complement each other. The wellness model takes a holistic approach in human development and clearly states that for one to be well, he should ensure that those around him are well too (Schaffer 2000). The bio ecological and ubuntu theories also focus on the holistic development of an individual in order to attain wellness. These two theories stipulate that the inter dependence of human beings plays a crucial role in helping one to attain total wellness. According to the bio ecological theory, different systems that exist in the life of an individual affect his wellness (Donald et al 2010). This theory further explains that any disturbance in one system may affect the other systems. On a complementary note, the ubuntu theory also defines human wellness in terms of the individual's relationship with fellow human beings. It further stipulates that people rely on each other for survival and cannot reach their potential without the help of each other (Maphalala 2017). Juvenile offenders do not exist in isolation and in line with these theories, they need other people to help them attain wellness

The next chapter presents a review of the literature related to the rehabilitation of juvenile offenders.

CHAPTER 3: LITERATURE REVIEW

3.1 INTRODUCTION

This chapter reviews literature related to the study. It focuses on juvenile delinquency by examining its causes and theories. Furthermore, international and South African child justice systems are discussed. Rehabilitation approaches and theories used in selected countries which are developing and developed are explained. In an attempt to explore how rehabilitation can be made more effective, strategies that can be employed to reduce recidivism among juvenile offenders are identified and interrogated. The chapter also goes deeper into examining factors that may lead to recidivism and its consequences.

3.2 JUVENILE DELINQUENCY

There are several definitions of the term juvenile. This term has generally been used to define a young person below the age of 18. The state of Missouri in the USA defines a juvenile as anyone who is seventeen years old or younger (Dubin 2012). In South Africa, section 71 of the Criminal Procedure Act (No 51 of 1977) defines a juvenile as a person below the age of 18 (Department of Justice & Constitutional Development 2010). A juvenile offender is defined by the Criminal Justice Act of 1998 as any child or adolescent who is caught and convicted for committing a criminal act while under the age of 18. Because of their age, such children, depending on the nature of their offence may be referred for counselling, given probation or incarcerated (Department of Justice & Constitutional Development 2010).

The DCS (2005) defines a juvenile offender as anyone between the age of 14 and 21 years who is incarcerated in their facilities. In Europe, the term juvenile is used differently by member states as the age of criminal responsibility also differs. MacDonald, Rabiee and Weilandt (2013) state that in most European states, offenders under the age of 21 years are treated differently from adults. The United Nations Convention on the Rights of the Child (UNCRC) focuses on young people and children up to the age of 18 (World Health Organisation 2003), but a broader definition of juvenile offenders includes offenders up to the age of 21. Thus, the definition of a juvenile offender depends on context and any study that discusses juveniles should

therefore bring bear this in mind by specifying the age groups that will be involved in the study to avoid misinterpretation of the research findings.

For the purpose of this study, the operational definition of juveniles incorporates offenders who were incarcerated in the DCS facilities in South Africa and attending schools there. These offenders were between the ages of 14 and 21. This was in line with the definition given by the DCS (2005). The juveniles who took part in the study were incarcerated in juvenile centres separate from adults.

Juvenile delinquency refers to any illegal act performed by juveniles (Thompson & Bynum 1989). A more extensive definition of juvenile delinquency is that it is any behaviour which is committed by a person who has not attained adulthood according to the way the state defines it, in which the behaviour contravenes the criminal code (Trojanowich, Morash & Schram 2001). For the purpose of this study, juvenile delinquency refers to all illegal actions that result in juveniles being in trouble with the law.

3.2.1 THEORIES OF JUVENILE DELINQUENCY

3.2.1.1 Self-control theory

This theory was developed by Gottfredson and Hirschi in 1999 and focuses on the relationship between self-control and criminal behaviour. The theory is discussed below as articulated by Skrzypiec (2013).

According to this theory, people with low self-esteem are prone to choose activities that are criminal in nature in order to get immediate satisfaction of their desires. The predispositions that develop in individuals are seen to be a result of lack of self-control caused by poor socialisation and attachment, coupled with parenting techniques that were ineffective in early childhood. These techniques stabilise and become entrenched when the child is about eight years old. They can manifest through delinquent behaviour.

Any deviant behaviour observed in childhood is usually penalised by good parents and, therefore, a child who misses out on this initial training on self-control may remain with low self-control and esteem. Some of the criminal behaviours by parents include illegitimate use of force and fraud and parents may punish children physically, for

example, by beating them, to show them that it is wrong. Individuals with low self-control usually act without considering the negative consequences of their actions. This may include actions such as illegal use of drugs while ignoring the related health problems. These actions may be a result of a lack of social wellness that needs to be enhanced and promoted in cases where juveniles are incarcerated. An individual who attains social wellness is assertive and does not easily get influenced by peers to do things to please others (Hetherington 1976).

According to Gottfredson and Hirschi (1990), the following are characteristics of people with low self-esteem:

- They display antisocial acts that seek to satisfy immediate desires in which things have to happen here and now.
- They find criminal acts exciting, risky or thrilling. They also tend to be very physically active and very adventurous.
- They are also more physically impulsive as opposed to mentally impulsive, short-sighted, risk-taking, non-verbal and have a tendency of engaging in criminal acts and deviant behaviour.

3.2.1.2 Differential association or social learning theory

Differential theory is known as one of the big three theories for explaining why people commit crime. It was first suggested by Edwin Sutherland in 1939 and finally completed in 1947. The main focus of this theory is on the transmission of criminal attitudes and behaviour (Hagan 2010). It is argued that criminal behaviour, like any other behaviour, is learnt (Reid 2009). This behaviour is learnt mostly in intimate personal groups where there is close interaction and communication. Most of the criminal behaviours are learnt in face-to-face interaction with others (Skrzypiec 2013).

The theory suggests that it is through association with criminals that children learn crime. It also suggests that the family and intimate friends are the most influential groups in learning criminal behaviour. In these groups, individuals are exposed to accepting criminal behaviours through reinforcement and initiation (Akers 1985). Research has found that there is a link between social learning variables and criminal delinquency as well as deviant behaviour (Akers & Jensen 2003).

With regard to juveniles, it is assumed that they learn criminal behaviour when they get involved with juvenile gangs that stimulate and reinforce delinquency through the support of illegal behaviour and offers to protect gang members who break the law (Skrzypiec 2013). It is, therefore, crucial that juveniles in rehabilitation be protected from interacting with hard core criminals as they may learn the criminal skills and return to crime after release. In correctional centres infested with gangs, learning criminal skills may be escalated; hence, the need to teach juveniles skills that would help them to withstand the pressure of these criminal elements. If the social wellness of juveniles is promoted and they become assertive, the chances of their falling into the trap of learning more criminal behaviour may be reduced.

The main propositions of Differential Association Theory by Bartollas and Dinitz (1989) are as follows:

- Juveniles do not inherit delinquent behaviour but they learn it as in any other behaviour (Siegel 2010).
- Through the use of both verbal communication and gestures through interaction, criminal behaviour is learnt (Reid 2009).
- When they interact with their delinquent friends, juveniles learn criminal behaviour by observing what is being done, listening to what is being said then modelling the behaviour.
- Intimate groups have been found to be more influential to juveniles than any other form of grouping. Therefore, the learning of criminal behaviour normally occurs within these intimate groups (Bartollas 1997). It is from peers rather than parents and family members that most juveniles learn criminal behaviours. For example, they learn about sex and drugs from peers and not from parents, in most cases.
- In learning criminal behaviour, techniques of committing crime are also learnt (Siegel 2011); for example, when they learn about shoplifting from associates, they also learn how to do it.
- Faced with favourable and unfavourable codes of conduct to learn from and with the need to be accepted, they opt to take follow unfavourable codes.
- Juveniles learn delinquency as they tend to spend more time with peers who are delinquents and therefore become delinquents themselves.

- The impact of delinquency depends on the length of time that juveniles spend with peers who are delinquents, the intensity of these social interactions as well as the age at which a juvenile experiences these contacts (Conklin 1995). It should also be noted that it is not the mere association with delinquent peers that plays a big role in juveniles becoming delinquents; rather, it is the nature of association which does.
- The mechanisms involved in any other kind of learning (such as repetition and reinforcement) also operate in the process of learning crime.

3.2.1.3 Labelling theory

Labelling theory is a product of response theory which is also called the social reaction theory (Siegel 2010). The assumption behind this theory is that individuals who are labelled as a deviant by social control agents tend to act in accordance with the label that is attached to them. It is assumed that when people first violate a norm by chance or unexpectedly, it tends to elicit reactions from people because of the act being socially unacceptable and this often leads to stereotyping and rejection of the individual who is then labelled as a deviant (Conklin 1995).

When a child or juvenile is labelled by society as a deviant, this tends to become like a self-fulfilling prophecy (Fagin 2003). By nature, human beings tend to respond to definitions placed by others on their behaviour (Binder, Gels & Bruce 2001). Juveniles who are emotionally well develop mechanisms that help them not to fall to the trap of following what is being said about them. They are able to accept and control their feelings despite what people say about them (Viterbo University 2006). Promoting emotional wellness is a positive step towards assisting juveniles to remain resilient, despite the label.

The consequences of labelling are identified by Cordella and Siegel (1996) as follows.

- The individual who is labelled tends to alter his or her personal identity.
- Individuals are excluded from conventional opportunities and the probability of further deviance increases.
- The reintegration of offenders back into the community may be frustrated by labelling as people in the community may treat ex-offenders with suspicion because of labelling.

- Stigmatisation may result from contact with social control agencies.
- The reputation of juveniles as criminals within the community may be enhanced by a conviction for an offence.

3.2.1.4 Strain theory

The assumption behind this theory, which is also called classical strain theory, is that individuals face strain or pressure when they fail to achieve those goals which are deemed as measures of success like money or status. They may end up resorting to criminal behaviour to achieve the expected goals (Cullen & Agnew 2003). In other words, failure to attain social wellness may lead to involvement in crime.

We should bear in mind that not all individuals who face strain resort to crime, and this theory has not been proven in research. However, there is some evidence to indicate that strain or pressure may lead to crime (Agnew 2003).

The following may be sources of strain (Agnew 2003):

- negative relationships that individuals face with others when they do not treat them the way they want to be treated; or
- when economic success is blocked, resulting in frustration and anger.

According to Agnew (2003), the main causes of strain are:

- when individuals are prevented from achieving positive goals;
- when positive stimuli are removed from the environment;
- threats that present individuals with negative choices;
- experiences of strained relationships by individuals or juveniles thereby putting pressure on them to take corrective action against negative effects which may lead to the use of illegitimate behaviour to achieve goals. It can also lead to the use of illicit drugs to manage negative effects of their lives.

There are also some life experiences that may contribute to strain, thereby leading juvenile crime. These experiences may include being abused, being exposed to physical punishment and negative relationships with parents at home. Having adverse school experiences and other life stressful events may also contribute to criminal acts.

Through the promotion of career wellness where juveniles are guided and prepared for meaningful employment or to start their own businesses, some of the strains may be avoided. Juvenile offenders who go back into the community and manage to earn a meaningful income to support themselves and their families are likely to stay away from crime. Research has shown that finding employment usually leads to an offender abandoning crime as a way of life (Macomber et al. 2010).

3.2.1.5 Reputation enhancement theory

The prepositions of this theory are articulated by Carroll et al. (2013) as follows:

- Juveniles choose whether to conform or not to conform to social values according to how they wish others to view them.
- Juveniles make deliberate choices to be delinquents in order to achieve and maintain a position within a peer culture which condones and values tough behaviour and anti-social norms.
- Delinquents have non-conforming social goals to which they show high commitment with the ultimate desire to attain a reputation for delinquency.

Research findings have concurred with the assumptions of this theory. Most juvenile delinquents who took part in a study indicated that they wished others to view them as having anti-social tendencies and being non-conformist (Carroll et al. 2013). The attitude of trying to please others without considering the morality of the action is a sign of a lack of intellectual wellness. A person who has attained intellectual wellness is able to think critically and make sound decisions before taking any action (Palmbeach 2017).

3.3 RISK FACTORS THAT MAY LEAD TO JUVENILE DELINQUENCY

There are many factors that may lead to juvenile delinquency. These factors are also referred to as risk factors (Dowdney 2005). Stressful life events which are called stressors adversely affect development outcomes which may result in delinquent behaviours in juveniles. Carr and Vandiver (2001) explain that stressors may be caused by personal, family, school and community factors. Such stressors may include poverty, abuse and parental psychopathology. These factors are discussed below.

3.3.1 Individual Factors

According to Carr and Vandiver (2001), these factors include poor self-concept and low self-esteem which put the individual in a situation where he or she cannot resist peer pressure. This is a sign of a lack of emotional wellness because a person who has attained emotional wellness is able to feel positive about himself or herself and that individual can positively express his or her feelings and views without getting carried away (Hetler 1976).

Having poor attitudes towards school and the law also put juveniles at risk of being delinquents as they may find it difficult to follow the societal norms and regulations. Individuals who are aggressive and temperamental are also at risk of becoming delinquents as they may not be able to control their emotions. In addition, individuals who keep to themselves and avoid seeking support when undergoing life challenges may end up going the illegal route because of lack of proper advice and support. With such individuals, it may be necessary to promote their social wellness by creating a support network of friends and family so that they can have people to talk to instead of keeping to themselves (Palmbeach 2017). With a positive social support system, the social wellness of juveniles may be enhanced, thereby decreasing their chances of committing crime or reoffending (Walker & Bishop 2016).

3.3.2 Family Risk Factors

As the first institution to interact with young people, the family is important for socialisation. The family teaches them how to behave in society and ensure they abide by the rules (Bezuidenhout & Joubert 2003). If this socialisation is not done well, young people may be at risk of being in conflict with the law. There are different conditions in the family that have been identified as having adverse effects on juveniles (Roberts 2014; De Vore 2013) as discussed below.

Pro-violence attitudes by parents, familial conflicts and actual violence are well-established as risk factors or predictors of anti-social behaviour in juveniles (Collins 2013). When young people or juveniles are exposed to high rates of violence, this can have a negative impact on their behaviour and conduct (Basson & Mawson 2011). Juveniles may copy what elders in their families do; hence, other family members such as siblings who are involved in crime or violence may have a negative impact on them

(Bezuidenhout & Joubert 2003). Rehabilitating juvenile offenders by taking them away from such hostile and negative environments may help them stay away from crime. Such juveniles need to be given skills that will make them survive on their own without the influence of delinquent family members.

The inability to meet their basic needs may also put pressure on juveniles to use illegal means to survive especially in families with low incomes (UN 2003). Juveniles should be given the opportunity to work or start their own businesses as this may enable them to satisfy their basic needs and avoid criminal behaviour.

Poor family structures play a role in causing juvenile delinquency. Such structures may include situations where children are raised by single parents with few rules and children come and go as they please with no sense of responsibility being instilled in them (De Vore 2013). In such circumstances, no positive foundation is laid. In households with poor support and guidance given to children, the risk of delinquency tends to be higher than in households where children are given clear rules (Carr & Vandiver 2001). This often happens in families with many children – usually more than four – and where the household is chaotic.

Disadvantaged families are usually hard hit as parents tend to focus on more pressing issues such as getting food for the family. By so doing, they devote less time to their children which may result in neglect. Neglected children are then left to face life challenges alone and such children may end up being delinquents owing to poor parental support and guidance (UN 2003). According to Viterbo University (2006), spiritual wellness embraces concepts of values and the purpose of living; therefore, promoting spiritual wellness among juvenile offenders may help them to learn some of the values and morals that they would have missed. With proper morals, delinquents may be converted into law-abiding citizens.

Research has also shown that a history of crime in the family plays a role in juvenile delinquency as parents or siblings who are criminals may teach children criminal activities or their children may imitate what the elders in their families do (Roberts 2014). A study done in the USA revealed that juveniles who were delinquents had a history of coming from families with relatives who were incarcerated (UN 2003). It can be through effective rehabilitation that these traits may be eliminated by teaching juveniles guiding principles to live by. This study therefore sought to explore how the

impartation of morals in the form of promoting spiritual wellness can facilitate effective rehabilitation of juvenile offenders

Families that are disadvantaged may also struggle to give their children proper education and this may result in unemployment (UN 2003). Unemployed juveniles may be left with few options of survival and committing crime may be their only alternative. Children who do not do well at school also may get frustrated, leading to criminal behaviours (Roberts 2014). In correctional centres, juveniles can be taught the necessary skills so that they can fend for themselves. To some offenders, being in custody may be their only hope of attaining education that may take them out of poverty. If they can find legitimate ways of surviving, their chances of returning to crime may also diminish.

Juveniles who experience forms of abuse like physical, sexual, neglect and abandonment are also more likely to become offenders (De Vore 2013). Studies done in the USA in Denver and Pittsburgh showed that most of the juvenile offenders were subjected to some form of physical aggression on or before attaining the age of thirteen with 85% of the boys in Denver and 77% of girls in Pittsburgh having undergone that experience (De Vore 2013). It has been proven that experiencing and even witnessing violence at home may make juveniles view violence as a way of solving conflicts. Notshulwana (2012) explains that exposure to armed conflict may create a culture of terror too. For juveniles who come from such backgrounds, psychological counselling may be useful in facilitating the healing process. This may help them to find inner peace and be able to move forward. In correctional centres, juveniles should be assessed and, where necessary, be given counselling. By so doing, their emotional, spiritual and social wellness will be promoted.

3.3.3 Social Factors

Changes in the social and economic structures that result in high youth unemployment rates may lead many youths to become involved in crime (Roberts 2014). These factors are divided into different categories which are discussed below.

3.3.3.1 Exclusion

The UN (2003) identifies the increasing gap between the rich and the poor as having a great impact on juvenile crime. The UN study showed that most children coming

from poor backgrounds are negatively labelled resulting in their adopting a delinquent image. Those who are excluded from employment, government grants and lack basic needs for survival have a high possibility of resorting to crime. Juveniles who are shown love during incarceration may in turn have a positive interaction with others and show empathy to their fellow inmates (Hetler 1976). Feeling loved and appreciated may go a long way to promoting emotional wellness.

3.3.3.2 Media

The media tends to portray the use of physical force as heroic, and juveniles may try to imitate that by engaging in similar acts of crime (UN 2003). Even when unrealistic violence is shown on television, young people with young minds may lack the capacity to understand that it is not real and may still try what they see. Research has shown that by watching violence, children especially those between the ages of 8 and 12 years tend to be violent when provoked. Educators in correctional centres should be able to teach and dispel any myths that juveniles may have about violence as a solution to problems. Rehabilitation should start by changing the mind sets and misconceptions that juveniles may have. Their higher intellectual skills should be developed so that they can think critically and be able to make sound decisions based on reasoning.

3.3.3.3 Peer pressure

Juveniles from dysfunctional families and those who have experienced negative outcomes at school may compensate for the vacuum that exists by associating with delinquent peers. This is because gangs or delinquent groups are seen as family. These gangs usually protect their members from bullies at school, thereby making their members feel loved (UN 2003). When considering delinquent groups as family, group members will generally do whatever it takes to please the group, even if it means committing crime. Through rehabilitation, juveniles should be given skills that will help them make better choices when engaging in relationships. They should be trained to differentiate between negative and positive influences so that they can make informed decisions. They should be made aware that for every decision they take there are consequences and they must take responsibility for their actions. This can be done through engagement in problem-solving activities in class which can help them to react positively when faced with real problems.

3.3.3.4 Labelling

Juveniles who are labelled by the community as delinquents tend to get frustrated and this may lead to their engaging in criminal activities in a bid to find a sense of self-esteem (Roberts 2014). In this way, they may behave as they are labelled. Social wellness needs to be promoted among juveniles to enable them to stay focused and not to live according to the labels they are given. Ex-convicts are likely to be regarded with suspicion in their communities; hence, the need for the authorities to rehabilitate juveniles by reaching out to their communities. This can be done through awareness programmes aimed at assuring communities that they have changed. On their part, juveniles should be encouraged to go back into their communities and share the skills they would have acquired as part of rehabilitation. In that way, community members may consider them as part of their own and stop labelling them. Working for the good of one's community or environment is a way of indicating the attainment of social wellness. If they work for the benefit of their communities, there is a high probability of acceptance.

3.3.3.5 Poor policing and drugs availability

In communities where policing is very poor, coupled with easy availability of firearms that are used mostly for violent crimes such as murder, armed robbery and hijacking, it is easy for juveniles to get lured into crime (De Vore 2013). Easy access to drugs can also make juveniles become addicts and commit more crimes (Roberts 2014). During incarceration, authorities should ensure tight security that prevents the smuggling of drugs and other intoxicating substances which are detrimental to the health and security of juveniles and officials. Education on the dangers of drugs and other harmful substances should also be incorporated into the curriculum of juveniles as part of rehabilitation. Staying away from drugs may help juveniles to stay focused and healthy thereby attaining physical wellness.

3.3.3.6 Migration

With little chance of success due to lack of proper qualifications, education and, in many cases, proper documents, migrants may be exposed to delinquency (UN 2003). These challenges usually make it difficult to secure employment and resorting to crime may be seen as the alternative for survival. Migrants also bring in their own norms to

the host nation and this may lead to cultural conflict and crime. In some instances, when migrants are viewed with suspicion and not well accommodated they may resort to crime. For these reasons, it is important to use an inclusive approach in teaching in order to accommodate everyone with the intention of helping them change their attitudes.

3.3.4 Cultural Factors

The breakdown in the norms and values which are rendered irrelevant may destabilise the conduct of juveniles (UN 2003). The destabilisation of the African family setup that embraced *ubuntu* by allowing every elderly person to be involved in the discipline of every child in the community has led to moral decay. Juveniles do as they please knowing that elders in the community cannot reprimand them, thereby leading to delinquency. In a typical African traditional community, elders share the responsibility of raising children together (Broodryk 2006).

The paradigm shift might have led to more crime by juveniles as they may lack guidance especially if they come from broken families. Lack of *ubuntu* can therefore contribute to juvenile delinquency. Inculcating moral and cultural values through emphasising the spirit of *ubuntu* needs to take centre stage during juvenile rehabilitation. Juveniles need to be made aware of the importance and benefits of *ubuntu*. They should be taught respect, empathy and love. Embracing *ubuntu* may yield positive results among juvenile offenders (Magano & Ramnarain 2015).

3.3.5 School Risk Factors

After the family, the school is regarded as the second most important agent for socialisation. In South Africa, disturbing violence has been exposed where children are exposed to crime as both victims and perpetrators (Mncube & Harber 2013).

Several factors have been identified as causes of crime and violence in South African schools. These range from gang involvement by learners, easy availability of drugs and alcohol, inadequate security in schools, lack of transformation in schools, presence of guns and other dangerous weapons, racial intolerance and lack of adequate counselling services, among others (Mncube & Harber 2013).

Mncube and Harber (2013) further attest to findings that the high violence rate in South African schools has also been attributed to the high levels of violence in communities especially during service delivery protests as well as poor discipline both at school and at home. Lack of discipline and control exposes children to gang involvement and with poor access control in most schools, learners and staff are not safe and their lives may be put in danger.

Violence in South Africa takes different forms, including the use of corporal punishment, gang-related behaviour, bullying, physical and sexual assault, robbery, theft and threats of assault (Mncube & Harber 2013). A national school violence study in 2015 revealed that children were responsible for approximately 90% of all robberies, sexual assault, theft of personal belongings and assault threats (Burton & Leoschut 2013).

The system of denying children access to proper education usually limits their chances of educational success, increasing the likelihood of their dropping out of school and getting involved in the criminal justice system. In their rehabilitation strategies, correctional schools, should prioritise education for all inmates. The education provided in correctional centres during rehabilitation should have the capacity to enable them to survive after release even if they do not find formal employment. Some excluded juveniles who end up in the juvenile justice system have the potential to excel if given the chance. Correctional education can, therefore, give such juveniles the chance to make it in life and change their criminal tendencies. In this study, the researcher sought to find out how the promotion of wellness among such juveniles may help them to change their criminal lifestyles.

3.4 GANGSTERISM AND JUVENILE DELINQUENCY

The United States Department of Justice (2004) pointed out that getting involved in gangs plays a major role in juvenile delinquency and that there are different reasons why juveniles join gangs. It further revealed that gangs facilitate the involvement in delinquency and that youths who join gangs before reaching the age of 13 are at higher risk of becoming violent and serious criminal offenders compared to those who join late. Juveniles who join gangs may deviate from the expected societal norms in a bid to please the gangs or deviant groups and adhere to their expectations (Horst 2005).

By joining gangs, juveniles put themselves at risk of engaging in delinquent behaviour. Juveniles should be taught about the dangers of belonging to gangs. They should also be guided and mentored to live by their guiding beliefs and values without necessarily following what gangs or other deviant groups want them to do. This can be done through promoting spiritual and emotional wellness of juveniles so that they can identify their purpose in life and be able to articulate their views.

Dowdney (2005) identified the following factors leading to juveniles becoming involved in gangs.

3.4.1 Individual Factors

People who use illegal drugs, those who are vulnerable and susceptible to suggestion as well as those who are unable to resist pressure are at risk of joining gangs. Other individual characteristics that put juveniles at risk of joining gangs include having beliefs that justify breaking the law, being hyperactive, violent and aggressive. These personalities best suit the requirements of a gang. In light of the above observation, this research intended to establish how the promotion of wellness can assist juveniles to remain assertive despite finding themselves surrounded by gangs.

3.4.2 Everyday Context

A family where children experience violence such as witnessing siblings or parents getting involved in gang-related activities puts them at a higher risk. Having poor commitment to school and not putting enough effort into their education also puts juveniles at risk as they may perform badly and joining gangs may be an alternative for them. Families that are not supportive may leave juveniles vulnerable to joining gangs in a bid to ameliorate the lack of family support. A network of support systems should be put in place in correctional centres to support juveniles who do not have family support. The DCS can also facilitate contact between juveniles and their families.

3.4.3 Community Factors

A neighbourhood with many delinquent youths increases the likelihood of other juveniles joining them. It is even worse when these gangsters live an expensive lifestyle and are seen as role models by other juveniles. When drugs are easily

available and used by delinquent youths, the chances of gang involvement are even higher as gangs can use drugs to recruit them. Positive role models should be brought into the juveniles' lives so that they can emulate their lifestyles instead of the lifestyles of gangsters. This can be done through inviting ex-convicts who have made it in life through legal means to come and motivate them to follow suit.

3.4.4 Societal Risk Factors

When juveniles in the population have low levels of education and are unemployed, the likelihood of their joining gangs is high. Effective gang operations may also be facilitated by poor policing and management of gangs especially with rampant corruption in the state. When gangs begin to dominate communities, juveniles between the ages of 14 and 18 are likely to be recruited. Providing education that could lead to employment may play a vital role in ensuring that juveniles stay away from gangsters.

3.5 CAUSES OF JUVENILE DELINQUENCY IN AFRICA

Igbinovia (1988) identified the various causes of juvenile delinquency in most African countries. These include rapid urbanisation which has in turn led to a population explosion in towns and cities. This puts a strain on social services and leads to gross unemployment among youths. Unemployed youths are at risk of engaging in acts of delinquency.

Instability within family structures that usually leads to lack of parental control may also leave youths at the risk of influence by delinquent groups. These groups may initiate them into the world of crime. With social services under strain, it is imperative that juveniles are given the space to survive by ensuring they get the necessary skills for survival. Vocational training during rehabilitation may help them to start their own businesses and prepare to reintegrate into their communities. On the issue of juveniles who lack parental control, the rehabilitation programme should seek to close the gap by promoting wellness among them so that they can get the necessary life skills needed for survival.

Urbanisation has also been associated with impersonality where each individual lives his or her own life resulting in lack of support. Some individuals also fail to adjust to the complicated life they face and they end up resorting to crime. In most countries,

educational opportunities tend to be limited and those who do not acquire education needed in the workplace may resort to illegal means to survive. Correctional education may help juveniles who did not get education outside to do so thereby helping them to attain unique skills not only for their own benefit but also to benefit their communities. This is what career wellness entails (Hetler 1980).

Disadvantaged families also struggle to give their children proper education and this often results in unemployment (UN 2003). Lack of employment may push them into committing crime to survive. Juveniles who do not do well at school often get frustrated and may then commit crime (Roberts 2014). Rehabilitation should strive to equip juveniles with skills that will enable them to find employment or become self-employed. Career wellness should therefore be promoted among juvenile offenders with more emphasis on skills training so that they can earn a living without resorting to crime.

3.6 JUVENILE JUSTICE SYSTEM

The UNCRC of 1989 recognises the rights of children worldwide (UN 1989). It proposes 40 specific rights for children and particularly advocates for the special treatment of children in conflict with the law. Furthermore, it spells out that the best interest of the child is the primary consideration where the needs for his age must be considered. The separation of the child from the community and deprivation of liberty must only be done if it is in the interests of the child.

Article 37 and 40 of the UNCRC deals specifically with children in conflict with the law. Article 37 obliges parties to protect children in detention from inhuman or degrading treatment or punishment. Article 40 stipulates that the accused child's dignity and worth need to be recognised, bearing in mind his or her age and his or her desire to be reintegrated into society.

Most countries that are signatories to this convention are trying to implement juvenile justice systems that take the stated recommendations into account. Some juvenile justice systems from selected countries are discussed below.

3.6.1 Juvenile Justice System in South Africa

Before 2010, children in South Africa were tried under the Criminal Justice Procedure Act of 1977 which deals with adults as well, but as from 1 April 2010 all children,

including juveniles, are tried under the Child Justice Act (CJA) of 2008 (Department of Justice and Constitutional Development 2010). The main principle behind the CJA is to minimise contact by children with the criminal justice system and to only have children detained as a last resort measure. If a child is detained, it should only be for the shortest appropriate period of time. This act is a rights-based system and it aims at assisting children to turn their lives around so that they become members of society who are responsible and productive. The CJA tries to fulfil its goals by engaging children in non-custodial programmes such as restorative justice, diversions and other alternative forms of sentences. The CJA deals with children under the age 18 and is intended for children between the ages of 10 and 18. This is the category into which juveniles fall.

This CJA states that a child under the age of 10 has no criminal capacity and as such cannot be arrested and prosecuted. Offenders in this age group are referred to the children's court. Children between 10 and 14 years have no criminal capacity unless the state proves they have capacity and in such cases they can be arrested and prosecuted. Children above 14 years but under 18 have criminal capacity and can be arrested and prosecuted. Juveniles fall into this category and are therefore tried under the CJA.

3.6.1.1 Types of offences in the Child Justice Act

The Department of Justice (2010) classifies offences as follows:

- Minor offences: These offences include theft of property that is worth not more than R2500, malicious damage to property worth not more than R1500 as well as common assault;
- More serious offences: These include theft of property worth more than R2500, robbery but not robbery with aggravating circumstances, assault including assault causing grievous bodily harm, public violence, culpable homicide and arson; and
- Most serious offences: Such offences include robbery, murder, rape and kidnapping.

3.6.2 How the Child Justice Act Works

3.6.2.1 Preliminary inquiry

The preliminary inquiry is an informal process that is held within 48 hours of the child's arrest before he or she makes the first court appearance. The inquiry is attended by the arresting officer, magistrate, probation officer, child and his or her parents, the prosecutor and a legal aid attorney. During this inquiry, the parties discuss factors that might have led the child to commit the crime. They try as much as they can to assist the child to take responsibility for what he or she has done by accepting that it was wrong.

A plan is then created to resolve the issue related to the crime committed if the child accepts responsibility for wrongdoing. This is to help the child not to continue to be involved in crime. The plan can involve diversion where the child may be involved in programmes that will teach him or her not to commit crime again. Diversion may include going to rehabilitation centres, youth care centre, involvement in school programmes or life skills programmes instead of being imprisoned. Once the diversion programme is suggested during this inquiry, it will then be made a court order by the magistrate with a probation officer or any suitable person assigned to monitor the child and report back to the court on the progress of the programme. The probation officer has to report back to the court as to whether the child is doing what the court ordered him or her to do.

3.6.2.2 Sentencing options

There are different sentencing options for juveniles. Community based programmes are mostly preferred for juveniles. The options include restorative justice, paying a fine, group conferencing, correctional supervision or direct imprisonment which is used as the last option.

- Restorative justice is when a child or juvenile offender, the victim, families of the offender and victim concerned and community members come together to identify the damage, needs and obligations that arise as a result of the offending child's act. If a child accepts responsibility and make an effort of preventing this type of incident from happening, then reconciliation can be achieved. The aim of

restorative justice is to promote reconciliation. Restorative justice may take the form of group conferencing and victim-offender mediation.

- In some instances, the offender may be asked to pay a fine or make symbolic restitution like fixing a broken window from his or her own pocket. A child who is 15 years or older may also provide services or benefits to the victim.
- A court may order a child to undergo correctional supervision in which the DCS supervises him or her to do what the court would have ordered.
- A child may be ordered to live in a child youth care centre for a certain period of time.
- A child may be placed in a correctional centre. It should be noted, however, that the Criminal Justice Act prioritises sanctions that keep children out of correctional centres.

3.6.3 Benefits of the Child Justice Act

The CJA allows for a justice system that heals the child offender and those affected by his or her actions. It also encourages forgiveness and rehabilitation thereof by looking after the needs and rights of the children and the victims.

When looking at sentencing options, the system takes into account the child's background and upbringing as these may be contributing factors to committing crime. The bio-ecological theory also emphasises the role played by systems in a child's life; hence, the CJA complies with this theory. The CJA also makes sure that the individual's needs and circumstances are taken into context when viewing how children get into conflict with the law. An assessment of the individual's needs and circumstances is done before a decision is taken about that particular individual. In such circumstances, it may be necessary to promote a wellness dimension that can help the child to stay away from crime in future. Juveniles who become offenders because of lack of parental love should be shown that love as part of the rehabilitation process. They should also be taught the importance of working for the better of everyone in their communities as part of promoting social wellness. In attaining social wellness, an individual works for common welfare of the wider society (Hetler 1976).

Even though it takes the rights of the child into consideration, the system also balances the child's rights and responsibilities with the rights of the victim and the community. The court and the prosecutor take into consideration the views of the victim or his or her family in considering diversion options before a trial. The damage caused by the child to the victim is also considered and the victim and his or her representatives are given the opportunity to submit a statement reflecting the social, physical, psychological or financial impact of the crime on the victim. This process therefore helps in the healing process and further entrenches the restorative justice system.

The CJA also strives to help rehabilitate juvenile offenders and to reintegrate them into society so that they can grow up and become useful citizens who contribute to the wellbeing of their communities. The courts give priority and fast track matters concerning children so as to deal with them as soon as they can. This serves to reduce the amount of time children spend awaiting trial. Thereafter, most of them are put under home-based supervision or in secure care facilities.

3.6.4 The Criminal Justice Act Process

The CJA provides a step-by-step guide as to the process that should be followed:

- A child is suspected to have committed a crime. If the crime is not serious, the child is not arrested.
- If the crime is serious, the child is informed, arrested and charged by the police. If the case is less serious, the child is cautioned or warned or summoned to appear in court by police.
- If children are under 10 years old, they can be referred to children's court. If children are over 10 years, they must be assessed by a probation officer (social worker)
- A child is brought to court by parents or care-givers.
- A preliminary inquiry is set up to inquire into the matter and how the child may be assisted if he or she accepts responsibility.
- At the inquiry, the probation officer's assessment report is considered to determine the child's criminal capacity and this determines whether the child is taken to court or diverted. If a child accepts responsibility, he can be diverted. If he does not comply, he may be taken to court for trial. In court, a child may be sentenced or acquitted.

3.6.5 Stakeholders in the Child Justice Act in South Africa

Figure 3.1 below identifies the various stakeholders that are involved in carrying out the CJA:

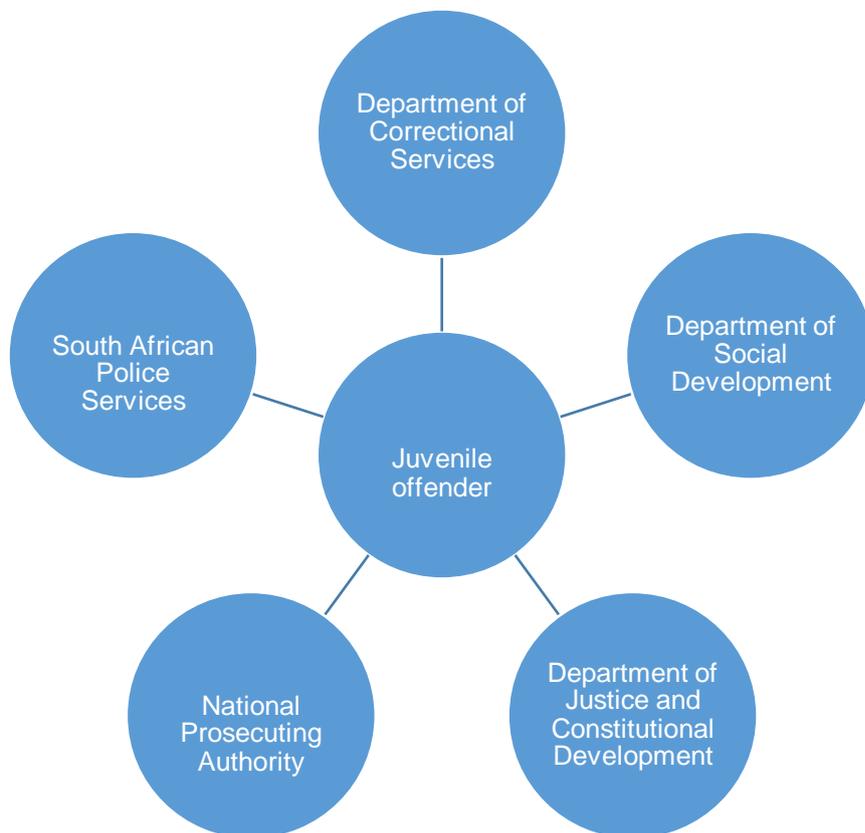


Figure 3.1: Stakeholders in the Child Justice Act in South Africa

Source: Adapted from Department of Justice & Constitutional Development (2010).

Figure 3.1 is explained as follows:

- DCS keeps children awaiting trial and those sentenced in custody of their facilities.
- South African Police Services is responsible for arresting the offending child, notifying the probation officer and contacting parents or care givers. They also facilitate the child's release from the police station.
- Department of Social Development provides probation officers to assess offending children.

- The National Prosecuting Authority provides the prosecutor in the preliminary inquiry.
- Department of Justice and Constitutional Development provides magistrates during the preliminary inquiry and if the case goes to trial.

Other stakeholders involved include the Department of Basic Education (DBE) which monitors compulsory school attendance and raises school awareness. Legal Aid South Africa provides legal representation for the accused children while the Department of Home Affairs issues identity documents to children. Non-Governmental Organisations (NGOs) get involved by offering diversion programmes or community based sentencing.

3.6.6 Juvenile Justice System Internationally

3.6.7.1 The Netherlands

The juvenile justice system in the Netherlands is discussed below as described by Smeets (2014). In the Netherlands, juvenile offenders between 12 and 17 years of age are placed in young offender institutions under the criminal law or as a result of a judgement made by the courts which compels the detention and compulsory treatment for a juvenile who suffers psychiatric or developmental disorder. Typically, the duration of this sentence is three years but can be extended twice by two years. The ultimate goal of these institutions is to prepare juveniles to gradually get ready to reintegrate into society through increasing their self responsibility step-by-step. When a juvenile is able to take responsibility for his or her action, this forms part of emotional wellness. This system thus promotes the emotional wellness of juveniles.

Valstar and Afman (2011) state that, for juveniles up to 15 years of age, detention can be a maximum period of 12 months and for those between 16 and 17 years old detention can be 24 months. Statistics have shown that juveniles stay in detention for an average duration of six weeks and PIJ measure lasts an average of three years and three months. They further state that as of 2011, there were 10 young offender institutions with a total capacity of 800 with each institution having between 40 and 134 inmates.

Since 2010, criminal and civil law offenders have been separated and magistrates consult with adolescent and behaviour specialists before they put juveniles in a secure

youth centre. Juveniles with behavioural or socio-emotional problems are predominantly the target of secure youth centres. There are some complex cases where offenders are not able to be put in regular secure youth centres. This category includes victims of physical or mental violence who have been forced into prostitution or who have been sexually abused or those who are in danger of becoming victims. Also, those who have a history of being in trouble with the police are not put in regular secure youth centres. In such a scenario, juveniles are treated according to their needs. For those with behavioural or socio-emotional problems, promoting their emotional wellness helps to rehabilitate them. A change in behaviour and the ability to control their emotions helps these offenders to fit well into their communities when they are released.

3.6.7.2 USA

The first juvenile court in the USA opened in Cook County, Illinois in 1899 with its founders envisaging that this court would primarily focus on what would be in the best interests of youths by acting as a surrogate parent (Butts & Mitchell 2000). The guiding doctrine of this court was actually '*parens patriae*' which is a Latin translation of the state as parent (Mears, Hay, Gertz & Mancini 2007).

The founders of this court put emphasis on social reforms and sought systems that would process young offenders' cases differently from others (Mears et al. 2007). It was hoped that youths would be saved from the harm and abuses of the adult system as the new system was guided by the *parens patriae* logic to balance rehabilitation and punishment (Butts & Mitchell 2000). From inception, the juvenile court emphasised both punishment and rehabilitation but over time, it has become associated with rehabilitation (Fagan & Zimring 2000).

People who proposed the establishment of the juvenile court were as concerned in controlling crime as they were in social reform (Butts & Mitchell 2000). Acting like a parent, the juvenile court was expected to identify the mental, physical and moral states of juvenile offenders and to employ all the means used by parents to lead juveniles along the pro-social behaviour path. Mears et al. (2007) further emphasise that, in an effort, to reform the child, a variety of efforts were to be used with more emphasis on education and moral reform by inculcating pro-social habits accompanied by the element of punishment for wrongdoing. An analysis of the aim of this court

indicates that its intention was to promote wellness among juveniles similar to what parents are expected to do. Teaching them social skills like communication and conflict resolution can reform a child as part of promoting social wellness (Hettler 1976).

At its inception, the juvenile court operated jointly with the family court system and treated juvenile cases informally to avoid punitive structures of the criminal justice system and the stigma of a criminal record. The system on the contrary treated juveniles as victims of abuse and neglect (Mears et al. 2007). The driving principle behind the system was that juveniles could be reformed or rehabilitated and so they should be given a second chance in life (Butts & Mitchell 2000). The other belief was that juveniles would cooperate with officials in the intervention since it was assumed that they would be sufficiently willing to change if the system was effectively used (Mears et al. 2007).

Juvenile crime in the USA refers to crime committed by a child under the age of 18 years and these children are treated differently from adults except those who are tried as adults (Roberts 2014). The juvenile justice system in the USA tries in every possible way to give proper treatment and rehabilitation to juveniles who are involved in delinquency (Roberts 2014).

A study done in 2011 in the USA showed that juveniles in secure youth care were very problematic. Almost 60% of those who took part in the study had a history of being involved in high risk peer groups and 70% had had problems with the police (Nijhof 2011). It was also revealed that juveniles kept in young offender institutions and secure care often had a history of a lack of school competence, limited future prospects, youth care involvement and situations at home that were problematic with dysfunctional parenting (Harder, Knorth & Zanberg 2006). In light of these observations, it is imperative to give such juveniles hope which can be done through the promotion of their career, intellectual and emotional wellness to ensure that, when they are released, they have unique skills that can help them to survive and be accepted into their communities.

The Juvenile Justice and Delinquency Prevention Act (JJDP) of 1994 requires the separation of juvenile offenders from adult inmates in detention facilities with the exception of juveniles who have been referred to adult courts to be tried as adults

(Gemignani 1994). Those who have been referred to the adult courts no longer fall under the jurisdiction of the JJDPa and such offenders are considered to be adults. The juvenile court differs from adult courts as it is based on the principle that the needs of juveniles are of paramount importance. The system is defined by a passion to help children in its operations and it also gives children absolute priority (Roberts 2014).

The juvenile court emphasises that the *parens patriae* principle should be applied and its work is based on helping children and not punishing them (Roberts 2014). Owing to its compassionate nature, the juvenile court in the USA may not give life sentences to juvenile offenders without parole with the exception of homicide cases (Lambie & Randell 2013). To protect juvenile offenders through applying the *parens patriae*, court hearings for juveniles are closed to the public (Roberts 2014). In light of these aims of the juvenile court, this study intended to explore how the promotion of wellness can help juveniles instead of punishing them. Wellness can be helpful to juvenile offenders since it helps them live a balanced life (Viterbo University 2006).

The functioning of the juvenile justice system in the USA is described by Roberts (2014). Every state has a separate court system for juveniles and the courts hear two different groups of juvenile offenders. The two types of offenders are namely delinquent and status offenders. A delinquent offender is one who has committed a crime under local and federal state law. A status offender on the other hand is a youth who has committed a crime that makes him or her to be considered unruly or beyond his or her legal guardian's control. A status offence can only be committed by juveniles and this act is considered to be illegal, but not necessarily a crime.

Crimes are classified according to their seriousness as follows (Roberts 2014).

- Felony – is the most serious offence which is punishable by sentencing the offender into either a state institution, youth authority, adult or family correctional centre.
- Misdemeanour – is a type of offence which refers to less serious offences in which an offender may be sentenced to a probation county detention centre which can be an adult or juvenile facility.
- Fraction – is the least serious offence. It includes such acts as motor vehicle violations, like driving without a licence, and, in most cases, the offender in this category may be asked to pay a fine.

Just like adults, juvenile offenders can be charged for felony, misdemeanour or fractions.

Youths who commit crime against people such as assault and rape under this system have their cases processed formally and referred to adult courts resulting in home placements not being an option to them upon sentencing (Sickmund, Sladky & King 2011). Youths who are tried as adults have a greater likelihood of getting harsher sentences than in juvenile courts. Juveniles who are tried and sentenced in adult courts are sent to adult correctional centres. In 2000, research findings showed that juveniles were housed with adults in 31 states and some of them were transferred to adult facilities when they reached the age of 18 (Bishop 2000).

Juveniles are at risk when incarcerated or transferred to adult courts as they might not only face harsher sentences but they may also face victimisation by adults and incur long-term development costs (Mulvey & Schubert 2011). In a survey in 2009, nearly 40% of male and female inmates reported some form of physical or sexual abuse over a period of six months (Wolfe 2007). This victimisation may render rehabilitation of juveniles ineffective as such juveniles may even become hard core criminals as research has shown that the rate of recidivism exhibited by juveniles who are transferred to the criminal justice system is very high (Loughran, Mulvey, Schubert, Chassin, Steinberg & Piquero 2010; Myers & Willard 2003). These findings therefore reaffirm the notion that the juvenile justice system can be more rehabilitative and less damaging than the adult system (Myers 2003). Studies also showed that 70–80% of juveniles who were placed in adult residential correctional programmes were subsequently rearrested within a three-year period after their release (Mendel 2011). It is therefore the aim of this study to establish how juveniles can be placed in juvenile centres separate from adults with a wellness promotion approach directed towards their rehabilitation.

3.6.7.3 China

Chen (2000) outlines the Chinese juvenile system which is discussed below. In China, juvenile delinquency refers to an act which violates criminal laws, endangers society and is liable to punishment according to criminal law committed by a person between the ages of 14 and 18. A juvenile who is under the age of 18 and commits such an act may be referred for special treatment that is reserved for juveniles. Criminal

responsibility in China starts at the age of 16 with those below this age getting lesser sentences. Criminal responsibility is reduced for juveniles between the ages of 14 and 16 years except for serious crimes like rape, murder, robbery and serious injuries, in which cases they become criminally responsible.

The National Juvenile Protection Law passed by government in 1991 gives juveniles some rights such as confidentiality of their hearings, closed court proceedings and separate pre and post-trial detention. Juveniles usually serve their sentences in special juvenile institutions called reformatories. These reformatories have been established at provincial and municipal level.

The prevention of juvenile delinquency takes priority with the central government, government organs, families, schools and society as a whole being mobilised through comprehensive strategies to educate young generations to stay healthy, to prevent crime, and to reform juveniles in order to maintain public order. This comprehensive programme helps to promote wellness among juveniles. With the involvement of different stakeholders in helping and educating juveniles, the government seems to be working towards assisting juveniles to live healthy and balanced lives, thereby promoting wellness.

3.7 REHABILITATION

Rehabilitation is about intervention, treatment, correction and development to reform the criminal and his or her anti-social behaviour (Edgar & Newell 2006). In the case of juveniles, this means that rehabilitation targets juveniles who have already committed a crime and seeks to offer treatment. It is intended to prevent crime that has already been noted (Webster 2004). Another definition of rehabilitation is given by French and Gendreau (2006) who refer to it as a planned intervention that seeks to bring about a change in the aspect of the offender believed to cause him or her to commit crime. These aspects include the offender's personality, attitude, cognitive processes and mental health. The ultimate goal of rehabilitation is to facilitate reintegration into society Ngabonziza and Singh (2012) explain that reintegration is a process of reintroducing a person or offender into society or a community with the aim of having him or her abide by the law and be wholly integrated into and accepted by the population. The success of rehabilitation can therefore be determined by the

recidivism rate of the offender who took part in the programme compared to those who did not.

An offender who undergoes a successful and effective rehabilitation programme is likely to be easily reintegrated into his or her community. This statement implies that for reintegration to be successful, members of society must accept the reformed offenders. If these offenders are not fully accepted by members of their communities, it might be very difficult for them to re-integrate. This study therefore attempted to establish how wellness can be promoted among juvenile offenders to ensure that when they get back into their communities they fit well and get accepted. The state has an obligation to provide rehabilitation that will ensure that at a minimum when offenders go back into their communities, they are not worse off than before they were convicted (Webster 2004).

Rehabilitation is based on the belief that any offender can change especially when exposed to processes that facilitate that change such as social relations with others, or vocational, educational and employment programmes (Ngabonziza & Singh 2012). In order for offenders to become law-abiding citizens and live a productive life that will prevent them from reverting to crime, change needs to be long-term (Ngabonziza & Singh 2012). Incarceration of juvenile offenders affects them, their families and the community in general; hence, their rehabilitation should bring a notable change.

Owing to the above observations, it is of paramount importance that the factors which led to the commitment of the crime be addressed so that juveniles do not go back to crime (Ngabonziza & 2012). To achieve this, different stakeholders need to be involved in the rehabilitation of juveniles. The needs analysis has to be done when offenders are admitted into the institution. This will help the authorities to determine the relevant corrective remedies according to individual needs. This study explored how different wellness dimensions can then be promoted as remedies based on the needs of each individual. If, for example, the reason for committing crime was unemployment, then promoting career wellness may be the remedy.

Rehabilitation of juvenile offenders can be somewhat challenging since it happens during the transition from adolescence to adulthood which is a transition that has its own specific challenges (Travis, Solomon & Waul 2001). This transition is crucial because it usually leads to an identity crisis both morally and socially up to the age of

25 years (Zimmerman 2005). Promoting emotional wellness among juveniles at this stage may help them to understand themselves and their transition in life and ultimately to cope with the stress brought about by these changes (Hetler 1976).

In order for the transition from correctional facilities to the communities to be successful, it has to be well directed and supervised in order to reduce recidivism (Fagan 1990). For this reason, after-care programmes should be taken seriously and better still be individualised in order to be more effective (James, Asscher, Jan, Stams & Van Der Laan 2016). The reintegration success rate is likely to be higher when after-care intervention is carried out to ensure juveniles do not get into trouble in the first few months after release. Research has shown that staying out of trouble in the first few months after release increases the juveniles' chances of reaching their academic goals and maintaining work and developing an independent lifestyle (Jarjoura 2000). This may ultimately help them stay out of crime. Promoting social wellness needs the involvement of other stakeholders such as family members; therefore, if the families of juveniles are involved in the after-care programmes, the success rate may be higher.

In recent years, there have been calls for a shift in juvenile offender rehabilitation and the use of alternatives to residential incarceration. These alternatives include diversions, restorative justice, home on probation sentence and community-based treatment especially for first time offenders (Mendel 2011). The call for alternatives has arisen out of the failure of the current rehabilitation programmes as proved by research. There have been arguments that, in the interest of preserving public safety, a swift and effective punishment for violent offenders has to be implemented (Moon, Wright, Cullen & Pealer 2011). The need for harsh punishment had the support of the majority participants in a study where most participants expressed disapproval for community-based treatment for violent or high-risk juvenile offenders in the USA (Lowenkamp & Latessa 2005). Studies further revealed that for high-risk or violent offenders, correctional placement works well (Lipsey & Wilson 2001). For correctional placement to work well, it must utilise intervention strategies that yield positive results. This research sought to explore and justify how the attainment of wellness which is about living a balanced life can help to rehabilitate juvenile offenders.

Advocates for home-based treatment, on the other hand, argue that the home is important for the creation of social bonds and social networks and therefore moving juveniles from homes to correctional facilities may disrupt these bonds (Ryan, Abrams & Huang 2014). There is evidence that juveniles incarcerated in out-of-home placements whether in adult or juvenile facilities exhibit higher exposure to anti-social peers than those who are not (Little 2006). Negative influences may hamper the attainment of social wellness among juveniles; hence, people engaged in rehabilitating such juveniles must ensure that they provide an environment that will bring about positive social change. In the state of California in the USA, juvenile offenders are placed in probation camps and only sent to California Youth Authority's most restrictive settings as a last resort. In these highly restricted settings, there is high level of staff supervision and juveniles are expected to attend school and participate in vocational training (Los Angeles County Probation Department 2013). This form of intervention is a positive move that can facilitate the promotion of both social and career wellness.

Juveniles incarcerated in facilities get exposed to anti-social peers and this keeps them out of contact with their communities (Little 2006). By so doing, the reinforcement of societal norms is severely limited as these offenders or delinquents are pulled out of the community which is supposed to model adaptive interpersonal interactions such as relationship management and conflict resolution (Steinberg, Chung & Little 2004). It would be necessary therefore to ensure such skills are enforced during rehabilitation. If not done, juveniles may go back to their communities without much reform.

3.7.1 Rehabilitation Models

3.7.1.1 Risk-Needs-Responsivity model

The Risk-Needs-Responsivity (RNR) model developed by Andrews, Zinger, Hoge, Bonta, Gendreau and Cullen (1990) focuses on moderate- to high-risk juveniles and targets their criminogenic needs and responsibilities. It then tailors the intervention according to their learning styles, strengths, abilities and motivation. Some of the criminogenic needs that have been proven to have a significant impact on delinquency are cognitive distortions, criminal thinking patterns and distortions in pro social coping skills (Philips & Lindsay 2011). The intervention has to target criminal tendencies as this has shown to be the biggest predictor of delinquency and recidivism (Andrews & Bonta 2010). This model is relevant in rehabilitation since it aims at promoting the

intellectual wellness of juveniles by trying to help them develop critical thinking. It also promotes social wellness through improving the pro social skills of offenders so that when they go back into their communities they are able live in socially accepted ways.

During rehabilitation, it is important also to provide programmes that concentrate more on the criminogenic factors which led to the offenders committing crime in an attempt to change their attitudes and understand the consequences of their actions (Hawley 2011). Individual assessment needs to be done in order to identify the needs of each juvenile offender and then work towards meeting those needs. The wellness approach seeks to identify the areas of need and look for ways of promoting the wellness dimensions that are lacking.

3.7.1.2 New Perspective Aftercare Programme (NPAP)

This focuses on cognitive distortions which are divided into primary and secondary. Primary cognitive distortions are self-centred beliefs and attitudes whereas secondary cognitive distortions happen after an anti-social act has occurred and can impact the self-image of the juvenile. It includes blaming others, assuming the worst and mislabelling (James et al. 2016). With distortions, therefore, juveniles are likely to be delinquent and display aggressive behaviour. Through research, it has been proven that delinquents have a tendency to have more cognitive distortions than their non-delinquent peers (Wallinius, Johansson, Larden, Dernevik 2011).

These juveniles normally display criminal tendencies which are beliefs and thoughts that tend to promote aggressive and criminal behaviour. These attitudes are usually characterised by thinking of the world as being hostile, a distrust of authority, aggressive behaviour and identity with peers who are criminals (Andrews & Bonta 2010). If juveniles attain emotional wellness, they will be able to assess their limitations and develop the ability to persist despite the frustrations they encounter (Jager et al. 2003).

There is a deliberate attempt by this model to develop social skills among juvenile offenders that will help them to maintain healthy relationships with others and maximise their quest for goal attainment in both verbal and non-verbal behaviour (Bedell & Lennox 1997). This is a way of promoting social wellness in juvenile offenders. When juveniles improve their social skills and attain social wellness they

are able to move away from their delinquent behaviour as research has shown that there is a relationship between poor social skills and anti-social behaviour (Beauchamp & Anderson 2010). For this reason, it can be concluded that there is a likelihood that a change in attitude and knowledge may help reduce criminal behaviour (Friendship, Blud, Erikson, Travers & Thornton 2003).

3.7.2 Community-Based Rehabilitation Programmes

3.7.2.1 Multi-Systemic Therapy (MST)

MST was first mooted by Scott Henggeler in the late 1970s. The main aim of the multi-systemic therapy programme is to help parents with children who have behavioural problems to deal with such challenges. The programme covers a wide variety of problems such as poor school performance and is administered in natural settings such as schools, home or in the community. Juveniles spend about four months participating in the programme of which 50 hours is spent with a counsellor who remains on call in case of emergency (Howell 2003).

This programme encourages the active involvement of extended families, teachers and the community (Greenwood 2006). A reduction in recidivism by 16–46% was shown by research on this programme compared to control groups (Aos, Phipps, Barnoski & Lieb 2001). The arrest rate for juveniles with a chronic history in the juvenile justice system who had severe aggressive behaviour was reported to decrease by 25–75% in one-year and four-year follow-up periods (Connor, Carlson, Chang, Daniolos, Ferziger & Findling 2006).

3.7.2.2 Multi-Dimensional Treatment Foster Care (MTFC)

In this programme, a juvenile is placed in foster home with another juvenile or alone. Foster parents who care for these juveniles are trained on how to use behavioural parenting techniques prior to hosting these juveniles (Eddy, Whaley & Chamberlain 2004). The case manager coordinates and oversees this programme by working closely with foster parents and keeps in touch through daily telephone calls and holds weekly meetings with them (Greenwood 2006). During their stay in foster homes, juveniles are treated by a therapist while another one works with their natural parents (Eddy et al. 2004). Juveniles are discouraged from having any association with delinquent peers during this period.

From studies done to evaluate this programme, it was revealed that juveniles who were placed on this programme had lower rates of subsequent arrests (Greenwood 2006). Similar findings also indicated that juveniles who participated in this programme had significantly fewer referrals for crime and violence of 21% as opposed to 38% for those in custodial incarceration (Eddy et al. 2004).

3.7.2.3 Functional Family Therapy (FFT)

This programme is aimed at juveniles between the ages of 11 and 18 who have committed violent crime or substance abuse (Greenwood 2006). It aims at building family bonds and improving how the family unit functions. It equips families with tools needed for problem-solving and effective parenting (Greenwood 2006). Therapists work with the family in this regard. Results showed a 20% reduction in recidivism from participants compared to the control group (Aos et al. 2001).

3.7.2.4 Cognitive-Behavioural Therapy (CBT)

This programme aims at assisting people with awareness of the existence of dysfunctional thinking patterns or automatic negative attitudes, thoughts, beliefs and expectations and how these negative thinking patterns make a huge contribution to unhealthy behaviour and thinking (Wolfe 2007). Instructions and exercises are designed and used in a bid to alter dysfunctional patterns of thinking that are exhibited by many offenders (Lipsey & Francis 2007).

Qualified personnel who focus on the correlation between crime and anti-social attitudes, assist juveniles to transform their negative thoughts into positive ones with more emphasis placed on the connection between thoughts and behaviour (Lipsey & Francis 2007). Multiple techniques such as role play, modelling and reinforcements are used to meet the different learning needs of offenders and this has seen a reduction in recidivism by 8–32% (Hubbard 2007).

3.7.3 Rehabilitation in China

The rehabilitation in China is outlined by Chen (2000) as explained below.

The Chinese rehabilitation model follows the Marxist approach in which the causes of the deviant behaviour are not located in the individual but in society. A delinquent is viewed as a victim of influences in the environment that are negative. The rehabilitation

follows the philosophy of the Chinese leader, Mao, who said *“treat the illness and save the patient”*. For systemic and individual reform among offenders, education is viewed as the best tool for rehabilitation as it is seen as a key role player in maintaining order in the country.

In rehabilitating juvenile offenders, the government adopted a comprehensive strategy in 1982 that has three main links. These links are prevention, punishment and rehabilitation. The strategies are as explained below.

Prevention is done through intensifying education for young people and strengthening grass roots organs. Early social education intervention is seen as crucial in helping young people before they become criminals. The aim of the prevention strategy is to restore the self respect of offenders by showing concern and love for them. This is done through helping and educating them to reform. Showing love and providing social education at an early age helps juveniles to acquire social skills and social wellness at an early age, thereby enabling them to live positively with others. Punishment is done to help offenders to take responsibility for committing crime.

Rehabilitation aims at reforming and reintegrating the offender into society as a useful member of society. The Corrections Professional code is *“Do not give up on anyone, no matter the offence record”*. In correctional institutions, officials share the belief that every young offender can be rehabilitated. Correctional officials are expected to act like parents to juvenile inmates and be patient in the way parents are towards their children and in how teachers approach their learners. The basis of rehabilitation in China is to re-educate the offender thereby helping him or her to have a positive response to the environment. The response should be acceptable to the Chinese socialist state. Rehabilitation in China combines labour and education to holistically develop the offenders and it normally takes place in reformatories. The holistic approach serves to ensure the attainment of wellness.

3.7.3.1 Reformatories and their purposes

Juvenile offenders undergo their rehabilitation in reformatories. The reformatories aim to reform juvenile offenders and make them become new individuals. This is done through education and labour rather than applying punishment to make them pay for their offences. Juveniles in these centres get short sentences. The system views a

successful rehabilitation as one that is viewed as having the potential of restoring harmony in the social order. This is what the goal of reformatories is based on.

3.7.3.2 Functions of reformatories

Reformatories have different functions. The first one is the traditional function of controlling young offenders through incarceration. Another function is to provide education and political socialisation. Disciplining young offenders through hard labour also forms part of the functions of reformatories. The ultimate goal of reformatories is to ensure that juveniles turn their lives around and stop offending.

Reformatories provide rehabilitation through education and forced labour. Education aims at helping delinquents to reorient themselves personally and socially. Juvenile offenders are encouraged to make a better life for themselves and to make new starts. Forced labour provides juvenile offenders with the opportunity to see the relationship between hard work and production of material goods through experiencing hard manual labour.

It is envisaged that this experience will help juvenile offenders to explore their personal faults and ideological outlook which may lead to repentance and reformation. If offenders reach a point where they can identify their faults and seek remedies, they are likely to reach a state where they are able to control their actions and emotions. People who attain emotional wellness accept and control their emotions (Viterbo University 2006). By nature, this programme helps juveniles to work towards attaining emotional wellness.

3.7.3.3 Types of education for juvenile offenders

- Ideological education

This type of education addresses the moral growth of inmates and leans towards Chinese culture, current affairs, observance of the law, history, communist ideology and political responsibility. It focuses on reforming inmates so that they can be reintegrated into their communities effectively. By inculcating moral values in juvenile offenders, this system promotes the spiritual wellness of juveniles, thereby preparing them to adapt to the systems in their communities upon release.

Education takes place through classroom lectures, studying political newspapers and documents, individual presentations, group discussions and films. During the course of the programme, inmates who behave very well are applauded and these achievements are also displayed on notice boards for all to see. The use of a variety of learning and teaching materials in delivering lessons facilitates the effective attainment of intellectual wellness as everyone is catered for.

- Cultural education

Learning is compulsory up to Grade 9 and it follows the same curriculum as that of part-time students. Inmates are divided according to their actual educational levels into different grades. After release from custody, those who study well are provided with the opportunity to continue with their studies. If they pass provincial examinations set by regional government, they may acquire diplomas. By providing certificates for learners who do very well, the rehabilitation programmes help to motivate them to study even more. Attaining formal qualifications can also play a big role in ensuring that they get formal employment.

- Technical education

This type of education intends to help juvenile offenders to learn good work habits in order to help them acquire useful skills. The intention is to ensure that they are rehabilitated in order to contribute meaningfully to society. To ensure that this education is effective, each reformatory has its own workshops and farmlands to work from and acquire skills. In order to increase their chance of getting jobs when they go back to their communities, inmates are taught marketable skills. Acquiring skills forms part of career wellness and in this particular context, the government's intention is for juvenile offenders to use their skills for the benefit of their communities.

- Labour

Inmates learn values of constructive effort and acquire skills, work habits and experience to pursue a productive role in society through labour. They normally spend six half days on farms or workshops doing labour without pay and six half days

studying. With some good pieces of work produced, some of the art and craft work made by juvenile inmates such as pictures, portraits and models made from recycled matter are exhibited in public areas for all to see. By giving juveniles the opportunity to get involved in real production, juveniles get the actual experience of what they can do in their careers or in their businesses. They are also given the opportunity to make a realistic assessment of their values, interests, skills and abilities based on such experiences to make career choices that suit them (Jager et al. 2003). This practice, therefore, helps to promote career wellness.

Recycling is used as a message to show that if useless articles can be made into beautiful and useful objects, so too can spoiled and discarded inmates be remodelled into new people who are useful in society. The reform through education and labour is called the 'carrot and stick' approach because it uses rewards, criticism and punishment. Greater emphasis is put on the use of rewards to maintain discipline. Rewarding juveniles can serve as motivation and ultimately boost the self-esteem of offenders.

Various reward systems are used for those who perform exceptionally well. These rewards include material rewards, records of merits in the inmate's file, being given home leave, merit points for special work assignment, commutations of sentences and early parole. On the other hand, juvenile inmates who misbehave are given warnings, criticisms, solitary confinement and records of demerits are kept. Any offender who commits a new crime while incarcerated gets an extension on his or her sentence. Appreciating the good done by juveniles and taking action against bad behaviour serves as a way of teaching them to take responsibility for their actions.

3.7.3.5 Stakeholders in juvenile rehabilitation

The juvenile offender rehabilitation programme in China is unique as it involves a wide range of stakeholders. There is mass involvement in juvenile rehabilitation involving people from the lowest to the highest levels. The stakeholders involved are discussed below.

- Parents

Parents of juvenile inmates are expected to play different roles in reformatories where their children are kept for rehabilitation. Their roles range from educating juvenile

inmates and working as assistants. They are also invited to visit reformatories, classrooms and workshops to see work done by their children. They are encouraged to give ideas to the centres on how they can be improved. Parents join discussions with other parents to discuss the education of their children and parenting skills. Sometimes parents are allowed to take their children home for a few days with permission from the authorities in the reformatories. Parental involvement is crucial in rehabilitation as research has shown that keeping closer to family enhances social wellness by improving the mood of juvenile offenders and reducing the chances of reoffending (Walker & Bishop 2016).

- Public or regional leaders

These leaders visit the reformatories to show interest in what inmates do in their studies, labour and life in general. By showing interest and support, these leaders act as motivation to juveniles who may strive for a change in behaviour thereby abandoning their criminal lifestyles. Talking to such supportive people may also enable juveniles to share their fears and worries, thereby becoming socially well.

- Government officials, unions, young league, women associations, schools and the military.

Inmates are given the opportunity to go and visit schools, factories, farms, historical and cultural sites in order to have contact with the outside world. By getting this opportunity to interact with the wider society, offenders are made to realise that society has not forgotten them. This also strengthens and boosts their confidence making their reintegration into the society more effective upon their release. Intellectually, they also learn more about their society when they visit different places and this may lead to intellectual wellness.

- Correctional staff

Correctional staff provide courses to offenders before they are released to help them overcome the isolation that can be caused by incarceration. They go to workplaces, schools and neighbourhoods to discuss the return of juveniles and give a report back on how they have been transformed. If the communities get feedback on how juveniles

have been reformed during rehabilitation, they may be in a better position to accept them. Being accepted by communities may help such juveniles to leave the life of crime. In instances where juveniles bring unique skills to their communities and gain support from these communities, the state of interdependence may be appreciated and harmony may prevail (Palmbeach 20017).

The reformatories still take responsibility for their former inmates after release from the centres. They pay them a visit which is usually once every three months for the first year and every six months for the next two years. They help them with problems encountered at school or work and mediate where possible in any practical or interpersonal difficulties faced by ex-offenders such as problems of employment and housing. This support helps to relieve released juveniles from psychosocial stress related to the results of their incarceration. This may help them to easily integrate into their communities and be part of the society.

China has a strong belief that education and labour used for rehabilitation are effective hence the low rate of recidivism in that country serves as proof that this approach is effective. It should be noted, however, that low recidivism may be due to other factors such as post-release surveillance and tight social control instead of the rehabilitation programmes used.

3.7.4 Rehabilitation in the USA

In the USA, the incarceration rate is very high leading to high government expenditure. This was revealed by a research in 2004 which showed the total cost per inmate per annum was very high. Shrum (2004) revealed that although the population of the USA is only 5% of the world population, it consumes over 60% of the world's illicit drugs.

With inmates being incarcerated for a wide range of offences, there is a broader use of rehabilitation programmes such as academic and vocational education and drug treatment programmes. There has been an outcry that inmates with drug and alcohol related problems were not receiving sufficient treatment in correctional centres (Shrum 2004). These treatments were then brought into the rehabilitation system.

3.7.4.1 Treatment for addictions

Shrum (2004) explains that treatment for addictions usually takes between 12 and 24 months and is combined with education. This leads to participants acquiring the General Education Diploma or a vocational training qualification. The outcome of the treatment depends on the duration and number of sessions spent on treatment. Addicts are also required to continue with treatment after release or after parole.

Earlier research has shown that the treatment of heavy drug abusers was 17 to 17 times more effective than having mandatory minimum sentences with the same amount of time (Caulkins, Rydell, Schwabe and Chlesa 1997). Later research also proved that treating drug users in correctional centres resulted in huge cost savings (Shrum 2004). In an early study in 1996, second felony drug offenders were put into a residential drug treatment centre for a period between 18 and 24 months in Brooklyn. After three years, the recidivism rate for all those who completed the programme had gone down from 8.2% - 6.7% (Shrum 2004). A conclusion was then reached that it was four times more effective to spend money treating heavy cocaine users than to spend it on conventional enforcement against drug dealers. Caulkins et al. (1997) concluded that it was eight times more effective to do the treatment than to spend it on minimum sentences for the same dealers. Treating and reducing the use of illicit drugs does not only help the government to save money but also promotes the physical wellness of juveniles. Physical wellness is promoted when juveniles stop taking drugs that are detrimental to their health.

3.7.4.2 Recommendations by judges, wardens and police chiefs on drug treatment

In 2003, the Supreme Court Justice Anthony Kennedy suggested that some correctional terms were too long for some federal crimes (Gearan 2003). There was a recommendation for the expansion of alternatives to incarceration for non-violent offenders and drug-related crimes (Shrum 2004). An (earlier survey showed that correctional wardens supported the alternatives to incarceration, vocational training and drug-treatment programmes (Sullivan 1995). The majority of National Police Chiefs suggested that court-supervised treatment programmes were more effective than correctional sentencing for drug users (Shrum 2004). It was agreed that incarceration of drug users might yield results but it came at a cost to the American taxpayers; hence, more emphasis should be on rehabilitation and not punishment.

- Juvenile offender rehabilitation in Missouri in the USA

The state of Missouri has a unique rehabilitation programme for juvenile offenders. Owing to its uniqueness, the programmes run in this state are discussed below as explained by Dubin (2012).

In Missouri, there is a network of small facilities run by the Missouri Division of Youth Services. These facilities focus on therapy and education. Youths who commit minor offences such as theft or being found in possession of drugs attend day treatment centres and group homes. For serious crimes such as sexual assault, arson and armed robbery, juveniles are kept in residential centres that have moderate to high level security. Each facility holds not more than 50 youths and significant training is given to all inmates kept there.

According to Missouri State, a juvenile refers to anyone who is 17 or younger. The facilities in Missouri have helped many juveniles to change their lifestyles and to make better life choices. Each year about 2 200 juveniles are committed to these centres, and 84–88% are productively engaged after release either through attending school or working. The state of Missouri had the lowest recidivism rate than all other states in the country in 2012. The high success rate can be attributed to the approach of promoting intellectual and career wellness that enables juveniles to have the passion to continue with their studies and to find work. They are prepared to survive by the programmes offered at the centres which are run by the Division of Youth Services (DYS)

In the DYS institutions, juveniles have six hours per day of school. Their studies include Science, Social Studies, English, Physical Education, vocational skills and Maths. Through participation they are able to earn their high school diplomas or General Education Diploma (GED). Officials, especially teachers, do not treat offenders as criminals but as learners. Staff members eat breakfast, lunch and supper with inmates and they clean up together afterwards. Inmates dress in their own clothes which usually includes jeans and t-shirts. In the evening there are group therapy sessions where inmates are helped to understand personal problems and to devise strategies to cope with life challenges in a healthy way. The free interaction between officials and offenders where offenders are even given advice on handling personal problems goes a long way in helping juveniles to cope with life stressors. By offering

different subjects also, officials promote different wellness dimensions such social, physical and career. This programme is therefore very comprehensive.

Commitment to the DYS is for serious crimes after local interventions such as probation and family counselling have been exhausted. When these interventions have failed, DYS takes over the treatment and education of such juveniles. On admission to the DYS centre, a service coordinator does the needs analysis of the offender by looking at his or her background such as prior referrals, school records, family history and mental health among others. As much as possible, DYS make every attempt to treat juveniles as close to their homes as possible. The needs analysis helps officials to focus on specific needs; hence, this study focuses on identifying the wellness dimensions that are lacking with the intention of addressing that lack. A juvenile who commits crime for an example because of lack of employment can be assisted to get the necessary skills that will enable him to get a job or have the means to survive legally.

Juveniles who have committed minor cases are placed in one of the 10 non-residential treatment centres where they attend academic classes and counselling during the week and they go home at night. Treatment periods range from one month to one year. In 2012, there were 10 moderate care centres for juveniles who had committed serious crimes. In these facilities, offenders are supervised and allowed to have field trips in order to participate in community activities. In the same period, there were also six secure facilities for juveniles who had committed serious crimes. In these facilities, offenders usually stay for about nine to twelve months with less outside activities. These facilities are usually fenced as they keep juveniles who have committed serious crimes such as armed robbery and murder. Some of these offenders are even tried in adult courts as adults.

The wellness approach emphasises developing the spirit of community and therefore getting juveniles involved in community services forms part of promoting the wellness of juveniles. As juveniles experience a lot of stress during incarceration, providing counselling may go a long way in helping them withstand the challenges they face.

Within a period of two to three weeks in the DYS programmes, the coordinator, the offender and his or her family come together to devise a treatment plan for the particular individual. Offenders are put into small groups for treatment and education.

This is to allow staff members to be in a better position of meeting each individual's needs. In residential facilities, there are normally 10 to 12 juveniles per class who work with their class teachers and youth specialists. The youth specialists are there to help with behaviour management. Putting juveniles into small groups also helps the facilitators to attend to individual cases better.

Differentiated instruction is given to learners even if age groups are mixed. Working in groups is emphasised more to allow juveniles to develop strong grouping bonds as most of them tend to view group members as family. With strong group bonds, juveniles become free and willing to share hopes and fears easily. In the evening, youth development and counselling sessions are held where adult-child relationships are developed. Working in groups is crucial in promoting the social wellness of juveniles as it instils a spirit of interdependence among juveniles. If juveniles appreciate the importance of interdependence, they are likely to reintegrate well in their communities and live in harmony with others. To be well entails that as many people around you have to be well because if they are not they will affect you (Kirsten et al. 2009).

The Safe Schools Act in Missouri does not allow first or second degree criminals to re-enter public schools. These include offenders who have committed crimes such as statutory or forced rape, first or second degree murder, first degree robbery, arson or kidnapping. In that regard, DYS has created a distance learning academy to allow students to complete high school credits, acquire career skills and to prepare for GED. Most of the juveniles from DYS return to school while others work. In this study, education is viewed a fundamental tool for effective rehabilitation and so, by offering education even to juveniles who have committed serious crimes, the DYS ensures that rehabilitation promotes the attainment of wellness and try to prepare juveniles for reintegration.

3.7.5 Rehabilitation in Ireland

The rehabilitation of juvenile offenders in Ireland is described by Lorenz (2002) as explained below. Programmes offered to offenders before and after release are very important and deserve special mention and explanation in this study.

Juveniles in Ireland attend a 10-week post release programme in order to assist them to prepare for life after release. In this programme, there are three sessions with each session taking two hours. The sessions focus on job seeking skills which is part of career wellness or other programmes which address intellectual wellness. There is also a focus on drafting personal action plans for each individual, relapse management, destroying old life patterns and making responsible choices. This is done through linking with community and welfare agencies. Community engagement is a crucial component of the wellness approach in rehabilitation since offenders are prepared for community reintegration.

There is also a project called the HOPE which assist offenders to re integrate into society. It assists them with employment, training programmes, housing advice, drug and alcohol issues as well as training opportunities. Pre-employment courses are also offered and for attending such courses, participants receive an allowance. These courses normally take up to two years. Even though the courses take two years, participants are encouraged to look for jobs during that period. After realising that most offenders were struggling to settle down after release, this programme took on the role of correctional officials outside their centres. Different dimensions of wellness are being promoted through these interventions such as career, intellectual, social and physical wellness.

There is another post release programme called the CLUB. This is a family and parental support group where members involved meet to talk about issues and problems that face them daily. Speakers are invited to present short courses on relevant topics such as assertiveness, stress management, drug awareness, relaxation techniques, arts and crafts. Parents and family members create a network with other parents all over Ireland and have fun activities as well, such as sports. A social network support plays a vital role in promoting social wellness as such a network tends to give offenders the opportunity to share their worries and fears (Palmbeach 2017).

3.7.6 Rehabilitation in Australia

The core concept of contemporary rehabilitation programmes for offenders in Australia is called the readiness for change (Carroll et al. 2013). As the foundation for other

programmes, the readiness for change seeks to reduce or eliminate risky or troubling behaviour in juvenile and adults, such as drug use and smoking (Gideon 2010).

The intervention focuses on skills such as problem-solving, social skills and self efficacy while it views motivation as an internal factor for the success of the programme (Carroll et al. 2013). Intrinsic motivation is seen as vital for behavioural change; hence, its importance cannot be over-emphasised (Chamberlain 2012). Indicators of true motivation include complying with the requirements of the programme and recognising the link between the existing problem and the remedy (Carroll et al. 2013). Readiness for change is therefore seen as a pre-requisite to the success of the programme. Juvenile offenders in this study are likely to face challenges with problem-solving and other social skills; hence, the emphasis on such skills helps to promote social wellness among such juveniles.

3.7.7 Rehabilitation in South Africa

The White Paper on Corrections in South Africa is the guiding document on offender rehabilitation in the country. The DCS which is the major player in offender rehabilitation has identified rehabilitation as its key objective in its quest to reduce recidivism (DCS 2005). There has been a shift in the justice system with more emphasis on transforming South African prisons into effective rehabilitation centres where offenders can be effectively changed into law-abiding citizens capable of being successfully reintegrated into their communities (DCS 2005).

Research done on rehabilitation in South Africa has shown that in order to successfully change offending behaviour, interventions and rehabilitation programmes should target individual needs (Ngabonziza & Singh 2012). Programmes that have been identified as effective are those that bring about change in dynamic risk factors. Ngabonziza and Singh (2012) also identify educational, vocational training, substance-abuse programmes and faith-based programmes as contributing to better re-entry outcomes and a reduction in recidivism. It has also been found that offender treatment programmes that are ineffective may increase the rate of reoffending (Schoeman 2002). These programmes promote the wellness of juveniles hence this study intends to establish how effectively this approach can be used in rehabilitating juvenile offenders in South Africa.

In 2012, South Africa had one of the highest incarceration rates in the world which was more than double that of any European country (Wamsley 2012). In that period, it was also revealed that most of the offenders incarcerated in South African correctional centres had committed violent crimes (JICS 2012). The DCS identifies rehabilitation as a process where the correction of the offending behaviour, human development and social responsibility and promotion of values are brought together (DCS 2005). As a holistic phenomenon, rehabilitation is achieved when social justice, life-skills empowerment, social responsibility and other skills that contribute to make South Africa a better place for all to live in are incorporated (DCS 2005). Likewise, when wellness is achieved, individuals live a balanced life and value the interdependence of humanity in their environment (Tiian et al. 2009). The main objective of rehabilitation in South Africa is in line with the wellness approach in rehabilitation.

3.7.7.1 Rehabilitation of juveniles in South Africa

The Correctional Services Act 111 of 1998 makes provision for the implementation of a correctional sentence plan for any offender serving a sentence that of longer than 24 months. On admission into a correctional facility, the offender is assessed in depth on all aspects of his or her life which include physically, emotionally, educational and training and other needs. The aim of the needs assessment is to identify the offending behaviour and put measures in place to correct that behaviour (Hawley 2011). This assessment seems to focus on different dimensions of wellness and so in this study, the intention is to identify the dimension that is lacking and devise means of strengthening it. If for an example the offender has a mental challenge, it would be therefore prudent to focus on that so that he or she can go back to operating in an acceptable manner.

Section 38 (1a) of the Act stipulates that a sentence plan must be designed in such a manner that it addresses the needs of the individual offender. The same provision specifically states that the plan must specify the programmes and services required to address the offending behaviour in order to develop skills necessary for handling the socio-economic conditions that led to the offender committing the crime. After making a profile for each individual, service development interventions are put in place. Similarly, in this study, the intervention is on the dimensions of wellness as there are

probably some dimensions that need attention for the offender to change his or her behaviour.

The plan sets timeframes and state the specific responsibilities for stakeholders to ensure the offender gets the intended programmes and services. Overall, the sentence plan must be offender-specific, taking into account the offender's needs and other contextual factors. Mechanisms are developed to evaluate the impact of the programme on the offender. All the interventions and services rendered to the offender according to the plan which may include psychological services are documented and the reports are kept confidential. These interventions are likely to bear fruit as long as they target the needs of the offender. This approach can help offenders to achieve their life goals.

Section 19 of the Correctional Services Act deals with treatment of juvenile offenders in rehabilitation and makes certain provisions. Education for juveniles is compulsory and these programmes must be accessible to all juvenile offenders. Even other children who are not subjected to compulsory education must have access to education. Beside educational programmes, juveniles are also provided with life skills. Life skills impart social wellness to juveniles thereby facilitating positive interaction with other community members. Positive interaction may lead to peace and harmony in society if it leads to better communication and conflict resolution.

Once equipped with life skills, juveniles may realise that violence and conflict do not bring about positive solutions. This awareness may lead to the attainment of social wellness and ultimately effective rehabilitation. Family involvement is also encouraged and juveniles are linked with their families and communities to facilitate smooth reintegration into their communities after release. This is also a way of getting the community and family to play a social responsibility in juvenile offender rehabilitation. Other organisations also take part in rehabilitation of juveniles during and after their incarceration (DCS 2005). Family and other organisations' involvement usually provides a positive support network which is critical for the attainment of wellness leading to effective rehabilitation.

3.7.8 Challenges in Juvenile Offender Rehabilitation

Hall (2015) states that there are many challenges faced by countries all over the world with regard to juvenile offender rehabilitation. The challenges differ from nation to nation but some of them are common to both developed and developing countries.

In 2009, the incarceration rate in the USA exceeded all other industrialised nations by far with over two million inmates incarcerated across the country. Brazell, Crayton, Mukamal, Solomon and Lindahl (2009) revealed that during that period, research statistics indicated that one in every hundred people were incarcerated in the USA. From 1995 to 2010, there was an increase in the population of incarcerated inmates in the USA (US Department of Justice, Bureau of Justice Statistics 2010). This high inmate population increase brought some challenges to effective offender rehabilitation.

One of the biggest challenges in implementing effective rehabilitation in the USA in particular has been overcrowding (Petersilla 2003). This has led to some quarters of the American society calling for the government not to spend money on offenders at the expense of law-abiding citizens. Petersilla (2003) further states that some sections of the population did not understand why offenders were given free education when the general population was not. This argument and opposition also hampers the effective use of correctional education as a tool for reducing recidivism. This argument brings in the political influence called the 'principle of least eligibility' which may result in less funding for correctional education but leads to high rise in costs on money spent on increased numbers of inmates and long prison sentences as the recidivism rate rises (Brazel, et al. 2009; Steurer, Linton, Nally & Lockwood 2010). In this study, the researcher sought to establish how the costs of rehabilitation can be reduced through promoting wellness among juvenile offenders. It is envisaged that the attainment of wellness may reduce recidivism thereby reducing the number of juveniles who get incarcerated. A reduction in numbers also means cutting back on the costs of looking after inmates.

Centres for rehabilitation may pose a serious threat to effective rehabilitation by exposing juveniles to anti-social behaviour and peers as this can result in their developing even more aggressive behaviour (Lambie & Randell 2013). Research has revealed that getting into contact with inmates who are aggressive increases the

likelihood of the juvenile becoming more aggressive (Anderson & Ranckin 2007). These findings are in line with the contagion theory which suggests that the peer group plays a major role in adolescent behaviour orientation and therefore placing the individual within a deviant group consolidates his or her anti-social behaviour (Dodge, Dishion & Langford 2006). It is for this reason that juvenile offenders need life skills that will help them to be assertive and stand up for themselves when they are faced with such aggression. Emotional wellness entails having the ability to express one's feelings in a positive way and being able to stand for oneself even when faced with negative circumstances.

Juveniles who are placed with adult inmates face victimisation (Tie & Waugh 2001). As juveniles spend time with hard-core criminals, they may become deeply immersed in the criminal justice system and their commitments to get involved in society may get further and further (Little 2006). When juveniles are taken away from society, this may increase their chances of becoming hard-core criminals as adults. It is, therefore, the duty of those entrusted with rehabilitating juveniles to ensure that they are imparted with skills necessary for survival, despite the circumstances they face. Moral values and critical social skills that are usually imparted by members of society or family should be done by correctional officers. Placing juveniles with adults should also be avoided wherever possible to avoid the transmission of criminal culture into juveniles. The wellness approach puts emphasis on positive relationships; hence, it is prudent to avoid relationships that might jeopardise holistic wellbeing and development of juvenile offenders who still have opportunities to reform.

There are usually high levels of stress in correctional centres for juveniles because of the adverse conditions they face during incarceration. These may include boredom, isolation, bullying and victimisation which become pervasive stressors (Greve 2001). A study in the USA showed that 12% of juveniles had experienced one or more sexual victimisation incidents by either a staff member or fellow juvenile inmate in the previous 12 months and 10% of the participants had sexual contact with staff by force (Beck, Harrison & Guerino 2010). Stress affects juveniles emotionally leading to the need to provide counselling services in juvenile centres so that juveniles can cope with their stay there. Physical abuse such as sexual contact with officials and other inmates can have detrimental consequences for juveniles and, therefore, the promotion of physical

wellness should be emphasised where physical harm in whatever form is strongly discouraged.

Research findings have also revealed that there are higher suicide attempts among juvenile inmates than in the general population. The research was done in Scotland where both juvenile offenders and non-offending juveniles were sampled with results showing a 14.5% attempted suicide rate among juvenile offenders and 8.8% among non-offending juveniles in the community (Kiriakidis 2010). Lack of social wellness seems to be the main cause for most suicide attempts as stress is basically caused by factors such as disconnection from people who are significant in their lives such as family and friends (Little 2006). This implies that maintaining contact with family can lead to a decline in symptoms of depression. It is important, therefore, to keep contact with adult family members as research findings have shown that adult support is associated with a decrease in aggressive offending behaviour (Little 2006). This observation concurs with the wellness approach which emphasises that family contact should be maintained during incarceration.

In some cases, juvenile inmates with drug and alcohol problems do not get the necessary treatment. This was revealed by statistics in 2004 which showed that only 36% of juvenile correctional facilities in the USA had drug and alcohol treatment programmes with only 16% of the target population receiving that treatment (National Center on Addiction and Substance Abuse 2004). A disconnection between community-based treatment and corrections may lead to disconnection of treatment after release, resulting in juveniles returning to substance abuse and reoffending (Hall 2015). The needs analysis should be used and juveniles with drugs related challenges be given the necessary treatment. Drugs and alcohol problems affect many wellness dimensions as it poses a health risk, emotional breakdown and a lack of focus on education and careers.

Risk-taking in the form of sexual activity, substance abuse and violence are common in correctional centres (American Academy of Paediatrics on Adolescence 2011). Engaging in these risk behaviours exposes juvenile inmates to the risk of contracting HIV/AIDS and other sexually transmitted infections including hepatitis (Lambie & Randel 2013). Studies have shown that incarcerated juveniles have more physical problems than their counterparts in the general population especially those

incarcerated with adults as they become more vulnerable to sexual and physical assault (Griel & Loeb 2009; Lambie & Randell 2013). Exposure to such infections negatively affects the physical wellness of juveniles, hence, the need to ensure that they are protected from such abuse. Physical wellness should be promoted by ensuring that juveniles are also taught about how they can take care of themselves physically.

The aim of rehabilitation is to facilitate easy or effective reintegration of offenders into society. Sometimes, the stigma associated with criminal conviction may limit the ex-offenders' access to employment, conventional social networks and re engagement with the community (Mears & Travis 2004). This social stigma also reinforces the ex-offender's negative self-esteem and worth which might result in recidivism (Lambie & Randell 2013). The situation can be more challenging because of the transition to adulthood that takes place when juveniles leave correctional centres (Lambie & Randell 2013). This transition has its own challenges that might lead to recidivism.

In light of the above observations, this study seeks to establish how the promotion of wellness dimensions such as intellectual and career can help juvenile offenders to overcome this stigma by getting skills that may assist them to start their own businesses. If they can start their own income-generating projects, they may not need to look for formal employment or resort to crime.

3.7.9 Rehabilitation Challenges in Africa

Sarkin (2009) outlines some of the challenges faced by African countries. These challenges may vary from country to country but most of them are common in most African countries as discussed below.

Overcrowding is a major challenge in most African countries. Some of the countries that reportedly face serious challenges include Cameroun, Zambia, Burundi and Rwanda. This state of affairs affects the general wellness of juvenile inmates. In such circumstances, inmates do not get enough space to sleep and sit. They also do not get enough and healthy food leading to hygienic challenges. This poses a challenge in the physical development of juveniles as well as their physical wellness. The staff working in such environments get overburdened, especially health personnel, and this may lead to the outbreak and easy spread of diseases such as tuberculosis and

HIV/AIDS. When juvenile inmates contract such diseases, their physical wellbeing may affect other wellness dimensions such as social wellness as they may develop a negative sense of self-worth, and emotionally, they may not be able to cope with stress.

Reports in 2009 showed that in South Africa, inmates had an HIV/AIDS infection rate which was two times higher than in the general population. Rape cases have also been reported especially among HIV-positive inmates. In general, juveniles incarcerated in these overcrowded rehabilitation centres have their health compromised and they get exposed to some forms of abuse. This affects their physical wellness as the presence of diseases in the body leads to lack of wellness (Hetler 1976).

Providing services such as education also becomes a challenge in overcrowded centres. As a developing continent, Africa also faces challenges of lack of resources required to implement the desired rehabilitation programmes. The promotion of wellness in the form of recreational and vocational programmes is usually handicapped by lack of resources as available resources tend to be channelled to priorities set by authorities. In some cases, authorities may view the provision of food as being priority to inmates as compared to educating them. Recreational activities may be limited as a result of shortage of personnel to supervise inmates. Due to staff shortages, also, inmates are usually confined to their cells as recreation is seen as a luxury not a basic need. Even the actual provision of basic educational skills may be negatively affected thereby leading to lack of different wellness dimensions such as intellectual, career and emotional. In this study, the researcher views the promotion of wellness as a positive step towards effective rehabilitation; hence, the concern about the conditions that hampers the attainment among juvenile offenders.

With scarce resources in most African countries, the correction and rehabilitation of offenders do not take top priority. The incarceration of offenders is sometimes viewed as punishment; hence, most people put pressure on governments not to allocate more resources to offenders at the expense of law-abiding citizens. Correctional centres are viewed as places of punishment and detention by most people. Ineffective rehabilitation due to poor resource allocation and other factors mentioned above usually leads to high rate of recidivism in Africa. The high recidivism rate puts more

strain on financial and social resources as it leads to high costs of incarceration. This study seeks to explore how the allocation of resources towards promoting wellness can positively impact juvenile offender rehabilitation.

The 2002 Ouagadougou Declaration on Accelerating Prison and Penal Reform in Africa calls for member countries of the African Union to take measures to increase the effectiveness of offender rehabilitation. This declaration has resulted in some countries like Uganda and South Africa taking measures to improve rehabilitation programmes. They have started focusing on programmes such as education and vocational training, psychological support, promoting family contact, access to religious services and integrating civil society in offender rehabilitation. The wellness approach in this study seeks to pursue a rehabilitation model which also encompasses the above-mentioned strategies. Such programmes are seen as having the potential to succeed since they seek to develop an offender holistically.

The African Commission on Human and People's Rights operating under the auspices of the African Union also plays a major role in addressing these challenges. This commission looks at the role that member states are playing to improve the conditions of correctional centres and emphasises accountability by member states in caring for offenders. It also gives advice on alternative sentencing and monitors centres of rehabilitation. Having checks and balances is also a positive way of ensuring rehabilitation programmes accomplish what they intend to accomplish.

3.8 CORRECTIONAL EDUCATION

Many researchers have come to an agreement that correctional education plays a major role in offender rehabilitation especially with juveniles. Steurer et al. (2010) and Vaca (2004) state that correctional education has three goals which are to provide security, safety and rehabilitation. The importance of correctional education cannot be over-emphasised as these goals are the same as goals of correctional services. The goals of correctional education and correctional services are explained below as per Steurer et al. (2010):

The goals of correctional services are to ensure that society is protected from offenders, to create members of society who are productive and functional and to make sure there is security in institutions of society. These goals can be accomplished

through the use of correctional education as research has revealed that education is an effective way of rehabilitation, and far less costly (Brazel et al. 2009). Providing education not only promotes the intellectual wellness of juveniles but also produces productive, skilled individuals who have the potential to use their skills for the benefit of the wider society. Through education, juveniles who attain emotional wellness are able to maintain positive relationships with other members of society (Hetler 1976). With positive relationships, communities may be safer to live in.

As a tool for facilitating effective offender rehabilitation, education has many goals as identified by Gordon and Weldon (2003). These goals are to support the correctional institution's needs, control the behaviour of inmates, provide inmates with basic skills and give offenders the opportunity to change. Controlling the behaviour of inmates is crucial in rehabilitation as individuals who are able to control their behaviour are likely to resolve conflicts amicably without causing harm to others. Acquisition of basic life skills forms part of attaining social wellness and these skills are necessary for living together in society.

The use of education in offender rehabilitation has also been proven to play a vital role in South Africa as Makhurane and Magano (2012) indicated that juvenile offenders stated that they owed their change in behaviour to education received in the correctional centre. They also indicated that most juveniles who took part in the study felt confident that the skills they had received at the rehabilitation centre had prepared them to go back into their communities as productive members. Owing to a variety of findings, most countries have made correctional education an integral part of their rehabilitation especially for juvenile offenders. These countries include South Africa, the USA, Turkey, China among others.

Juvenile offenders are a special category of people with special needs and therefore they need special education. Macomber et al. (2010) identified the following techniques that work well with juvenile offenders to ensure quality education is achieved:

- Teachers giving direct instructions and the use of technology in delivering lessons;
- Having a low teacher- student ratio to ensure individual needs are attended to;
- Having honest and open communication between teachers and students;

- Creating a link between detention, home, school and education in the community;
- Having a focus on ensuring that offenders acquire functional numeracy and literacy to attain employment that is gainful and lasting; and
- Use of peer tutoring as it helps to share information.

The above techniques facilitate the effective attainment of intellectual wellness by juveniles. Career guidance and counselling can be done in order to assist juveniles prepare for employment through acquiring the relevant skills. Linking different stakeholders with juvenile offenders can be done as a positive way of creating social networks for juvenile offenders that may lead to better performance.

3.8.1 Recommendations on Correctional Education

Gemignani (1994) under the auspices of the US Office of Juvenile Justice and Delinquency Prevention made the following recommendations regarding correctional education as discussed below.

3.8.1.1 Comprehensive educational programme for juvenile offenders

Juveniles should be given a comprehensive educational programme that encompasses vocational training, special education, life skills and academic skills that lead to the attainment of the GED or high school diploma. This implies that programmes offered should be worth their cost rather than to be offered for the sake of occupying inmates. Education should take top priority and must not compete with other programmes in rehabilitation. Similarly, the wellness approach in this study aims at holistically developing juvenile offenders so that they can be able to stop committing crime. Some of the recommendations are outlined below.

- There should be incentives given to participants in educational programmes that may be in the form of certificates or diplomas that should be issued and used for academic achievement. Certificates and diplomas can be used by juvenile offenders when they are released. These can also act as motivation for them to further their studies.
- When determining the teacher-student ratio, the needs of the learners should be used as a determining factor.

- The teaching staff need to be highly committed and educated. This is to ensure that quality education is provided.
- The community should be highly involved as well as parents of juveniles and volunteers since the education of juvenile offenders is for the benefit of the community and family.
- The administration of the correctional centres should be committed to providing education to juvenile offenders.

The above recommendations can lead to the holistic development of offenders if they are carried out effectively. By implementing them, offenders may be fully rehabilitated and prepared to be reintegrated into society. Education should therefore not be used only to help in the attainment of intellectual wellness but also other dimensions of wellness such as social wellness through teaching social skills and career wellness through imparting skills that will help them to either getting employment or to be self employed. When juveniles earn an income through legal means, the chances of their getting involved in crime also diminish (Ozdemir 2010).

3.8.1.2 Education as the centre piece of all activities in the correctional centre

There should be regular monitoring of quality and quantity of education both internally and externally by the education authorities and private education providers such as independent professionals. This should be done in an endeavour to ensure that education provided in correctional facilities meets the required standards. These standards include influencing behaviour change among offenders. The wellness approach acknowledges that education should ensure that juvenile offenders are transformed and prepared to go back into their communities.

The staff members at the centre providing education to juvenile inmates need to be highly qualified and specialised. They need to be exposed to research that is relevant to current affairs and systems. Qualified and competent staff members will be able to identify the needs of juvenile offenders and therefore be able to offer relevant education.

Flexibility in delivering educational programmes is necessary in order to meet specific needs of offenders. Since learners have different needs, it is prudent that programmes are designed in such a way that they meet these needs which are usually related to

various wellness dimensions. By so doing, the various wellness dimensions can be addressed.

3.8.1.3 Modernisation and innovation of academic programmes

Effective and creative models of teaching should be applied in delivering educational programmes. Programmes offered should also have an orientation towards real life and use multiple models of learning. This is a way of ensuring education in correctional centres is relevant to the participants. Real-life orientation is what the wellness approach entails as it aims at making individuals develop a balanced lifestyle that will enable them to live in harmony with others.

Educational programmes should be evaluated from time to time to check if they are effective or not. If they are not yielding any positive results, then they should be reviewed. The effectiveness of the programmes can be reviewed by looking at behavioural changes among inmates when using the wellness approach.

It should be noted that individuals have different learning preferences that need to be met. For this reason, diverse teaching strategies should be applied and various academic skills should be integrated in teaching and learning. Likewise, in the wellness model, the dimensions that are lacking need to be given preference so that learners can attain them. If, for example, a juvenile has a problem with anger, then a management programme should be provided to deal with the issue.

3.8.1.4 Diversification of educational approaches

Diverse teaching approaches are needed to cater for special needs of juvenile inmates such as those who are physically and intellectually disabled. Teaching and learning should embrace inclusion as is the case in the USA, where correctional education programmes are expected to meet federal laws on inclusion practices in teaching. This is in line with the assertion by Krezmien and Mulcahyh (2008) who state that the special needs of juvenile offenders need to be known so that the relevant authorities can plan, develop and deliver appropriate and effective special education.

Education in correctional centres can also be used to help offenders to develop adaptable and functional skills that can help them to live meaningful lives in their communities. There should also be a transition between the correctional facilities and

communities to ensure that, when juveniles go back to their communities, they become good citizens. For this reason, education should help juvenile offenders to internalise social values and overcome the feelings of being strangers to their communities but can rather contribute to the good of their society (Ozdemir 2010). The internalisation of social values leads to the attainment of social wellness.

3.8.1.5 Use of psycho-educational programming

Higher level skills should be developed among juvenile offenders to get them ready for reintegration. These skills include conflict resolution, spiritual values, moral values, communication and problem-solving skills. These skills should also be integrated into real-life situations so that offenders may apply them when they get into their communities. If these skills are imparted into juvenile offenders, this may lead to the attainment of social, emotional and spiritual wellness.

Approaches that facilitate healthy living in society should also be used. These include small group discussions and cooperative learning. In their learning programmes, inmates should be given opportunities to participate in decision-making and governance issues. This will help them to develop assertiveness skills so that when they go back to their communities, they are able to resist peer pressure and stay out of crime. If they do not return to crime, the benefits will be experienced by their communities in the form of safety and security. One of the tenets of social wellness is the resilience, so the skills that help juveniles to resist pressure leads to the attainment of social wellness.

3.8.1.6 Transition to home community orientation

There is need for a proper transition from correctional facilities to the juveniles' communities. This can be done by giving transfer records to schools outside the facility for juveniles who are released, placing juveniles in their communities promptly and appropriately and sharing relevant and necessary information between the correctional facility and the communities where juveniles are released. This transition may help the institutions where juveniles go to be aware of what to expect and therefore provide the necessary services.

3.8.1.7 Use of research

Educational programmes should be evaluated to check their effectiveness. This should be done by evaluating students' progress and doing rigorous data collection. Research and evaluation of programmes should also be done at administration level. The ultimate goal of education is to change the behaviour of offenders and so educational programmes should be re-evaluated on a continuous basis to check if they are relevant to the requirements of the workplace. This is to ensure that juveniles are in a position to get gainful employment upon release. Career guidance and counselling are crucial in this regard; hence, the promotion of career wellness in rehabilitation cannot be over-emphasised.

3.8.2 Some Recommendations on Correctional Education

Anderson and Anderson (1996) make the following recommendations:

- Correctional facilities must provide education to juvenile inmates as some of them may not have any other chance of experiencing education exposure.
- Officials providing education should be trained in special education so that they can help learners with different needs.
- The main goal of correctional education should be to help correctional administration and juveniles in improving the educational, vocational and correctional effectiveness.
- Education should help juveniles to improve their reading and understanding of what they learn. This can be done by using relevant materials and examples. When dealing with drug gangs for instance, terms that are relevant to them like dagga, cocaine and drug lords can be used in language lessons. In Maths, calculating the cost of drugs can be used such as finding the cost of five grams of cocaine if one gram costs R250. In such instances, however, it should be made clear that the encouragement of using drugs is not promoted but that these examples are used to enhance understanding.

Quality education is vital for transition as a world class education is needed for offenders to facilitate an effective transition back into society and to help offenders to become members of society who are productive (Linton 2015). Even in the juvenile justice system, juveniles deserve to have access to public education that is of high

quality. High quality education is one that brings about holistic development of a learner which is in line with the wellness model.

3.9 RECIDIVISM

The term recidivism has been defined from different perspectives. According to Prinsloo (1996), recidivism is the tendency by an individual to repeatedly engage in criminal conduct. Recidivism is further defined as a pattern whereby individuals commit further criminal acts that lead to sentencing in correctional facilities after they have been convicted on a previous occasion (Ngabonziza & Singh 2012). In simple terms, recidivism can be defined as a tendency of reoffending that may lead to incarceration.

3.9.1 Measures of Recidivism

Jancic (1998) identifies measures of recidivism as re arrest, reconviction and re incarceration. In the research world, however, there is no agreement on the actual measurement of recidivism. Despite the disagreements, most researchers view re incarceration as the most appropriate indicator of recidivism (Hall 2015).

There have been arguments that rearrests and reconvictions are not complete as indicators of recidivism because later convictions do not always lead to re incarceration as some of the offenders who commit crime again may be given probation (Hall, 2015). In such cases, an offender might have returned to crime but this might not warrant re incarceration.

3.9.1.2 Risk factors that influence recidivism

Steurer et al. (2010) and Brazell et al. (2009) identify the risk factors discussed below as having an influence on recidivism.

- Age

Research has shown that as offenders grow old the likelihood of them returning to crime becomes less. Studies have actually shown a post-release reduction in recidivism from 38.6% to 25.9% among offenders between the ages of 21 and 30. As offenders grow, they often develop more stability in life resulting in a reduction in criminal activities or their staying away from crime. This has led to the conclusion that

maturity influences recidivism. However, owing to the fact that age cannot be manipulated, it cannot be used as a tool for reducing the recidivism rate.

Earlier research showed that a third of juvenile delinquents will grow out of delinquent behaviour as they mature (Elliot 1994). A later study was conducted by Mulvey (2011) among juvenile offenders between the ages of 14 and 18 years. The results showed that seven years after conviction there was a decrease in offending, with only a small percentage of those offenders continuing offending and a large percentage showing a dramatic reduction. It was also revealed that even serious offenders will not necessarily continue with crime in adulthood. Through the application of the wellness approach, juvenile offenders need to be given skills that will ensure they move out of crime as they mature.

- Race

In the USA, research has shown that blacks had the highest rate of incarceration (Coley & Barton 2006). As far back as 1997, the re-arrest, reconviction and re-incarceration rates amongst blacks were the highest in the USA (US Department of Justice Bureau of Justice Statistics 1997). The same department reported that, in the same year, blacks had a recidivism rate of 77.6%. Most studies report that African-American youths were more likely to reoffend compared to white and Hispanic youths (Smith, Rodriguez & Zaltz 2009).

It has been argued that the reason for high recidivism rates amongst blacks might be as a result of other factors such as war on crime that targeted more black men than other racial groups (Pettit & Western 2004). The importance of understanding the role of race in predicting recidivism cannot be overemphasised as it helps in determining and defining a reduction tool.

- Gender

Literature has shown that men have higher incarceration and recidivism rates than women (Coley & Barton 2006). These findings were further confirmed by Ryan et al. (2014) who state that virtually all studies are in agreement that the recidivism rates for males are significantly higher than those for females.

- Marital status

According to research, offenders who are married have lower rates of recidivism than single offenders. The reduction in recidivism based on marital status is attributed to familial bonds or ties. Due to family ties and bonds, marriage reduces both involvement in crime and recidivism (Burton, Cullen, Evans & Dunalvay 1994). Social bonds on their own are factors in reducing recidivism (Hall 2015).

Crime can be reduced through increased stability. Since marriage has been proven to create stability, it can therefore help researchers in devising and implementing programmes that are effective in reducing recidivism (Hall 2015).

- Employment and educational attainment

Offenders who do not find employment are more prone to criminal activities and recidivism than those who get paying jobs. Furthermore, offenders with low education levels find it difficult to find gainful employment which may pose a challenge (Chamberlain 2012).

In the USA, the national population of inmates revealed that 41% of the inmates had not completed high school or GED compared to 18% in the general population (Harlow 2003). Lower education attainment reduces the opportunities of getting gainful employment and with reduced employment opportunities; thus, resorting to crime becomes the option for survival (Burton et al. 1994). The use of employment as a risk factor can lead to the establishment of a recidivism reduction tool. During incarceration, juveniles should be subjected to programmes that may lead to employment. By so doing, career wellness is promoted.

3.9.1.3 Some reasons or causes of recidivism

- Lack of effective rehabilitation programmes

Lack of effective rehabilitation services and programmes to rehabilitate offenders before they leave correctional centres is seen as the main factor behind recidivism (Langa 2007). If an offender is not effectively rehabilitated and not accepted by people in his or her community, there is a high possibility of him or her returning to crime (Ngabonziza & Singh 2012). In light of this observation, it will be ideal to implement

the wellness approach in rehabilitation as it seeks to holistically develop the offender, thereby making the reintegration effective.

It is the fear of most offenders to imagine what would happen to them when they go back to society especially with the hostile environment and economic hardships they might face (Ngabonziza & Singh 2012). These fears usually come to pass as most released juvenile offenders are confronted with many challenges which often result in a relapse to delinquency and failure to reintegrate into society (Snyder & Sickmund 2006). Equipping juveniles with skills that will make them resilient in the wake of such challenges is part of wellness strategy.

Some researchers have argued that, in most cases, juveniles come out of prison worse than before they went there because of lack of proper rehabilitation (Ryan et al. 2014). Critics of custodial rehabilitation programmes argue that, in most cases, incarceration does not help in reducing recidivism; rather, it increases the engagement of juveniles in anti-social behaviour and criminal activities (Gatti, Tremblay & Vitaro 2009).

Juveniles incarcerated with adult offenders may spend more time interacting and talking to adults who are more experienced and skilled offenders while trying to get acculturated into the criminal environment. Interacting with other criminals may be an attempt to be accepted by adults who intimidate them. Research has further concurred with this assertion by revealing that juvenile contact with other inmates who are aggressive increases their aggressive behaviour (Anderson & Ranckin 2007). This study attempts to examine how interaction can be positively used in rehabilitation by employing strategies such as keeping incarcerated offenders close to their family and by involving other stakeholders who can bring about positive behavioural change in juveniles.

Decreasing contact with pro-social peers in the community and increasing contacts with peers who demonstrate anti-social behaviour in correctional centres can contribute negatively to the wellness of juveniles, thereby leading to recidivism (Gatti et al. 2009). The period spent in correctional incarceration can also play a role depending on whether the interaction was positive or negative. However, research findings differ on whether a short or long stay in incarceration has an impact on

recidivism. Some researchers say the differences may be due to programmes done as a follow-up after release (Myers 2003).

Some observations have been brought to light about juveniles getting deeply immersed into the criminal justice system and getting less involved in pro-social activities as their sentences progress. These observers have concluded that this may become a limiting factor for them to stop their delinquent behaviour (Lambie 2013). Lane, Lanza-Kaduce, Frazier & Bishop (2002) showed that most of the juveniles who took part in their study had learnt delinquent behaviour from adults they were incarcerated with and that correctional centres were not appropriate and safe for adolescents. With this background, the researcher sought to establish how the application of the wellness approach can be applied through promoting different wellness dimensions. The ultimate goal of applying the wellness approach is to overcome such challenges.

- Experiences of incarceration

During incarceration, juveniles experience loss and pain which increases their hostility and resentment towards societal systems, resulting in their displaying further behaviour that is anti-social. Lane et al. (2002) explain that in some instances, juveniles bypass intermediate interventions because of the nature of their crimes and are immediately give heavy sentences. They further argue that staying in detention for a long time increases the chances of recidivism. This relates to instances where juveniles are not given other options of sentencing but are sent straight to correctional centres. The authors further allude to the fact that lack of graduated sanctions that allow for appropriate interventions lead to high rates of recidivism.

Juvenile coming from confined rehabilitation may revert to crime for various reasons. Ex-offenders returning to society may doubt whether they can succeed and may return to crime due to the strain brought about by the stigma of having a criminal record (Mears & Travis 2004). Having a criminal record may limit their opportunities of getting employed because potential employers may be reluctant to employ ex-convicts. Through career guidance and skills development, juveniles should be equipped with skills that enable them to start their own businesses and earn an income legally without seeking employment from other people. In light of this development, career and intellectual wellness are seen as crucial in rehabilitation and reintegration of juveniles.

Research has also revealed that placing inmates in higher security facilities than is necessary during incarceration tends to lead to a risk of higher recidivism (Gaes & Camp 2009). On the other hand, lower security levels have been proved to lead to a lower recidivism rate even for high-risk inmates (Gaes & Camp 2009). It is for this reason that alternative forms of sentence should be considered. Providing education and other life skills that embrace the wellness of juveniles should take centre stage so that juveniles may come out of incarceration ready to be reintegrated into society.

- Lack of connection with communities

Rehabilitation programmes that have no connection with community-based treatment services may result in juveniles discontinuing their treatment after release and returning to substance abuse and reoffending (Henderson, Young, Jainchill, Hawke & Sarah 2007). Rehabilitation should embrace the practice of *ubuntu* where there is extensive cooperation and mutual support between households and communities (Broodryk 2006). This can be done by ensuring that rehabilitation is a community responsibility where juveniles who are released from incarceration are reabsorbed into communities. Communities must know how to handle these individuals to avoid having them returning to crime because they feel rejected.

3.9.2 Education as a Recidivism Reducing Tool

The use of education as a recidivism reduction tool is beneficial to the offenders, correctional institutions and society as a whole (Erisman & Contando 2005). There is a unanimous agreement that the ultimate goal of correctional education is to reduce recidivism (Steurer et al. 2009).

3.9.2.1 Benefits of education in rehabilitation and reducing recidivism.

It has been proven that education helps in significantly reducing the inmates' likelihood of returning to crime or correctional centres (Erisman & Contando 2005). Literature reveals that the level of education and completion of specific educational programmes play a major role in reducing recidivism among juvenile offenders (Harlow 2003). Fifteen studies done in the USA showed a lower recidivism rate among offenders who completed post-secondary correctional education programmes than those who only participated but did not complete the programmes (Chappell 2004).

In using education as a recidivism reduction tool, it is important therefore to consider the relationship that exists between participating in and completing correctional education programmes (Hall 2015). Completion of degrees has proved to even have more positive impact in reducing recidivism rather than simply participating (Hall 2015). In Brazil, the completion of studies is encouraged and inmates who graduate in basic secondary or higher education get bonuses of one third of the hours studied already, accumulating in the final calculation of sentence reduction credits (De Sa e Silva 2009). This programme is called Educating for Freedom and it serves to stimulate inmates to study and take education seriously (De Sa e Silva 2009). In applying the wellness approach, officials providing education should ensure that juveniles are motivated to learn and complete their studies as part of promoting intellectual wellness.

Education in correctional centres has also been proven to offer a link between employment and recidivism reduction (Gaes 2008). Once they are able to provide for themselves and their families, offenders are more likely to stay out of crime. With education, the stigma that offenders and families experience is reduced and this also helps to boost the economy of the country as offenders become productive members of society (Hall 2015).

Quality education that helps juveniles to secure employment is not only a powerful weapon for reducing recidivism but also helps offenders to become socially productive individuals with a happy life in adulthood (Macomber et al. 2010). To help juveniles attain career wellness, career guidance providers in correctional centres should help them to acquire relevant information that will ensure they choose careers that are in line with their personalities and values (Hetler 1976). In that way, juveniles will be able to enjoy their careers and be productive in society as they will be able to utilise their skills for the benefit of all.

Success in education during rehabilitation may lead to offenders pursuing further studies. This is due to the attainment of intellectual wellness which brings the willingness to learn more and improve their skills (Palmbeach 2017). Blomberg, Bales, Mann, Piquero and Berk (2011) showed that juveniles who achieved success in education during incarceration were more significantly likely to go back to school after release and to turn away from delinquency. Another study by Snyder and Sickmund

(2006) had similar results as it showed that a high rate of recidivism is associated with low attainment in education and vocational training. Education helps juvenile offenders to prepare for life after release by ensuring they get new skills and develop new behaviours that eradicate tendencies of delinquency (Ozdemir 2010). Through education, convicts are prepared for life after incarceration and to move away from crime and develop better, socially acceptable behaviour which is beneficial to all stakeholders (NICRO 2009). With this observation, it is vital therefore for the wellness approach to emphasise the promotion of intellectual wellness that will equip juveniles with skills that enable them to move away from crime. Attaining intellectual wellness, helps juveniles to think independently and reason critically and so make better life choices (Schaffer 2000).

The DCS (2012) has emphasised that education should be compulsory for all juveniles as it leads to positive changes in behaviour. Mandatory school attendance for juvenile inmates may lead to stronger attachment to school and facilitate educational achievement (Bloemberg et al. 2011). There should be some form of motivation and incentives for juveniles so that they are interested in getting involved in educational programmes.

The return to school by juvenile offenders after incarceration on its own is a positive intervention that helps to reduce recidivism as research has shown that those who return to school and regularly attend after release are less likely to get rearrested within a period of 12 to 24 months. Bloemberg et al. (2011) state that the return to school also helps juveniles in their transition from life of delinquency. To achieve this, juveniles should be given life-changing skills such as communication and conflict resolution so that they can fit well into the schools they go to after release.

3.9.3 Benefits of Reducing Recidivism

Reducing recidivism has both short and long term benefits for the individual and society as a whole. Macomber et al. (2010) state that when juvenile offenders become law-abiding citizens, this transition then helps reduce the burden of having unproductive and unhealthy adults in future whose incarceration has negative outcomes for society. This implies that when juveniles are well rehabilitated and stop committing crime, their communities benefit from a lower crime rate as well as a cut in expenditure related to dealing with criminals. The holistic approach associated with

the wellness approach works towards fully rehabilitating offenders so that they do not return to crime. If successfully implemented, the crime rate and recidivism may fall.

3.9.4 Challenges of Recidivism

Reducing recidivism benefits the offender and society at large. Recidivism creates a burden on society as criminals who reoffend increase government expenditure in the form of prosecution, policing and imprisonment (Ngabonziza & Singh 2012). When offenders commit crime, they create new victims of crime such as when they rob people of their possessions or commit murder (Ngabonziza & Singh 2012).

In 2011, the South African Treasury Department reported that it was spending as much as R7 380 per inmate per month through expenses such as medical, clothes, meals, accommodation, staff salary and rehabilitation programmes (Ngabonziza & Singh 2012). In the USA in 2008, the average cost of keeping a juvenile in correctional centres was USD241 per day on average compared to USD68 for adult inmates. Ryan et al. (2014) revealed that economic and social systems have come under immense strain due to the rising costs of dealing with recidivism. This is caused by putting offenders in secure confinement and the costs associated with their upkeep.

Some states in the USA such as California reportedly had a re arrest rate that was as high as 81% in a period of three years post release (California Department of Corrections and Rehabilitation, Office of Research Juvenile Justice Research branch, USA, 2010). In Texas, during a five-year long study, it was found that the re arrest rate was as high as 85% (Trulson, Marquart, Mullings & Caeti 2005).

The need to keep these reoffending culprits in correctional centres therefore tends to be costly as the number of inmates keep increasing because of criminals who are reoffending and being incarcerated. Rehabilitation should be effective so that it reduces recidivism; hence, this study attempts to establish how effectively the wellness approach can be implemented to have such short and long-term positive effects on recidivism.

3.10 CHAPTER SUMMARY

This chapter reviewed literature related to the study. The review focused on juvenile delinquency and rehabilitation programmes that are being undertaken in different parts

of the world to rehabilitate juvenile offenders. The chapter also discussed and analysed child justice systems as applied in different countries. There was also an analysis of education as a recidivism-reducing tool that facilitates the promotion of wellness among juveniles. Furthermore, the chapter reviewed literature pertaining the challenges faced by different countries in rehabilitating juveniles and promoting their wellness.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter discusses the research methodology used in this study. It explains how data was collected, interpreted and analysed. The qualitative research design was used in order for the researcher to collect data in the participants 'natural settings which were correctional centres. The interpretive research paradigm which was selected to guide the researcher to get the views and experiences of participants was also explained in this chapter. Furthermore, the research procedure, the sampling and the instruments that were used, namely semi-structured interviews and questionnaires, are described in this chapter. I explain how the research ethics were adhered to as well as how data was interpreted and analysed using codes, categories and themes. Ways of ensuring trustworthiness of results in the form of credibility, transferability, dependability and confirmability are explained.

4.2 RESEARCH PARADIGM

A research paradigm is a set of beliefs that are commonly shared by researchers and guide them on how to gather information (Creswell 2013). In real terms, it is a worldview that is commonly shared, representing the beliefs and values in a particular discipline that provide guidance on how a particular study is done (Schwandt 2001). Every study therefore takes place within a particular paradigm or world view.

There are many paradigms used in research such as positivist, interpretive or constructivist, emancipatory or transformative and post-colonial or indigenous research (Wagner, Kawulich & Garner 2012). Research paradigms can be characterised through their ontology, epistemology, axiology and methodology (Wagner et al. 2012). These philosophical assumptions play a fundamental role in research. According to Patton (2002), ontology refers to what reality is; epistemology looks at how we know reality; whereas axiology refers to values and ethics in research. By adopting a particular paradigm, the researcher asks certain questions and adopts approaches that are appropriate to systematic inquiry called methodology. Methodology is how we study the world to know reality (Patton 2002).

This study adopted the interpretive paradigm which is also called the constructivist theory. This paradigm is discussed below in terms of its ontological, epistemological, axiological and methodological assumptions.

4.2.1 Interpretive Paradigm

The interpretive paradigm seeks to understand people's experiences and advocates for research to be done in natural settings where participants live (Wagner et al. 2012). This paradigm is characterised by a research question that is generally open-ended, non-directional and descriptive in nature (Creswell 2013). In adopting this paradigm, the researcher's aim is to understand individual cases rather than universal laws although, in some cases, findings from such studies may be used in other, similar situations. In so doing, the researcher seeks to get deep level understanding of the specific group's perception. Henning et al. (2010) explain that adopting this paradigm is based on the researcher's assumption that knowledge is gained through social construction.

When adopting this paradigm, the researcher seeks to interpret meanings because this paradigm holds the view that behaviour is constituted by social conventions, where the social context, norms and convictions of the individuals concerned are crucial to understanding their behaviour (McAree 2011). In interpreting what he or she sees, hears and understands, the researcher links this to the context, background and history of participants (Creswell 2013). Furthermore, to understand a phenomenon, the researcher has to look at different things because interpretation, as a communal process, is informed by participants and scrutinised by others (Henning et al. 2010).

In this study, the researcher's intention was to explore the wellness of juvenile offenders in correctional schools. This was done by giving juvenile offenders and their educators the opportunity to express their own feelings, views and opinions on the matter. The context and their social environment were also taken into consideration when data was interpreted. This made it easier for the researcher to understand the meanings behind their views during interpretation.

4.2.1.1 Ontological assumptions on interpretive paradigm

As alluded to before, ontology seeks to answer the question on what reality is. Interpretivists are of the view that reality or knowledge is socially constructed by

individuals or groups concerned (Creswell 2013). In the interpretive paradigm, reality is therefore viewed as a social or personal construct that depends on the individual's mind. Wagner et al. (2012) explain that this paradigm acknowledges the existence of multiple socially-constructed realities which are as manifold as the number of people constructing them. In other words, the paradigm acknowledges that different people have different perspectives, values and beliefs, and, therefore, the reality depends on individuals.

Interpretivists argue that reality cannot be generalised because it is limited to context, time, space, individual or group in a given context and situation (Wagner et al. 2012). This viewpoint seeks to affirm the notion that realities from different individuals, groups or cultures are legitimate.

Having adopted this paradigm, the researcher in this study was in a position to consider all views given by different participants as reality and treated them with equal respect. No response was considered as wrong or illegitimate. Every response was considered relevant in the study depending on the context. During data interpretation and analysis, the context and other circumstances of participants were taken into consideration.

4.2.1.2 Epistemological assumptions on interpretive paradigm

Epistemology has to do with how we know reality. The interpretive paradigm is of the view that the truth or reality lies in the human experience and, to know it, researchers need to look at the context of participants because they believe that it depends on it. Wagner et al. (2012) assert that the interpretive paradigm holds the view that as much as reality is historically bound and context-dependent, it is also culture-bound even though some realities may be universal. Community stories, belief systems and spiritual claims find space as legitimate knowledge within their contexts. These may end up being accepted as truth within those communities.

By employing this paradigm, the researcher could study the wellness of juveniles in their specific context. Within the correctional centres, the situation or context is different from outside. It was therefore important for the researcher to get into that environment and hear the views of participants within that context. The background of juvenile offenders who were incarcerated had a great influence on their perceptions of

wellness. By going into correctional centres, the researcher wanted to get closer to the source of reality which is the context of juvenile offenders. Reality, according to the interpretive paradigm, needs to be interpreted (Wagner et al. 2012). The researcher was therefore able to discover the underlying meanings from juvenile offenders by interpreting their responses with regard to wellness.

4.2.1.3 Axiological assumptions on interpretive paradigm

Axiology focuses on the role of values and ethics in research. Wagner et al. (2012) explain that advocates of the interpretive paradigm assert that social inquiry or research is both value-bound and value-laden. Values form an integral part of social life and therefore no group or individual values are wrong; rather, they are different. Values also influence the choice of topic, methods used to collect and analyse data as well as the interpretation and reporting of findings in social research.

With values playing a vital role in research, the researcher admitted the value-laden nature of the study and reported his biases and values related to the topic of wellness which had the potential to interfere with objectivity. Some of the biases were stated as limitations to the study.

Ethics also form part of axiology in research (Creswell 2013). For this reason, the researcher adhered to the required ethical considerations in conducting research. These ethics included making full disclosure, protecting participants from harm and informing the participants about their rights and responsibilities in research as well as adhering to other requirements (Henning et al. 2010).

4.2.1.4 Methodology

Methodology refers to how we go about finding out the truth or reality (Creswell 2013). This can be done through ethnography, grounded theory, phenomenology, research action and discourse analysis or feminism (Wagner et al. 2012). For the purpose of this study, the phenomenological methodology was used to do research. This methodology or approach is discussed below.

4.3 RESEARCH DESIGN

4.3.1 Phenomenological Research Design

Phenomenology puts emphasis on the phenomenon to be studied where a group of individuals facing or who have faced it take part in the study (Creswell 2013). In adopting the phenomenological approach, the researcher collects data from people who have experienced the phenomenon and then develops a composite description of the essence of the experiences for all concerned focusing on what and how they experienced the phenomenon (Moustakas 1994).

It is important for the researcher to position himself or herself in the study through discussing personal experiences encountered with the phenomenon under study. Creswell (2013) states that in a phenomenological study, participants do not necessarily have to be located at a single site but can be at different sites as long as they have experienced the same phenomenon. To study the wellness of juveniles, the researcher went to seven correctional centres in four provinces to study incarcerated juveniles. The juveniles who participated in this study were undergoing rehabilitation and the teachers who took part were the ones involved in promoting the wellness to juveniles. The phenomenon in this study was wellness of juvenile offenders.

In a phenomenological study, the focus is not only on the lived experiences of the participants but also the personal experiences of the researcher which should also be discussed (Creswell 2013). The personal experience of the researcher cannot be ignored since the researcher is the main research instrument. In line with the above assertion, the researcher gave an account of his personal experience with regard to the wellness of juveniles.

4.4 QUALITATIVE RESEARCH METHOD

4.4.1 Characteristics of Qualitative Research

4.4.1.1 Natural settings

Natural settings are used in qualitative research to study things or people in an attempt to make sense of what meaning they attach to the phenomenon under study (Denzin & Lincoln 2001). In the natural setting, the researcher engages in conversations, interviews and observations and collects data in a setting that provides a clear picture

and meaning of what is really happening on the ground. (Creswell (2013) asserts that by doing research in the field where participants experience the issue under study like where they work or live helps the researcher to understand the context in which participants are saying what they say. It is also argued that bringing the participants into a laboratory will not yield the same results as studying them in the natural settings because, in the laboratory, they will be controlled (Babbie & Mouton 2011). The idiographic research strategy which is usually applied in qualitative research contextualises an event to understand it in its own context (Creswell 2013).

The researcher goes into the field or the natural setting with the intention of viewing the actions of the participants through their eyes. It is envisaged that a view from that angle will help the researcher to get a detailed description and a better understanding of the participants (Babbie & Mouton 2011).

In collecting data during this study, the researcher went to correctional schools where juveniles were undergoing rehabilitation. The intention of the researcher in going to correctional schools was to study the rehabilitation and wellness of juveniles in their natural settings. In those centres, the researcher was able to immerse himself in the setting with people involved in juvenile rehabilitation and promotion of wellness. Furthermore, the researcher wanted to find out the meanings they made of wellness as they interpreted their experiences. Teachers also took part in the study as they were working and involved in promoting the wellness of juveniles. Juveniles and teachers were given the opportunity to express their feelings and opinions on what was happening in juvenile rehabilitation with regard to wellness of juveniles.

In the natural setting, the researcher observes actions and events as they occur naturally without any form of interference; hence, he or she is expected to be as non-intrusive as possible but stay as long as possible in the field to learn more (Babbie & Mouton 2011).

4.4.1.2 Insider perspective

By going to the field where the phenomenon is being experienced, the researcher aims at viewing the world through the actors' eyes or perspectives so as not to draw conclusions that may not be a true reflection of the participants' viewpoints (Creswell 2013). This is called the insider or emic perspective. The researcher tries to get diverse

views from different participants by looking at the different meanings they bring to the subject under study. In so doing, the researcher tries to limit researcher bias. Creswell, Ebersohn, Ivankova, Jansen, Nieuwenhuis, Plano Clark and Van der Westhuizen (2011) suggest that the researcher must reflect multiple perspectives in the study when developing a theme.

The researcher puts himself or herself in the shoes of the participants in a bid to understand their decisions, behaviour, actions and other ways of life from their own perspectives (Babbie & Mouton 2013). This also entails even understanding the language they use in their context. During this study, the researcher learnt of how some words were used; for example, juveniles referred to officials in correctional centres as the *members*. It took a while for the researcher to understand the use of such language but it helped him to make sense of what they were saying. This was learnt after continuous engagement with juveniles.

Going to correctional schools provided the researcher with the opportunity to interact, talk, question and observe their way of life as they underwent rehabilitation. The experiences of the researcher in that context helped him to view the phenomenon of wellness in their viewpoint. To understand people better, it is important to be close to them so as to see them in various situations, moods, appreciate their inconsistencies, ambiguity and contradictions in their behaviour (Woods 2006). Getting closer to juveniles and teachers helped the researcher to understand and view wellness from their own perspectives. Qualitative research is thus interested in how people think and act in their everyday lives (Taylor & Bogdan 1998). As juveniles were undergoing rehabilitation, it was helpful to be closer to them and understand their own perspective.

All perspectives are worthy of the study in qualitative research as this approach looks at different points raised by different individuals even those rejected by society (Taylor & Bogdan 1998). According to the researcher, juvenile offenders may be considered as outcasts but their views were still worth hearing and being taken into account as they helped in making a way forward with regard to rehabilitation strategies. Using this approach, the researcher was able to interpret what he sincerely perceived but reserved his impressions in favour of the participants' views and meanings.

4.4.1.3 Contextual interest

The context where the phenomenon under study occurs is viewed as crucial and therefore plays a vital role in research findings (Braun & Clarke 2003). This assertion is supported by McMillan and Schumacher (2006) who state that human behaviour is influenced by settings or context in which they occur. These assertions imply that the context where certain behaviour occurs should not be overlooked when carrying out a qualitative research study.

By collecting data in correctional schools, the researcher was able to view and understand how context affected the feelings, perspectives and behaviour of juveniles, teachers and other stakeholders. The context also played a major role in how data were interpreted and analysed in this study.

4.4.1.4 Inductive approach

Qualitative research does not start with an existing theory like quantitative research does. Rather, it starts in the natural settings describing events as they occur and then builds second order constructs (Babbie & Mouton 2011). This process may eventually lead to the emergence of a theory because, in qualitative research, a theory emerges after data has been closely analysed (Howitt & Cramer 2014).

It is further stated that in qualitative research, patterns, categories and themes are built from bottom-up with data organised inductively into units of information that become increasingly abstract. Creswell (2013) says that the researcher has to work back and forth closely examining the data base and themes until a comprehensive set of themes is established. This can be done by collaborating with participants to shape those emerging themes.

In this study, the researcher did not use any hypotheses (as would be used in a quantitative study) but rather developed insights and understanding that emerged from patterns in data collected (Taylor & Bogdan 1998). The researcher engaged in the study with the notion that reality is dynamic and engaged participants until the reality emerged. It was only after engagement with the participants that the researcher was able to ascertain the extent to which wellness of juveniles was promoted in correctional centres.

4.4.1.5 Multiple methods

Qualitative research does not rely on a single data source. A single method may compromise the validity of the research findings (Creswell 2013). Rather, it uses multiple data collection methods such as interviews, open-ended questionnaires and document analysis, among others. The researcher used open-ended questionnaires and structured interviews to collect data. The researcher spent a considerable amount of time in the selected correctional centres and this enabled him to observe and be aware of the set-up there.

Some documents like attendance registers also helped the researcher to understand the attitude of juveniles towards school and how the educational programmes were being run. This was in terms of the time allocated for school and other activities such as sports to enhance physical wellness. Timetables also showed the nature and patterns of school attendance by learners.

4.4.1.6 Flexibility

In qualitative research, there are no tight prescriptions of the initial research plan as there may be a shift at different phases of the research process once the researcher has entered the field (Creswell 2013). This means that there is always room for modifying the initial plan if data collection methods and questions change.

Correctional schools where this study was done had different settings in terms of the number of learners attending school, number of teachers and willingness to take part in the study. In some instances, the researcher faced challenges and he had to cut back on the number of participants. This depended on the number of prospective participants available in each centre. Flexibility allows the researcher to have more control over the research process (Babbie & Mouton 2011). The researcher thus made adjustments whenever the need arose.

4.4.1.7 Holistic account

The researcher identifies many factors that are involved in the context of the study and gives a report from multiple perspectives. By so doing, the researcher attempts to develop a holistic or complex picture of the problem under study (Creswell 2013). In this study, the researcher outlined the factors that formed part of the wellness process

in the rehabilitation of juvenile offenders. Different stakeholders involved in promoting the wellness of juveniles were also identified.

4.4.1.8 Researcher is key research instrument

In qualitative research, the researcher collects data himself and the research instrument that are used are also designed by the researcher (Creswell 2013). It is the researcher who determines the sense of the research or study as he plays a central role in the study (Terre Blanche & Durrheim 1989). In this study, the researcher designed interview questions and questionnaires with open-ended questions. He did not rely on pre-designed questionnaires or questions.

By using qualitative research, the researcher also tries to gain trust and rapport with participants in order to get as close as possible to them (Howitt & Cramer 2014). In so doing, the researcher should not show any form of bias in his interpretation and description of findings (Babbie & Mouton 2011). In conducting this study, the researcher was able to go directly to juvenile offenders in correctional centres to get detailed information about their wellness. For the researcher to appreciate the juveniles' world view, he had to enter their world and experience it with them in correctional centres. He managed to create a good rapport with juveniles and teachers which enabled him to gather enough information.

4.4.1.9 Detailed field engagement

By nature, qualitative research requires the researcher to have a lengthy and deep involvement in the natural settings (Woods 2006). Staying long in the field allows the researcher to obtain thick descriptive data that enables him to gain a deep understanding of the topic of interest (Braun & Clarke 2013). It is further emphasised that staying longer in the field helps the researcher to understand participants better within their context and thereby get a deeper understanding of what they really say (Creswell 2013).

During the study, the researcher stayed for a week in correctional centres in a bid to minimise the distance with participants (Guba & Lincoln 1994). Descriptive data was collected and was stated in the participants' own words with the researcher making sure that he was wary of his impact on the situation as he continually proceeded with the research.

4.5 RESEARCH INSTRUMENTS

A research instrument is a tool or device used to gather data (Polite & Beck 2008). Research instruments that are commonly used in qualitative research include interviews, observations, questionnaires with open-ended questions and documents (Creswell 2013).

4.5.1 Open-Ended Questionnaire

A questionnaire is an instrument or tool with questions and related prompts that is used to collect data from participants or respondents on an issue of interest (McMillan & Schumacher 2006). Open-ended questionnaires consist of open-ended questions with no pre-determined set of responses to allow participants to give information without restrictions (Creswell 2013).

The use of open-ended questionnaires was preferred in this study since it enabled the participants to express their thoughts and feelings unhindered by a predetermined set of rules (Oppenheim 1992) (Appendices 2 and 3). The researcher was also able to collect data from participants within a short period of time as questionnaires were administered simultaneously to teachers and juveniles and the number of participants was not very large (Wa-Ching 2001). Participants were also asked not to write their names on the questionnaires and this helped to protect their identity and to ensure privacy and confidentiality. With a concealed identity, juveniles were able to express their feelings and views without any fear of victimisation. Questionnaires were administered to participants simultaneously making it difficult to link participants with certain responses.

For security reasons and specifications by the DCS, juveniles completed the questionnaires in their classrooms in the presence of security personnel. In a bid to maintain privacy, security officials were not too close to the participants so that they could not see their responses. The researcher kept on interacting with participants and made himself available to answer any questions and to provide any clarity needed.

Teachers completed their questionnaires in their offices and the researcher made himself available to offer assistance whenever needed.

4.5.2 Semi-Structured Interviews

An interview is regarded as a two-way conversation in which the interviewer asks questions in order to learn about beliefs, ideas, behaviour and viewpoints of participants as he or she collects data (McAree 2011). In using the interview as a research instrument, the researcher aims at determining the feelings, thoughts and actions of the participants (Henning et al. 2010). Usually done in face-to-face interaction, interviews allow for participants to give their perspectives on their experiences and any relevant information in their own words (Taylor & Bogdan 1998).

In qualitative research, the interview is flexible and dynamic with the interviewer expected to create an environment where participants feel free and comfortable to talk about themselves openly (Taylor & Bogdan 1998). The researcher is then able to see the world through the eyes of the participants by gathering information on how they feel, think and perceive a phenomenon under study (Henning et al. 2010, McAree 2011).

The reason for choosing the semi-structured interview in this study was influenced by the research aim of trying to get rich descriptive data that would assist the researcher to understand the wellness of juvenile offenders better (McAree 2011). The questions were pre-determined but also allowed the researcher to probe further to get more information. Probing further helped the researcher to get detailed and relevant information on the wellness of juveniles as participants were given the opportunity to elaborate further on relevant information. The researcher was able to control the questioning thereby directing the interview in a direction that would yield desired and relevant results (Marshall & Rossman 2011).

The heads of schools were interviewed in their offices using an interview guide (Appendix 4). The main focus of the interviews was on the general rehabilitation programmes that were offered in the centres to promote the wellness of juveniles. No audio-recordings were done during the interviews but detailed notes were taken for later analysis.

4.6 SAMPLING

A sample is a group of people or participants from whom data is collected. These participants are collected from a population that conforms to specific criteria (McMillan

& Schumacher 2006). In qualitative research, purposeful or purposive sampling is preferred. In purposeful sampling, the inquirer or researcher selects the sites and individuals that can purposefully inform an understanding of the research problem and central phenomenon under study (Creswell 2013). In addition to the above definition, Henning et al. (2010) say that purposive sampling looks for people who fit specific criteria. In this study, juvenile offenders and correctional school teachers met the set criteria and therefore formed the sample for the study.

The researcher needs to decide on what or who to be sampled but also has to be flexible as planned sampling may change once the study commences (Marshall & Rossman 2011). In deciding who to select for the study, the researcher should also think of who or what to exclude (Braun & Clarke 2013). This means that the researcher has to look for who or what is relevant to his or her study in order to answer the research question.

This study used purposive sampling by selecting juveniles who were undergoing rehabilitation and experiencing wellness in correctional schools. Their age groups ranged from 15 – 24 years and they were all attending formal school from AET to Grade 12. In this regard they fell into the scope of this study. Teachers were also selected on the basis of their teaching in correctional schools. Providing education is part of rehabilitation as well as promoting the wellness of juveniles.

Seven schools in correctional centres in four provinces were sampled to take part in the study. Of these schools, two were in the Western Cape, two in Kwazulu Natal, two in Gauteng and one in the Free State province. Their selection was based on the fact that they were regarded as formal schools by the DCS. All juvenile participants were male because most juvenile schools in the country are for male juvenile offenders except for one. In all these schools, sampling was done at the site after determining the number of potential participants available. Individuals who were deemed to be in possession of information that would answer the research question and were willing to give it were selected (McMillan & Schumacher 2006).

In each school, it was planned to involve at least two teachers and five juveniles in the study but, in some cases, there were not enough teachers or juveniles available. In such cases, the researcher was flexible and opted for the available participants. Questionnaires helped the researcher to involve several participants in the study at

the same time gathering extensive and detailed information with less disruption at the site (McMillan & Schumacher 2006). Selecting smaller sample sizes for research and studying them in depth is part of qualitative research (McAree 2011). In this study, although small sample sizes were selected, data collection was done in depth.

Table 4.1: Biographical data and coding of juvenile offenders

School	Participant	Offence committed	Reason for committing offence	Number of times arrested	Length of sentence in years	Level of education
A	JA1	House robbery	Poverty	1	16	AET level 3
	JA2	Rape, house breaking and assault	Alcohol	1	20	AET level 3
	JA3	Rape and assault	n/a	1	18	AET level 4
B	JB1	Robbery	Peer pressure	1	4	Grade 10
	JB2	Rape	Peer pressure	1	7	Grade 9
	JB3	Armed robbery	Drugs/alcohol	4	7	Grade 10 Vocation level 2
C	JC1	Rape	Alcohol	1	15	AET level 2
	JC2	Murder	Alcohol	1	12	AET level 2
	JC3	Murder	Anger	1	15	AET level 2
D	JD1	Rape	Drugs	1	10	Grade 12
	JD2	Rape	Alcohol and abuse	1	8	Grade 12
	JD3	Murder	Alcohol	2	10	Grade 12
E	JE1	Robbery	Alcohol	2	8	AET Level 2
	JE2	Armed robbery	Alcohol	1	5	AET Level 2
	JE3	House breaking	Alcohol	1	3	AET Level 2
F	JE1	Murder	Peer pressure	2	12	IEC
F	JE2	House breaking	Poverty	3	5	Grade 10
F	JE3	House breaking and theft	Peer pressure	3	9	AET level 4
G	JE1	House breaking and theft	Drugs	2	6	AET level 4
G	JE2	House breaking and theft	Drugs	1	6	AET level 4
G	JE3	Rape	Peer/gang pressure	3	5	AET level 4

Table 4.2: Biographical data and coding of teachers

School Number	Participant	Age	Gender	Highest qualifications	Position held	Teaching experience (in years)
A	TA1	n/a	Male	Diploma in Education & ACE	Teacher	7
	TA2	n/a	Female	Honours degree	Educator	10
B	TB1	25	Female	PGCE	Educator	1
	TB2	41	Female	n/a	HOD Remedial	17
C	TC1	48	Male	BTech	Section head	8
	TC2	33	Female	Secondary school Diploma	Educator	4
D	TD1	39	Female	SPTD	Principal Educationist	4
E	TE1	42	Male	ACE Maths and Science	Senior Educationist	7
F	TF2	41	Female	BTech Agriculture	SH SRAC	1
G	TG1	n/a	Female	PGCE	Educator	8
	TG2	n/a	Female	BA & Higher Diploma in Education	Educator	12

4.7 ETHICAL CONSIDERATIONS

In research, ethics cover our relationship with participants, academic communities and the world at large (Braun & Clarke 2013). Ethics form part of the four principles of research which also include respect, competence and responsibility (Creswell 2013). A researcher has an obligation to respect the rights, needs, values and desires of the informants (Creswell 2009). In conducting this study, the researcher adhered to the ethical requirements as discussed below.

4.7.1 Permission to Conduct the Study

The researcher applied for permission to conduct the study from the DCS which was granted and submitted to UNISA ethics committee which issued a clearance certificate to the researcher to resume the research (Appendix 1). When carrying out the study, relevant authorities at the sites were contacted with dates and times arranged for the researcher to go and carry out his study.

4.7.2 Informed Consent

Relevant information about the study was given to potential participants to enable them to make informed consent (Polite & Beck 2008) (Appendices 5 and 6). They were

told that participation was voluntary and that they had the right to withdraw from the study anytime they decided to do so without any penalty even after signing the consent form (Creswell 2013).

The purpose of the study, the data collection process as well as what the information would be used for was explained to them (Henning et al. 2010). Participants were also told that their identities would not be revealed and that any information they gave would be treated with the highest confidentiality. They were informed that their names would not be revealed.

After giving all the necessary details, the contents of the consent letters were also explained before participants signed them. Wherever necessary, the researcher explained the contents of the letter including using their local languages where possible. This was to ensure that they fully understood the contents of the letter and could then make an informed decision. They only signed the forms after they were clear about what their involvement entailed.

4.7.3 Confidentiality

Confidentiality was guaranteed to participants and all data collected during the study were protected. Information collected was not used to the detriment of participants in any form (Polite & Beck 2008). The researcher made sure that there was no linkage of the information to the individual's identity (Brink, Van Der Walt & Van Rensburg 2005). Codes were used in place of real names to ensure anonymity. Features and locations were disguised to appear similar to several possible places (MacMillan & Schumacher 2006).

4.7.4 Privacy

To maintain privacy, all possible forms of identification of participants were removed. In line with ensuring that the wishes, interests and rights of participants were considered at all costs, completed questionnaires were kept in a safe, locked cabinet (Polite & Beck 2008).

Participants were given the opportunity to answer questions independently and honestly with minimum interference. The researcher only offered assistance on request. Even if security officials were present when juvenile were completing

questionnaires, they did not have access to see the responses written by juveniles as they kept a reasonable distance.

4.7.5 Protection from Harm

The research was planned in such a way to ensure that any form of harm or discomfort either physically or emotionally were avoided at all costs (Creswell 2013). Questionnaires were completed within a reasonable time to avoid fatigue and lack of interest on the part of participants.

As much as the researcher wanted to probe for more information, very sensitive questions that could trigger emotions were limited. Only questions that were deemed vital for data analysis such as questions on crimes committed were included in the questionnaire even though this information was sensitive. The rest of the questions were less personal. The researcher stayed for a while with the participants after they had completed the questionnaires. This was to ensure that they did not feel abandoned. By so doing, the researcher wanted to show respect to participants.

4.7.6 Deception of Participants

Deception occurs when correct information is withheld or when incorrect information is offered in a bid to ensure that people who would otherwise not participate become involved in the study (Strydom 2006). To avoid such deception, the researcher explained all the necessary information such as the aims of the study, the rights and responsibilities of parties involved in the study. There was no deliberate withholding of crucial information from participants to get them to participate.

No false information was given to participants and after giving them the necessary information, participants were also allowed to ask questions and seek clarification where they were not clear. Questions were answered with utmost honesty and to the satisfaction of the participants.

4.8 TRUSTWORTHINESS

Reliability in qualitative research is attained through achieving trustworthiness (Lincoln & Guba 1985). Trustworthiness refers to the neutrality of the findings where the researcher and audience can be sure that the findings of the inquiry are worth noting.

A study achieves trustworthiness when it conforms to credibility, transferability, dependability and confirmability (Lincoln & Guba 1985). These attributes of trustworthiness are discussed below.

4.8.1 Credibility

Credibility focuses on the compatibility that exists between the constructed realities in the participants' minds and those that are attributed to them (Mouton & Babbie 2007). When conducting this study, the researcher tried to achieve credibility by staying at the correctional centres for a long period of time. By so doing, the researcher had time to observe and understand the context in which juveniles lived and interacted. Prolonged stay in the field helps the researcher to see and understand what really counts as reality and what does not (Babbie & Mouton 2011). By staying long in the field, the researcher was able to understand the wellness of juveniles in correctional centres much better.

Credibility can be achieved by collecting rich, thick descriptive data that enables readers to make decisions regarding the authenticity of data (Erlandson, Harris, Skipper & Allen 1993). By describing the settings of participants, researchers aim at convincing readers to view data as authentic. Rich and thick descriptive data on the wellness of juveniles was collected in a bid to convince the readers of the authenticity of the research.

Triangulation of data is another strategy that is used to ensure data credibility. This is done by collecting information from several sources and showing the relationships between different points of view (Erlandson et al. 1993). Data collected from teachers and juveniles in different centres and provinces served to show different views articulated by different people. The researcher further highlighted the relationships between those views when analysing the data. Different questions were asked in a bid to get different views to make the findings credible.

The use of an external audit also helps to enhance credibility as this allows external consultants to examine the work done by the researcher (Lincoln & Guba 1985). This may include assessing the accuracy of the research process and product to find out if the research findings and conclusions are supported by data (Creswell 2009). In this study, the supervisor was used as the external auditor. Although it was difficult to

locate participants as most of them were likely to have left the centres, data and interpretations were made available for participants to review and correct errors where possible.

4.8.2 Transferability

Transferability in qualitative research refers to the extent to which findings can be applied to other contexts or with other participants. Mouton and Babbie (2007) explain that although information gained from one context, it may not necessarily be relevant to other contexts. It should also be noted that qualitative research by nature is not primarily interested in generalisation (Creswell 2013).

Various strategies were used to ensure transferability. These included collecting sufficiently detailed data which described the context of correctional centres. The wellness dimensions relating to juvenile offenders in correctional schools were reported in detail and precision to allow readers to make judgements about transferability (Guba & Lincoln 1994).

Locations and informants were purposefully selected in a bid to maximise the range of wellness information that could be obtained from and about that context. Although the study was done in seven centres in four provinces, it provided a rich, thick and detailed description of the research process and how wellness is being promoted among juvenile offenders in South Africa correctional centres. Such findings may relate to similar setups which could be affected in the same way.

4.8.3 Dependability

A study cannot be credible without being dependable (Streubert, Speziale & Carpenter 2003). An inquiry or study must provide the audience with evidence that, if it were to be repeated with similar participants in similar contexts, it would produce similar findings (Mouton & Babbie 2007).

To ensure dependability, the researcher requested the supervisor who was not involved in the study to evaluate the procedure and processes used in the study. This was done to check if these procedures and processes were carried out appropriately. The researcher also verified data to check if they tallied with the themes that were developed.

4.8.4 Confirmability

Confirmability is the degree to which the findings are the results or product of the focus of the inquiry and not from the researcher's personal bias (De Vos, Strydom, Fouche, Poggenpoel & Delpoort 2005). It is therefore important for the researcher to leave a trail that will enable the auditors to make a determination if the conclusions, interpretations and recommendations can be traced to their sources and to check if the inquiry supports them (Babbie & Mouton 2011). Where possible the participants may be given the opportunity to audit the findings to ensure they reflect their true reflection (Key 2006). As access to correctional centres is strictly controlled, member checking was done through the supervisor to ensure that data collected and analysed represented the actual views of participants.

The researcher went into the correctional centres with an open mind and tried to minimise his bias and perceptions about juvenile rehabilitation and wellness in correctional centres. Perceptions and biases that could have influenced the researcher included media perceptions about correctional centres and juvenile rehabilitation. More information was collected from juveniles and teachers to generate findings that were supported by the inquiry. Colleagues of the researcher were also asked to check data and findings to minimise bias.

4.9 DATA ANALYSIS

When analysing data, the inquirer tries to make sense of the data collected (Creswell 2009) by converting raw data into patterns with meanings (Henning et al. 2010). The researcher tries to deeply understand what he has been studying by continually refining his interpretation (Taylor & Bogdan 1998).

In qualitative research, data analysis occurs simultaneously with data collection. As the researcher collects data, he tries to establish how meanings are made by participants of a specific phenomenon as he analyses their attitudes, perceptions, understanding and knowledge (McAree 2011).

The researcher adopted the constant comparative method to analyse data. This was done by developing codes, categories and themes to make meanings from data collected. This was done through reading the responses from participants from questionnaires then breaking them into parts (Agar 1980). Firstly, data was organised

into manageable units of meanings according by coding (Henning et al. 2010). Codes were developed by grouping data or ideas with the same meaning as interpreted by the researcher (Appendices 7, 8 and 9). Different colours were used to group ideas with the same meanings (Henning et al. 2010). After coding, codes with common ideas were grouped together to form categories (Creswell 2013). Categories were labelled according to a term based on the language of the participants (Creswell 2013). Coding and categorising were done according to the objectives of the research.

Relationships between categories were identified in relation to how they answered the research question. This process entailed the researcher getting deeper into data analysis to find broader patterns called themes (Braun & Clarke 2013). With these emerging themes, the researcher was able to identify patterns that emerged as findings. The emerging patterns were described by the researcher as themes within the context of rehabilitation. A detailed description and interpretation according to the researcher's views and perspective of participants was developed. These themes were used as headings for findings.

4.10 CHAPTER SUMMARY

This chapter discussed the research methodology employed in this study. The main focus was on qualitative research since it was the design used in this study. Its characteristics of natural setting, emic perspective, contextual interest, inductive approach, multiple methods, flexibility, holistic account and researcher as key research instrument were explained in full. Open-ended questionnaires and semi-structured interviews were used as research instruments. The procedure followed formed part of the discussion in this chapter. Furthermore, the researcher gave an account of how ethical requirements were adhered to, including the measures that were put in place to ensure the trustworthiness of the research findings. The chapter concluded by discussing how data was qualitatively analysed through coding, categorising and developing themes. The next chapter provides the findings of the research.

CHAPTER 5: INTERPRETATION OF FINDINGS

5.1 INTRODUCTION

This chapter interprets data from three groups of participants, namely, juvenile offenders, teachers and heads of correctional schools. Data interpretation was done in two sections. The first section is based on questionnaire responses from juveniles and teachers; the second one from interviews with heads of schools. All the responses from participants were based on the sub-questions in order to answer the main research question.

5.2 INTERPRETATION OF FINDINGS FROM JUVENILE OFFENDERS

The following themes emerged during data interpretation from juveniles and are discussed below.

Table 5.1: Themes from juveniles' open-ended questionnaires

Themes that emerged from open-ended questionnaires
• Serious crimes committed for various reasons
• Physical wellness promoted through various programmes.
• Inadequate career guidance
• Resources and time constraints
• Spiritual support plays a pivotal role in juvenile rehabilitation
• Different platforms provide emotional support
• Inadequate psychosocial support provided
• Inadequate stakeholder involvement

5.2.1 Theme 1: Serious Crimes committed for various reasons

The crimes committed by juveniles were very serious in nature ranging from murder, rape, housebreaking to others. The seriousness of crimes was complemented by lengthy sentences imposed on most of the offenders. Some of them were serving sentences of up to 20 years. When asked about the crimes they had committed, juveniles in most schools indicated that they had committed serious crimes. These were the responses when asked about the crimes they had committed and the length of their sentences:

Table 5.2: Crimes and sentences

School	Participant	Crime and	sentence
A	JA1	"House robbery."	"16 years."
	JA2	"Rape, house breaking, assault."	"20 years."
	JA3	"Rape and assault."	"18 years."
B	JB1	"Robbery."	"4 years."
	JB2	"Rape."	"7 years."
	JB3	"Armed robbery."	"7 years."
C	JC1	"Rape."	"15 years."
	JC2	"Murder."	"12 years."
	JC3	"Murder."	"15 years."
D	JC1	"Rape."	"10 years."
	JC2	"Rape."	"8 years."
	JC3	"Murder."	"10 years."
E	JC1	"Robbery."	"8 years."
	JC2	"Armed robbery."	"5 years."
	JC3	"House breaking."	"3 years."
F	JC1	"Murder."	"12 years."
	JC2	"Housebreaking."	"5 years."
	JC3	"Housebreaking and theft."	"9 years."
G	JC1	"House breaking and theft."	"6 years."
	JC2	"House breaking and theft."	"6 years."
	JC3	"Rape."	"5 years."

Only three inmates were serving sentences below four years with the rest serving sentences of between 6 and 20 years. These lengthy sentences showed the gravity of crimes committed by juveniles. However, the responses given indicated that most of them were first time offenders or were being incarcerated for the first time. Eleven of them had been arrested for the first time. The responses given when asked to indicate the number of times they had been arrested were as follows:

Table 5.3: Number of arrests per participant

School	Responses		
A	JA1: "Once."	JA2: "One time."	JA3: "It's my first time."
B	JB1: "Once."	JB2: "First."	JB3: "Four times."

School	Responses		
C	JC1: "First time."	JC2: "First time."	JC3: "First time."
D	JD1: "First time."	JD2: "One."	JD3: "Twice."
E	JE1: "Twice."	JE2: "Once."	JE3: "Once."
G	JE1: "Two."	JF2: "First time."	JF3: "Three times."

Reasons for committing crime were varied but the reasons given indicated lack of different wellness dimensions. The reasons ranged from peer pressure, family matters, alcohol and drug abuse to socio-economic factors. Lack of social and emotional wellness contributed to acts of criminality especially with regard to peer pressure. On the other hand, alcohol abuse was given as the major cause of most criminal activities. Abuse of alcohol and drugs may signal lack of different wellness dimensions such as emotional, social and even physical as juveniles struggle to cope with life challenges. When asked about their reasons for committing crime, most responses pointed to alcohol and drug abuse as shown below.

Table 5.4: Reasons for committing crime

School	Participants		
A		JA2: "drunkard."	
B			JB3: "Drugs/alcohol."
C	JC1: "Drinking."	JC2: "Drinking"	
D	JD1 "Drug addiction."		
E	JE1: "Alcohol."	JE2: "Alcohol."	JE3: "Alcohol."
G	JG1: "Just for smoking."	JG2: "Influence of drugs."	

The dominance of alcohol and drugs in committing crime is a cause for concern and may indicate the need for communities and other relevant stakeholders to engage in awareness campaigns on the dangers of alcohol and drug abuse. The habit of drug and alcohol abuse is detrimental to the health of juveniles.

5.2.2 Theme 2: Physical Wellness promoted through various programmes

Various programmes were offered in most centres to promote physical wellness. These programmes ranged from sports, recreation and other physical activities that promote physical wellness. The various physical programmes offered were indicated

by the following responses to the question, “What recreational and sporting programmes are available at this centre?”

Table 5.5: Recreational and sporting programmes

School	P	Activities
A	JA1	<i>“There is only karate, football and drama.”</i>
	JA3	<i>“Soccer, life skills, anger management, sexual activities course, AIDS/HIV course.”</i>
D	JD1	<i>“Soccer, table tennis, pool, athletics, volleyball.”</i>
	JD2	<i>“Soccer, volleyball, ingoma, gospel music.”</i>
	JD3	<i>“Soccer, rugby, table tennis, pool.”</i>
E	JE1	<i>“Soccer, drama, rugby.”</i>
	JE2	<i>“Drama, soccer, rugby.”</i>
	JE3	<i>“Football, rugby.”</i>
F	JF1	<i>“Soccer, volleyball, cricket, traditional dance, choir.”</i>
	JF2	<i>“Soccer is available.”</i>
	JF3	<i>“Rugby, soccer.”</i>
G	JG1	<i>“We have soccer, volleyball.”</i>
	JG2	<i>“Soccer, rugby courses.”</i>

Despite the availability of so many sporting and recreational facilities, it was disappointing to learn that participation was not adequate. most juveniles were involved mainly in soccer with some not getting involved in any programmes at all. There were some participants who were involved in more than two activities. In response to the question, “Are you involved in any sports? If yes, what sporting activities do you do?”, the responses were as follows:

Table 5.6: Participation in sports

School	Responses		
D	JD1 <i>“I am involved in soccer.”</i>	JD2: <i>“Soccer.”</i>	JD3: <i>“Soccer, pool.”</i>
E	JE1: <i>“Soccer”, drama.”</i>	JE2: <i>“Soccer, singing.”</i>	JE3: <i>“Soccer, singing.”</i>
F	JF1: <i>“Computer skills.”</i>	JF2: <i>“Soccer.”</i>	JF3: <i>“Football.”</i>
C	JC1: <i>“No.”</i>	JC2: <i>“Yes, soccer.”</i>	JC3: <i>“No.”</i>
G	JD1: <i>“None.”</i>	JD2: <i>“I am in level 4 schooling and doing choir.”</i>	JD3: <i>“Male choir, rugby and soccer.”</i>

These responses indicate that even though the centres provide a variety of programmes, juveniles did not fully participate in most of them.

schools were doing more to promote the physical wellness of juveniles by providing medical facilities. All centres indicated that they had clinics or hospitals to cater for the medical needs of inmates although some participants were not satisfied with the services offered. Unsatisfactory responses were given to the question, “Where do you get treatment when you are sick? Are the services effective?”

Table 5.7: Availability of health care

School	Responses	
D	JD2: “Centre clinic, No.”	JD3: “Hospital, No.”
E	JE2: “Clinic, No.”	JE3: “Clinic, No.”
G	JG2: “In prison hospital, sometimes.”	JG3: “Hospital, No.”

In School B and School C, when asked “Do you receive enough necessary medical care when you are sick? If you are getting medical care where do you get it?”, there were mixed feelings about the quality of services provided as indicated by responses given below. It should be noted however that all participants acknowledged the availability of medical centres.

Table 5.8: Opinions about health care

School	Participants and responses		
B	JB1: “No, From hospital inside the centre.”	JB2: “No.”	JB3: “Yes, At the hospital. The prison has its own hospital.”
C	JC1: “No.”	JC2: “Yes, hospital in the centre.”	JC3: “Yes, the hospital/clinic at the centre.”

Overcrowding was cited as a barrier in the juveniles ‘quest to attain physical wellness. Lack of space prevented inmates from engaging in activities such as physical exercise and having enough and comfortable sleep. However, there were indications from many centres that authorities were protecting inmates from any form of physical abuse. this was done through regular patrols by officials and having effective systems of reporting any forms of abuse. The overcrowding challenge was expressed by juveniles in response to the question, “How many people do you share a cell with? Do

you feel the space is enough for you or you are overcrowded?”. The responses were as follows;

Table 5.9: Opinions about overcrowding

School	Responses		
B	JB1: “29 cellmates, I am overcrowded.”	JB2: “42. The space is not enough.”	
C	JC1: “27, yes.”	JC2: “27, yes.”	JC3: “27.”

5.2.3 Theme 3: Inadequate career guidance

Various educational programmes were offered at different schools. Some of the programmes were aimed at assisting juveniles to be able to earn a living without resorting to crime. The general feeling among most juveniles was that the programmes offered were not directly linked to the job market. Inadequate skills-based programmes seemed to be a cause for concern among juveniles as they aspired to become involved in different careers that required skills training. In response to the question, “What skills have you learnt at the centre that will help you to compete for employment after release?” the responses were not very positive as JA1 said, “As of now nothing because there is no development that is providing juveniles of -----(name supplied) with resources and machines to do practical education except in centre A.” JB2 and JG2 also said that they had learnt nothing.

These sentiments seemed to cut across the board in most schools as in School G also the response to the question, “What programmes are provided to prepare you for possible employment or to start your own business?” was “none” (JG1 and JG2).

In School F, it was likely different but not clarified as the responses were as follows,

JF1: “Courses provided.”	JF2: “Career guidance.”	JF3: “School skills.”
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With regard to career aspirations, a variety of careers were mentioned which were usually not catered for by the programmes provided. The career aspirations were diverse in nature as indicated by the following responses to the question, “What career would you like to pursue after release?”

Table 5.10: Career choices

School	Responses		
A	J1: "Law, Legal adviser."	J2: "Singing Maskandi"	J3: "Teaching."
B	J1: "Entrepreneur. I am choosing this career because I am able to recognise an opportunity in my community. Not only gaining profit but by decreasing our level of unemployment in our country."	J2: "Travelling and Tourism, Wildlife because it's what I like to do and really like camps and outings."	J3: "To be a cruise liner worker."
C	J1: "Business."	J2: "Soccer coaching."	J3: "Agricultural business."
D	J1: "Business management."	J2: "Engineering."	J3: "Plumber."
E	J1: "Plumber man."	J2: "Engineer."	J3: "Plumber."
F	J1: "Electrical engineering."	J2: "Businessman."	J3: "Boiler maker."
G	J1: "I want to be a soccer star."	J2: "Sound Engineering."	J3: "Begin at Shoprite after release."

In view of the above responses, it was clear that the aspirations of juvenile offenders were not matched by the programmes offered. This poses a threat in their quest to attain career wellness as they might not be able to choose careers that match their interests and abilities. When one gets a job that is not compatible with his personality and attributes it becomes difficult to sustain the career. Without adequate skills, juveniles who embark on certain careers may find themselves unhappy and frustrated with no job satisfaction.

There were different challenges with regard to promoting career wellness. These ranged from lack of information, resources and teachers as indicated by the responses below when juveniles were asked, "What challenges are you facing in preparing for your career? (e.g. lack of information)".

Table 5.11: Challenges in career preparation

School	Responses		
A	JA1: "challenges are many like teachers are"	JA2: "I have many challenges that I am facing"	JA3: "Teachers. There is lack of teachers at least if we can get"

School	Responses		
	<i>few, are not serious in teaching us."</i>	<i>in this place. They don't have enough teachers, classrooms and stationery."</i>	<i>many teachers in order to do many subjects I can do well. All I am requesting teachers in order to pass."</i>
B	JB1: <i>"There are lack of information as we don't have access to Internet."</i>	JB2: <i>"Lack of information and going out to research."</i>	JB3: <i>"Lack of information, Lack of money."</i>
C	JC1: <i>"Lack of information."</i>	JC2: <i>"I am learning. All is well."</i>	JC3: <i>"Lack of information on careers."</i>
D	JD1: <i>"What are the qualities of a manager? What do managers do in the business? (lack of information on careers)."</i>	JD2: <i>"No teacher for computer or internet. I don't have an identity document."</i>	JD3: <i>"We don't have enough information because we are in Jail."</i>
E	JE1: <i>"Lack of information."</i>	JE2: <i>"Not enough information."</i>	JE3: <i>"Lack of information."</i>
F	JF1: <i>"Lack of books, No educator for Science, Lack of information."</i>	JF2: <i>"I am not sure about the opportunities."</i>	JF3: <i>"Things are slow to operate in prison. Still waiting for kinds of skills to start."</i>
G	JG1: <i>"Lack of finance."</i>	JG2: <i>"I cannot learn Sound Engineering."</i>	JG3: <i>"My challenges I am facing is when I am being released from prison not to go to the same people again but have a friend who is intelligent."</i>

The above responses indicate that most juveniles were not getting adequate and relevant information on careers. Lack of teachers to provide the relevant information needed by juveniles to make informed career choices also seemed to be a challenge. Responses portrayed a gloomy picture on the provision of career guidance as it seemed that not enough was being done to the satisfaction of juveniles. On the question, "What guidance on careers have you received? (if any)" most participants indicated that they were given little guidance on careers as indicated in the table below.

Table 5.12: Opinions about career guidance

School	Responses		
B	JB1: <i>"I have not received any guidance at this centre."</i>	JB2: <i>"Not yet but still studying."</i>	

C	JC1: "No."	JC2: "No."	
D			JD3: "None, because you school for yourself."
F	JF1: "None."	JF2: "No."	

There were a few juveniles who indicated that they were getting some form of direction with regard to careers although some of the responses were not directly related to career guidance. Response such as these below did not really show that career guidance was effectively provided but juveniles had the impression that the move was helping them to get some direction on what to do after release.

Table 5.13: Needs in terms of career guidance

School	Responses	
A	JA1: "Some courses such like new beginnings and life skills."	JA3: "How to behave as I am a human being, respect other people's opinions. To work hard in my career in order to be successful in life."
B		JB3: "Work hard and focus on my schoolwork no matter how hard or difficult so that one day my dreams will come true."
D	JD1: "The subject that I am doing in school like Business Studies, Accounting and Economics."	
	JD1: "Be patient on what you do."	
F		JF3: "Last year someone came and taught us about careers that are available for us."

5.2.4 Theme 4: Resources and Time Constraints

Resources and time constraints were regarded as limiting factors in the promotion of intellectual wellness. The amount of time juveniles spent at school varied from centre to centre but generally it was inadequate. The time spent at school ranged from two to eight hours with the average time spent at school being four hours. The responses to the question. "How much time do you spend at school?", were as follows:

Table 5.14: Time spent at school

School	Responses		
A	JA1: "1 hour 30 minutes."	JA2: "2 hours."	JA3: "3-4 hours."

B	JB1: "5 hours."	JB2: "8 hours."	JB3: "7 hours."
C	JC1: "4 hours."	JC2: "4 hours."	JC3: "4 hours."
D	JD1: "7 hours."	JD2: "8 hours."	JD3: "All school days, 8 hours."
E	JE1: "4 hours."	JE2: "4 hours."	JE3: "4 hours."
F	JF1: "4 hours."	JF2: "3 hours".	JF3: "4 hours."

Beside time constraints, juveniles were facing other challenges such as lack of resources, inadequately resourced libraries and a shortage of teachers. These challenges were hampering the effective implementation of the curriculum and consequently the promotion of intellectual wellness. When asked about the challenges faced the following responses were given:

Table 5.15: Learning challenges

School	Responses		
A	JA1: "Challenges are not learning all subjects every day, learning one subject per week. Sometimes English and Maths."	JA2: "I don't have enough teachers, they don't give us textbooks, stationery but I am trying to feed myself with education to go outside and have something for my future."	JA3: "There are only four teachers. It gives me a big challenge. I can study by myself but when I get something difficult I need a teacher to help me achieve better."
D	JD1: "Challenge is that we don't get enough time to study on our own because we have to be locked up in the cells."	JD2: "Sometimes information is not accessible as our computers are not working."	JD3: "Sometimes you think about your family and how they are doing and the bad news and sometimes the good news."
E	JE1: "No challenge."	JE2: "We don't have proper and better classrooms."	JE3: "No challenge."
F	JF1: "Difficult question from my educator."	JF2: "Difficult subjects."	JF3: "Prison situation like gangsterism and so on and lack of teachers in our school."
G	JG1: "Listening."	JG2: "The time is small."	JG3: "English, Maths because they are learning subjects I must pass."

Despite the challenges faced, some juveniles had ways of getting information to keep themselves up to date with what was happening in current affairs. These included the

use of various types of media such as newspapers, television, letters and phone calls. Most schools also had libraries even though some felt their libraries were not adequately resourced. They also expressed optimism that more could be done to facilitate the effective promotion of their intellectual wellness. On the question, “What do you think can be done to make your learning better?”, many suggestions were made as indicated by these responses:

Table 5.16: Suggestions for improvements to learning

School	Responses		
A	JA1: <i>“Provide good teachers and must be many of them. They must teach us all subjects every day and have textbooks for each person and subject.”</i>	JA2: <i>“I think if we have enough teachers, textbooks, stationery and classrooms because we don’t have classrooms.”</i>	JA3: <i>“To get more teachers and textbooks that’s the main problem needs to be done. Please help me with teachers and textbooks that’s all.”</i>
D	JD1: <i>“Giving us time to study even late at night.”</i>	JD2: <i>“Getting computer teacher, Access to internet.”</i>	JD3: <i>“By giving us all resources we need and freedom so we can forget about other stuff like drugs.”</i>
E	JE1: <i>“Proper and better classrooms.”</i>	JE2: <i>“Better classrooms.”</i>	JE3: <i>“Proper and better classrooms.”</i>
F	JF1: <i>“Extra classes so that we can understand and the educator must not come to class with bad mood as that will affect us.”</i>	JF2: <i>“More time is needed at school.”</i>	JF2: <i>“Hire more teachers that will teach us at school and to do skills.”</i>
G	JG1: <i>“Add some time on studying.”</i>	JG2: <i>“To add more time.”</i>	

In the midst of all the challenges, participants expressed their appreciation on the effects of education on their rehabilitation. With selected participants asked the question, “Has education you received here helped you to deal with conflicts?”, the responses were positively given as follows:

Table 5.17: Contribution of educational programmes to dealing with conflicts

School	Responses		
A		JA2: <i>“Yes, because I am trying to go bigger and better when I am coming outside.”</i>	JA3: <i>“I know how to avoid conflicts, how to handle it when it comes to me or others so that I can help myself.”</i>
B	JB1: <i>“Yes, it has helped me know things that I did not know in business starting as I am interested in starting my own business.”</i>	JB2: <i>“Yes, in a way of how to look at problems and try not to do something stupid.”</i>	JB3: <i>“Yes, not to fight.”</i>
C	JC1: <i>“Yes, it helps me to change my life.”</i>	JC2: <i>“Yes, I have changed, I refrain myself from any violence. I don’t get angry at all bad things.”</i>	JC3: <i>“Yes, I listen to people’s views and take responsibilities when necessary I can forgive and ask for forgiveness.”</i>

5.2.5 Theme 5: Spiritual Support plays a pivotal role in juvenile rehabilitation

Juveniles applauded the role of spiritual and religious groups in supporting them spiritually. Religious groups were praised for teaching moral values, giving hope as well as providing spiritual guidance. Frequent visits by religious groups were a common feature according to most juveniles in all centres visited. These groups were regarded in the highest esteem as they were credited with promoting the spiritual wellness of juveniles based on the responses below which were in response to the question, “Do you get visits from religious groups? If so how do these groups help you cope with your situation?”

Table 5.18: Involvement by religious groups

School	Responses		
B	JB1: <i>“Yes, they help me by spreading the word of God as I believe in God but there are no churches inside.”</i>	JB2: <i>“Yes, by teaching me to interact with God.”</i>	JB3: <i>“Yes, they advise me about good things in life.”</i>

C	JC1: <i>"They encourage me to learn and to behave well."</i>	JC2: <i>"Yes, encourage, make me feel worthwhile, give me hope."</i>	JC3: <i>"Yes, encourage us, give us hope, help me feel accepted."</i>
D	JD1: <i>"Teach us communication and to respect each other."</i>	JD2: <i>"Encourage me, motivate me, praying for me."</i>	JD3: <i>"I am not a church goer: I am a believer."</i>

To the question on "How are religious groups helping you to cope with your stay in this place?", the responses were also generally positive.

Table 5.19: Help from religious groups

School	Responses		
E	JE1: <i>"To behave well."</i>	JE2: <i>"Teach us good behaviour so that when we go out we become normal people."</i>	JE3: <i>"To teach me how to stay focused."</i>
F	JF1: <i>"Calm down my anger and teach me to live with peace and love the people of God."</i>	JF2: <i>"Give me good advice and teach me wrong and right."</i>	JF3: <i>"They help me so much especially with boosting my confidence."</i>
G	JG1: <i>"To know what I want."</i>	JG2: <i>"They help me to be me and help me to know God and cope well."</i>	JG3: <i>"Being protected by them."</i>

Having attained spiritual wellness, juveniles devised different ways of coping with their stay in incarceration. These included self discipline, communication and respect among others. Most of them also indicated that they were dealing with stress in a non-violent way. This was revealed by responses to the question: "How do you make peace with your stay at this place?"

Table 5.20: Opinions on making peace with being incarcerated

School	Responses		
A	JA1: <i>"Stay in single cells and in better section that do not have gangsterism."</i>	JA2: <i>"When you want to make peace it's time to go to the supervisor to ask him you want to stay in single cells."</i>	JA3: <i>"By praying to communicate with Jesus Christ, the son of God. Reading my Bible every day, day and night."</i>

School	Responses		
B	JB1: <i>"I make peace by cooperating with members and try not to bring trouble."</i>	JB2: <i>"To try and respect others or sleep the whole day."</i>	JB3: <i>"By not causing trouble, by not hurting others."</i>
C	JC1: <i>"I have accepted my stay here."</i>	JC2: <i>I forgave myself and the courses I attended helped me.</i>	JC3: <i>I forgave myself and the people I offended.</i>
D	JD1: <i>"I can be who I am even if I am inside prison."</i>	JD2: <i>"I keep quiet, don't understand them, ignoring them."</i>	JD3: <i>"To do what the members say and keep my mouth shut."</i>
E	JE1: <i>"Accept it and don't think too much."</i>	JE2: <i>"Accept it and go to church."</i>	JE3: <i>"Take responsibility."</i>
F	JF1: <i>"I have told myself that this is not my home, I don't have to relax. I am here to correct myself and I have to do all procedure they want me to do."</i>	JF2: <i>"Keep myself busy."</i>	JF3: <i>"I just keep thinking about the chances (opportunities) I get in this place and feel that it is God's way of showing me the good direction."</i>
G	JG1: <i>"I just want to serve my sentence and go outside and do the right thing, have a better future."</i>	JG2: <i>"By saying I am sorry even to the one who is wrong."</i>	JG3: <i>"By not liking people's things because when you like people's things you end up being raped or being hurt."</i>

The above responses were an indication that juveniles had devised strategies to stay positive during incarceration despite the stressful conditions.

5.2.6. Theme 6: Different platforms provide emotional Support

Juveniles indicated that they had different ways of dealing with emotional challenges faced such as stress. Most of the ways mentioned by participants were positive and showed a shift towards attaining social wellness. This was revealed when they were asked about how they dealt with stress through the responses below:

Table 5.21: Opinions on dealing with stress

School	Responses		
A	JA1: <i>"Reading novels and staying at school."</i>	JA2: <i>"Sleeping."</i>	

School	Responses		
B	JB1: <i>"How I deal with stress. I write a letter to my family or my girlfriend or even listen to music on my radio."</i>	JB2: <i>"By sleeping."</i>	JB3: <i>"I talk to others/ communicate with people, room mates."</i>
C	JC1: <i>"I read my books."</i>	JC2: <i>"Do sports, sleep."</i>	JC3: <i>"I go to church because I trust God."</i>
D	JD1: <i>"Live with it."</i>	JD2: <i>"I just pray."</i>	JD3: <i>"Stress is for right people only. I say so because I am stressed as I am."</i>
E	JE1: <i>"Reading papers, playing games."</i>	JE2: <i>"Music, playing games."</i>	JE3: <i>"Play games, punching bags."</i>
F	JF1: <i>"Watch TV. I like to talk about what is stressing me with many people so that I can find help to release my stress."</i>	JF2: <i>"Exercise."</i>	JF3: <i>"Do something positive to take my mind away from things."</i>
G	JG1: <i>"By reading papers, play soccer."</i>	JG2: <i>"Sleeping every time."</i>	JG3: <i>"By not thinking too much but watching TV or do something with hands or talk to someone I know outside."</i>

There were mixed reactions with regard to social support provided as some expressed satisfaction while others were dissatisfied with these services even from the same school. The general picture pointed by participants was that social workers were available but it seemed they were not effectively utilised. In response to the question on how often they were getting support from social workers, the responses varied as shown below:

Table 5.22: Opinions on support from social workers

School	Responses		
A	JA1: <i>"Every time."</i>	JA2: <i>"They don't even call us."</i>	JA3: <i>"When I need support they give me all the support that they can give."</i>
D	JD1: <i>"No."</i>	JD2: <i>"Less support because they don't want to understand."</i>	JD3: <i>"You ask for it and you want you get anytime."</i>

E	JE1: <i>"Sometimes they are not available to help."</i>	JE2: <i>"Always available on request."</i>	JE3: <i>"Anytime I want."</i>
G	JG1: <i>"They worked with a lot of people like me and today they are doing something good."</i>	JG2: <i>"Lots of times."</i>	JG3: <i>"By talking about my problems at home and in prison."</i>

5.2.7. Theme 7: Inadequate psychosocial support provided

Part of the strategies for promoting social wellness among juvenile offenders include keeping contact with the outside world especially family (NICRO 2009). With some juveniles indicating that they were in contact with their families on a regular basis it was still worrying to have some who had limited contacts. In response to the question: "How often does your family visit you here?", the response showed different levels of frequency as indicated below:

Table 5.23: Opinions on family visits

School	Responses		
A	JA1: <i>"After a long time."</i>		JA3: <i>"Don't get visits."</i>
B	JB1: <i>"Three times a month."</i>		JB3: <i>"Twice in three months."</i>
C	JC1: <i>"Once a month."</i>	JC2: <i>"Yes, one day per week."</i>	JC3: <i>"Yes, twice per year."</i>
D	JD1: <i>"No visits."</i>	JD2: <i>"No support."</i>	JD3: <i>"Two times."</i>
F	JF1: <i>"They don't because I am far away from them."</i>	JF2: <i>"Once in six months."</i>	JF3: <i>"Maybe twice a year."</i>
G	JG1: <i>"None."</i>	JG2: <i>"After two months."</i>	

Besides family members, most juveniles were not getting visits from other stakeholders. This was revealed by responses to the question: "Besides your family, who else visits you here?". The responses were mostly negative as indicated by most juveniles below:

Table 5.24: Opinions on visits by others

School	Responses		
A	JA1: <i>"None."</i>	JA2: <i>"No one."</i>	JA3: <i>"No one."</i>
B	JB2: <i>"No one."</i>		

C	JC3: "No."		
D	JD1: "No visits."	JD2: "No one."	
E	JE1: "Nobody."		
F	JF1: "None."	JF2: "No one."	JF3: "No one."
G	JG1: "None."	JG2: "None."	JG3: "No one."

The relationship among juveniles was describe as generally positive and mutual. However, there were some who indicated that their relationship with others was not so great. It seemed the relationship was based on respecting those who showed respect to a certain individual. The relationships were revealed when juveniles were asked to describe their relationships with inmates and officials as shown below:

Table 5.25: Opinions on relationships with other inmates and officials

School	Responses		
A	JA1: "Good."	JA2: "There is no relationship at all."	JA3: "Simple."
B	JB1: "My relationship with inmates is good because we don't love to fight."	JB2: "We don't have enough space but its good."	JB3: "Fine."
C	JC1: "Good."	JC2: "Good."	JC3: "Good We respect each other We discuss problems."
D	JD1: "They are my brothers."	JD2: "Good."	JD3: "I have good relationship with them because I know who I am."
E	JE1: "Good."	JE2: "Good."	JE3: "Good."
F	JF1: "I don't have a good relationship because many people don't like to live a better and others are not ready to go outside jail and they don't have Ubuntu."	JF2: "Some good and some not good."	JF3: "With inmates we treat each other with respect." Officials don't treat us with the same No equality."
G	JG1: "Friendly relationship."	JG2: "We respect one another."	JG3: "It's good."

Gang membership was prevalent in most centres and most participants admitted that they belonged to different groups of gangs. Gang membership was mainly influenced by the need for protection by gang members and as a source of information with regard

to the outside world. The influence of gangs may have a negative impact on the rehabilitation of offenders because the culture of gangs may lead to more criminal acts. Responding to the question: “Are there any gangs at this centre? If yes, how have they affected you?”, most juveniles indicated that they were gang members and also cited their reason for joining gangs as indicated in the table below.

Table 5.26: Opinions on influence of gangs

School	Responses		
B	JB1: “Yes, because I am one of them, I obtain information inside and be respected.”	JB2: “Yes, by telling myself no one can tell me.”	JB3: “Yes, they protect me.”
C	JC1: “Yes, they protect me.”	JC2: “Yes, we protect each other.”	JC3: “I rarely see them although they are available.”
D			JD3: “Yes, it’s not affecting my life.”
E	JE1: “Yes, they protect us.”	JE2: “Yes, give me information I need.”	JE3: “Yes, I get protection.”
F	JF1: “Yes, it is destroying my life because I have to fight for something and someone I don’t know and get many charges.”	JF2: “Yes, no effect.”	JF3: “Yes, big time.”
G	JG1: “Yes, I tell them that I don’t want to be part of them anymore they threaten me by saying they will kill me.”		JG3: “Yes, by knowing that I am a gangster, no one will tell me.”

During their social interaction amongst themselves, juveniles faced challenges such as bullying, discrimination and the influence of gangs. This came up when they were asked to about the challenges they were facing when with other offenders. Some indicated bullying and discrimination as their major challenge as recorded below:

Table 5.27: Opinions on problems with other offenders

School	Responses		
A	JA1: “Bullying.”	JA2: “Gang.”	

D		JD2: <i>"Discrimination, gangsterism."</i>	JD3: <i>"They think they are good all the time."</i>
F	JF1: <i>"Others they don't know how to read and write. I like to help them in our rooms, it's difficult challenge because they sometimes get upset and get angry so I have to be patient."</i>	JF2: <i>"Bullying."</i>	
G	JG1: <i>"Gossiping is what they like."</i>	JG2: <i>"Offenders are not the same. Some are good people some bad people so I go with the good ones."</i>	

5.2.8. Theme 8: Inadequate stakeholder involvement

Most juveniles had contact with their families although this was inadequate. Social workers' involvement seemed varied as some juveniles were utilising their services while some were not. The most prominent stakeholders who were reportedly to be playing a significant role in promoting the wellness of juveniles were religious leaders who were promoting mostly the spiritual and emotional wellness of juveniles. When juveniles were asked about other stakeholders who visited them, none were mentioned. This is an indication that other stakeholders who are supposed to be role players may not be significantly involved in promoting the wellness of juveniles. This was revealed by responses to the question, "Beside your family, who else visits you here?" where all participants indicated that no one else visits them.

5.3 FINDINGS FROM TEACHERS

The following themes emerged from findings from teachers:

Table 5.28: Themes from teachers

Themes that emerged from open-ended questionnaires
• Qualified and experienced teachers
• Challenges faced in promoting physical wellness
• Career guidance inadequately provided
• Spiritual wellness promoted through different programmes
• Inadequate resources and lack of proper training

- Different ways of promoting emotional wellness
- Social skills imparted to promote social wellness

5.3.1 Theme 1: Qualified and Experienced Teachers

Teachers working with juveniles were all qualified with teaching certificates and degrees. Some even had post-graduate qualifications. Their teaching experience ranged from one year to 17 years. When asked about their highest qualifications, the responses were as follows:

Table 5.29: Teachers' qualifications

School	Responses	
A	TA1: " <i>Diploma in Education and ACE.</i> "	TA2: " <i>Honours Degree.</i> "
B	TB1: " <i>PGCE.</i> "	
C	TC1: " <i>B Tech.</i> "	TC2: " <i>Secondary School Diploma.</i> "
D	TD1: " <i>SPTD.</i> "	
E	TE1: " <i>ACE – Maths and Science.</i> "	TE2: " <i>B Tech Agriculture.</i> "
G	TG1: " <i>PGCE.</i> "	TG2: " <i>BA & Higher Diploma in Education.</i> "

5.3.2 Theme 2: Challenges faced in promoting physical wellness

Teachers disclosed that there were many recreational and sporting programmes offered in all correctional centres that took part in the study. These included sports such as soccer, rugby, dances, boxing and traditional games. The various programmes listed below were mentioned by participants when asked: "What recreational and sporting programmes do you offer at this centre?"

Table 5.30: Recreational and sporting programmes offered

School	Responses	
A	TA1: " <i>Soccer, Dlamu, Sicathamiya, Boxing, karate.</i> "	TA2: " <i>Soccer, volleyball, Traditional dance.</i> "
B	TB1: " <i>Various sports codes are available Sometimes external companies come to provide extra programmes eg bead work creative skills.</i> "	TB2: " <i>Rugby, soccer, pool, Dominos.</i> "
C	TC1: " <i>Sports, karate, music.</i> "	TC2: " <i>SRAC, Presidential Awards, art and craft.</i> "

School	Responses	
D	TD1: <i>"Table soccer, pool, table (Snooker), soccer, chess, karate, aerobics."</i>	TD2: <i>"Indoor and outdoor activities."</i>
E	TE1: <i>"Soccer, rugby."</i>	TE2: <i>"Soccer, rugby, volleyball, cricket, poetry, Zulu dance and gumboots dance."</i>
G	TG1: <i>"Soccer, singing, dancing."</i>	TG2: <i>"Soccer, whereby outside schools are invited to compete with them."</i>

There were many challenges faced in implementing these programmes which included lack of resources and lack of commitment by juveniles among others. The challenges were revealed when participants were asked a question to give challenges faced in implementing these programmes. The table below indicates the responses given by participants.

Table 5.31: Challenges in implementing recreational and sporting programmes

School	Responses		
A	TA1: <i>"Ground, hall, gang fight."</i>	TA2: <i>"Many times locking up is done early after school so there seem to be not enough or no time at all for this."</i>	TA3: <i>"Playgrounds, halls, gang fights, lack of time."</i>
B	TB1: <i>"Lack of security, unwillingness of inmates."</i>	TB2: <i>"Inmates who just eat and lie inside, there is no way to force them to be more active."</i>	
C	TC1: <i>"Those attending classes are not given enough time to exercise they spend most of the time at school We put aside Fridays for them to engage in physical activities."</i>		
D	TD1: <i>"Time is sometimes a problem especially because of classes."</i>	TD2: <i>"Lack of time."</i>	

School	Responses	
E	TE1: "Coaching clinics/workshops at professional level."	TE2: "Resources are limited."
G	TG2: "Shortage of kit, soccer boots."	

Educators also indicated that they were also faced with some other challenges such as bad habits like smoking, drug abuse and fights. Gangs were also blamed for perpetrating violence and physical harm among juvenile offenders. For these reasons, teachers felt gangs were therefore derailing their efforts to promote physical wellness among juveniles. In response to the question: "What bad habits have you observed from offenders? (e.g. smoking)," participants mentioned the following habits:

Table 5.32: Bad habits of offenders

School	Responses	
A	TA1: "Dagga, cigarettes and gangs."	TA2: "They mostly smuggle dagga in and smoke thereafter they become uncontrollable."
B	TB1: "Mostly smoking."	TB2: "Smoking, sodomy, tattoos."
C	TC1: "Use of drugs, assault Involvement in gang activities."	TC2: "Smoking, smuggling, assault, gang related activities."
D	TD1: "Almost all of them smoke They also lie a lot and they pretend as if they are sick."	
E	TE1: "Dagga smoking is a problem as it leads to fights among offenders, use of cell phones promotes smuggling and gangsterism."	TE2: "Sodomy, gangsterism."
G	TG1: "Being disobedient."	TG2: "Smoking, drugs, fighting to the extent of stabbing each other, sodomy."

5.3.3 Theme 3: Career Guidance inadequately provided

According to some teachers, there were some programmes in place to provide career wellness among juvenile offenders. The strategies used included skills development and career guidance in Life Orientation. Most schools however did not indicate how they were providing career guidance. When asked if there were programmes that

provided career guidance and counselling there were few responses that showed some form of career guidance was done as proved by the responses given as shown below:

Table 5.33: Career guidance and counselling

School	Responses	
B	TB1: <i>"I provide career guidance as a Life Orientation educator. There is also a psychologist to assist."</i>	TB2: <i>"Yes, Life Orientation covers career guidance, career days at "... College" but only if inmates qualify to leave the centre."</i>
C	TC1: <i>"Yes, two educators are qualified career counsellors. We assist learners with career."</i>	

In order to probe if schools were making efforts to prepare juveniles to explore legal ways of earning a living, a question was asked, "How do you prepare offenders for possible employment or to start their own businesses?" The responses as indicated below showed that some schools were trying to ensure that juveniles were exposed to programmes that could help them start businesses or secure employment.

Table 5.34: Preparation for entrepreneurship

School	Responses	
E	TE1: <i>"We offer skills programmes at the skills development section and we also invite SETA to offer certain programmes but we need all short skills programmes offered to be accredited."</i>	TE2: <i>"We communicate with NGOs like Khulisa and Brothers for Life for placement after release."</i>
G	TG1: <i>"I teach them the importance of knowing how to do calculations and how to keep records."</i>	TG2: <i>"Through educational programmes, i.e. AET level 4, NCC and NI-N3 programmes."</i>

As some teachers and schools were trying to offer career guidance, there were challenges faced. These included juveniles' attitudes and their availability to partake in such programmes. On the question: "What challenges are you facing in facilitating career guidance and counselling?", the behaviour and conditions in correctional centres were highlighted as barriers as portrayed by the responses given below:

Table 5.35: Challenges in facilitating career guidance and counselling

School	Responses	
B	TB1: <i>“The mentality of many inmates is of such a nature that they don’t want career guidance.”</i>	TB2: <i>“Students not always allowed to attend career days at Institutions.”</i>
C	TC1: <i>“Learners are most of the times confused when it comes to career choices Peers tend to have much influence at times.”</i>	

According to some teachers, most juveniles had committed crime because of their socio economic conditions. Teachers indicated that most juveniles had committed crime as a result of poverty and lack of resources. These were indicated by the responses such as the ones below, when asked about the major causes for juvenile crimes. Their responses were as follows:

Table 5.36: Causes of crime among juveniles

School	Responses	
D	TD1: <i>“Money and peer pressure and better life.”</i>	
E	TE1: <i>“Usage of drugs and mostly child headed families and poverty are the main causes.”</i>	TE2: <i>“Poor upbringing, absence of parents and raised by grandparents.”</i>
G	TG1: <i>Money, they like expensive lifestyles which is difficult to afford. Others are forced by the situation; they were really hungry and they had no option.”</i>	

Most of the reasons for committing crime were related to lack of resources. The opinion of most teachers was that with proper education and careers, juveniles were likely to stop committing crime. The relationship between employment and reduction in recidivism was explained by teachers when responding to the question: “Do you think getting employment will help reduce recidivism (reoffending)? If yes, how do you think it will help?”, most of them expressed optimism that employment could lead to the reduction of recidivism.

Table 5.37: Opinions on employment and recidivism

School	Responses	
B	TB1: <i>“Yes, many are here because of economic crime, stealing to put food on the table. If they had another source of income they wouldn’t have committed the crime.”</i>	TB2: <i>“Yes, it will better their self-esteem thus causing the factors influenced them to be less. They will contribute to the community.”</i>
C	TC1: <i>“Yes, as stated above employment is a best option that can be available for ex-offenders.”</i>	TC2: <i>“Yes, Like I said above that it will keep them busy. They won’t have time to commit crime and there won’t be need since they will be making their own money.”</i>
D	TD1: <i>“Because once you get employed its very rare that you will continue with your bad habit and when you are working you spend most of your time at work.”</i>	
E	TE1: <i>“Getting employed will help ex-offenders to rectify their past criminal behaviour by being responsible citizens.”</i>	TE2: <i>“The community will no longer look at him as a criminal because they will be aware that he is employed.”</i>
G	TG1: <i>“Employment can be a big situation where a learner can change because they will be able to reach their reach their goals.”</i>	TG2: <i>“I think as long as they are employed, community members will easily accept them.”</i>

Teachers were therefore of the view that career wellness which may lead to meaningful employment has the potential to reduce the rate of recidivism. The reasoning behind was that if offenders were employed, their self-esteem and confidence might be boosted as they might view themselves as productive members of society. The other reason why employment was expected to reduce recidivism was based on the assumption that if juveniles were able to satisfy their basic needs, resorting to crime might not be necessary. If members of the community knew that ex-convicts were genuinely earning a living, they might not look at them with suspicion but with respect.

5.3.4 Theme 4: Spiritual Wellness promoted through different programmes

Religious and faith-based groups were accommodated in most centres. Inmates were allowed to practise the religions of their choice. Christians and Muslims were the two most dominant religious groups that were involved in the spiritual wellness of juveniles in most centres. These were the two religions with the majority number of inmates.

Revelations on the acceptance of diversity in terms of religion were indicated by many participants from different schools in response to the question: “How are religious groups accommodated at this centre?”. Below are the responses given to the question above.

Table 5.38: Opinions on accommodation of religious groups

School	Responses	
A	TA1: <i>“Offenders are allowed to practice whatever religion they want and they respect each other with that.”</i>	TA2: <i>“All religions are accommodated through spiritual care officer.”</i>
D	TD1: <i>“We allow all religions into the centre as long as there are offenders who believe in those religions. We make different schedules for them to go and attend.”</i>	
E	TE1: <i>“Spiritual care and visits and workshops are conducted by different denominations and they help a lot in behaviour change of offenders.”</i>	TE2: <i>“All the religions are accommodated as long as offenders indicate where they belong.”</i>
G	TG1: <i>“Yes, different religions are accommodated provide they don’t offend another person.”</i>	TG2: <i>“Traditional religions and Christianity are usually accommodated. Different backgrounds are identified before and then the service providers are invited.”</i>

On a similar question participants were asked: “Are inmates allowed to practice their own religions? If yes, how is it done?” A variety of strategies that allowed inmates to practice their religions were revealed such as the ones given below by teachers in the following schools.

Table 5.39: Opinions on faith practices

School	Responses	
B	TB1: <i>“Yes, Christian inmates are being provided with spiritual programmes. During Ramadan, Muslim inmates are allowed to fast. Rastafarian inmates can keep their dreadlocks.”</i>	TB2: <i>“Yes, religious workers from different dominions come to have programmes with offenders.”</i>
C	TC1: <i>“Yes, we try to house them according to their religious practices allow them to meet and engage in religious activities.”</i>	TC2: <i>“Yes, there are spiritual workers that come on a daily basis to facilitate</i>

		<i>programmes and on Sundays to have church services in their sections.”</i>
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Beside the involvement of religious groups from outside, most centres had other programmes in place to promote the spiritual wellness of juvenile offenders. Although Christians and Muslims were the most dominant groups, all religious and spiritual groups were given the opportunity to participate. Some of the support came from the spiritual units at the centres where spiritual officers were assigned to deal with spiritual matters of inmates. When asked: “What other form of spiritual support do inmates receive?”, more was revealed through these responses:

Table 5.40: Opinions on forms of spiritual support

School	Responses	
A	TA1: <i>“Muslims also do a lot through teaching them.”</i>	TA2: <i>“Pastors come and visit regularly and churches sometimes donate food.”</i>
B	TB1: <i>“Also from members working in the units and the spiritual care office.”</i>	
C	TC1: <i>“We have a permanent spiritual worker. He looks at the spiritual needs at all times.”</i>	TC2: <i>We have a spiritual worker at the centre (Pastor -----) that is there to cater for the inmates’ spiritual needs.”</i>
E	TE1: <i>“Spiritual care classes are conducted and competitions are promoted in different cultural activities.”</i>	
G	TG1: <i>“The preachers and motivational speakers do visit.”</i>	TG2: <i>“Christianity and other religions such as Muslims and Hindus offer spiritual support.”</i>

The support provided by different spiritual groups was helping to instil some morals and values. These included respect, empathy and honesty. To instil these morals and values, different strategies such as group activities and problem solving were used. When asked: “What values are you instilling to your learners to help them live a tolerant life?”, the responses were:

Table 5.41: Opinions on values

School	Responses	
A	TA1: <i>“Empathy for others, self worth, love.”</i>	TA2: <i>“Sense of responsibility, fairness, empathy, respect, acceptance.”</i>

C	TC1: <i>"We give them programmes like anger management, drug Abuse etc."</i>	TC2: <i>"Discipline, honesty, kindness, love, humility/humbleness."</i>
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On the issue of how offenders were helped to develop skills such as tolerance, teachers indicated that there were different strategies that were employed. The responses were as follows when this question was asked: "How are offenders assisted to develop tolerance among each other?"

Table 5.42: Opinions on development of tolerance

School	Responses	
A	TA1: <i>"Through programmes that are done inside correctional centre."</i>	TA2: <i>"Through awareness."</i>
D	TD1: <i>"We talk to them and ask them to tell us if there are any problems so that they can be solved."</i>	
E	TE1: <i>"Group participation is promoted on all development activities within the centre and through sports and recreational activities."</i>	TE2: <i>"Social workers programmes and correctional programmes."</i>
G	TG1: <i>"By giving them tasks that will force them to work as a team."</i>	TG2: <i>"Through sports events. Through educational and through spiritual programmes."</i>

5.3.5 Theme 5: Inadequate resources and lack of proper training

Teachers used different activities and resources to promote the intellectual wellness of juvenile offenders. Some teaching and learning materials were sourced from outside the correctional centres. However, teachers indicated that they still faced some challenges. These challenges ranged from inadequate resources, lack of commitment and poor discipline from learners. Teachers were also not well trained to deal with delinquent learners. Despite these challenges, teachers indicated that they were using a variety of resources to try and promote the intellectual wellness of juvenile offenders. Below are the responses from teachers when asked the question: "What resources do you use to enable your learners to get more knowledge?"

Table 5.43: Opinions on knowledge resources

School	Responses
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A	TA1: <i>"Library."</i>	TA2: <i>"Internet, newspapers and some textbooks."</i>
B	TB1: <i>"Technology resources where possible, visual resources."</i>	TB2: <i>"Library, internet media, newspapers, magazines, speakers."</i>
C	TC1: <i>"We use internet, Hire DVDs, expose them to TV programmes etc."</i>	TC2: <i>"We don't have many resources that is one of the challenge. We use textbooks."</i>
D	TD1: <i>"Books, library."</i>	TD2: <i>"Library books."</i>
E	TE1: <i>"Latest technological equipment although it is very difficult to get it because there is little or no support."</i>	TE2: <i>"Newspapers, pamphlets."</i>
G	TG1: <i>"Give them an opportunity to explain to others who don't understand."</i>	TG2: <i>"Newspapers, textbooks, magazines."</i>

Further challenges were explained as indicated in the responses to the question: "What challenges do you face in your academic teaching of learners?"

Table 5.44: Opinions on challenges with academic teaching

School	Responses	
A	TA1: <i>"Lack of respect."</i>	TA2: <i>"Lack of resources (classrooms, LTSM, human resources)."</i>
D	TD1: <i>"Their mindset."</i>	
E	TE1: <i>"There is a shortage of advanced organisers and specialisation certain fields. The format of educational structure is not well formed since Management areas and regions report to social works."</i>	TE2: <i>"Most of our learners have learning barriers."</i>
G	TG1: <i>"They are aggressive: they lack respect."</i>	TG2: <i>"Lack of resources on the side of educators, fight by inmates."</i>

Despite having qualifications which ranged from diplomas to post graduate degrees, educators lacked the skills and expertise to teach in correctional centres. This disclosure came to light when some teachers indicated that they were struggling to control their learners. Some were a bit sceptical as they only mentioned their professional qualifications as the basis of them being qualified to teach in correctional schools. When responding to the question: "Do you think you are well trained to deal with juvenile offenders? Give a reason for your answer", the responses revealed mixed feelings as the table below indicates.

Table 5.45: Opinions on teacher training

School	Responses	
A	TA1: <i>"The behaviour of offenders and gang is the most challenge and we never thought about."</i>	TA2: <i>"No, I was not prepared for what I met here but experience has somehow taught me how to cope and push on in this situation."</i>
B	TB1: <i>"Yes, I am trained to teach in the FET band."</i>	TB2: <i>"No, What I know I learnt through experience. I was just trained as an educator."</i>
C	TC1: <i>"No, we are unable to deal with our learners: psychological problems we experience in classrooms. We need exposure to advanced training."</i>	
E	TE1: <i>"Yes. As a professional educator registered with the South African Council for Educators but we also need workshops from the Department of Education."</i>	TE2: <i>"Yes. I was trained to teach in a normal school now I am teaching a young child in prison with lots of challenges without parents, at school I can call parents to help."</i>
G	TG1: <i>"As an educator, I acquired qualifications in teaching mainstreams not to teach juvenile delinquents."</i>	

The above responses indicate that even though teachers working in correctional centres had teaching qualifications, most of them were not well trained to deal with juvenile delinquents.

As a result of different challenges faced, teachers had different suggestions on what support they needed to make learning and teaching more effective. In response to the question: "What support do you need to teach juvenile offenders more effectively?", the responses were as follows:

Table 5.46: Opinions on teacher training support needs

School	Responses	
A	TA1: <i>"If we get structure that is outside from where they sleep it will be right."</i>	TA2: <i>"New and relevant study materials especially classrooms because we don't have such. We end up using platoon system."</i>

School	Responses	
D	TD1: <i>"More resources."</i>	
E	TE1: <i>"Well equipped classrooms and all educational resources. Latest technological equipment like computers with access to internet and e-mail."</i>	TE2: <i>"Resources like TV, Overhead projector."</i>
G	TG1: <i>"Firm assessment before offenders are put in respective classes."</i>	TG2: <i>"If we are provided with more learning materials like stationery in the form of pens, pencils and exercise books."</i>

5.3.6 Theme 6: Different ways of promoting emotional wellness

Juvenile offenders displayed different emotional deficiencies and authorities used a variety of strategies to support them emotionally. Stakeholders were brought in to provide support too. These included spiritual leaders, social workers and psychologists. Some of the emotional challenges faced by juveniles were highlighted by teachers when responding to the question: "What emotional challenges do offenders display? E.g. get easily angry and fights."

Table 5.47: Opinions on emotional wellness of juvenile offenders

School	Responses	
A	TA1: <i>"Offenders are easily angry."</i>	TA2: <i>"They do get easily angered when they are still new, they also get withdrawn most of the times."</i>
D	TD1: <i>"Easily angry and fight."</i>	TD2: <i>"Anger, Schizophrenia."</i>
E	TE1: <i>"A few tend to be aggressive and need anger management."</i>	TE2: <i>"Helplessness."</i>

In order to deal with emotional challenges faced by juveniles, different strategies were used as shown by responses to the question: "What strategies do you use to help inmates to manage their feelings (emotions) positively?"

Table 5.48: Opinions on strategies for improving emotional wellness of juvenile offenders

School	Response	
A	TA1: <i>“Programmes.”</i>	TA2: <i>“Through subjects like Life Orientation, I am able to advise and groom the learners.”</i>
B	TB1: <i>“Teaching them to communicate and express their feelings in a proper manner.”</i>	TB2: <i>“Guide them.”</i>
C	TC1: <i>“We have anger management programmes.”</i>	TC2: <i>“There are programmes offered by social workers and the spiritual workers like anger management.”</i>
D	TD1: <i>“Social workers.”</i>	TD2: <i>“Social workers.”</i>
E	TE1: <i>“Negative behaving offenders are referred to social workers and spiritual care for assistance.”</i>	TE2: <i>“Interviews or one on one sessions.”</i>
G	TG1: <i>“I talk to the involved parties and try to talk to them to find out what could be the cause. If it does not work, I take them to social workers.”</i>	TG2: <i>“Referral egg social workers or psychologists.”</i>

All centres that participated in the study had social workers and juvenile offenders with emotional challenges were generally referred to them. The availability of social workers and psychologists in correctional centres was mentioned by participants when they were responding to the question: “What psychological services are available to inmates?”

Table 5.49: Psychological services available for juvenile offenders

School	Responses	
A	TA1: <i>“Social workers and psychologists help them a lot.”</i>	TA2: <i>“There are social workers and psychologists.”</i>
B	TB1: <i>“Psychologists as well as social workers available.”</i>	TB2: <i>“Psychologists come to the centre.”</i>
C	TC1: <i>“Psychologists.”</i>	TC2: <i>“We have a psychologist in our establishment and he also facilitates programmes.”</i>
E	TE1: <i>“There is social work intervention and spiritual care centre within the fold.”</i>	TE2: <i>“They attend to social workers.”</i>

School	Responses	
G	TG1: <i>“Yes, there are social workers to help them.”</i>	TG2: <i>“We have psychologist personnel to help them.”</i>

5.3.7 Theme 7: Social Skills imparted to promote social wellness

Social skills were imparted in different forms to in order to promote social wellness. Some of the skills were collaborative learning such as group work, problem solving and communication skills. In response to the question: “What social skills have you taught your learners to help them to live in harmony with each other?”, and “What social skills have you taught your learners to help them live positively with each other?”, the participants responded in the following manner:

Table 5.50: Opinions on social skills taught to juvenile offenders

School	Responses	
A	TA1: <i>“Respect each other so you can be respected.”</i>	TA2: <i>“Understanding that we come from different cultures and religions and to accept and respect that.”</i>
B	TB1: <i>“Communication in a proper manner.”</i>	TB2: <i>“Respect between themselves for themselves.”</i>
C	TC1: <i>“Sharing, moral support, praying together.”</i>	TC2: <i>“Every morning we have a short prayer session to start the day and believe they help to set a positive mood around us.”</i>
D	TD1: <i>“Communication skills.”</i>	
E	TE1: <i>“Accept each other positively, live positive life, consider the rights and responsibilities and respect everyone irrespective of gender, status whatever. Live in diversity.”</i>	TE2: <i>“Ubuntu.”</i>
G	TG1: <i>“Let the learners say something good about someone who is sitting next to him.”</i>	

Juveniles were encouraged to cooperate with each other through different strategies and tasks given to them. This was mostly done through group work and other learner-centred approaches. This was evident when teachers responded to the question, “What strategies do you use to encourage juvenile offenders to work cooperatively among each other?”

Table 5.51: Strategies for encouraging cooperation among juvenile offenders

School	Responses	
A	TA1: <i>“Homework, group work, exchange marking each other’s work.”</i>	TA2: <i>“Telling them that it’s important to work together so that they can be able to feel at home and learn from each other.”</i>
D	TD1: <i>“Group work in class.”</i>	
E	TE1: <i>“Integrate learner centred approach in classroom set up. Promote group work and holistic approach, promote cooperative work among each other in tasks given.”</i>	TE2: <i>“Group projects that will make each and every group member to contribute.”</i>
G	TG1: <i>“By giving them tasks that will force them to work as a team.”</i>	TG2: <i>“Through sports activities, soccer.”</i>

The social relationship among juvenile offenders was judged to be generally good and mutual. In some instances, it showed that gangs had some sort of influence on who their members interacted with most. This was indicated in the responses by participants to the question: “How can you describe the social relationship among juvenile offenders?”

Table 5.52: Social relationships among juvenile offenders

School	Responses	
A	TA1: <i>“On and off.”</i>	TA2: <i>“A good one.”</i>
B	TB1: <i>“They form a unit mostly against members and have a brotherhood because of the gangs they belong to.”</i>	TB2: <i>“The relationship is generally good. They seem to form groups and bond in these groups. They protect each other in groups.”</i>
C	TC1: <i>“Brotherly relationship. Sharing among themselves.”</i>	TC2: <i>“Unlike adult offenders, they get along with each other and they tolerate each other.”</i>
D	TD1: <i>“Sometimes is good, sometimes bad but most of the time its good.”</i>	
E	TE1: <i>“At school it is good to school attending offenders but in villages (dormitories) there is a problem of non-scholars and those belonging to groups have negative attitudes towards leading to fights.”</i>	
G	TG1: <i>“To others; not to everyone.”</i>	

As much as teachers tried to promote the social wellness of juveniles, they faced some challenges that hindered effectiveness of the programme. Some of the challenges were mentioned by participants below when responding to the question: “What challenges are you facing in a diverse class to ensure social wellbeing of offenders?”

Table 5.53: Challenges in ensuring social wellbeing of juvenile offenders

School	Responses	
A	TA1: <i>“Treating the same in whatever crime they have done.”</i>	TA2: <i>“Sometimes there seems to be a lot of tribalism where the Zulus (being the group with higher number) will want to dominate.”</i>
B	TB1: <i>“To instil a feeling of tolerance.”</i>	TB2: <i>“Language causes communication problems. Age differences.”</i>
C	TC1: <i>“Intolerance.”</i>	TC2: <i>“ABET 1 & 2 we have two groups, Xhosa and Afrikaans. So the Xhosa class is the Xhosa and in the Afrikaans class its only coloured learners.”</i>
D	TD1: <i>“Different needs.”</i>	TD2: <i>“Differences.”</i>
E	TE1: <i>“Respect for other cultures and ethnic groups is still a challenge but social studies and cultural diversity is trying to close gaps and maintain equilibrium.”</i>	
G		TG2: <i>“They are discriminatory. Their association is based on township you are coming from.”</i>

5.4 INTERPRETATION FROM INTERVIEWS WITH HEADS OF SCHOOLS

The following themes emerged during data interpretation from heads of schools. In this section heads of schools are coded HA1 – HG1.

Table 5.54: Themes from heads of schools

• Shortage of teachers affects the promotion of intellectual wellness
• SRAC programmes promote the wellness of juvenile offenders
• Internal and external factors affect rehabilitation of juveniles
• Schools take initiatives to promote the wellness of juveniles
• Collaboration with stakeholders

5.4.1 Theme 1: Shortage of Teachers affects the promotion of intellectual wellness

The number of teachers available varied from school to school with some having up to 13 and one school with only one teacher. The shortage of teachers affected the smooth running of the teaching and learning process.

HD1 pointed out that *"..... AET has two teachers instead of five ... and SRAC this is based on availability and there is currently one person."* HF1 concluded that they were not fully functional as he explained that *"The school is registered as a school but is not functioning as a school because we have only one teacher. There is one teacher from the Medium section and one Maths and Science teacher who come to help."*

In a bid to provide education to juvenile offenders, schools resorted to different strategies such as outsourcing or using some offenders as tutors. HF1 explained how they provide education to juveniles when he said, *"We use offender tutors ..."*

Some schools had teachers who came to teach on a part-time basis, as HB1 puts it, *"... three contract staff and one comes periodically."* HA1 disclosed that there was a course offered in the other section of the correctional centre as he said, *"We offer para legal courses accredited by SASSETA which are offered at the Medium section."* In this case, juveniles had to go to the Medium section to attend lessons.

5.4.2 Theme 2: SRAC Programmes promote the wellness of juvenile offenders

All centres that took part in the study had Sports, Recreation, Arts and Culture (SRAC) programmes. These programmes include soccer, rugby, karate, music and dance, volleyball among others. Soccer was the most popular sport. SRAC activities were used as part of rehabilitation and most centres used them strategically to promote wellness of juveniles. This, in turn, helped in making rehabilitation effective.

HA1 indicated that they had allocated a full day to do SRAC activities when she said, *"We have set Fridays for SRAC activities and there is no school on these days."* This clearly indicates how these activities are highly regarded. HD1 also indicated how these programmes were held in high regard by saying, *"We offer sports such as soccer, rugby, karate, volleyball and each offender is expected to choose at least one*

sport to do.” By expecting all offenders to participate, the promotion of physical wellness was guaranteed to some extent.

These programmes were used to motivate offenders and make rehabilitation more effective. The strategy in School F had a great bearing on other forms of wellness such as social wellness since offenders were given the chance to engage with schools outside the centre. This was mentioned by HF1 when he said that, in their school, offenders “... *play sports with schools around and participate in regional competitions.*” In some schools, sports clubs were involved in promoting sports among juveniles by bringing in famous sports stars to motivate offenders.

HC1 indicated that “*Sports people come to the centre to help with coaching including well known and respected individuals.*” He further commented that “*Soccer teams like (name supplied) play against the academy to motivate offenders. When we use sports there is change in behaviour when they go and play as their self confidence is boosted by their achievements.*”

Another positive comment on the use of sports and recreation as a tool for promoting wellness was given by HF1 when he explained how they motivated the offenders in their care by saying, “... *Interacting with other learners from schools around.*” HG1 also indicated that they used people in different industries to motivate offenders as he said, “... *we invite other motivational speakers like actors and musicians to come and motivate offenders.*”

5.4.3 Theme 3: Internal and External factors affect the rehabilitation of juvenile offenders

Participants identified different factors that hampered the implementation of effective teaching and learning programmes. Some of the factors were directly linked to juveniles whereas some had to do with the correctional centres. Personal factors included discipline, lack of self motivation and of commitment.

It was evident that juveniles also played a role in making learning and teaching ineffective thereby affecting the promotion of their different dimensions of wellness such as intellectual, social and emotional. These negative attributes from juveniles were highlighted by participants as they articulated the challenges faced in their schools.

HA1 expressed his frustration and said, *“Discipline is a challenge and school attendance is low due to different reasons.”* He also observed that *“Most juveniles do not see the value of education because of peer pressure.”* The same challenge of discipline was noted when HE1 made the observation that *“Discipline is also a challenge and most of them do not do homework.”* He further revealed that *“Few use the library....”* Similar observations were noted in School G, as HG1 remarked, *“There is also a problem of discipline and study time is not enough.”* He further commented that *“Most learners are not interested in coming to school, with winter months having low attendance.”*

Other factors related to juveniles that posed a challenge were revealed by frustrated heads of school as HA1 complained that *“... gangsterism is rife and this disturbs school with lots of fights experienced.”* HF1 added that they had a challenge of *“Low school attendance, lack of motivation to attend school”*

Some factors that negatively affected the implementation of effective rehabilitation process were not directly linked to the behaviour of juveniles. These were due to the circumstances that juveniles found themselves in. These challenges were revealed in different schools.

HA1 stated that at their school, *“There is no computer teacher and most teachers are not in class in time.”* Furthermore, he said there was a challenge of *“shortage of resources.”* HB1 puts the blame on the DCS by observing that, *“Incentives given to offenders who work makes it more attractive than attending school and this affects attendance.”* The other challenge that he noted was shown by his remark that there was a *“Lack of internet access and computers are not available to all.”* HC1 blamed the system that was hindering the employment of personnel to help in the centre by observing that there were *“... challenges in recruiting casual workers because of low incentives for casual workers.”* HE1 was concerned that attendance by juveniles in class was also affected by policies and procedures: *“... if there are no security personnel, they cannot attend class.”*

The responsible authorities were not spared any criticism in School G either, as HG1 felt that *“Transfers and release affect attendance and continuation with school.”* This is a challenge especially when there is no follow up on offenders who move out of one facility to another or go home. He further expressed the sentiments echoed by HE1

when he said, *“There are lots of activities that disrupt classes for an example roll call, social workers and courses.”* He elaborated that *“The budget is too little and learners do not have workbooks and other teaching aids.”*

5.4.4 Theme 4: Schools take initiatives to promote the wellness of juveniles

Most schools were going beyond the call of duty by initiating programmes that facilitated the promotion of wellness. Most of the initiatives seemed to bear fruit.

In School A, HA1 narrated some of the initiatives by saying, *“Ex convicts who were successfully rehabilitated come as motivational speakers.”* He also elaborated that, *“Teachers attend workshops organised by the Department of Basic Education ...teachers attend moderation meetings to moderate tests and get examination papers.”*

In School B, HB1, indicated that they had *“... the Presidential award. Participants in the bronze, silver and gold categories must do sports, skills, community project expedition.”* This initiative is meant to encourage offenders to participate in a wide range of activities. HC1 said, *“We have book clubs, Mini Funda Mzansi where we enter the national competitions. We won the best correctional centre in reading in the national competitions. We also participate in the karate championship competitions.”* These initiatives were meant to motivate offenders to strive for excellence

In a bid to promote the spiritual wellness of juveniles, HD1 indicated what they did by saying, *“We have morning assembly where we start our day in prayer.”* He also elaborated that they had other initiatives of holding, *“... competitions within the centre.”* HF1 explained some of their initiatives when he recounted that they had a shortage of teachers. The school had only one teacher so he said, *“We use offender tutors.”* To motivate learners who took part in skills development, he said, *“We also issue internal certificates for those doing skills.”* Even if the certificates were not accredited, offenders might feel motivated when they had something to show for their hard work.

HG1 indicated that they were doing quality control as well when he said, *“There are class visits to check learners’ books ...”* This served as quality assurance, thereby ensuring that juvenile offenders received the type of education which they were supposed to receive. He also indicated that *“The READ for redemption incentives leads to more participation in education by juvenile offenders.”* Getting involved in this

programme seems to be an initiative to motivate juveniles to read. Reading promotes intellectual wellness.

5.4.5 Theme 5: Collaboration with Stakeholders

Most centres were working hand-in-hand with other stakeholders to promote the wellness of juveniles. Effective involvement of stakeholders may facilitate the promotion of wellness among juveniles. Parental involvement is regarded as vital in juvenile rehabilitation hence the need to ensure it is fully utilised in rehabilitation.

HA1 indicated that, in their school, *“Parents come to visit and do activities.”* A further revelation was that other stakeholders were involved such as *“NGOs like ORAP who come to promote the good health by doing circumcision and blood tests.”* The DBE also played a big role in supporting teachers as he remarked that teachers *“... attend workshops organised by the Department of Basic Education.”*

HC1 explained that *“Soccer teams like ... (name supplied) play against the academy”* and that, *“Sports people come to the centre to help with coaching ...”* It seems that the involvement of different stakeholders had positive outcomes in the promotion of the wellness of juveniles.

Parental involvement is key to rehabilitation of juveniles; hence, HD1 stated that, in their school, *“Parents are invited to meetings to discuss the achievements of the learners and we also invite them on parents’ day and prize giving ceremonies.”* There was also a university that had partnered with the school for placements. He said, *“We place some of our students at the ... university (name supplied) then we monitor their progress.”* These strategies and initiatives help to promote the wellness of juveniles.

Another partnership was recorded in School C where HC1 said, *“We have partnered with service providers ... FET College (name supplied) to provide skills training N1 – N4 engineering courses. DHET is responsible for these courses’ examinations.”* In School F, family involvement was also used. HF1 said, *“We organise family days, interacting with other learners from schools around.”*

HG1 indicated that they had stakeholders with whom they worked with as indicated by the remarks he made when he said, *“We bring outsider motivational speakers on KHARIGUDE programmes and offenders show interests in outsiders.”* He also

revealed that they had other initiatives by stating, *“We also invite officials from the Department of Basic Education to come and motivate offenders.”* The city of Johannesburg was also a partner with this centre as HG1 confirmed by stating, *“We also utilise the Easy Reader material from Johannesburg library.”* Families and other significant stakeholders are also viewed in high regard as he emphasised *“We involve parents by inviting them to come when juveniles graduate ... and we invite other motivational speakers like actors and musicians to come and motivate offenders.”*

5.5 CHAPTER SUMMARY

This focus of this chapter was on themes that developed as findings from questionnaires from juveniles and teachers, and interviews with heads of schools. Different themes emerged and the findings revealed that there were different programmes in place to promote the wellness of juveniles. It was, however, observed that more needed to be done to promote the six dimensions of wellness in their entirety.

CHAPTER 6: DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

This chapter discusses the findings from juvenile offenders, teachers and heads of schools in correctional centres that took part in this study. These findings are discussed in line with literature that either supports or contradicts them. The three theoretical frameworks also play a vital role in these discussions as the researcher used them as a lens to view and direct the study. The findings are discussed as themes that emerged during data analysis.

6.2 DISCUSSION OF THEMES FROM JUVENILES

Themes that emerged from open-ended questionnaires

Table 6.1: Themes from juveniles

• Serious crimes committed for various reasons
• Physical wellness promoted through various programmes
• Inadequate career guidance
• Resources and time constraints
• Spiritual support plays a pivotal role in juvenile rehabilitation
• Different platforms provide emotional support
• Inadequate psychosocial support provided
• Inadequate stakeholder involvement

6.2.1 Theme 1: Serious Crimes committed for various reasons

Findings from incarcerated juveniles revealed that most of them had committed serious crimes that ranged from rape, armed robbery, murder and house breaking. These findings are similar to those made in 2012 which revealed that most juveniles in South African correctional centres had committed violent crimes (Muntingh & Ballard 2012). The DCS (2012) also reported that the number of offenders who had committed aggressive crimes irrespective of age increased by 8.3% during the 2011/2012 financial year compared to the preceding financial year. Also in 2003, the UN highlighted the increase in aggressive and violent crimes in most countries. This phenomenon is therefore not only peculiar to South Africa, but it is also a global

challenge. For example, despite Australia experiencing a decline of 4% in the overall number of juveniles incarcerated, it also saw a rise in the number of aggressive crimes committed by juveniles especially in densely populated regions of Victoria where such crimes increased by 75% between 2000 and 2010 (Young, Greer & Church 2017).

Contrary to these examples in South Africa and other countries, recent findings have shown a decline in the number of aggressive crimes committed by juveniles globally with most countries experiencing a general decline. Young et al. (2017) give an example of Finland and Sweden which experienced a decrease in violent crime committed by juveniles between 1992 to 2013, and cite a survey done in 40 countries by the UN which showed a decline in convicted juvenile criminals from 7.5% to 6% between 2004 and 2012.

Juveniles gave various reasons for committing crime and most of their reasons showed lack of wellness. Most of the reasons were related to economic deprivation, alcohol and drug abuse. These findings concur with the *ubuntu* theory which advocates for care and sharing by providing basic goods and services to all in order to avoid deprivation (Chaplin 2006). As mentioned in chapter 2, the bio ecological theory also states that economic deprivation may lead to crime. In Appendix 7, the most common form of crime is indicated as house breaking. The abuse of drugs has been proven to be one of the major factors that make people vulnerable to joining gangs, giving in to peer pressure and therefore engaging in criminal activities (Dowdney 2005). Research done in the rest of Africa also showed that availability of drugs and lack of basic needs are some of the major reasons why juveniles commit crime (Noonan 2012). In a social environment infested with drugs and drug abusers, juveniles are likely to have role models who are not law-abiding and this can lead to anti social behaviour such as committing crime. People who deal in drugs are also likely to concentrate on accumulating wealth for themselves and not embrace the *ubuntu* spirit of caring for others. With such an influence, juveniles are more likely to follow suit and engage in acts that hurt others in their community. It is of paramount importance therefore to promote and enforce wellness dimensions such as career and emotional wellness so that juveniles can sustain their lives economically and be less vulnerable in terms of giving in to peer pressure. Career wellness may lead to economic stability whereas emotional wellness on the other hand, may help juveniles to resist the temptation of indulging in drugs and engaging in criminal activities.

6.2.2 Theme 2: Physical wellness promoted through various programmes

Correctional centres provided many sports and recreational programmes. These ranged from sports such as soccer and rugby as well as recreational programmes such as dance and music. Physical wellness entails looking after one's physical wellbeing such as staying physically fit and abstaining from activities that may put one's health at risk (Hetler 1976). The findings in this study, however, revealed that despite the availability of a wide range of programmes, lack of participation by juveniles was a challenge. With some juveniles indicating that they were not participating in any programme, the researcher felt this compromised the attainment of physical wellness since physical exercise forms part of the habits needed for the attainment of physical wellness (Hetler 1976).

The availability of medical facilities in all centres was viewed as a positive development as it enhanced the promotion of physical wellbeing of juveniles. Inmates in correctional centres are at risk of contracting infectious diseases such as TB and therefore easy access to medical care is vital for all inmates and promotes their physical wellbeing. The quality of service provided was however in some cases described as unsatisfactory by some participants. This challenge has also been reported to affect even developed countries such as the USA where 47 deaths were reported from 1999 to 2000 due to lack of proper medical care (Shirk 2009).

Overcrowding was identified as another major barrier that affected the attainment of physical wellness in most schools. Some juveniles complained that they did not have enough space to engage in physical activities that promote physical wellness. Engaging in physical exercises and getting enough sleep are very important in promoting physical wellness (Palmbeach 2017). By not having enough space and time to achieve the above, juveniles' attainment of physical wellness may be compromised. The DCS (2012) also acknowledged that overcrowding was a major challenge in its institutions leading to other challenges such as violence. Similar findings were also reported in 2012 by Muntingh and Ballard (2012) who stated that overcrowding in South African correctional centres was a cause for concern as it led to inmates competing for scarce resources, including space.

Overcrowding seems to be an ongoing challenge in South African correctional centres as research findings indicated that by the end of March 2016, there were only 119 000

bed spaces but the correctional centres accommodated almost 162 000 inmates (University of Witwatersrand, 2017). The university further reported that in the 2015/2016 financial year, Johannesburg Correctional Centre Medium B was 233% full and Pollsmoor Centre in Cape Town had a shortage of 2 500 beds leading to the spread of diseases such as Leptospirosis which is spread by rats.

Research has also shown that overcrowding in correctional centres is not only a South African predicament but a global phenomenon. In African countries like Cameroun, Kenya and Zambia, overcrowding has been reported to have had dire consequences that even led to the spread of diseases resulting in the death of inmates (Sarkin 2013). In the USA, severe overcrowding resulted in some juvenile inmates sleeping on the floor (Holbrook 2010). Brazil is another country that has experienced serious overcrowding leading to violence (Korff 2010). Overcrowding thus poses a serious threat to the promotion of physical wellness.

Officials in correctional centres are expected to protect juvenile offenders from physical harm. In this study, participants indicated that they were protected from forms of torture and abuse such as assault and bullying through regular patrols done by security personnel. This is applauded as a positive move by authorities in their bid to promote the physical wellness of juveniles. This contradicts findings by Langa (2017 cited in Makou, Skosana & Hopkins 2017, n.p.) who stated that between 2007 to 2010 there were 6 000 cases of assault and torture reported to the Judiciary Inspectorate of Correctional Services. In the USA also, in 2010, there were 13 000 claims of abuse that were filed against correctional centres nationwide (Kempski 2010). Physical abuse is a major threat to the attainment of physical wellness and consequently to the rehabilitation of juvenile offenders.

6.2.3 Theme 3: Inadequate Career Guidance

Juveniles stated that they had different aspirations as far as careers were concerned. Most of them wanted to pursue skills-based careers but in most schools, skills training was inadequately done with some centres not doing any skills training at all. Research has shown that practical skills training as done in the USA leads to a greater likelihood of ex-offenders finding employment than conventional education thereby reducing the chances of re offending significantly (Young et al. 2017). By not providing more skills-based educational programmes, schools were depriving learners of the opportunity to

get more exposure in the career world. This tends to limit them to few job opportunities as their career wellness would not be fully attained. On other hand, juveniles who learn many skills have a wider range of career choices (Palmbeach 2017).

Findings in this study revealed that many challenges hindered the promotion of career wellness among juvenile offenders. A shortage of teachers, relevant resources and lack of information were some of the challenges. Similar findings were reported by Magano (2016) who found that in a Gauteng correctional centre, lack of career guidance was experienced. With career wellness, individuals are able to choose careers that are consistent with their interests, abilities and values thereby attaining career or job satisfaction that may benefit their communities as they are able to perform to their highest ability (Hetler 1976). With job satisfaction, juveniles are likely to maintain their jobs and stay away from crime, thereby reducing the rate of recidivism. Without proper guidance, juveniles may face difficulties in choosing careers that suit their personalities and this may have negative consequences for them when they enter the job market. They may experience a lack of job satisfaction if they choose the wrong career.

In some schools, however, juveniles indicated that they were getting some form of guidance on careers but it was reported to be inadequate. Inadequate career guidance is a big blow to promoting career wellness of juvenile offenders. Unlike their counterparts in the mainstream schools, offenders may not have access to other platforms and sources of relevant information. On a positive note, some NGOs like Khulisa and Brothers for Life were helping juveniles with job placements. Such moves and interventions are positive because placing juvenile offenders in jobs may help to reduce recidivism.

The role played by different stakeholders is highly commendable as the bio-ecological theory stipulates that systems in an individual's life need to be integrated in order to enable the individual to attain positive development. From these findings, recommendations were made that the curriculum for juvenile offenders should be aligned to the needs of the job market and schools were advised to work in collaboration with potential employers and institutions that offer relevant training (Macomber et al. 2010). Collaboration among different stakeholders is seen as a

positive move according to the bio-ecological theory as this ensures the holistic development of an individual.

6.2.4 Theme 4: Resources and Time Constraints

In most schools, time was identified as a constraint that hampered effective teaching and learning to promote intellectual wellness. The average time spent by learners at school was four hours which is far less than the time spent by learners in mainstream schools. Considering the nature of the curriculum and the content that needs to be covered, the amount of time spent was insufficient and consequently had a negative impact on the intellectual wellness of juveniles. The teachers also strongly felt the time was inadequate considering the workload that needed to be covered. Similar findings were made in a Gauteng correctional school where time spent at school lacked consistency in terms of the hours spent there (Magano 2016). As far back as 2012, similar findings emerged from studies carried out in South African correctional schools where it was revealed that little time was spent in most schools (Muntingh & Ballard 2012). These studies also revealed that some juveniles were spending as little as two hours a day at school. The limited amount of time spent at school hampered the promotion of intellectual wellness.

Besides time constraints, the promotion of intellectual wellness was negatively affected by a number of other factors such as lack of resources like textbooks, classrooms and other vital learning and teaching materials. These challenges were also reported by the DCS when it acknowledged that there was a lack of resources such as classrooms and stationery in its centres that posed a challenge to effective teaching and learning (DCS 2011). A shortage of staff was also reported to be a challenge and this had a negative impact on rehabilitation as juveniles were left unsupervised and therefore vulnerable to abuse (Kempinski 2010). Lack of teachers can also negatively affect the number of subjects offered as well as the quality of work. It becomes difficult to expect teachers to teach many subjects as too much work load can strain them and render their services ineffective. In the worst scenario, teachers end up teaching subjects which they are not expert in.

The presence of gangs was another cause for concern as their presence has the potential to disrupt normal teaching and learning. Gangs tend to have a negative influence on juveniles, thereby affecting their academic performance. As gang

members, juveniles may concentrate more on what their group wants and less on what teachers expect from them. Previous studies have revealed that gangs contribute most of the violence that occurs in correctional centres and they also recruit their members from inmates (Howell 1998). It has also been reported that members of a gang are sometimes forced to do dirty jobs such as rape and murder in their cells and that gangs are behind most of the fights in correctional centres as was the case in Leeuwkop correctional centre in Johannesburg, South Africa (Community Law Centre 2010). The influence of gangs can also affect the juveniles emotionally and socially as conformity to gangsterism may lead to anti social behaviour.

In a bid to attain intellectual wellness, some participants indicated that they were doing everything possible to get information from different sources on current affairs from newspapers and television. Keeping up to date with current affairs, seeking new information and being open to ongoing learning helps in promoting intellectual wellness (Viterbo University 2006). All centres had libraries but some learners expressed dissatisfaction on the quality and relevance of the books. Irrelevant books that do not appeal to the users may discourage them from reading, thereby negatively affecting their intellectual wellness.

6.2.5 Theme 5: Spiritual Support plays a pivotal role in juvenile rehabilitation

Spiritual groups were reported to play a supportive role in promoting the spiritual wellness of juveniles in all the schools that took part in the study. All schools reported frequent engagements between religious organisations and juvenile offenders. Juveniles also expressed gratitude for the support given by these organisations as they imparted moral values capable of eradicating criminal tendencies among them. The impartation of moral values contributes to positive behaviour, thereby giving people a sense of purpose (Palmbeach 2017). Spiritual organisations were not only helping to promote spiritual wellness but also other dimensions of wellness such as social and emotional wellness. they were teaching juveniles skills and values such as tolerance and forgiveness. Through moral teachings, spiritual organisations have the potential to motivate juveniles to turn their lives around. A report from the DCS to the Parliamentary Committee on Correctional Services affirmed and acknowledged the high prevalence of religious support in South African correctional centres when it reported that, in 2014, there were 1 794 spiritual workers that were providing services

to inmates (Parliamentary Monitoring Group 2014). The active involvement of religious groups in offender rehabilitation is also common and active in countries like Myanmar (Korff 2010).

The active involvement of religious groups is therefore held in high regard as it promotes the spiritual wellness of juveniles in particular. Religion is regarded as a major role player in promoting spiritual wellness of individuals as faith helps individuals to give meaning to different situations and to live a positive life (Hetler 1976). In this regard juveniles described the support provided by religious groups as pivotal in helping them to interact positively with others, develop positive communication skills and acquire coping skills such as meditating and praying. Imparting coping skills and strategies among juvenile offenders can have a positive impact on how juveniles interact with each other and ultimately result in positive rehabilitation as their spiritual wellness is enhanced.

6.2.6 Theme 6: Different Platforms provide emotional support

Emotional support is crucial to juvenile offenders who may face traumatic experiences in correctional centres as it helps them to be aware and control their feelings despite the circumstances they find themselves in (Viterbo University 2006). Although strategies and measures for supporting juveniles emotionally were in place, juveniles were experiencing different challenges in terms of access to the service providers. Despite the fact that social workers and psychologists were available, there were long waiting periods before they could assist offenders in some cases, which compromised the effective promotion of emotional wellness of juveniles. The situation was made worse by the shortage of social workers and psychologists in the DCS. The statistics from the DCS in 2014 concurred with these findings by revealing that there were only 68 psychologists serving a population of 150 000 inmates translating to one psychologist for 2 200 inmates (PMG 2014). Other countries like Bangladesh also experienced a shortage of qualified staff like psychologists which affected the promotion of emotional wellness among juvenile offenders (Lotse 2006).

Promoting emotional wellness is vital as it helps juveniles to cope with stress and be able to persist in their quest to be rehabilitated despite becoming frustrated in the process (De Jager et al. 2003). In correctional centres, negative circumstances such as fights and murder are common and these have negative psychological effects on

inmates as they affect their emotions (Houchins et al. 2013). For this reason, lack of proper emotional support that promotes the emotional wellness of juveniles is a cause for concern

6.2.7 Theme 7: Inadequate psycho-social support provided

The frequency of family visits varied from inmate to inmate but the majority of juveniles who participated in the study had limited contact with their families. Some received visits after a long period of time and some did not have visits from family members at all. Juveniles incarcerated far away from their homes were the most affected because distance was a barrier. This trend seemed to have been ongoing as, in 2012, a study in juvenile detention centres in South Africa showed that 40% of juvenile offenders who participated in the study had no family visits in three months (Muntingh & Ballard 2012). Similarly, lack of family involvement in a correctional centre was also reported by Makhurane and Magano (2014) during a study done at a correctional centre in Gauteng, South Africa. Studies done abroad revealed that in Scotland, disconnection from significant others like family members and friends was responsible for about 14.5% of suicide attempts among juveniles in detention (Little 2006). A conclusion can therefore be drawn that detaining juveniles closer to their homes may be beneficial as they may get regular visits from family members, as is the case in the state of Missouri in the USA (Dubin 2012). Regular contacts may promote the social wellness of juveniles.

The DCS (2005) also emphasises that contacts with family is vital for juvenile offender rehabilitation. It has been proven that family involvement has the potential to produce positive behavioural change that is acceptable in society (Jovanić 2011). Change of behaviour may ultimately reduce recidivism among juvenile offenders. Family involvement promotes social wellness in juvenile offenders and makes it easy for them to reintegrate and live in harmony with other members of society. Despite these findings on inadequate family contact, correctional centres are not solely to blame for this state of affairs. Other contextual factors also act as barriers in establishing family support systems such as the prevalence of broken and dysfunctional families (Korff 2010). In such families, it might be a challenge for the DCS to contact family members.

This study established that gangs were prevalent in South African correctional centres, including juvenile care centres. Most juveniles confessed their gang membership and

attributed this to different factors such as the need for protection and to get access to outside information. These revelations are similar to those done before which showed that gang membership was seen as a way of getting protection from the group and also in order to access scarce resources like food (Muntingh & Ballard 2012). Gang influence and membership is prevalent not only in South Africa but also in other African states where gang rivals have been reportedly getting into fights over scarce resources (Sarkin 2013). Even in the USA, gangs have been reported to be causing havoc, with the government confirming that hundreds of juvenile offenders in their detention centres were repeatedly sexually assaulted or raped, mostly due to the influence of gangs (Murray & Farrington 2010). Other countries that have reportedly been affected by gangs are Honduras and Brazil where their negative social influence has posed as a challenge in rehabilitation (Korff 2010).

The prevalence of gangs usually has a negative impact on juvenile rehabilitation as stated above. The bio ecological theory clearly states that the behaviour and wellness of individuals may be influenced by different systems that interact with each other such as peers (Donald et al 2010). In this case the gang becomes the peer group to the juvenile and may have a negative influence on him. When young people become involved in gang activities, they are exposed to anti-social behaviour and culture which may lead to the development of aggressive behaviour (Lambie & Rondell 2013). As correctional personnel try to instil social skills that are acceptable in society, gangs may be on the other hand teach and expose them to anti-social skills, thereby making them more rebellious against society. This makes it difficult for the principle of ubuntu to be enforced into offenders. This tendency and practice may lead to recidivism and render the rehabilitation process ineffective as the offending behaviour may not be eradicated. Juveniles may go back to their communities still displaying anti-social behaviour because of reinforcement of anti-social behaviour by gangs and lack of social wellness. This may drive them back into their old ways and consequent rejection by members of their communities. Once rejected by their communities, juveniles may revert to their criminal behaviour.

6.2.8 Theme 8: Inadequate stakeholder involvement

Rehabilitation of offenders cannot be addressed by the DCS alone without the community being actively involved (Centre for the Study of Violence and Reconciliation

2009). Findings in this study, revealed that there were stakeholders that were actively involved in the rehabilitation of juvenile offenders. Some of them who featured frequently were religious groups and NGOs such as NICRO and Khulisa in some cases. The DCS also reported to the Parliamentary Committee on Correctional Services that a partnership was in place with different stakeholders such as the DBE which provided accreditation of programmes and assistance with teachers, book publishing companies like Van Schaik, National Youth Development Agency for career guidance and other NGOs (PMG 2014). The same report, however, acknowledged the need for increased community partnership which it said was lacking. More partners should therefore be sought and used such as TVET colleges to provide skills training.

6.3 DISCUSSION OF THEMES FROM TEACHERS

Themes that emerged from open-ended questionnaires are shown in Table 6.2 below.

Table 6.2: Themes from teachers

• Qualified and experienced teachers
• Challenges faced in promoting physical wellness
• Career guidance inadequately provided
• Spiritual wellness promoted through different programmes
• Inadequate resources and lack of proper training
• Different ways of promoting emotional wellness
• Social skills imparted to promote social wellness

6.3.1 Theme 1: Qualified and experienced teachers

Teachers employed were professionally trained with relevant qualifications, but some indicated that they were not well trained to deal with juvenile delinquents. Lack of relevant skills in dealing with juvenile offenders may hamper effective teaching and learning thereby affecting the wellness of juveniles. These findings are similar to prior research which also revealed that most of the officials in South African correctional centres including teachers were not trained to deal with juvenile delinquents (Muntingh & Ballard 2012). These findings imply that teachers may not be in a position to implement effective educational programmes that promote the wellness of juvenile offenders. Teachers may have good and sound plans on how to teach but the implementation may be a challenge because of hindrances such as a lack of discipline

among offenders. The school as a system has a role to play in the development of a learner and, therefore, any negative environment in the school may result in negative development.

6.3.2 Theme 2: Challenges faced in promoting physical wellness

Physical and recreational activities were provided under the SRAC programme which is a programme provided by the DCS in all centres. Although the amount of participation varied from centre to centre, the programmes were being implemented in all centres. A report from the DCS to the Parliamentary Committee also affirmed the provision of a variety of recreational and sports programmes in all centres (PMG 2014). The provision of such activities is a positive move because they have the potential to promote not only the physical wellness of juveniles but also other dimensions of wellness such as social wellness. As most games and activities under the SRAC programmes involve teamwork, juveniles who participate in such may develop some life skills such as cooperation and communication skills which may help to prepare them for reintegration into their communities.

Teachers also raised concerns about lack of suitable facilities like halls, playgrounds and sports kit in their quest to implement the SRAC programmes. These challenges posed a serious threat to the promotion of physical wellness as the programmes could not be effectively implemented. With security taking priority in correctional centres, lack of time to participate meaningfully in these activities was reported to be a major concern too. The authorities seemed to be more concerned about security while neglecting programmes that could facilitate effective rehabilitation by promoting the wellness of offenders. Some teachers even felt that lock-up time was too early when they still needed learners to engage in some activities. Locking up inmates early may be deemed necessary from a security point of view but, when it denies offenders the opportunity to participate in meaningful wellness programmes, it can derail the rehabilitation process.

Bad habits that are detrimental to physical health were also observed among juveniles by teachers. These included smoking and use of dagga which put the physical wellness of juveniles at risk. Juveniles who get locked up early may take a chance to indulge in such bad activities like smoking. By so doing, their physical wellness

becomes compromised because such bad habits are detrimental to their health (Schaffer 2000).

In some schools, teachers expressed disappointment by lack of willingness by offenders to participate in programmes offered. Most of the recreational and sporting activities offered were played in teams and therefore had the potential to promote the spirit of interdependence and *ubuntu* as players need to depend on each other to win. Non-participation by offenders therefore on the other hand could prevent them from acquiring skills and values that promote *ubuntu*. *Ubuntu* upholds the interdependence and interconnectedness of the human race (Cilliers 2008). Non-participation or inadequate participation may hinder not only the attainment of physical wellness but also emotional and social wellness as most of the activities help to instil skills that promote these wellness dimensions.

With the prevalence of diseases in correctional centres, the availability of medical centres and medical personnel was viewed as an important and positive gesture. Each centre had either a hospital or a clinic. Juveniles with health problems were treated in those facilities. However, some participants expressed dissatisfaction with the services provided in those facilities which they described as inadequate and negatively affecting the physical wellness of juveniles.

6.3.3 Theme 3: Career guidance inadequately provided

Educators had a strong conviction that if juvenile offenders got employed after release they were unlikely to return to crime as they will be able to provide for their needs. If they stay away from crime, the possibility of them being accepted by their respective communities is very high. The teachers' conviction was based on their analysis which showed that most juveniles in their care had committed crime because of socio-economic factors. Career guidance and counselling play a vital role in career choice as they help juveniles to make sound and realistic career choices by exploring various career options (Palmbeach 2017).

Teachers were facing different challenges in their quest to provide career guidance to juveniles but through subjects such as Life Orientation, efforts were made to help learners to make career choices. On the contrary, juveniles were not satisfied with the services provided on career guidance and felt this was limiting their scope in exploring

career options. Authorities in the correctional centres through NGOs like Brothers for Life and Khulisa were also assisting released juveniles with job placements. This collaboration is a positive move since employment has the power to reduce recidivism and promote career wellness. Juveniles who get employed may also be useful to their communities as they may contribute to their development. Contributing to the development of their communities is part of ubuntu.

6.3.4 Theme 4: Spiritual wellness promoted through different programmes

By accommodating different religious groups to promote the spiritual wellness of juvenile offenders, the DCS gave a strong impression that it was embracing the principle of inclusion which is part of *ubuntu*. Christians and Muslims were reported to be the most dominant religious groups involved in promoting the spiritual wellness of juveniles although all centres indicated that all faith-based organisations were welcome. The involvement of faith-based organisations is crucial in the promotion of spiritual wellness because such organisations tend to impart morals and social skills to juveniles.

It is important to promote the spiritual wellness of juveniles because its attainment helps them to appreciate and tolerate complex situations and enables them to live in harmony with themselves and with others (Hetler 1976). Juveniles may be taught to be responsible citizens who take responsibility for their actions, forgive to be honest in dealing with others. Religious groups also promote spiritual wellness by giving offenders hope and this may motivate them to commit to their rehabilitation with the hope that things will work for them (Palmbeach 2017).

The active interaction between spiritual based organisations and juvenile offenders as reported by both teachers and juveniles clearly indicates that the spiritual wellness of juveniles were being taken care of. Besides outside spiritual intervention, most centres had spiritual officers based within their premises with the responsibility to provide spiritual support to inmates. Having such workers was a big relief since offenders could not go to their usual places of worship to get spiritual counseling. The role played by these spiritual officers and religious organisations was a great relief to juveniles as these compensated for the missing sub systems such as the extended families and affiliated religious groups. The bio-ecological theory advocates for the positive interaction among systems that have an impact in the development of an individual;

hence, systems such as spiritual groups play a major role in the rehabilitation of juvenile offenders.

6.3.5 Theme 5: Inadequate resources and lack of proper training

Despite having teaching qualifications which included post-graduate degrees in some cases, teachers felt that they were not well trained to deal with juvenile offenders. Muntingh and Ballard (2012) also reported that most officials in correctional centres in South Africa were not well trained to deal with juvenile offenders during their study done in 2012. Lack of well-trained and experienced teachers is not unique to South Africa only but is a global challenge faced by many countries (Jovanić 2011). In the United Kingdom also, teachers in correctional schools were reported to be lacking the necessary training and appropriate skills to deal with juvenile offenders (Hawley 2011). In Bangladesh also, correctional centres also reportedly faced lack of adequately qualified staff to provide effective rehabilitation to juveniles (Lotse 2006). Educators therefore need support as they are at the forefront of promoting not only the intellectual wellness of juvenile offenders but also other dimensions of wellness that facilitate effective rehabilitation and ultimately reintegration into society.

Teachers also explained that they were struggling to implement the curriculum because of different other challenges such as lack of discipline among juveniles and shortage of resources. Most schools also had a shortage of teachers with one school only having one teacher despite being registered with the DBE as a fully fledged school. Some initiatives were taken by schools to ensure the provision of education to juveniles were ongoing. These initiatives included enlisting the services of some offenders to act as tutors. Of great concern, however, was that people who were not trained to be teachers were thrown into the deep end of teaching without the necessary training and skills. These initiatives, although they showed creativity, they compromised the quality of education given to juvenile offenders.

Disappointments were also expressed by teachers at the lack of willingness by some juveniles to take learning seriously. Lack of respect and the aggressive behaviour by some juveniles also posed a challenge to teachers in their bid to provide quality education to juveniles that would ultimately promote intellectual wellness. These concerns concur with previous research findings which showed that incarcerated juveniles tend to be exposed to anti-social behaviour that can result in them displaying aggressive behaviour (Lambie & Rondell 2013). Teachers felt that such negative attitudes were rendering their efforts of promoting intellectual wellness fruitless.

effective rehabilitation and ultimately reintegration into society.

6.3.6 Theme 6: Different ways of promoting emotional wellness

Some of the notable challenges observed by teachers among juvenile offenders included anger issues, fighting and aggression. Teachers devised strategies to support juveniles emotionally through anger management programmes and referrals to social workers and psychologists. It is important to provide anger management courses to offenders because poor anger management usually leads to violence which may result in crime (Howels, Watt, Hall & Baldwin 1997). Anger management courses also help offenders to let go of anger and this helps them to be emotionally stable and be able to tolerate others and be better prepared for reintegration (Randkamenisch 2013). Properly implemented anger management programmes have also proved to have an impact in reducing recidivism (Dowden, Blanchette & Serin 1999). The approaches taken by teachers were applauded because it is through such programmes that the emotional wellness of juveniles get promoted.

Referrals to social workers and psychologists also helped not only to promote emotional wellness but also to promote other dimensions of wellness as such as social and spiritual. Social workers and psychologists are trained to assist individuals suffering from emotional instability and therefore their involvement is key in rehabilitation of juvenile offenders. There was a contradiction in views, however, between what juveniles and teachers perceived as effective involvement of social workers and psychologists. Most juveniles were not satisfied with the services provided by social workers and psychologists whereas teachers on the other hand expressed satisfaction with those services.

6.3.7 Theme 7: Social skills imparted to promote social wellness

Different social and life skills were imparted by teachers in an endeavour to promote social wellness of juvenile offenders. These skills include communication, respect, sharing, tolerance and other moral values that are acceptable in society. Teaching these skills is critical as they are crucial in offender reintegration process. With such skills, juveniles are able to fit and live in harmony with others in a diverse society (Jovanić 2011). Social wellness is enhanced by skills such as communication, conflict resolution and tolerance among others (Hetler 1976). When juveniles attain social wellness, they are able to care for others in their communities and support those who need their help (Schaffer 2000).

Another strategy used by teachers to promote social wellness was through encouraging cooperation among juveniles. This was done by giving them group work, projects and asking them to do peer marking. Working in groups helps people to appreciate and value human interdependence, thereby developing the awareness of living in harmony with other human beings which can be carried over into their communities after release (De Jager et al. 2003). Group activities are a common feature in communities and juveniles therefore benefit from exposure to such activities during incarceration as they prepare to be reintegrated (Clarke & Breman 2009).

The social relationship among juveniles was reported to be generally friendly but based mostly on gang membership. Gang involvement and associating with negative inmates pose a threat to the attainment of social wellness because gangs tend to socialise their members into the world of crime (Langa 2007). Gang influence in correctional centres has been blamed for the aggression that is often displayed by their members (Ozdemir 2010). Teachers concurred with these findings as they indicated that the prevalence and influence of gangs on juveniles created a challenge in teaching and learning.

6.4 DISCUSSION OF THEMES FROM HEADS OF SCHOOLS

Themes from interviews with heads of schools

Table 6.3: Themes from heads of schools

- | |
|---|
| <ul style="list-style-type: none">• Shortage of teachers affects the promotion of intellectual wellness |
|---|

• SRAC programmes promote the wellness of juvenile offenders
• Internal and external factors affect the rehabilitation of juveniles
• Schools take initiatives to promote the wellness of juvenile offenders
• Collaboration with other stakeholders

6.4.1 Theme 1: Shortage of teachers affects the promotion of intellectual wellness

Most schools were experiencing a shortage of teachers and this had a negative impact on teaching and learning in some schools. This challenge consequently became a barrier in the promotion of wellness among juveniles. In some schools, offenders were used as tutors. Although the use of offenders as tutors can be viewed as a positive initiative, these offenders were not trained to be teachers and therefore lacked the necessary skills to provide quality education. A similar study done in 2012 also revealed that lack of skilled teachers and resources was a challenge in South African correctional schools (Van Heerden 2013). Lack of teachers affects the wellness of inmates as these offenders do not get the services necessary to promote their wellness. Heads of some schools also lambasted the policy of the DCS of paying offenders who were doing some form of work. According to their views, inmates who wanted to attend school were discouraged to do so and rather opted to work and get monetary incentives. They even attributed this practice to the high dropout rate and poor school attendance faced by their schools. High school dropouts were also reported in a study done in a Gauteng correctional school (Magano 2016).

6.4.2 Theme 2: SRAC Programmes promote the wellness of juvenile offenders

Despite facing some challenges in implementing the required programmes, most centres were providing Sports, Recreation, Arts and Cultural activities and these programmes helped in promoting wellness among juveniles. Sports was used as a major strategy in promoting physical wellness and this seemed to pay off. Sports have been rated very high as far as the promotion of wellness is concerned (Magano & Ramnarain 2015). In some cases, outsiders especially sports people were brought in to interact with juveniles. The interaction with outsiders helped juveniles to get exposure to a diverse population similar to what happens when they are released. thereby exposing them to a diverse population and promoting not only the physical wellness but also their social wellness.

On the broader perspective, sports also promote other dimensions of wellness such as social wellness as individuals interact and play in teams. Teamwork can help to enforce and teach juveniles the importance of interdependence in the human race. In some schools, days were set aside for sports with juveniles spending the whole day doing sports and cultural activities. Dedicating days for SRAC programmes also served to emphasise the importance of such programmes in rehabilitation and wellness of offenders. Serious emphasis on such programmes also encouraged juveniles to take part and this in turn helped them to attain the desired wellness

6.4.3 Theme 3: Internal and external factors affect the rehabilitation of juveniles

Most schools reported that they were facing challenges such as lack of discipline, motivation and low attendance by learners. This had a negative impact on the promotion of wellness in juvenile offenders. These findings are similar to those made by Horst (2005) who reported that lack of cooperation and motivation were affecting learning in correctional schools in South Africa. Learning is a two-way system where teachers and learners should both play their part. If learners do not play their part, teaching and learning may be ineffective and thereby affecting their intellectual wellness negatively. Limited resources in terms of manpower and others were also mentioned as barriers that affected the teaching and learning process in most schools. Teachers were unable to fully promote the intellectual wellness of juveniles as a result of such challenges.

Heads of schools also complained that most juvenile offenders in their centres belonged to gangs resulting in frequent fights between rival gangs. The prevalence of gangs was also reported in a study done in correctional centres in South Africa by Gear (2007). Gangs have a great influence on offenders, especially juveniles, and can therefore have a negative influence. Gang members may even deviate from expected societal norms in order to adhere to the expectations of gangs (Horst 2005). By adopting this gang culture, offenders tend to engage in anti-social behaviour which may negatively affect their rehabilitation and attainment of social wellness. Gangs usually think about what benefit their groups only without caring about the needs of other community members and thus work against the principle of *ubuntu* and the attainment of social wellness. The other challenge posed by gangs in rehabilitation is

that they tend to stimulate aggression among their members who in turn work against the community (Ozdemir 2010). Even within correctional centres in Africa, gang rivals have reportedly been behind fights and murders that occur there (Noonan 2012).

Other factors that were reported to be having a negative impact on the promotion of the intellectual wellness of juveniles were lack of teachers, time and internet access. There was also concern about the disruptions caused by some routine activities carried out in correctional centres that led to learners missing school. Some of the programmes that interrupted teaching and learning included social workers' interventions and inmates going to courts. Disruptions in correctional centres and schools are a common feature as previous studies revealed that parole and transfers were also disrupting teaching and learning thereby having a negative impact on the intellectual wellness of juveniles (Van Heerden 2013).

The shortage of resources and teachers was another cause for concern raised by both teachers and juveniles. The budget set aside for rehabilitation programmes was also reported to be low. The trend seems to have been ongoing because, during the 2009/2010 financial year, out of a budget of 13,2 billion, only 6% of that amount was used for development and social integration (Horst 2005). Lack of resources affected the promotion of intellectual wellness as comprehensive teaching programmes could not be implemented.

6.4.4 Theme 4: School take initiatives to promote the wellness of juveniles

Schools were taking some initiatives to promote the wellness of juveniles. Some of the initiatives were in the form of competitions and awards in reading programmes. Learners who did well were given rewards in the form of certificates as a way of motivating them. Rewarding offenders has been proven to be a great motivation as offenders who have been rewarded tend to have the desire to do more. This was demonstrated in Ireland where offenders who attended pre-employment courses that promote career wellness were reported to be successful in finding employment as they were also given incentives for participating in such programmes (Lorenz 2002). In the USA, some juvenile centres have taken similar initiatives of rewarding offenders who behave and perform well. These initiatives have been found to be effective as they

lead to the attainment of wellness (Dubin 2012). Based on these research findings, it is clear that initiatives taken by these schools had the potential of promoting wellness among juvenile offenders and ultimately reduce recidivism.

6.4.5 Theme 5: Collaboration with stakeholders

Schools were collaborating with different stakeholders. The notable stakeholders included parents, NGOs, sports clubs, universities and other schools outside correctional centres. Parents meetings were organised to ensure parents were involved in the rehabilitation of juveniles although not all schools achieved high success rates. In some schools, universities were also doing some placements for deserving students. Correctional schools were also competing with schools from outside correctional centres. Collaboration with stakeholders is crucial for rehabilitation as the DCS has put a strong emphasis that juveniles who are incarcerated should not be cut from the outside world (DCS 2005). By collaborating with different stakeholders, juvenile centres were working towards promoting the wellness of juveniles and reducing recidivism. Experts have also advised that for an improved educational programme to take place, a link with the outside world is necessary (Hawley 2011).

There was dissatisfaction with regard to family involvement which was considered to be inadequate. This was due to a number of factors but the effort made by schools to involve parents should be applauded. Research has shown that juveniles who are in close contact with their families have a lower recidivism rate (Walker & Bishop 2016). By inviting NGOs such as ORAP to engage juveniles on health awareness campaigns, physical wellness was being promoted. Although findings revealed that collaboration with stakeholders was not adequate, the effort made by different schools should be viewed as positive.

6.5 CHAPTER SUMMARY

This chapter discussed themes that emerged during data interpretation. These themes were written as findings from data collected from juveniles, teachers and heads of schools. Related literature was used to compare and contrast these findings. Most schools were promoting wellness among juvenile offenders in various ways despite facing challenges. Literature has revealed that the holistic approach in rehabilitating

offenders has long term benefits and also helps in reducing recidivism. The promotion of wellness among juvenile offenders has been applauded as an effective strategy in ensuring a holistic development in offender rehabilitation. This chapter also discussed programmes that were in place to promote the wellness of juveniles as well as the challenges faced in South African correctional schools. It further highlighted issues that needed to be addressed in order to effectively promote wellness among juvenile offenders. In modern times, rehabilitation has seen a shift from punishment to development hence the focus should be in line with this paradigm shift. The new approach to offender rehabilitation should focus on developing the individual to ensure that he is ready for reintegration by eradicating offending tendencies. While acknowledging the great strides taken by the DCS, a clear analysis of data collected reflects that more needs to be done to ensure juveniles attain the various wellness dimensions in order to leave the centres fully reformed and be ready for reintegration into their communities. The next chapter gives an overview of the study as well as an explanation of the proposed wellness model for promoting the wellness of juvenile offenders.

CHAPTER 7: OVERVIEW OF THE STUDY AND MODEL DEVELOPMENT

7.1 INTRODUCTION

The findings of this study established that teachers in correctional schools were aware of the need to promote wellness among juvenile offenders. Teachers and heads of schools also identified challenges or barriers that hindered the effective promotion of wellness among juveniles. The attainment of wellness and The correlation between the attainment of wellness and effective rehabilitation of juveniles were acknowledged by participants. Despite acknowledging this, the implementation of programmes that facilitate effective attainment of wellness were hindered by different barriers. This chapter focuses on the overview of the study and outlines the wellness model that can be used to effectively promote the wellness of juvenile offenders in correctional schools.

7.2 OVERVIEW OF THE STUDY

This study focused on how the wellness of juvenile offenders in correctional schools could be promoted to facilitate effective rehabilitation. The study established that the DCS has policies and programmes in place which place education and training in the forefront of offender rehabilitation but serious challenges were faced when it came to implementation. Juveniles lamented the lack of a balanced approach in their rehabilitation programmes and expressed interest in a holistic approach that has the potential to make their rehabilitation effective.

On their part, teachers indicated that they were trying their best to promote different dimensions of wellness among juvenile offenders. They were, however, frustrated by a wide range of challenges such as lack of resources and support from some stakeholders. Teachers therefore require greater support in order to effectively promote the wellness of juvenile offenders in their care. Most teachers also indicated that they were not well trained and skilled to deal with juvenile offenders. The researcher therefore proposes an integrated wellness model which could be used by the DCS to help teachers and other stakeholders in promoting the wellness of juveniles.

7.3 THE PROPOSED WELLNESS MODEL

- PROMOTING THE WELLNESS OF JUVENILE OFFENDERS IN CORRECTIONAL SCHOOLS

Intervention in the lives of juvenile offenders

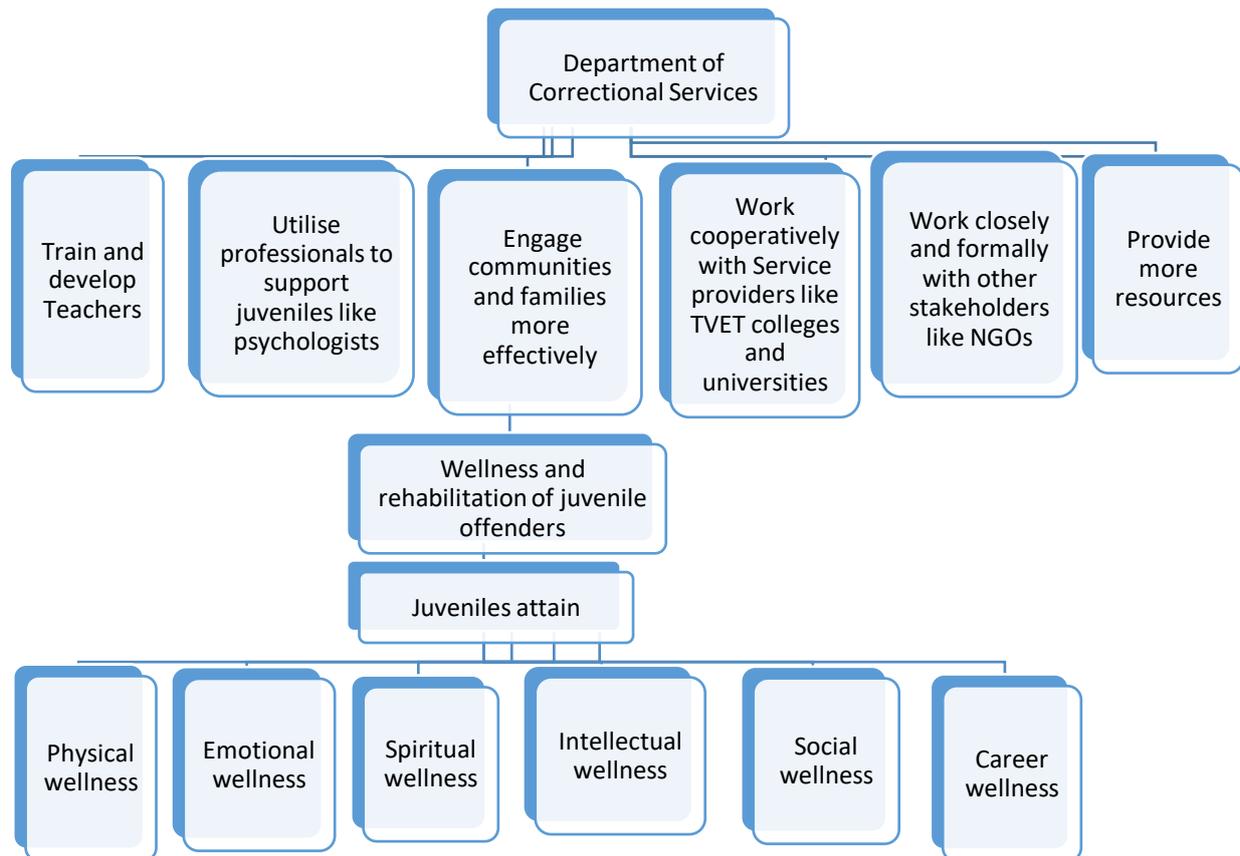


Figure 7.1: The proposed wellness model for promoting the wellness of juvenile offenders in correctional schools

7.3.1 The Training and Development of Teachers in Correctional Schools

The proposed model in Figure 7.1 advocates for the training and development of teachers as a top priority. In chapter 5, some teachers indicated that they were not well trained to deal with juvenile offenders. This model will therefore act as a bridge by ensuring the necessary and relevant training is provided. Juvenile offenders are a unique group of learners with special needs; hence, teachers need unique skills and to be fully trained to deal with them. This training should be formal and those who

attend such training should attain formal qualifications from registered institutions and be given certificates as proof of their qualifications. Both pre-service and in-service training should be given for teachers in correctional schools to ensure that they are fully prepared to deal with juvenile offenders. Pre-service training should be done to prepare prospective teachers before they start teaching in correctional schools. This will help them to get an insight of the emotional, spiritual, intellectual, social, physical and career needs of learners in correctional schools. As findings reflect in Table 5.29 in chapter 5, teachers had formal teaching qualifications although they struggled to teach juvenile offenders. In service training should therefore be part of the induction process for teachers getting into the system. It can also be done as part of keeping teachers abreast of trends in correctional education and educational policies in general.

Furthermore, it is suggested that teachers who are already teaching in correctional schools need to be given in service training by experts who know the needs and challenges of juveniles with behavioural challenges. During in-service training, teachers should also be appraised of any curriculum developments and changes just like their counterparts in mainstream schools. The model further proposes that learners should be psychologically prepared before they embark on the educational journey to prevent frequent drop outs, resistance and low attendance. Teachers should therefore be trained and be imparted with skills so that they can persuade juveniles to attend school and take part in educational programmes. Applying the philosophy of *ubuntu* is also important when dealing with juvenile offenders as teachers are expected to treat them with dignity just like any other human beings. For this reason, teachers should be trained to fully understand and apply the *ubuntu* principles when dealing with offenders. The principle of *ubuntu* may help teachers to treat offenders with dignity as well as inculcate *ubuntu* moral values in offenders so that when they leave they can adopt the *ubuntu* norms and values of their communities.

7.3.2 Work Cooperatively with Service Providers

The model further proposes that rehabilitation should not be left to the DCS only as policy on rehabilitation dictates. The White paper on corrections has this written down as policy but research has shown that implementing this policy had some challenges.

Currently there are various stakeholders involved in the rehabilitation of juveniles but, according to the analysis done in this study, they are inadequate. To develop a holistic approach, different and more service providers should be fully utilised. This can be done through partnerships with institutions such as TVET colleges to provide skills training to learners, and universities to train teachers on curriculum implementation and techniques on handling juvenile delinquents. Most juveniles indicated their desire to pursue skills based careers but subjects relevant to such careers were not provided hence partnership with institutions that offer such skills may go a long way in assisting them.

7.3.3 Professional Support

The multiple approach in promoting the wellness of juveniles is viewed as an effective strategy in promoting physical, emotional, spiritual, intellectual, career and social wellness among juvenile offenders. This model seeks to intensify the effective engagement of professionals working in different fields to provide their services according to their expertise. There should be a coordinated collaboration among these professionals as their services complement each other.

Most juveniles expressed dissatisfaction with the services provided by health personnel. Health personnel such as nurses and doctors should not only wait for patients to come to the clinics or hospitals; rather, they should take a leading role in health awareness and promotion. This can be done through teaching offenders basic principles of hygiene such as keeping their physical environment and themselves clean so that they can stay free from diseases. Through health promotion, juveniles can be taught and encouraged to avoid bad habits that are detrimental to good health such as smoking, drug abuse, unsafe sex and eating unhealthy food while emphasising habits that promote good health such as physical exercises and practising safe sex. Taking this initiative will help in promoting the physical wellness of juveniles.

Experts in sports and recreational programmes should be brought into the rehabilitation system officially. These should have well-planned programmes to suit the needs of offenders and should be meaningfully and strategically implemented. If well executed, these programmes may help promote the physical, emotional and social wellness of juveniles. Where possible, notwithstanding the security concerns of

the relevant authorities, learners from correctional schools should be given the opportunity to compete with learners from outside as was the case with few schools that took part in this study. This may create a sense of worth and belonging, thereby leading to the attainment of social wellness. Schools that were already implementing such programmes reported positive outcomes.

A well-planned and coordinated partnership with potential employers and employment agencies should be put in place in each correctional centre. Potential employers should also be given accurate information about offender rehabilitation to get rid of the stigma associated with employing ex-offenders. On career days, experts in different fields can be invited to come and give more information on different careers including the requirements needed for those who want to pursue those careers. This can help juveniles to make career choices based on relevant and accurate information. Juveniles should be given the opportunity to identify what they wish to do after release and be guided by experts on how they can achieve that. Career expositions should be organised on a yearly basis for organisations to come and showcase different careers available. Each school should have a Life Orientation teacher who is trained in that subject and who is able to provide guidance and career counselling. Such a teacher should keep up to date through workshops and research on trends in careers.

There should be a high ratio of psychologists to inmates to allow for maximum attention given to inmates. Psychologists and social workers should not wait to get requests from inmates to offer their services but should be hands-on and take the initiative by going to inmates, enquiring about their concerns and offering services where required. Some juveniles may face challenges and keep to themselves hence the need for such professionals to be in the fore front. This may help promote the emotional and social wellness of juveniles and ultimately help them to concentrate on their studies when they are in the right state of mind.

7.3.4 Stakeholder Engagement

All stakeholders that have the potential of promoting the wellness of juvenile offenders should be formally engaged and be made part of the rehabilitation process. Informal engagements usually result in lack of consistence. Participants expressed satisfaction on the role played by spiritual groups who visit inmates to promote the spiritual wellness especially when they feel hopeless and rejected by society. In light of these

findings, the model proposes that spiritual intervention be made part of the formal programmes for rehabilitation in all centres. Some centres already had spiritual officers whose presence were reportedly to be of great benefit. A multi-faith approach should be used to cover diversity and to ensure inclusivity. Spiritual services must not be relegated to weekends only as was the case in some centres but should be incorporated into the formal programmes.

NGOs and other private entities that commit to work with the DCS in rehabilitating juveniles should be closely engaged. Apart from providing services that promote the wellness of juveniles, some of these organisations could be asked to donate materials such as books that can be used to promote the intellectual wellness of juveniles.

7.3.5 Community and Family Engagement

Offenders are rehabilitated with the ultimate goal of reintegrating them effectively into their communities. If the communities do not accept them, ex-offenders are likely to return to crime. This model proposes that correctional centres should work closely with communities by letting members of the community know what takes place in rehabilitation so that they can appreciate the process. If community members view the rehabilitation process as having the potential to change offenders, they may be prepared to accept them back into their communities. This awareness can be done even through local media or by inviting members of the community to go to the centres and get more information about rehabilitation. Communities should also give their input on what could be possibly done to ensure a more effective rehabilitation process.

As far as possible, juveniles should be detained near their families or homes. In chapter 5, as indicated in Table 5.2.7, some juveniles indicated that they did not have adequate visits from their family members. Where a juvenile has been arrested far from home, a transfer should be sought so that he can be near his family. Family members should be thoroughly engaged so that they are aware of the progress made by juveniles in rehabilitation. Family contacts create a sense of belonging and help ease the minds of offenders, thereby promoting their social and emotional wellness. On family and prize giving days, parents can be encouraged to attend and should be given relevant information and updates on the progress made by their children. Family members should also be made aware of the importance of their support and the specific roles they can play.

7.3.6 Resources

Adequate resources needed to promote the wellness of juvenile offenders should be made available. Lack of resources as indicated in Theme 5.3.5, was identified as a challenge and this can have a negative impact on the wellness of juveniles. The DCS should consult with role players to get specific resources that can be fully used, and part of the annual departmental budget should be used for this. Where possible, however, donations should be sought especially where the DCS does not have the required resources.

7.4 STRENGTH OF THE STUDY

7.4.1 The Use of Three Theoretical Frameworks

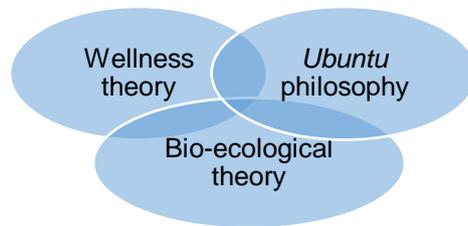


Figure 7.2: Three-lens theoretical framework

The study employed a three-lens theoretical framework which integrated the wellness, *ubuntu* and bio-ecological theory. The use of three theories as lenses helped the researcher to explore different perspectives on how juveniles can be effectively rehabilitated in order to reduce recidivism.

From the wellness perspective, the researcher in this study probed how juveniles attained wellness in correctional schools in South Africa. The probe was driven by assumptions made on wellness. One of the assumptions is that when an individual attains wellness, he or she achieves optimal health and is able to reach his maximum potential through integrating his body, mind and soul (Myers et al. 2000). Another assertion on wellness is that an individual who attains wellness becomes aware and makes choices that leads to a more successful existence (Schaffer 2000). The researcher was able to analyse how the attainment of wellness could contribute towards successful rehabilitation and reintegration of juveniles into their communities. In the process of doing so, the researcher was able to identify different role players who could play vital roles in promoting different dimensions of wellness among juvenile

offenders. This study also enabled the researcher to identify gaps in the current rehabilitation process in terms of how wellness is promoted among juvenile offenders in South African correctional schools. With the analysis done, the researcher was able to make recommendations on how to mitigate the challenges faced and put up possible strategies and programmes.

The study put into perspective the interdependence of wellness dimensions and highlighted how prioritising some dimensions at the expense of others can affect the whole rehabilitation process and development of a juvenile offender. It was noted, for example, that putting more emphasis on security and less on education may result in having ex-offenders who, despite having experienced maximum physical protection, find themselves having no source of income and thereby reverting to crime. In identifying such a gap, the researcher was able to put forward concrete recommendations to deal with such challenges.

The wellness theory therefore provided a critical lens on a variety of wellness dimensions that need to be attained by juvenile offenders in order for them to be fully rehabilitated. The researcher then concluded that teachers play a pivotal role in promoting the wellness of juvenile offenders and therefore need more support to achieve this goal. By promoting the wellness of juvenile offenders, it is envisaged that this move will lead to more effective rehabilitation. Effective rehabilitation is likely to reduce recidivism.

The bio-ecological theory provided a valuable perspective on how different systems affect the development of an individual (Donald et al. 2010). This theory helped the researcher to understand the role of different stakeholders involved in the promotion of wellness among juvenile offenders as well as in their rehabilitation. The researcher also saw the need for more stakeholder involvement in the rehabilitation of juvenile offenders as the DCS cannot be left with the mammoth task of rehabilitating juveniles on its own. The way different systems interact can have a positive or negative impact on an individual (Donald et al. 2010). From this perspective, the researcher was in a position to identify structures that can have either a good or bad influence on juvenile offenders. Through data interpretation, the researcher identified the interaction with gangs as having a negative impact on juvenile offenders while family involvement had positive results.

The *ubuntu* philosophy promotes social cohesion, fairness and tolerance (Tutu 1999). By employing this theory, the researcher explored how this theory can be embraced in the rehabilitation of juvenile offenders to make their reintegration more effective. *Ubuntu* incorporates empathy, care, social justice and righteousness (Mkhize 2008). By using this theory, the researcher had a better understanding of how positive human interaction can be developed by teaching juvenile offenders humanity as proposed in *ubuntu* way of life.

7.5 CONTRIBUTION TO THE BODY OF KNOWLEDGE

7.5.1 Policy

The study focused on the White Paper on Corrections of 2005. This is the blueprint on which rehabilitation of offenders in South Africa is based. This paper spells out that rehabilitation of offenders should take a holistic approach. In the same vein, the study dwelt deeply into each dimension of wellness that needs to be attained for effective rehabilitation to be realised. It further dwelt deeply on how each dimension of wellness can be promoted among juveniles as well as identifying stakeholders who should participate in the rehabilitation process. These proposals can be incorporated into the policy of the DCS and be part of rehabilitation process for juvenile offenders. Role players who have been identified in this study, can be drafted into the formal rehabilitation programme.

This study also identifies gaps in the policy on corrections. The DCS policy states that education and training should be an integral part of rehabilitation yet it is not explicit on the development of teachers who are at the fore front of implementing this policy. With the budget allocated to the DCS, it seemed like insufficient resources were allocated for education and development. This study puts forward suggestions on how officials especially teachers should be trained and be prepared to teach in correctional schools. Another aspect highlighted by the study is the lack of family involvement and it therefore spells out how family contacts contribute positively towards effective rehabilitation and suggests ways in which families of juveniles can be more involved. The DCS is urged to have a clear policy and plan of action that ensures the detention of juveniles closer to their families.

7.5.2 Theory

The study contributes towards formulating a theory which explicitly focuses on holistic development of juvenile offenders through the promotion of their wellness. It reinforces the need to promote wellness dimensions that allow for full development of offenders who can be effectively reintegrated into society. The theory is based on the notion that any offender can be successfully reintegrated into his community when all the wellness dimensions have been attained. Through the application of the *ubuntu* philosophy of life, juveniles should be taught respect, kindness as well as the importance of putting the needs of the group or community first as this may help them to shed their criminal tendencies. If juvenile offenders are taught the spirit of *ubuntu* and they embrace it, their reintegration into their communities may be much easier. The major aim of rehabilitation is social re integration into society and therefore *ubuntu* has the potential to facilitate this reintegration.

7.5.3 Practice

The study established that the DCS has brilliant and progressive policies with regard to offender rehabilitation. These policies are holistic in nature but lack of implementation was a cause for concern. The study unearths how teachers who are at the helm of rehabilitation lack the necessary skills to promote wellness among juveniles. The proposed model therefore advocates for proper training of educators and other officials dealing with juveniles. Well-trained and skilled teachers have the potential of delivering better learning outcomes and subsequently the attainment of wellness, thereby making rehabilitation more effective. If, for instance, teachers provide career guidance, offenders may get work after release that can help them not to rely on crime for survival but rather contribute to the development of their communities. Besides proposing that teachers be well trained and equipped with skills necessary for promoting the wellness of juveniles, the model further proposes that teachers should be given basic counselling and guidance skills. These skills will enable them to deal with minor issues affecting their learners on a day to day basis instead of referring everything to social workers and psychologists. Applying *ubuntu* may also help teachers to teach learners moral values that are expected in their communities such as respect for fellow human beings. When they go back into their communities, juveniles might be in a position to know and adhere to societal

expectations. If teachers embrace *ubuntu*, they will be able to treat juveniles with dignity and respect despite their backgrounds. People who are shown respect may return the favour thereby making a conducive learning environment.

The study also explains the roles of different stakeholders and how they can be fully used for better results. According to ecosystemic theory, a number of systems interact for the development of an individual (Donald et al. 2010). The DCS can use these recommendations to intensify partnership with stakeholders. With lack of family contacts highlighted in this study, the DCS is advised to intensify family involvement as this helps in promoting the wellness of juvenile offenders as well as their rehabilitation.

7.6 CHAPTER SUMMARY

The proposed wellness model explains how different dimensions of wellness can be promoted among juveniles through the involvement of different role players in the rehabilitation process. It is envisaged that offenders who attain the six dimensions of wellness would be in a better position to change their behaviour when they are released, thereby living in harmony with others in the community.

CHAPTER 8: CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

In this chapter a conclusion is drawn and limitations of the study are highlighted. Some recommendations in relation to findings are discussed as well as what can be done for further studies in relation to this topic.

8.2 LIMITATIONS OF THE STUDY

The limitations of the study are summarised below:

- Only qualitative research design was used in this research. Results might have been different if more than one research design was used.
- Only boys took part in the study, if girls were included results might have been different.
- Most schools that took part in the study were in urban areas. Findings might have been different with centres based in rural areas.
- Some useful but sensitive information might have been withheld by participants.
- The findings of this study cannot be generalised since the study was a once off exercise but still they can be used to add to the body of knowledge regarding the wellness of juvenile offenders.

8.3 CONCLUSIONS

The study concludes that the promotion of wellness dimensions among juvenile offenders in correctional schools is a holistic approach in offender rehabilitation which should be embraced. If well-implemented, this approach has the potential of transforming juvenile offenders and prepare them for effective reintegration into their communities. Offender reintegration is the ultimate goal of rehabilitation. The holistic approach to rehabilitation is not a new concept as the DCS (2005) has stated in the White Paper on Corrections that rehabilitation of offenders should be holistic in nature. The proposed wellness model developed in this study serves to reinforce and strengthen this holistic approach as it shows how the attainment of wellness can facilitate the realisation of the goals of rehabilitation.

The study further discusses how *ubuntu* as an African life philosophy can be used in the rehabilitation process of juvenile offenders. Through *ubuntu*, societal norms and values that are expected in African communities are taught to juvenile offenders so that, when they go back their communities, their actions are in line with these societal expectations.

Despite the DCS declaring education and training as the major focus of rehabilitation, this study established that there was lack of proper implementation. Different stakeholders need to be actively involved to ensure the effectiveness of this holistic approach. Role players need to be actively involved to ensure all dimensions of wellness are promoted and that offenders are fully developed and effectively rehabilitated. Teachers need to be well-equipped and prepared to deal with juvenile offenders to ensure effective rehabilitation. Most studies, including this one, have reported that teachers and officials dealing with juvenile offenders did not have the necessary skills to deal with juvenile delinquents. This challenge has also been reported in other countries. Relevant training is therefore viewed as key to an effective rehabilitation programme.

Overall, the study revealed that there was inadequate collaboration between the DCS and various stakeholders. Collaboration was therefore highlighted as vital to ensure the effective promotion of wellness among juvenile offenders. The proposed wellness model developed in this study is viewed as a remedy that can ensure the holistic rehabilitation of juvenile offenders and reduce recidivism in South Africa. The study further revealed that relevant resources needed to promote the wellness of learners are inadequately provided. With more resources set aside for programmes that promote the wellness of learners, the outcomes may prove cost-effective once the rate of recidivism goes down.

8.4 RECOMMENDATIONS

The following recommendations are made based on the research findings;

- Teachers who are working in correctional schools need to be well trained and equipped with specialised skills to help them deal and cope with the setup in correctional schooling which is unique because of the nature of learners involved. Teachers should be capable of promoting the wellness of juvenile offenders. Their

training should include but not be limited to dealing with aggressive and emotionally unstable learners. In-service programmes should be part of the schools' ongoing management plans.

- Pre-service training should be given to teachers before they start working in correctional schools. This should be done in order to prepare them for what to expect and give them the necessary skills prior to teaching.
- All officials dealing directly with juveniles in correctional centres should be well trained on dealing with juveniles. The training should draw focus from *ubuntu* as an African way of life which must include human rights issues as there is a global drive to observe human rights of offenders, especially children.
- More skills training should be provided to juveniles to give them more options for surviving outside prison without resorting to crime. If they fail to secure employment after release because of their criminal records, ex-offenders can start their own income-generating projects by utilising the skills learnt while in detention. More service providers like TVET colleges and universities should be engaged in this regard so that they can provide skills training. Collaboration should be arranged with private companies to provide internships for skilled offenders when they are released or even employ those who deserve to be employed as this might reduce recidivism.
- There should be more community awareness with regard to programmes offered in correctional centres so that members of the communities are aware of what happens in rehabilitation. Such an awareness can be extended to prospective employers so that they can make informed decisions on employing ex-offenders. Awareness can be done through the local media houses and members of the community can be invited to the centres and be given more information as well as to be shown what rehabilitation of offenders involves.
- More psychologists and social workers should be employed in order to intensify the promotion of social and emotional wellness of juveniles. Emotionally and socially well offenders may be more receptive to the rehabilitation process than those who are not well. Partnerships with universities can alleviate the shortages of social workers and psychologists if interns who are studying social work or educational psychology are brought to the centres for their practical training.

- To promote social and emotional wellness, there should be more family involvement in the rehabilitation of juveniles. This can be done by making families and parents of juveniles aware of the significant roles they can play in their children's rehabilitation process. Social workers should be more proactive by ensuring that they reach out to families of juvenile offenders. As much as possible juveniles should be detained closer to their homes as distance tends to be a barrier in maintaining contacts. Video-conferencing can be used in cases where juveniles cannot be transferred close to their homes as this system has been used in other countries and proven to be effective.
- Overcrowding is a barrier to effective development of wellness and there is therefore an urgent need to deal with it. Overcrowded cells make it difficult to supervise inmates and this may expose them to physical and emotional abuse. In some instances, overcrowding can promote the spread of infectious diseases such as TB. Reducing overcrowding can also help in dealing with the influence of gangs. Gangs usually promote anti-social behaviour among inmates, thereby becoming a hindrance to the attainment of wellness by offenders.

8.5 RECOMMENDATIONS FOR FUTURE STUDY

- Future studies should evaluate this wellness model where it has been implemented. Its strengths and weaknesses should be identified, and researchers should find ways of making it more effective.
- Studies should focus on how this model can be extended beyond South Africa's borders if possible and devise ways in which it can be used in different contexts.
- An inclusive study should be carried out where both boys and girls take part in the research. The study should also cover correctional centres from both rural and urban areas.
- A larger sample should be used in future studies and cover all provinces of South Africa.
- A pilot project should be done to evaluate ex-offenders who have undergone rehabilitation under this model to find out how effective the model was in their rehabilitation.

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APPENDIX 1: UNISA ETHICS CLEARANCE LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/04/12

Ref: **2017/04/12/43558526/36/MC**

Dear Mr Makhurane,

Name: Mr F Makhurane

Student: 43558526

Decision: Ethics Approval from
2017/04/12 to 2019/04/12

Researcher:

Name: Mr F Makhurane
Email: makhuranef@gmail.com
Telephone: 0768031750

Supervisor:

Name: Prof MD Magano
Email: maganmg@unisa.ac.za
Telephone: 0124294115

Title of research:

Promoting the rehabilitation of juvenile offenders in selected South African correctional schools: A wellness perspective

Qualification: D Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/04/12 to 2019/04/12.

The medium risk application was reviewed by the Ethics Review Committee on 2017/04/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.



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The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No field work activities may continue after the expiry date 2019/04/12. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2017/04/12/43558526/36/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

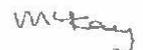
Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



Prof V McKay

EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

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APPENDIX 2: QUESTIONNAIRE FOR JUVENILES

Questionnaire

Promoting the rehabilitation of juvenile offenders in selected South African Correctional schools: A wellness perspective

1. BIOGRAPHIC DATA

Gender _____ Age _____

Current studies: _____

Offence committed: _____

Length of sentence: _____

Number of times arrested: _____

Reason for committing crime: _____

2. a. Physical wellness

a. What recreational and sporting programmes are available at this centre?

b. Which programmes are you involved in?

c. What challenges are you facing in doing your programmes?

d. How many times have you been abused since you came to this centre?

--

e. What measures are in place to protect you from physical abuse and harm?

f. Where do you get treatment when you are sick?

--

Are the services effective? _____

B. Career or occupational wellness

a. What programmes are provided to prepare you for possible employment or to start your own business?

b. What skills have you learnt at the centre that will help you to survive without committing crime?

c. What career would you want to pursue after release?

What are you doing to prepare for the career?

d. How do you intend to use your skills to help your community?

e. What challenges are you facing in preparing for your career? (eg lack of information)

f. What guidance on careers have you received at the centre? (If any)

C. Intellectual wellness

a. How much time do you spend at school per day? _____

b. What challenges are you facing in your learning to prevent you from achieving better?

c. What do you think can be done to make your learning better and effective?

d. How has the education you have received here helped you to deal with conflicts in a positive way?

e. How do you keep up to date with what is happening outside the Correctional centre?

D. Spiritual wellness

a. How do you feel about being at the centre?

b. What have you learnt about dealing with disappointments and anger?

c. What do you do with people who hurt your feelings?

d. How do you make peace with your stay here?

e. What have you learnt about avoiding conflict since you came to this place?

f. What do you do to avoid conflict and maintain peace with people around you?

g. How do religious groups help you to cope with your stay in this place?

E. Emotional wellness

a. How differently do you deal with conflicts since you started attending school?

b. How have you been emotionally abused in this place (if any)

c. How do you manage your feelings to avoid conflicts?

d. How often do you get support from social workers?

e. How do you deal with stress?

F. Social wellness

a. How can you describe your relationship with other inmates and officials at the centre?

b. What good things have you learnt from working in groups in class?

c. What challenges do you face when you are with other offenders?

d. What do you do to avoid conflicts (trouble) with other offenders?

e. Do you belong to any gang? _____
If so how has that affected your life?

f. How often do your family members visit you?

--

g. Besides your family who else visits you here?

h. What good things would you want to do when you go back to your community?

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

Questionnaire

Promoting the rehabilitation of juvenile offenders in selected South African correctional schools: A wellness perspective

I. Biographic data

Gender _____ Age _____

Highest professional qualifications _____

Position held _____

Number of years teaching at the centre : _____

2. Physical wellness

a. What recreational and sporting programmes do you offer at this centre?

b. What challenges are you facing in implementing these recreational and sporting programmes?

c. What solutions do you think can be put in place to resolve the challenges you face?

d. What medical facilities are available for offenders? Do you think they are effective?

e. What bad habits have you observed from offenders? (eg smoking)

B. Career or occupational wellness

a. How do you prepare offenders for possible employment or to start their own businesses after release?

b. What is the major cause of committing crime by most offenders?

c. How do you think your programmes will help reduce recidivism?

d. What career opportunities do you think offenders have after release? (due to programmes offered at this centre)

e. How do you think getting employment will help offenders to be re integrated into the communities smoothly?

C. Spiritual wellness

a. How are different religions accommodated at the centre?

b. How are offenders assisted to develop tolerance among each other?

c. Which religious groups are more involved with offenders?

d. How do you help inmates to resist peer pressure?

e. What other form of spiritual support do inmates receive?

D. Intellectual wellness

a. What challenges do you face in your academic teaching of juvenile offenders?

b. What resources do you use to enable your learners to get more knowledge?

c. What reading materials do learners get from outside? (eg newspapers)

d. What support do you need to teach juvenile offenders more effectively?

e. How do you motivate your learners to read and study more?

f. Do you feel you are well trained to deal with juvenile offenders? _____
Give a reason for your answer?

E. Emotional wellness

a. What emotional challenges do offenders display (eg get easily angry and fight)

b. What strategies do you use to help inmates to manage their feelings (emotions) positively?

APPENDIX 4: INTERVIEW QUESTIONS FOR HEADS OF SCHOOLS

Questions

1. How many teachers do you have at the centre?
2. What courses do you offer?
3. What other programmes does your school partake in?
4. What other initiatives have you taken as a school to promote effective rehabilitation?
5. What challenges are you facing at the school?
6. What strategies do you use to promote effective rehabilitation beyond the Departmental expectations?
7. What unique programmes do you offer at this school?

APPENDIX 5: CONSENT LETTER FOR JUVENILES TO PARTICIPATE IN THE STUDY

Consent form to participate in research

Title of study: Promoting the rehabilitation of juvenile offenders in selected South African Correctional schools: A wellness perspective

I _____ (Name in full) give my consent to voluntarily take part in the research done by Mr. Forget Makhurane (Contact Number: 076 803 1750) from the UNISA (Department of Psychology of Education). The study focuses on how to promote wellness dimensions among juvenile offenders in selected South African correctional schools. This study involves juveniles selected from youth correctional centres and teachers who will be requested to complete questionnaires.

I understand the following:

- ❖ My participation is voluntary
- ❖ I can withdraw my participation anytime without any penalty
- ❖ Results from this study may be published provided my identity is not revealed
- ❖ The researcher will make all efforts to protect me from any harm but is not liable to compensate me of injury
- ❖ The benefit of the study is to identify ways that can be used to promote the wellness of juveniles in correctional schools.

Signature of Participant _____ **Date** _____

APPENDIX 6: CONSENT LETTER FOR TEACHERS TO PARTICIPATE IN THE STUDY

Consent form to participate in research

Title of study: Promoting the rehabilitation of juvenile offenders in selected South African Correctional schools: A wellness perspective

I _____ (Name in full) give my consent to voluntarily take part in the research done by **Mr. Forget Makhurane** (Contact Number: 076 803 1750) from the UNISA (Department of Psychology of Education).

I understand the following:

- ❖ My participation is voluntary
- ❖ I can withdraw my participation anytime without any penalty
- ❖ Results from this study may be published provided my identity is not revealed
- ❖ The researcher will make all efforts to protect me from any harm but is not liable to compensate me of injury
- ❖ The benefit of the study is to identify ways that can be used to promote the wellness of juveniles in correctional schools.

Signature of Participant _____ **Date** _____

APPENDIX 7: COLOUR CODED QUALITATIVE RESPONSES FROM JUVENILES

School G

Questions	P1	P2	P3	Codes
1. Biographic data				
Gender	Male	Male	Male	Male
Current studies	AET Level 4	ABET Level 4	ABET Level 4	ABET Level 4
Offence committed	House breaking/ theft	House breaking and theft	Rape	Serious crime
Length of sentence	6 years	6 years	5 years	Short to medium sentence
Number of times arrested	Two	First time	Three times	Re offending
Reason for committing crime	Just for smoking	Influence of drugs	Wanted to be seen as a bad gangster	Peer pressure Substance influence
2A. physical wellness	We have soccer, volleyball	Soccer Rugby Courses	Soccer Volleyball Cricket Rugby Athletics	Various programmes
a. What recreational and sporting programmes are available at this centre?				
b. Which programmes are you involved in?	None	I am in level 4 schooling and doing choir	Male choir Rugby Soccer	Choir Rugby Soccer
c. What challenges are you facing in doing your programmes?	I've got no challenges	Sometimes we are short of time for practising	Challenges I am facing is to be a better person when I am coming out of prison they must see I am a clean person	Time constraints Striving to change
d. How many times have you been abused since you came to this centre?	None	Three times	None	No abuse Abuse not frequent
e. What measures are in place to protect you from physical abuse and harm?	Officials do their job	The police	Police patrol	Patrols Dedicated officials
f. Where do you get treatment when you are sick? Are the services effective?	Clinic Yes	In prison hospital Sometimes	Hospital No	Medical facilities Effective facilities Facilities not effective
B. career wellness	None	None	Going to school Learning skills	No relevant programmes Skills acquisition School lessons
a. What programmes are provided to prepare you for possible				

Questions	P1	P2	P3	Codes
employment or to start your own business?				
b. What skills have you learnt at the centre that will help you to survive without committing crime?	Looking for a job Being self employed Stay away from drugs Don't involve yourself with bad company	None	How to write a CV when looking for a job	No bad company No drugs CV writing
c. what career would you like to pursue after release?	I want to be a soccer star	Sound Engineering	Begin at Shoprite after release	Soccer player Sound engineer General worker
What are you doing to prepare for the career?	Training hard	Schooling	I am still learning	Training Going to school Learning
d. How do you intend to use your skills to help your community?	Being honest to them	If I have a business I can give services	By showing them I am not a gangster anymore and that I have changed my life and believing in Jesus Christ	Change character Service provision Change association
e. What challenges are you facing in preparing for your career? (eg lack of information)	Lack of finance	I cannot learn Sound Engineering	My challenges I am facing is when I am being released from prison not to go with the same people again but have a friend who is intelligent	Financial constraints Lack of opportunities Previous environment
f. What guidance on careers have you received at the centre? (if any)	Be patient on what you are doing	Tourism like tourist guide	Guidance I have received is being protected 48 hours How to choose a career that suits me	Patience Making a career choice
C. Intellectual wellness a. How much time do you spend at school?	5 hours	4 hours	We spend 3 hours	Few hours at school
b. What challenges are you facing in your learning to prevent you from achieving better?	Listening	The time is small	English, Maths because they are the learning subjects I must pass	Time constraints Difficult subjects
c. What do you think can be done to make your learning better and effective?	Add some time on studying	To add more time	When I pass my level 4 and get my certificate and when I get released next year I can go further for Further Education and Training	More study time
d. How has the education you have received here	Being far away from gangsters	Yes, the education helps me to	By talking English, I was not perfect and spellings	Isolated from gangsters

Questions	P1	P2	P3	Codes
helped you to deal with conflicts in a positive way?		avoid conflicts because I keep studying		Times devoted to study English proficiency
e. How do you keep up to date with what is happening outside the correctional centre?	There are jobs, many things actually	People come to visit me sometimes so they keep me up to date	By not thinking what's happening outside but focus on prison and go to school , your sentence will flow free	Visitors Focus on school
D. Spiritual wellness a. How do you feel about being at this centre?	Bad at the very same time I feel good because now I am an ex drug addict and no longer committing crime	I feel bad because I am way back and my life is on hold	I feel like my mind is at one place, I see only prison but not outside	Have moved on Reformed Feel isolated Confined
b. What have you learnt about dealing with disappointments and anger?	You must know that what is going to happen tomorrow you don't know it	I have learnt that anger is not the solution, talk to the person and solve the problem	I have learnt that when somebody bothers you leave him make yourself a fool because when not you will assault him or stab him and you don't go home and being opened for further charge	Have focus Communication is key Avoid conflicts Avoid destructions
c. What do you do with people who hurt your feelings?	I am just avoiding them	I avoid them and pray to God	People who hurt your feelings , God will deal with them, you shall go on with your life because you are not a fool, you avoid many things those people they see you as a fool	Avoid conflict Let go
d. How do you make peace with your stay at this place?	I just want to serve my sentence and go outside and do the right thing have a better future	By saying I am sorry even to the one who is wrong	By not liking people's things because when you like people's things you end up being raped or being hurt	Focus on future Apologise Avoid people's business
e. What have you learnt about avoiding conflicts since you came to this place?	Stay away from gangsters	By respecting everyone in this place	I have learnt it because I am not a first offender, I know what is happening , what's wrong and what's right	Avoid gangsters Respect everyone Differentiate wrong and right
f. What do you do to avoid conflict and maintain peace with people around you?	Tell the official to deal with the situation	I am being polite and play good and make peace	By making yourself a fool to those people who see a fool and people know what's happening will be	Report Make peace Avoiding

Questions	P1	P2	P3	Codes
			around you wanting to make friends	
g. How are religious groups helping you to cope with your stay in this place?	To know what I want	They help me to be me and help me to know God and cope well	Being protected by them	Self knowledge Spiritual guidance Protection
E. Emotional wellness a. How differently do you deal with conflicts since you started attending school?	When I started to attend school I have changed a lot	I talk to the member and ask him to talk to the one I am in conflict with	I deal with it when I am at school	Positive change Ask for mediation School solution
b. How have you been emotionally abused at this place (if any)	None	Broke my arm with a ntomfa	My mind is not free when I am here that's why I am emotionally abused	No abuse Self torture
c. How do you manage your feelings to avoid conflicts?	Make appointment with social worker to help me	Stay away from conflicts	By controlling them because when I get Anger management course it helps me to avoid conflicts	Social worker intervention Avoid conflict Anger management course
d. How often do you get support from social workers?	They worked with a lot of people like me and today they are doing something good	Lots of times	By talking about my problems at home and in prison	Often Many times Discuss concerns
e. How do you deal with stress?	By reading papers / play soccer	Sleeping every time	By not thinking too much but watching TV or do something with my hands or talk to someone I know outside	Reading papers Soccer Sleeping TV Talk to someone
F. Social wellness a. How can you describe your relationship with other inmates and officials at the centre?	Friendly relationship	We respect one another	Its good	Friendly Mutual relationship Good
b. What good things have you learnt from working in groups in class?	To encourage each other	That in groups we make things happen	Reading	Encouragement Power of numbers
c. What challenges (problems) do you face when you are with other offenders?	Gossiping is what they like	Offenders are not the same. Some are good people some are bad people so I go with the good ones	None	Gossips Some are bad No challenge
d. What do you do to avoid conflicts (trouble) with other offenders?	Make peace with them	Move away and ask for forgiveness	By making myself a fool	Make peace Move away Forgiveness Being humble

Questions	P1	P2	P3	Codes
e. Do you belong to any gang? If so how has this affected your life?	Yes I tell them that I don't want to be part of them any more they threaten me by saying they will kill me	No	Yes By knowing that I am a gangster , no one will tell me	Gangster Threats Protection
f. How often does your family visits you?	None	After two months	Once a month	Monthly After two months None
g. Besides your family, who else visit you here?	None	None	No one	No one
h. What good things would you want to do when you go back to your community?	Be a good person Make peace with them	Tell the small ones about prison and telling them that prison is not nice	By showing them I am a better person	Be good Make peace Teach them Display change

School B

Question	P1	P2	P3	Codes
1. Biographic Data				
Gender	Male	Male	Male	Male
Academic qualifications	Grade 10	Grade 9	Vocation Level 2 & Grade 10	Various programmes
Offence committed	Robbery	Rape	Armed robbery	Serious crimes
Length of sentence	4 years	7 years	7 years	Short to medium sentences
Number of times arrested	Once	first	4 times	First offenders recidivism
Reason for committing crime	Under pressure	pressure	Drugs/alcohol	Pressure Drugs
2A. Physical wellness				
a. How many times do you do physical activities per week? (like exercising)	I do exercise almost 3 – 4 days a week	Not even once	Once	Physically active Inactive
b. How many hours do you spend sleeping per day?	I only sleep for 4 hours	7 hours	8 hours	Enough sleep Short sleep
c. Do you have enough space to do physical activities like exercising?	No, there is no enough space	No spaces at all	Yes	Not enough space Space available
d. Are you involved in any	I play soccer during weekend because	No	Yes Soccer	Soccer

Question	P1	P2	P3	Codes
sports? If yes what sporting activities do you do?	during the week I am busy with my school work			
e. How many people do you share a cell with? Do you feel the space is enough for you or you are overcrowded?	29 cell mates I am too overcrowded	42 The space is not enough	11 The space is enough	Overcrowding Enough space
f. Have you been physically abused at this centre? If you have been physically abused how were you abused?	No	No	No	No physical abuse
g. What measures are there to protect you from physical abuse and harm?	As I have not been abused or harmed as for that there are no measures to protect me.	Small (little)	Patrol by members	Patrols Little protection
h. Does your food constitute a balanced diet?	Yes and No	No	Yes	Food adequate
i. Do you receive enough necessary medical care when you are sick? If you are getting medical care where do you get it?	No From the hospital inside the centre	No	Yes At the hospital. The prison has its own hospital	Medical centre Not enough care Good care
j. Do you smoke, drink alcohol or use drugs? (State what you do).	I smoke cigarettes only and don't do drugs or alcohol	No, I only eat food, sleep and drink water	No	Smoking No bad habits
B. career wellness a. How has education at this centre helped you to prepare for possible employment or to run your own business? (If any)	It has helped me notice that school is very important and there is nothing you can do without school. As I finish school I want to become an entrepreneur to reduce the level of unemployment in our country despite the situation I am facing right now.	Still looking forward to	Business studies	Helpful education Still learning
b. What skills have you learnt at the centre that will help you to compete for employment after release?	Self-knowledge: being able to start my own business when I am being released.	No skills that I have learnt yet	Business skills	Some skills learnt

Question	P1	P2	P3	Codes
c. What career would you want to pursue after release? Why are you choosing that career?	Entrepreneur I am choosing this career because I am being able to recognise an opportunity in my community. Not only gaining profit but by decreasing our level of unemployment in our country.	Travelling tourism –wildlife Because it's what I like to do and I really like the camps and outing	To be a cruise liner worker and Dee jaying I've always wanted it and in school I studied Maritime about ships. It has money. I always wanted to travel around the world.	Various careers Skills and interests influence career choice
d. What are you doing to prepare for the career of your choice?	What I am doing right now to prepare is that I am being sure in my studies I obtain well so that I can reach my dreams one day.	I am still studying	I'm going to school and I want to get my Grade 12 certificate. After that I want to go and study at the University of Cape Town (UCT)	Study as preparation
e. How do you intend to help your community with the skills you have learnt at the centre?	As I have said above, with my skills I will be able to decrease the level of unemployment in my community and teaching them more about how to start a business.	By advising them not to come to prison	I'm going to train them so that they can also be like me and have the skills that I have	Create employment Information To offer training
f. What guidance on careers have you received at the centre? (If any)	I have not received any guidance at this centre	Not yet but still studying	Work hard and focus on my school work no matter how hard or difficult so that one day my dreams will come true	No guidance on careers Advice on success
g. What challenges are you facing in choosing a career? (like lack of information on careers etc.)	There are lack of information as we don't have access to internet	Lack of information and going out and research	Lack of money Lack of information	Lack of information Lack of resources Lack of money
C. Intellectual wellness				
a. How much time do you spend at school?	5 hours	8 hours	7 hours	5 – 8 hours
b. How often do you spend time reading articles like books, newspapers etc.	I read them almost every day	Little time	Not much time	Not much reading time
c. Is there any library at the centre?	Yes There are not enough books in the library	Yes I have never used it even once	Yes No	Library facility Not enough books

Question	P1	P2	P3	Codes
If yes, do you use it more often and do you get enough information you need?				
d. What help have you got from your teachers to improve your thinking and problem solving approaches?	I only received one from my Xhosa teacher who helped me and showed me as a parent what I should do to face my problems.	By guiding me , teaching me and controlling me	How to deal with problems in a friendly way	Teacher guidance
e. Has the education you received helped you to deal with conflicts	Yes It has helped me know things that I did not know in business starting as I am interested in starting my own business.	Yes In a way of how to look at problems and try not to do something stupid	Yes Not to fight	Education helpful
f. How do you keep up to date with what is happening outside the Correctional centre?	I don't get updated with outside the correctional centre	By writing letters and phoning	Not up to date	Not updated Letters Telephone
g. What do you do when faced with challenges? (like people who make you angry)	I go to my case officers and inform them first before acting	Try to avoid or talk to them	I remain calm , talk to them	Positive conflict resolution
h. How often do you read articles like newspapers, magazines and books?	Almost everyday	Not much time but do my homework	Twice a week	Regular reading Less time reading
D. Spiritual wellness a. How do you feel about being at this centre?	I can say happy but missing my family a lot	Sad, because I study hard here	Unhappy	Unhappy with stay
b. What have you learnt about dealing with disappointments and anger?	I have learnt that being polite and talking is the best solution	To try to control myself and become a better person at the end of the time	Must be able to control yourself Don't always put yourself into things that will disappoint you	Self-control Avoid conflicts
c. What do you do with people who hurt your feelings?	To be honest I forgive them as that is the way I was raised at home by my mother and father (family)	Tell them straight how I feel	I talk to them and tell them they must not do this	Communication Forgiveness
d. How do you make peace with your stay at this place?	I make peace by cooperating with members and try not to bring trouble	To try and respect others or sleep the whole day	By not causing trouble By not hurting others	Cooperation Respect Avoid trouble Keep away

Question	P1	P2	P3	Codes
e. What have you learnt about avoiding conflicts since you came to this place?	I have learnt that conflict is always trouble as I would not want to be in trouble and disappoint my family	I have learnt that avoiding can make you stay out of fights and trouble	I must not involve myself in such things	Avoid trouble
f. What do you do to maintain peace with people around you?	To communicate with them and laugh together. I try not to be negative on each other.	To be on my own and ignore everything	Respect them By not hurting others By not causing trouble	Communication Stay positive Respect Not cause trouble
g. Do you get visits from religious groups? If so, how do these groups help you cope with your situation?	Yes They help me by spreading the word of God as I believe in God but there are no churches inside	Yes By teaching me to interact with God	Yes They advise me about good things in life	Spiritual visits and support Good advice
E. Emotional wellness a. Have you changed the way you manage your feelings since you came to this place? If so, how have you changed?	Yes, I have managed By cooperating	Yes By not getting angry if something is bad	Yes Control my temper	Positive emotional control Cooperation Self-control
b. What are your strengths that have kept you well in this place?	My strengths are gaining respect and upholding other people and not thinking about myself only	Interacting with God and communicating with others	I m a good dancer Good soccer player	Good interpersonal skills Communication skills Use strengths to gain respect
c. What are your weaknesses?	Cannot study with noise	If I don't pray	Reading isiXhosa	Working in environment Reading
d. What are you doing to turn your weaknesses into strengths?	Trying to study while everyone who I s asleep	By praying to God	Working hard	Studying hard Spiritual growth
e. How do you deal with stress?	How I deal with stress, I write a letter to my family or girlfriend or even listen to music in my radio	By sleeping	I talk to others/ communicate with people, room mates	Positive stress management
f. What emotional support are you getting from the centre and from outside?	I get only support from my family who come and visit	Relevant programmes	Not to lose hope	Family support Programmes at the centre
g. Have you ever been emotional abused? If yes, what happened?	No	No	Yes My friends are dying outside	No abuse

Question	P1	P2	P3	Codes
F. Social wellness a. How can you describe your relationship with other inmates?	My relationship with inmates is good because I don't love to fight	We don't have enough space but its good	Fine	Good relationship
b. How is your relationship with Correctional centre officials?	It is good and sometimes bad	Sometimes bad sometimes good	Good	Inconsistent relationship Good
c. What positive lessons have you learnt from your inmates?	What I have learnt is that we can work together if there are no troubles	Change, focus on yourself and what you want	Sharing	Sharing Team work
d. What have you learnt about living in harmony with others?		Give peace into my mind	I tell them to stop what they are doing if wrong	Self knowledge Being assertive
e. What do you do when your inmates irritate you?	I sleep and ignore them	Ignore them	I tell them to stop what they are doing	Being assertive Ignore the challenge
f. Do you have any contacts with your family? If yes, how often do your family members visit you?	Yes Three times a month	Yes Sometimes	Yes Twice in three months	Family contacts
g. Besides your family, who else visit you here?	My girlfriend	No one	My girlfriend	Other visitors
h. What important role do you think you will play when you go back to your community?	An important role I will play is try and support my family	Giving back what I have learnt here	I'm going to be a good example to others I am a changed man	Support family Give back skills learnt Role model
i. What do you do to avoid conflicts with your inmates?	I sleep or ignore and listen to music	Sitting in my own space	Stay away from them	Stay away
j. Are there any gangs at this centre? If yes, how have they affected your life?	Yes Because I am one of them I obtain inside and be respected	Yes By telling myself no one can tell me	Yes They protect me	Gangsterism Protection
k. How often do you get help from social workers?	Almost every month	Not that much	Anytime	Social workers available

School C

Question	P1	P2	P3	Codes
1. Biographic Data				
Gender	Male	Male	Male	Male
Academic qualifications	ABET Level 2	ABET Level 2	ABET Level 2	ABET
Offence committed	Rape	Murder	Murder	Serious crimes
Length of sentence	15 years	12 years	15 years	Long sentence
Number of times arrested	First time	First time	First time	First offenders
Reason for committing crime	Drinking	Drinking	Anger	Influence
2A. Physical wellness				
a. How many times do you do physical activities per week? (like exercising)	Once a week	5 times	5 times	Physically active
b. How many hours do you spend sleeping per day?	8 hours	8 hours	8 hours	8 hours
c. Do you have enough space to do physical activities like exercising?	No	No	No	Lack of space
d. Are you involved in any sports? If yes what sporting activities do you do?	No	Yes Soccer	No	Not much involvement
e. How many people do you share a cell with? Do you feel the space is enough for you or you are overcrowded?	27 Yes	27 Yes	27	Sharing
F. Have you been physically abused at this centre? If you have been physically abused how were you abused?	No	No	no	No physical abuse
g. What measures are there to protect you from physical abuse and harm?	I behave well Regular patrol	I am well behaved I am in the sports academy I am the future coach I am the captain and coach in the cell	We respect each other We communicate well We are taught good communication skills Regular patrol	Acceptable behaviour Good communication Patrols
h. Does your food constitute a balanced diet?		Yes	Yes	Good diet
I. Do you receive enough necessary	No	Yes Hospital in the centre	Yes Hospital /clinic at the centre	Medical care

Question	P1	P2	P3	Codes
medical care when you are sick? If you are getting medical care where do you get it?				
j. Do you smoke, drink alcohol or use drugs? (State what you do).	No Hospital	No	No	Good habits
B. career wellness a. How has education at this centre helped you to prepare for possible employment or to run your own business? (If any)	It helps me to start school and continue with studies	I can read English I can read the Bible I have improved in numerals	My English is better, Now I can write and speak	Better foundation
b. What skills have you learnt at the centre that will help you to compete for employment after release?	Respect Communication skills	I can now coach because I have the skills I can work as a team member	I can communicate and persuade people	Communication skills Team work respect
c. What career would you want to pursue after release? Why are you choosing that career?	Business I want to help my community I can communicate properly	Soccer coaching It's my dream I have been playing soccer since childhood	Agricultural business That's where I am interested in with my background I have learnt some skills to help me do this	Various careers Getting foundation
d. What are you doing to prepare for the career of your choice?	I am studying	I am doing life skills I am doing a coaching courser	I am learning English more than before	Studies as preparation
e. How do you intend to help your community with the skills you have learnt at the centre?	To provide them with business courses to start their own business	Take children from the streets and criminal activities To get skills for future use	To encourage criminals, street children to leave crime To help with projects to provide food To be a motivational speaker	To influence others Motivation Provide services
f. What guidance on careers have you received at the centre? (If any)	No	No	No	No guidance
g. What challenges are you facing in choosing a career? (like lack of information on careers etc.)	Lack of information	I am learning. All is well	Lack of information on careers	Lack of information
C. Intellectual wellness	4 hours	4 hours	4 hours	4 hours

Question	P1	P2	P3	Codes
a. How much time do you spend at school?				
b. How often do you spend time reading articles like books, newspapers etc.	Three days per week	4 days per week	Two days per week	Time for reading
c. Is there any library at the centre? If yes, do you use it more often and do you get enough information you need?	Yes Yes	Yes	Yes To get information most of the times	Library services
d. What help have you got from your teachers to improve your thinking and problem solving approaches?	Help me to respect	To sit down and solve problems amicably	To talk about my problems to an adult	Teachers' assistance
e. Has the education you received helped you to deal with conflicts	Yes Yes it helps me to change my life	Yes I have changed I refrain myself from any violence I don't get angry at all bad things	Yes I listen to people's views and take responsibilities when necessary I can forgive and ask for forgiveness	Education and reform
f. How do you keep up to date with what is happening outside the Correctional centre?	Watch TV From prison officials Teachers give us information	Watch TV Listen to the radio Weekends I am out of prison Coaches from outside	TV news Radio	Television Radio Educators Outsiders
g. What do you do when faced with challenges? (like people who make you angry)	I go to my bed	I sit down and negotiate I use my life skills and get self disciplined	I wait for the person to cool down and try to negotiate	Skills to deal with conflict
h. How often do you read articles like newspapers, magazines and books?	5 times per week	7 times a week	I read Xhosa book three times per week	Regular reading
D. Spiritual wellness a. How do you feel about being at this centre?	I feel bad because I have a long sentence	It's my first time I don't feel well away from my family	I don't feel well because it's my first time away from my family	Bad feeling
b. What have you learnt about dealing with disappointments and anger?	To deal positively with anger	I learnt life skills, to deal with it in a positive way	I learnt to deal with anger in a positive way	Positive anger management
c. What do you do with people who hurt your feelings?	I feel bad	I don't take them	I know who I am so I just let them go	Self acceptance

Question	P1	P2	P3	Codes
		seriously, I ignore them		
d. How do you make peace with your stay at this place?	I have accepted my stay here	I forgave myself and the courses I attended helped me	I forgave myself and the people I offended	Self forgiveness
e. What have you learnt about avoiding conflicts since you came to this place?	I read my books	Not to mix with wrong people Have people who are focused To be honest with myself	I leave people who are not focused I look at the positive things in life	Focus on positives Right group
f. What do you do to maintain peace with people around you?	Trust each other Know each other	Trust one another Know each other	Treat each other with respect Know what's wrong and right as a group	Trust Respect
g. Do you get visits from religious groups? If so, how do these groups help you cope with your situation?	They encourage me to learn and to behave well	Yes Encourage Make me feel worthwhile Give me hope	Yes Encourage us Give us hope Help me feel accepted	Spiritual support Encouragement Consolation
E. Emotional wellness a. Have you changed the way you manage your feelings since you came to this place? If so, how have you changed?	yes I feel good	Yes I am still having dreams	Yes I feel better and focused	Better management of emotions
b. What are your strengths that have kept you well in this place?	Yes I feel well and my family is kept well and my family cares for me	I am positive I feel positive myself	I communicate well I ask for advice I get good advice I stay from trouble	Positive Family support Good advice
c. What are your weaknesses?	I get angry easily when upset	I get angry easily	I easily give up when faced with crisis	Anger management Lack of patience
d. What are you doing to turn your weaknesses into strengths?	I attend anger management courses	I move away from situations that create conflicts	I avoid being in situations that can make me angry	Anger management courses Avoid potential conflicts
e. How do you deal with stress?	I read my books	Do sports Sleep	I go to church because I trust God	Positive stress management
f. What emotional support are you getting from the centre and from outside?	From social workers	Social workers	Social workers	Social workers

Question	P1	P2	P3	Codes
g. Have you ever been emotional abused If yes, what happened?	Yes People joking about me	Yes Joking about me (teasing)	Yes Joking about me (teasing)	Emotional abuse by peers
F. Social wellness a. How can you describe your relationship with other inmates?	Good	good	Good, we respect each other We discuss problems	Good relationships
b. How is your relationship with Correctional centre officials?	I respect them, they respect me	Good, we respect each other	Good, we respect each other	Good mutual relationship
c. What positive lessons have you learnt from your inmates?	To work together in peace without fighting	To work well with people you must understand them	To respect each other To work as a team	Working together Team work Respect
d. What have you learnt about living in harmony with others?	Respect people, they will respect you	Understand and respect each other	To respect diversity	Respect diversity Understand diversity
e. What do you do when your inmates irritate you?	I walk away from them	I leave them and go somewhere else	To speak to him peacefully	Positive conflict resolution
f. Do you have any contacts with your family? If yes, how often do your family members visit you?	Yes Once a month	Yes I day per week	Yes Twice per year	Family contacts
g. Besides your family, who else visit you here?	My friends	Friends	No	Other visits
h. What important role do you think you will play when you go back to your community?	Tell them to get out of crime	To help children get out of crime	To teach them to leave crime	Educate the community
1. What do you do to avoid conflicts with your inmates?	I keep to myself	I try to talk about things that worry me in a friendly way	I am friendly no matter what	Positive conflict resolution
j. Are there any gangs at this centre? If yes, how have they affected your life?	Yes They protect me	Yes We protect each other	No	Gangsterism Protection from gangsters
k. How often do you get help from social workers?	When I ask for one	Anytime I need help	I rarely see them although they are available	Social workers available

School F

Question	P1	P2	P3	Codes
1. Biographic data Gender	Male	Male	Male	Male
Current studies	IEC	Grade 10	ABET Level 4	Different programmes
Offence committed	Murder	House breaking	House breaking and theft	Serious crimes
Length of sentence	12 years	5 years	Nine years	Short to long term
Number of times arrested	Two times	Three times	3 times	Re offending
Reason for committing crime	Peer pressure	Poor family and nice things	Peer pressure	Peer pressure Socio economic status
2A. physical wellness a. What recreational and sporting programmes are available at this centre?	Soccer Volleyball Cricket Traditional dance Choir	Soccer is available	Rugby Soccer	Soccer Rugby Volleyball Traditional dance Choir
b. Which programmes are you involved in?	Computer skills	Soccer	Football	Soccer Computers
c. What challenges are you facing in doing your programmes?	Typing I don't know how to use my finger faster than other people	All is well	Injuries	None Typing speed Injuries
d. How many times have you been abused since you came to this centre?	Several times	Once	None by offenders but many times by officials	Abused several times Abused once
e. What measures are in place to protect you from physical abuse and harm?		Guarded all the time	We are asked to report	Guarding Reporting cases
f. Where do you get treatment when you are sick? Are the services effective?	From hospital Yes	Clinic Yes	Inside hospital Yes	Medical facilities Effective services
B. career wellness a. What programmes are provided to prepare you for possible employment or to start your own business?	Courses provided	Career guidance	School Skills	Courses Career guidance School Skills
b. What skills have you learnt at the centre that will help you to survive	Substance abuse Computer skill	To be patient	Still learning	Not to abuse substances Computer skills Patience Still learning

Question	P1	P2	P3	Codes
without committing crime?				
c. what career would you like to pursue after release?	Electrical engineering	Businessman	Boiler making	Electrical engineer Business man Boiler maker
What are you doing to prepare for the career?	Studying hard and focus on my future	Learning business subjects	Still waiting for boiler making skills	Studying Focusing Preparing to start
d. How do you intend to use your skills to help your community?	By the internet, teach them about the world	Provide services and goods	Provide my services to them	Teach them Provide services
e. What challenges are you facing in preparing for your career? (eg lack of information)	Lack of books No educator for science Lack of information	I am not sure about the opportunities	Things are slow to operate in prison still waiting for those kind of skills to start	Lack of resources Shortage of educators Lack of information Lack of opportunities
f. What guidance on careers have you received at the centre? (if any)	None	No	Last year someone came and taught us about careers that are available for us	No guidance Career opportunities
C. Intellectual wellness				
a. How much time do you spend at school?	4 hours	3 hours	4 hours	Little time at school
b. What challenges are you facing in your learning to prevent you from achieving better?	Difficult questions from my educator Competition with other learners for the percentage of our marks	Difficult subjects	Prison situation like gangsterism and so on and lack of teachers in our school	Competition Difficult questions Difficult subjects Gangsterism Shortage of teachers
c. What do you think can be done to make your learning better and effective?	Extra classes so that we can understand and the educator must not come to class with bad mood as that will affect us	More time is needed at school	Hire more teachers that will teach us at school and to do skills	Extra classes Positive educators More school time More teachers Skills training
d. How has the education you have received here helped you to deal with conflicts in a positive way?	Life Orientation taught me how to deal with anger and ubuntu and some substance abuse	Concentrate on positive things	Firstly it made me aware that education is also fun	Anger management To be humane Danger of substance abuse Focus Value of education

Question	P1	P2	P3	Codes
e. How do you keep up to date with what is happening outside the correctional centre?	I'm wondering if my community will forgive me from my sins	TV Radio	Contact through phone and when I have visitors	TV Radio Telephone Visitors
D. Spiritual wellness a. How do you feel about being at this centre?	There is no place like home, I feel lonely because the people that I have are not here but I have to learn from my mistakes	I feel bad but I know that I need to focus	Bad because there is life to pursue outside	Loneliness Take responsibility Bad feeling Feel backwards
b. What have you learnt about dealing with disappointments and anger?	I learnt about anger in, Anger out , I know where does the anger come from and how to control it	To control myself	I did Anger In Anger Out so I am able to deal with any situation that comes across me in a calm way	Control anger Self-control Positive approach
c. What do you do with people who hurt your feelings?	I report them to the officials Sometimes I ignore them and make myself busy with something that is important or I read my Bible	I leave him alone	I ignore them or talk to them in a positive way	Report Ignore Focus Move away Positive talk
d. How do you make peace with your stay at this place?	I have told myself that this is not my home, I don't have to relax. I am here to correct myself and I have to do all the procedures they want me to do	Keep myself busy	I just think about the chances (opportunities) I get in this place and feel that it is God's way of showing me the good direction	Take responsibility Focus Keep busy Take opportunities
e. What have you learnt about avoiding conflicts since you came to this place?	Substance abuse programme made me to know how to ignore conflict. I stopped using drugs and tobacco, stealing from others' property, those are the things that put you in conflicts so I chose the school over those bad things	To let go the conflict	If you can't handle a conflict avoid it, stay away	Ignore conflict Abstain from substances Let go Stay away
f. What do you do to avoid conflict and maintain peace with people around you?	When I hurt someone I had to apologise immediately before it is too late make things in the right ways and I am friendly to them. I am not that person who likes to boss	Communicate properly	Always stay happy and I learn to respect everyone around me	Apology Being humble Proper communication Respect everyone

Question	P1	P2	P3	Codes
	others with bad things			
g. How are religious groups helping you to cope with your stay in this place?	Calm down my anger and teach me to live with peace and love the people of God	Give me good advice and teach me wrong and right	They help me so much especially with boosting my confidence	Self-control Good advice Teach morals Boost confidence
E. Emotional wellness a. How differently do you deal with conflicts since you started attending school?	Study hard and focus on my books Listen to my educator, he is the one who likes to encourage me	Avoid conflict	I talk about the situation I call someone who can help with the conflict Always stay calm in any situation	Focus on education Listen to teachers Avoid conflict
b. How have you been emotionally abused at this place (if any)	No, but physically	Someone hiding my books	Offenders insulting me Not being fairly treated	Communicate Stay calm
c. How do you manage your feelings to avoid conflicts?	Encourage myself by reading a Bible and do what the Bible say	Restrain myself	I do something positive that will make me happy	Self encouragement Meditation Self restraint Positive action
d. How often do you get support from social workers?	None	Once in four years	None	No support Not often
e. How do you deal with stress?	Watch TV I like to talk about what is stressing me with many people so that I can find help to release my stress	Exercise	Smoke Do something positive to take my mind away from things	Watch TV Talk to someone Exercise Smoke Positive action
F. Social wellness a. How can you describe your relationship with other inmates and officials at the centre?	I don't have a good relationship because many people don't like to live a better life and others are not ready to go outside jail and they don't have ubuntu	Some good some are not good	With inmates we treat each other with respect Officials don't treat us with the same. No equality	Good relationship Varied Mutual respect Unfair treatment
b. What good things have you learnt from working in groups in class?	We learn from each other and working in a group we can make better things; everyone comes with his/her good idea so that we can achieve what we want	Share ideas Learn from one another	Together we can do it	Sharing Better performance Learn from each other
c. What challenges (problems) do you face when you are	Others they don't know how to read and write. I like to help them in our	Bullying	None, we care and treat each other with respect	Illiterate learners Bullying No challenges

Question	P1	P2	P3	Codes
with other offenders?	rooms, it's a difficult challenge because they sometimes get upset and get angry so I have to be patient			Lack of patience
d. What do you do to avoid conflicts (trouble) with other offenders?	I don't involve myself into something I don't know where it started and I don't look at other inmates' tickets. I have to serve my sentence	Keep quiet and leave such people alone	Always stay calm in any situation	Focus on self Leave people
e. Do you belong to any gang? If so how has this affected your life?	Yes It is destroying my life because I have to fight for something and someone I don't know and get many charges	Yes No effect	Yes Big time	Gangster Negative
f. How often does your family visit you?	They don't because I am far away from them	Once in 6 months	Maybe twice a year	No visits Once in 6 months Twice a year
g. Besides your family, who else visit you here?	None	No one	No one	No one
h. What good things would you want to do when you go back to your community?	Apologise to my community Teach others how to live a better life without committing crime and get a better job	Provide good services so they can see I have changed	Help my community with problems they are facing	Apologise Teach Provide services Solve problems

School D

Question	P1	P2	P3	Codes
1. Biographic data				
Gender	Male	Male	Male	
Current studies	Grade 12	Grade 12	Grade 12	
Offence committed	Rape	Rape	Murder	
Length of sentence	10 years	8 years	10 years	
Number of times arrested	First time	once	Twice	
Reason for committing crime	Drug addiction	Sexual abuse and alcohol	Drinking alcohol	
2A. a. What recreational and	Soccer Table tennis Pool	Soccer Volleyball Ingoma	Karate Weight lifting Soccer ball	Outdoor sports Indoor sports

Question	P1	P2	P3	Codes
sporting programmes are available at this centre?	Athletics Volleyball	Gospel		
b. Which programmes are you involved in?	I'm involved in soccer	Soccer	Karate	Soccer Karate
c. What challenges are you facing in doing your programmes?	The challenge is that we don't get time to play the ball inside so we play indoors.	Time shortage	Perhaps members are not enough to guard us and sometimes it is time	Lack of time Personnel shortage
d. How many times have you been abused since you came to this centre?	I haven't been abused	Once	None	No abuse Few cases
e. What measures are in place to protect you from physical abuse and harm?	The police or wardens are the ones that protect us from harming each other.	Nothing they promise to open a case but they do not		Warden protection Lack of follow up
f. Where do you get treatment when you are sick? Are the services effective?	At the hospital inside the cell Yes	Centre clinic No	Hospital inside or outside Yes	Good medical facility
B. career wellness a. What programmes are provided to prepare you for possible employment or to start your own business?	There is a welding centre that we do inside the centre. There is a course for cooking in the kitchen that can help you to start your own business outside.	In terms of employment, none as criminal record blocks us to work for government In business there are some skills like cooking and welding.	Carpentry Plumbing Electrical	Skills training Few job opportunities
b. What skills have you learnt at the centre that will help you to survive without committing crime?	It is to start my own business, a franchise one. With my Matric results I can I can find a job that suits me.	Preaching, planting, Start a small business volunteering	Schooling for me	Business skills Academic learning
c. what career would you like to pursue after release?	Business management	Engineering	Plumber	Business career Engineering Plumbing
What are you doing to prepare for the career?	I am still learning and gathering information on how to start a business, what a businessman does, learning more in Business studies,	Doing Matric	Teachers are helping us by doing research on the internet.	Research Relevant subjects

Question	P1	P2	P3	Codes
	Accounting and Economic management.			
d. How do you intend to use your skills to help your community?	For my community, I will create more job opportunities for the young ones and help them to use their talents to become better persons in the community.	By helping those who are poor Teaching other young people in the community To give back to my community fixing big pipes and drains.	By motivating youth about doing crime.	Job creation Helping the needy Service provision Motivating the youths
e. What challenges are you facing in preparing for your career? (eg lack of information)	What are the qualities of a manager What do managers do in the business environment?	No teacher for computer or internet I don't have identity book	We do not have enough information because we are in jail.	Knowledge on careers Shortage of teachers Lack of information Lack of documents
f. What guidance on careers have you received at the centre? (if any)	The subjects that I'm doing in school like Business Studies, Accounting and Economics.	Study guide Newspaper	None because you school for yourself.	Relevant subjects Study guide Newspapers None
C. Intellectual wellness a. How much time do you spend at school?	7hours	8 hours	All school days 8 hours	8 hours 7 hours
b. What challenges are you facing in your learning to prevent you from achieving better?	Challenge is that we don't get time to study on our own because we have to be locked up in the cells.	Some information is not accessible as our computers are not working.	Sometimes you think about your family and how they are doing and the bad news and sometimes good news.	Lack of time Lack of relevant information Stress
c. What do you think can be done to make your learning better and effective?	Giving us time to study even late at night	Getting computer teacher Access internet	By giving us all resources we need and the freedom so we can forget about other stuff like drugs.	Need more time More and enough teachers More resources
d. How has the education you have received here helped you to deal with conflicts in a positive way?	It has taught us to communicate to each other.	It helped me a lot because now I can see the light of my future.	You know who you are and where you are going. You must put your family first.	Communication Focus Self identity
e. How do you keep up to date with what is happening outside	We get newspapers from our library	TV Newspaper	TV, newspapers and the telephone that we use to	Newspapers TV Telephone

Question	P1	P2	P3	Codes
the correctional centre?			phone our loved ones	
D. Spiritual wellness a. How do you feel about being at this centre?	It has changed my behaviour.	I feel helped as to get new chance.	Good	Change of behaviour Good Get another chance
b. What have you learnt about dealing with disappointments and anger?	I have done Anger management	To use words to express my emotions, understand others Take a walk	People will always talk, be yourself and do what God created you to do.	Anger management Express emotions well Understand others Self identity
c. What do you do with people who hurt your feelings?	I give them time to forgive them	Stay away from them Understand people	I report them to the members	Forgiveness Avoid conflicts Report
d. How do you make peace with your stay at this place?	I can be who I am even if I'm inside the prison.	I keep quiet Don't understand them Ignoring them	To do what the members say and keep my mouth shut.	Self knowledge Keep quiet and ignore them Listen to good advice
e. What have you learnt about avoiding conflicts since you came to this place?	Knowing the people around you better can help.	It is normal part of life but I must not care but act as a mediator.	I spend my time good and learn so that I can be a good man.	Know people around Mediation Positive lifestyle
f. What do you do to avoid conflict and maintain peace with people around you?	Be myself	Discipline myself first so that others do the same. Maintain my dignity by not involving in bad things.	To do unto others what you want others to do unto you	Self-control Self discipline Respect others
g. How are religious groups helping you to cope with your stay in this place?	Teach us communication and to respect each other	Encourage me Motivate me Praying for me.	I am not a church goer, I am a believer.	Encouragement Motivation Prayer Follow own beliefs Moral values
E. Emotional wellness a. How differently do you deal with conflicts since you started attending school?	Listen to others	By associating myself with potential people.	What I only like about my studies is that it takes all my time.	Listening skills Positive association Spend time positively
b. How have you been emotionally abused at this place (if any)	No	Curses	I always put my mind outside so that I will feel good.	No emotional abuse Curses by fellow inmates
c. How do you manage your feelings to avoid conflicts?	Control them	Just sing	To be a freeman and liking the good things..	Control feelings Singing Stay positive
d. How often do you get support from social workers?	No	Less support because they don't want to understand	You ask for it and if you want you get it anytime.	No support Support on request

Question	P1	P2	P3	Codes
e. How do you deal with stress?	Live with it	I just pray	Stress is for right people only, I say so because I'm stressed as I am	Accept situation Prayer
F. Social wellness a. How can you describe your relationship with other inmates and officials at the centre?	They are my brothers	good	I have good relationship with them all because I know who I am	Good relationship
b. What good things have you learnt from working in groups in class?	Communication	Cooperativeness Better cooperativeness	You learn other people's feelings and brainstorm problems	Communication Cooperative Share ideas
c. What challenges (problems) do you face when you are with other offenders?	No problems	Discrimination gangsterism	They think they are good all the time.	No problems discrimination Gangsterism Arrogance
d. What do you do to avoid conflicts (trouble) with other offenders?	I don't get involved in their business	isolate myself	Do your own things and not for others	No interference
e. Do you belong to any gang? If so how has this affected your life?	No	No Because I'm not a coward I stand alone until I go out	Yes It's not affecting my life	Gang member No gang membership
f. How often does your family visit you?	No visits	No support	Two times	No visits Regular visits
g. Besides your family, who else visit you here?	No visits	No one	Friends Girlfriend	No visits Friends
h. what good things would you want to do when you go back to your community?	Motivate the youths	First apologise Behave well	motivation	Motivation Good behaviour Reconciliation

School E

Question	P1	P2	P3	Codes
2A. physical wellness a. What recreational and sporting programmes are available at this centre?	Soccer Drama Rugby	Drama Soccer Rugby	Football Rugby	Various sporting code

Question	P1	P2	P3	Codes
b. Which programmes are you involved in?	Soccer Drama	Soccer Singing	Soccer Singing	Soccer Drama Singing
c. What challenges are you facing in doing your programmes?	Lack of time Shortage of kit	Lack of time Shortage of equipment	Lack of time	Lack of time Shortage of equipment
d. How many times have you been abused since you came to this centre?	2	3	9	Abuse
e. What measures are in place to protect you from physical abuse and harm?	24 hour protection guard	Always guarded Report anytime	Guards always there in class, playgrounds and cells	Close guard protection
f. Where do you get treatment when you are sick? Are the services effective?	Clinic Yes	clinic no	Clinic No	clinic
B. career wellness a. What programmes are provided to prepare you for possible employment or to start your own business?	Business skills Fitting and turning	Business skills Building	Business skills Electrical engineering skills	Business skills Fitting and turning Building
b. What skills have you learnt at the centre that will help you to survive without committing crime?	Anger management	Anger management	Anger management	Anger management
c. what career would you like to pursue after release?	Plumber man	Engineer	Plumber	Plumber Engineer
What are you doing to prepare for the career?	I am learning the skill	Learning the skill	Learning the skill	Learning skills
d. How do you intend to use your skills to help your community?	Provide services	Fix people's cars	Providing services	Provide services
e. What challenges are you facing in preparing for your career? (eg lack of information)	Lack of information	Not enough information	Lack of information	Lack of information
f. What guidance on careers have	Career guidance	Guidance on careers	Career guidance	Career guidance

Question	P1	P2	P3	Codes
you received at the centre? (if any)				
C. Intellectual wellness a. How much time do you spend at school?	4 hours	4 hours	4 hours	4 hours
b. What challenges are you facing in your learning to prevent you from achieving better?	No challenge	We don't have proper and better classrooms	No challenges	Lack of proper classrooms
c. What do you think can be done to make your learning better and effective?	Proper and better classrooms	Better classrooms	Proper and better classrooms	Better and proper classrooms
d. How has the education you have received here helped you to deal with conflicts in a positive way?	Respect	I can deal with all people and now think positively	I spend more time with positive people	Respect diversity Positive association
e. How do you keep up to date with what is happening outside the correctional centre?	Phone Reading newspapers Visitors	Visitors Newspapers Magazines	Communication newspapers	Newspapers Magazines Communication Visitors Telephone
D. Spiritual wellness a. How do you feel about being at this centre?	It's not nice	It's not nice	I feel bad	Bad feeling
b. What have you learnt about dealing with disappointments and anger?	How to respect other people	To have self-control	How to respect others Control myself	Respect Self-control
c. What do you do with people who hurt your feelings?	Leave them to cool down	I leave them and come back when they are cool	I humble myself and get away from them	Being humble Stay away
d. How do you make peace with your stay at this place?	Accept it and don't think too much	Accept it and go to church	Take responsibility	Take responsibility
e. What have you learnt about avoiding conflicts since you came to this place?	Avoid confrontations	Talk to someone like a prison official	Leave people who want to cause conflicts	Communicate Avoid conflict situation
f. What do you do to avoid conflict and maintain peace with people around you?	Respect people	Respect people and communicate well.	Respect	Respect Communicate
g. How are religious groups	To behave well	Teach us good behaviour so	To teach me how to stay focused	Good behaviour Give focus

Question	P1	P2	P3	Codes
helping you to cope with your stay in this place?		that when we go out we become normal people		
E. Emotional wellness a. How differently do you deal with conflicts since you started attending school?	Communicate properly	I cool down and let it go	I have learnt to solve problems friendly	Communication Stay away
b. How have you been emotionally abused at this place (if any)	No	Yes – called names	No	Few cases of abuse
c. How do you manage your feelings to avoid conflicts?	Being humble	Being humble	Humble myself	Humble
d. How often do you get support from social workers?	Sometimes they are not available to help	Always available on request	Anytime I want	Social support provided
e. How do you deal with stress?	Reading papers Playing games	Music Playing games	Play games Punching bags	Reading Games Punching bags
F. Social wellness a. How can you describe your relationship with other inmates and officials at the centre?	Good	Good	Good	Good relationship
b. What good things have you learnt from working in groups in class?	Get more information	How to listen to other people and share ideas	Get more information Understand other people	Share ideas Get more information Learn from each other Understand diversity
c. What challenges (problems) do you face when you are with other offenders?	No challenge	No	No	No challenges with others
d. What do you do to avoid conflicts (trouble) with other offenders?	Listen and communicate with them	Communicate Humble myself	Listen Communicate	Communication Humble Listening to others
e. Do you belong to any gang? If so how has this affected your life?	Yes They protect us	Yes Give me information I need	Yes I get protection	Gangsterism prevalent Protection from gangs
f. How often does your family visit you?	Twice per year	Once a month	Twice per month	Regular visits

Question	P1	P2	P3	Codes
g. Besides your family, who else visit you here?	Nobody	Friend	Friends	Other visits
h. What good things would you want to do when you go back to your community?	Teach children about right life	Work with them to stay out of crime	To be a good role model to young ones	Motivate youths Good role model

School A

Questions	P1	P2	P3	Codes
1. Biographic data				
Gender	Male	Male	Male	Male
Current studies	AET Level 3	AET Level 3	AET Level 4	AET
Offence committed	House robbery	Rape, housebreaking and assault	Rape and assault	Serious crimes
Length of sentence	16 years	20 years imprisonment	18 years	Long sentence
Number of times arrested	Once	One time	It's the first time	First time
Reason for committing crime	Money/ poverty	Too drunk	I only did assault	Various reasons
2A. physical wellness				
a. What recreational and sporting programmes are available at this centre?	There is only karate, football and drama	None	Soccer Life skills Anger management Sexual activities course AIDS/HIV course	Various activities
b. Which programmes are you involved in?	I am not involved in anything but I joined library	I am involved with Imndlamu, Isicathamiya and everything that programmes are doing inside I am doing also	Life skill Anger management Sexual activities AIDS/HIV	Not involved Involved in a variety
c. What challenges are you facing in doing your programmes?	There are few challenges like when you want escort to it, sometimes warders are not interested and sometimes it can be closed	We are not the same when we are doing something because the officials are not there to see us doing something	Is that they call us to attend sometimes but if they give me a stress course it will help me. My aim is to do everything and to complete all my courses as soon as possible	Lack of support from officials Limited opportunities
d. How many times have you been abused since you came to this centre?	Not really, but sometimes actions speak for themselves	10 times	No, I didn't get abused.	Abuse No abuse
e. What measures are in place to	Warders and hospital	patrols	If I get abused or harmed I am	Patrols Report mechanism

Questions	P1	P2	P3	Codes
protect you from physical abuse and harm?			free to tell the members of the section at anytime	
f. Where do you get treatment when you are sick? Are the services effective?	Hospital Yes	Yes Sometimes you get not everything when you are going to hospital and the doctor will say go to sleep please don't come anymore	Inside there is a hospital No	Medical facilities Lack of interest
B. career wellness a. What programmes are provided to prepare you for possible employment or to start your own business?	None: they only teach subjects of Maths, English and Life Orientation in Level 3 and in level 4 its only 6 subjects and I don't know when you pass	Programmes that they are providing me is life skills	For now, there are no programmes that will help me to do my business but what I am doing that will help me is education. I want to pass all my studies and my aim is to be a teacher.	Life skills Motivation Subjects offered Irrelevant programmes
b. What skills have you learnt at the centre that will help you to survive without committing crime?	As for now nothing because there is no development that is providing juveniles of Boksburg with resources and machines to do practical education except in Centre A	I am going to start a small business (Tuckshop)	Before I came to prison I was working as a builder so when I go outside I will start where I left with my work and the good thing is that I am still doing well with my studies	No development Business Builder
c. what career would you like to pursue after release?	Law (legal adviser)	Singing Maskandi	Teaching	Legal career Music Education
What are you doing to prepare for the career?	I am now in level 3 trying to build my future with education hoping to pass level 3, 4 and Matric and apply for Law career in UNISA or for Economic Management Science	I am still busy with writing a song and poem	I am going to school every day and reading the books. Every day I am listening to the radio that make my life always be focused. I listen to the motivational speakers so I am ready to go outside	Learning process Writing School attendance Focus Concentration

Questions	P1	P2	P3	Codes
d. How do you intend to use your skills to help your community?	I intend to help my community by teaching them human rights	Yes, I have a skill that I am going to help my community	Where I came from there are many challenges I must change my community. My hope is to try by all means to help my community eg I will encourage them to go to church	Teaching Skills Change community Encouragement
e. What challenges are you facing in preparing for your career? (eg lack of information)	Challenges are many like teachers are few, are not serious in teaching us	I have many challenges that I am facing in this place. They don't have enough teachers, classrooms and stationary	Teachers, there is lack of teachers at least if we can get many teachers in order to do many subjects in order to do many subjects I can do all. I am requesting teachers in order to pass	Few teachers Not enough teachers Few subjects
f. What guidance on careers have you received at the centre? (if any)	Some courses like new beginning and life skills	No	How to behave as I am a human being Respect other people's opinions To work hard in my career in order to be successful in life	Relevant courses No guidance Behaviour Hard work
C. Intellectual wellness a. How much time do you spend at school?	One hour 30 minutes	2 hours	3 to 4 hours	2 – 4 hours school
b. What challenges are you facing in your learning to prevent you from achieving better?	Challenges are, not learning all subjects every day, learning one subject per week sometimes English and Maths and other offenders are the ones teaching us	I don't have enough teachers, they don't give us textbooks, stationary but I am trying to feed myself with education to go outside and have something for my future	They are only 4 teachers it gives me a big challenge. I can study by myself but when I get something difficult I need a teacher to help me to achieve better	Few subjects Lack of teachers No support Lack of textbooks Lack of stationary
c. What do you think can be done to make your learning better and effective?	Provide good teachers and must be many of them. They must teach us all subjects every day and	I think if we have enough teachers, textbooks, stationary and classrooms because we don't have classrooms	To get more teachers and text books that's the main problem that needs to be done. Please	Good teachers More textbooks More classrooms More teachers

Questions	P1	P2	P3	Codes
	have textbooks for each person and subject		help me with teachers and textbooks that's all	
d. How has the education you have received here helped you to deal with conflicts in a positive way?	I cannot say really because it's my first year	Yes because I am trying to go bigger and better when I am coming outside	I know how avoid conflicts. How to handle it comes to me or the others so that I can help myself and others	Not yet Trying Avoid conflict
e. How do you keep up to date with what is happening outside the correctional centre?	By radio or TV	None because I am at maximum	I ask the members of the section, reading the newspapers and listening to the radio I love it with all my heart	Radio TV None Members
D. Spiritual wellness a. How do you feel about being at this centre?	Not good because it's jail	I am not feeling well because we don't learn much	I feel free	Not good Not well Free
b. What have you learnt about dealing with disappointments and anger?	By accepting that I am arrested	Accept whatever and move on	I learnt with it very much I know how to deal with it I should be patient all the time	Self acceptance Accept Patience
c. What do you do with people who hurt your feelings?	I wish them bad things	For now I say it's fine because I don't have power to do what I want to do and I don't even fight with them	I try to communicate with them if I find it difficult I include the third persons who are the members of the section.	Bad wishes No fight No power Communicate
d. How do you make peace with your stay at this place?	Stay in single cells and in better section that don't have gangsterism	When you want to make peace it's time to go to the supervisor to ask him you want to go to stay in single cells	By praying to communicate with my Jesus Christ the son of God. Reading my Bible every day, day and night	Stay from gangsters Ask Praying Bible reading
e. What have you learnt about avoiding conflicts since you came to this place?	Yes because there is nothing I can do	If someone is going to fight with me I am saying no my brother sorry, me I don't want to fight with you. Everything that I am doing for myself not for other inmates to see me	How to speak with other human beings Respect everyone and be positive always To calm down if anyone I speak with him/her when she/he is raising his/her	Nothing Apologise Communicate Respect Calm down

Questions	P1	P2	P3	Codes
			voice I must calm down	
f. What do you do to avoid conflict and maintain peace with people around you?	Don't talk to them everyday	When I am coming from visits if my mother comes to see me, I take this thing that my mother buy for me and give them to try to avoid conflict	I try to communicate with them when I see them having conflict so that I can solve a problem and I can make peace by doing it	Ignore Give in communicate
g. How are religious groups helping you to cope with your stay in this place?	None	Me I am a Nazareth my religion is helping me with many things that other inmates are doing but I don't do it	I am only focusing on my religious group only, that's it. I am doing to cope with my stay in this place	No help Spiritual support
E. Emotional wellness a. How differently do you deal with conflicts since you started attending school?	By staying at school	No difference because we are going to school things are the same , everywhere around this place fights are always there	By reading my books in order to avoid it Concentrating in my school work Talking to my teacher and my classmates.	Focus on school No difference Reading books Concentration Communication
b. How have you been emotionally abused at this place (if any)	No	I see a lot of things in this place when you are doing something you see that you are emotionally abused because the police treat us differently	Sometimes but I don't focus on it, I just tell my Jesus everything	No abuse Discrimination Lack of focus
c. How do you manage your feelings to avoid conflicts?	Staying happy	Just keep to yourself	Doing exercises every time by running many rounds	Happiness Keep to self Exercises
d. How often do you get support from social workers?	Every time	They don't even call us	When I need support they give me all the support that they can give me	Social support No support
e. How do you deal with stress?	Reading novel staying at school	Sleeping		Reading Sleeping
F. Social wellness a. How can you describe your relationship with other inmates and officials at the centre?	Good	There is no relationship at all	Simple	Good relationships Simple No relationship

Questions	P1	P2	P3	Codes
b. What good things have you learnt from working in groups in class?	Support and guidance	None	Respect	Support Guidance Respect
c. What challenges (problems) do you face when you are with other offenders?	Bullying	Gang	Nothing	Bullying Gangs
d. What do you do to avoid conflicts (trouble) with other offenders?	Don't speak to them	Sleep	Quiet	Ignore Sleep Keep quiet
e. Do you belong to any gang? If so how has this affected your life?	No	No You always get into trouble	No	Not gangster
f. How often does your family visit you?	Mom after a long time	They don't allow anything from outside	I don't get visits	Long visits No visits
g. Besides your family, who else visit you here?	None	No one	No one	None
h. What good things would you want to do when you go back to your community?	Develop human rights	To motivate the youth so that they cannot come here	Help	Human rights Motivate Help

APPENDIX 8: COLOUR CODED QUALITATIVE RESPONSES FROM TEACHERS

School G

Biographic data	P1	P2	Codes
Gender	Female	Female	Female
Highest professional qualifications	PGCE	BA & Higher Diploma in Education	Post graduates
Position held	Educator	Educator	Educator
Number of years teaching at the centre	8	12 years	8 12
Question			
2A Physical wellness a. What recreational and sporting programmes do you offer at this centre	Soccer Singing dancing	Soccer whereby outside schools are invited to compete with them	Soccer Singing Dancing
b. What challenges are you facing in implementing these recreational and sporting programmes	This is controlled by the Sports and Recreation Unit, I have no clue	Shortage of kit, soccer boots	Shortage of kit Shortage of soccer boots
c. What solutions do you think can be put in place to resolve the challenges you face?	In my category which is teaching I think a bit sound assessment should be done before learners in class to avoid frustration which could stress them	I think to work together with other stakeholders Ask for donations whenever is possible	Frustrated learners Support from stakeholders Donations
d. What medical facilities are available for offenders? Do you think they are effective?	The medical facilities are nurses 'work' but I think they are effective because there is a hospital inside the premises	Hospital that provide primary health services Ambulances are available to inmates to outside hospital	Hospital Nurses Ambulance Effective medical facilities
e. What bad habits have you observed from offenders (eg smoking)	Being disobedient	Smoking Drugs Fighting to the extent of stabbing each other Sodomy	Disobedience Smoking Drugs Fights Sodomy
B. Career or occupational wellness a. How do you prepare offenders for possible employment or to start their own businesses?	I teach them the importance of knowing how to do calculations and how to keep records	Through educational programme, i.e. AET level 4, NCC and N1 – N3 programmes	Business skills Educational programmes
b. What is the major cause of committing crime by most offenders?	Money, they like expensive lifestyles which is difficult to afford, others are forced by the situation, they were really hungry and they had no option	Mostly economic reasons, some are orphans others are from unstable families	Lack of finance Family background Economic reasons Social challenges
c. How do you think your programmes will help reduce recidivism?	A learnt person is likely to think better and have guidelines of how to do more things	Educational background they are taught on how to start their own business this	Better thinking Better focus Financial gain

Biographic data	P1	P2	Codes
		we believe can reduce recidivism	
d. What career opportunities do you think offenders have after release? (Due to programmes offered at this centre)	They can embark on sports or see to it whether they have enough capital to start their business	They can be entrepreneurs	Sports careers entrepreneurs
e. How do you think getting employment will help offenders to be reintegrated into their communities smoothly?	Employment can be a big situation where a learner can change because they will be able to reach their goals	I think as long they are employed , community members will easily accept	Attain own goals Acceptance of employed people
C. Spiritual wellness a. How are religions accommodated at this centre?	Yes, different religions are accommodated provided they offend another person	Traditional religion and Christianity are usually accommodated Different background are identified before and then the service provider are invited	Different religions accepted
b. How are offenders assisted to develop tolerance among each other?	By giving them tasks that will force them to work as a team	Through sports events Through educational programmes and through spiritual programmes	Team work tasks Sports Spiritual programmes Educational programmes
c. Which religious groups are more involved with offenders?	Christians are more involved	Christianity Hindus religion Muslims religion	Christians Hindus Muslims
d. How do you help inmates to resist peer pressure?	You teach them to be proud of what they are and resist people who make them feel small	Teach them to know themselves , know they are coming from, know what they want life	Self pride Self knowledge focus
e. What other form of spiritual support do inmates receive?	The preachers and motivational speakers do visit	Christianity and other religions such as Muslims and Hindus offer spiritual support	Preachers Motivational speakers Christians Muslims Hindus
D. Intellectual wellness a. What challenges do you face in your academic teaching of juveniles?	They are aggressive , they lack respect	Lack of resources on the side of educators Continuous fight by inmates	Aggression Lack of resources Fights
b. What resources do you use to help your learners to get more knowledge?	Give them an opportunity to explain to others who don't understand	Newspapers Textbooks Magazines	Peer tutoring Newspapers Textbooks Magazines
c. What reading materials do learners get from outside (eg newspapers)	They donate old books to our centres	Magazines Newspapers	Books Magazines Newspapers
d. What support do you need to teach juvenile to offenders more effectively?	Firm assessment before offenders are put in respective classes	If we are provided with more learning materials like stationery in the form of pens, pencils and exercise books	Pre-placement assessment More learning materials Stationery

Biographic data	P1	P2	Codes
e. How do you motivate your learners to read and study more?	I encourage them by letting them explain to others what the question wants	By bringing more materials in order to read eg newspapers and magazines	Peer learning Provide more material Newspapers Magazines
f. Do you think you are well trained to deal with juvenile offenders Give a reason for your answer.	Yes Offenders are also people and should be treated with respect though they are not your friends but show the friendly side of them	As an educator I acquired qualifications in teaching main streams not to teach juvenile delinquents	Well trained Positive perception Not well trained
E. Emotional wellness a. What emotional challenges do offenders display (eg get easily angry and fight)?	Easily angry and fight	Anger schizophrenia	Anger Fights
b. What strategies do you use to help inmates to manage their feelings (emotions) positively?	I talk to the involved parties and try to talk to them to find out what could be the cause. if it does not work I take them to the social workers	Referral eg social workers or psychologists	Counselling Social workers Psychologists
c. What psychological services are available to inmates?	Yes there are social workers to help them	We have psychologist personnel to help them	Social workers Psychologists
d. How do you help inmates to cope with emotions, especially stress?	The social workers are there to do that	Channel them through social work programmes	Social workers
e. What other emotional support is given to inmates?	Preachers and motivational speakers visit them	Spiritual support	Preachers Motivational speakers Spiritual support
F. Social wellness a. How often do inmates get support from social workers?	Always	Twice a week	Social workers available
b. What strategies do you use to encourage juvenile offenders to work cooperatively among each other?	By giving them tasks that will force them to work as a team	Through sports activities, soccer	Team work tasks Sports
c. How is the social relationship among juvenile offenders both in and outside class (eg always fighting)	The ones who attend school don't fight at school premises	They always fight over things or items they get from parents	Fights
d. What social skills have you taught your learners to help them to live in harmony with each other?	Let the learners say something good about someone who is sitting next to him	To appreciate each other, love one another	Appreciating others Love one another
e. How can you describe the social relationship among juvenile offenders?	To others not to everyone	When we intervene and start to appreciate each other	Some good Appreciate each other

Biographic data	P1	P2	Codes
f. What social skills have you taught your learners to help them live positively with each other?	That as people we should respect each other because go to that person next to you for you to learn something from him	To know yourself and love who you are	Respect Self knowledge Self appreciation
g. What challenges are you facing in a diverse class to ensure social wellbeing of all offenders?	Most learners understand diversity that exist in South Africa so it is not a problem	They are discriminatory ; their association is based on the township you are coming from. There is gangsterism	No challenges Discrimination gangsterism

School A

Biographic data	P1	P2	Codes
Gender	Male	Female	Male Female
Highest professional qualifications	Diploma in Education & ACE	Honours degree	Post Graduate qualifications
Position held	Teacher	Educationist	Teacher
Number of years teaching at the centre	Seven	10	Medium sentence
Question			
2A Physical wellness			
a. What recreational and sporting programmes do you offer at this centre	Soccer Dlamu Sicathamiya Boxing Karate	Soccer Volleyball Traditional dance Choir	Soccer Dlamu Sicathamiya Boxing Karate Volleyball Choir Traditional dance
b. What challenges are you facing in implementing these recreational and sporting programmes	Grounds Halls Gang fights	Many times locking up is done early after school so there seems to be not enough or no time at all for this	Playgrounds Halls Gang fights Lack of time
c. What solutions do you think can be put in place to resolve the challenges you face?	Build grounds and halls Control prison gangs	Locking up late around 17H00	Better facilities Lock up late
d. What medical facilities are available for offenders? Do you think they are effective?	Clinic Yes they are	They go to the hospital inside the prison and referred to outside hospital for major cases	Medical facilities
e. What bad habits have you observed from offenders (eg smoking)	Dagga, cigarettes and gangs	They mostly smuggle dagga in and smoke thereafter they become uncontrollable	Dagga Cigarettes Gangs
B. Career or occupational wellness			
a. How do you prepare offenders for possible employment or to start their own businesses?	With juveniles it's hard because they are maximum offenders and not allowed to do skills eg welding, mechanic etc.	They are referred to CMC for placement of various employment within	No career guidance Referrals to CMC

Biographic data	P1	P2	Codes
b. What is the major cause of committing crime by most offenders?	Background of being involved in community toyitoyi, domestic violence and peer pressure	The abuse of substances and peer pressure	Negative background Domestic violence Peer pressure Substance abuse
c. How do you think your programmes will help reduce recidivism?	if they are educated it's more of them not coming again	It will give learner self confidence and skills for survival	Reduce recidivism Self confidence Survival skills
d. What career opportunities do you think offenders have after release? (Due to programmes offered at this centre)	When they are transferred to adult it's where they start to learn skills of which it helps them to start their own businesses	Teaching Engineering Business	Entrepreneurship Teaching Engineering Business
e. How do you think getting employment will help offenders to be reintegrated into their communities smoothly?	By preparing communities while offenders are still in prison. If offender is financially independent he will not do crime because money is the source of crime	It will help them because the community will know that since offenders are working chances of them stealing again are very slim	Financial independent Reduce stealing
C. Spiritual wellness a. How are religions accommodated at this centre?	Offenders are allowed to practice whatever religion they want and they respect each other with that	All religions are accommodated through spiritual care office	Multi religion All accommodated
b. How are offenders assisted to develop tolerance among each other?	Through programmes that are done inside correctional centres	Through awareness	Awareness programmes
c. Which religious groups are more involved with offenders?	Christians	Christians and Muslims	Christians Muslims
d. How do you help inmates to resist peer pressure?	Through programmes that are offered	Telling them to be self confident	Information Programmes
e. What other form of spiritual support do inmates receive?	Muslims also do a lot through teaching them	Pastors come and visit regularly and churches sometimes donate food	Muslims Christians
D. Intellectual wellness a. What challenges do you face in your academic teaching of juveniles?	Lack of respect	Lack of resources (classrooms, LTSM, human resources)	Lack of respect Lack of resources Lack of human resources
b. What resources do you use to help your learners to get more knowledge?	Library	Internet Newspapers and some textbooks	Library Internet Newspapers Textbooks
c. What reading materials do learners	Donations from individuals and libraries	Newspapers	Donated material Newspapers

Biographic data	P1	P2	Codes
get from outside (eg newspapers)			
d. What support do you need to teach juvenile to offenders more effectively?	If we get structure that is outside from where they sleep it will be right	New and relevant study material especially classrooms because we don't have such we end up using platoon system	Proper structures Relevant materials Classrooms
e. How do you motivate your learners to read and study more?	We do a lot of dialogue	Show them the importance of studying by for an example inviting ex-inmates who are doing well outside because of the education they received while in prison	Dialogue Motivational speakers
f. Do you think you are well trained to deal with juvenile offenders Give a reason for your answer.	No The behaviour of offenders and gangs is the most challenge and we never thought about	No I was not prepared for what I met here but experience has somehow taught me how to cope and push on in this situation	Not well trained Behavioural challenges Learning through experience
E. Emotional wellness a. What emotional challenges do offenders display (eg get easily angry and fight)?	Offenders are easily angry	They do get easily angered when they are still new they also get withdrawn most of the times	Anger Withdrawal
b. What strategies do you use to help inmates to manage their feelings (emotions) positively?	Programmes	Through subjects like Life Orientation I am able to advice and groom the learners	Relevant programmes Advice
c. What psychological services are available to inmates?	Social workers and psychologists help them a lot	There are social workers and psychologist	Social workers Psychologists
d. How do you help inmates to cope with emotions, especially stress?	We talk to them sometimes as parents and advise them about life	When things are beyond me I refer them to social workers	Communication Advice Refer to social workers
e. What other emotional support is given to inmates?	Church	Psychological support	Churches Psychological support
F. Social wellness a. How often do inmates get support from social workers?	Whenever offenders feel like talking	According to the programmed time	Social support anytime Programme for social support
b. What strategies do you use to encourage juvenile offenders to work cooperatively among each other?	Homework Group work Exchange marking each other's work	Telling them that it's important to work together so that they can be able to feel at home and learn from each other	Homework Group work Peer marking Informing them
c. How is the social relationship among juvenile offenders both	Outside is normal but inside you cannot	It is a good relationship because they don't always fight	Normal Secrets Good relationships

Biographic data	P1	P2	Codes
in and outside class (eg always fighting)	say due to secrets in gangs		
d. What social skills have you taught your learners to help them to live in harmony with each other?	Respect each other so you can be respected	Understanding that we come from different backgrounds with different cultures and religions and to accept and respect that	Respect Appreciate diversity Respect diversity
e. How can you describe the social relationship among juvenile offenders?	On and off	A good one	On and off Good relationship
f. What social skills have you taught your learners to help them live positively with each other?	Respect each other	To always try and solve problems between each other and take it to the next person if they can't solve it rather than fight	Respect Problem solving Peace
g. What challenges are you facing in a diverse class to ensure social wellbeing of all offenders?	Threatening them the same in whatever crime they have done	Sometimes there seems to be a lot of tribalism where the Zulus (being the group with a higher number) will want to dominate	Threats Tribalism

School B

Question	P1	P2	Codes
1. Biographic Data			
1. Biographic data			
Gender	Female	Female	Female
Age	25	41	Different age groups
Highest Professional qualifications	PGCE	HOD Remedial	Post graduates
Position held	Educationist	Section Head formal education	Educator Section head
Number of years teaching at the centre	One	17	One year 17 years
2A. Physical wellness			
a. What are you doing to ensure the physical fitness of offenders?	I teach Life Orientation and once a week we do physical education	Offenders participate in SRAC programmes	Physical education SRAC programmes
b. what medical facilities are available for inmates who need medical attention?	Nurses are available for inmates at the centre and a doctor	A clinic and full time doctor	Medical centre Qualified staff
c. What bad habits have you observed from juvenile inmates?	Mostly smoking	Smoking Sodomy Tattoo	Smoking Sodomy Tattoo
d. Is there any overcrowding in the cells? If so how does this affect inmates?	No	No	No overcrowding
e. What recreational facilities are available	Various sports codes are available. Sometimes	Rugby Soccer	Various codes Rugby

Question	P1	P2	Codes
to inmates at the centre? Are most inmates utilising the recreational facilities?	external companies come to provide extra programmes eg beadwork, creative skills Yes	Pool Dominos Yes	Soccer Pool Facilities used
f. From your observation, do you think inmates are getting a balanced diet?	Yes		Balanced diet
g. What challenges are you facing (if any) to ensure the physical health of inmates is maintained?	Lack of security Unwillingness of inmates	Inmates who just eat and lie inside there is no way to force them to be more active	Lack of security Lack of commitment Lack of interest
B. Career or occupational wellness			
a. Do you have any programmes at the centre that provide career guidance and counselling to inmates? If so, what are there?	Yes I provide career guidance as a Life Orientation educator. There is also a psychologist to assist	Yes Life Orientation covers career guidance. Career days at Baland college but only if inmates qualify to leave the centre temporarily	Career guidance available Psychological service Career days
b. What skills have you imparted to your learners to help them choose suitable careers?	Being realistic but not to underestimate themselves	Done in LO	Being realistic
c. What challenges are you facing in facilitating career guidance and counselling?	The mentality of many inmates is of such a nature that they don't want career guidance	Students not always allowed to attend career days at Institutions	Lack of interests No access
d. What career opportunities do you think offenders have after release (due to programmes offered at this centre)?	As we offer both AET and NCS, inmates are able to complete Grade 12 and thus there are many career opportunities for them	Career in Tourism field- if they choose to continue to study Radio broadcasting Entrepreneurs	Many opportunities Tourism Radio broadcasting Entrepreneurship
e. How do you think getting employment will help offenders to be re integrated into their communities smoothly?	To show they are responsible/rehabilitated citizens	Employment will make them sustain themselves – no need to fall back to gangsterism (ex) It empowers them to make informed decisions that suits their needs	Take responsibility Self sustainability Move away from gangsters Make informed decisions
f. Do you think getting employment will help reduce recidivism (re offending) If yes, how do you think it will help?	Yes Many inmates are here because of economic crimes, stealing to put food on the table. If they had another source of	Yes It will better their self-esteem, thus causing the factors that influenced them to be less	Reduce recidivism Economic stability Positive self-esteem Contribute to community

Question	P1	P2	Codes
	income they wouldn't have committed the crime	They will contribute to the community	
c. Spiritual wellness			
a. Are inmates allowed to practice their own religion If yes, how is it done?	Yes Christian inmates are being provided with spiritual programmes. During Ramadan, Muslim inmates are allowed to fast. Rastafarian inmates can keep their dreadlocks	Yes Religious workers from different dominions come to have programmes with offenders	Diverse religion Christians Muslims Rastafarian Religious workers
b. What values are you instilling to your learners to help them live a tolerant life?	Empathy for others Self worth Love	Sense of responsibility Fairness Empathy Respect Acceptance	Empathy Self worth Love Fairness Acceptance
c. Are there any religious groups that visit inmates? If yes, what groups are those?	Yes YWAM Worcester	Yes Different groups from different dominions	Religious visits Different groups
d. How do you help inmates to resist peer pressure?	Teaching them about it (peer pressure) and skills not to give in	By delivering life skills programmes to offenders	Teach peer pressure Life skills
e. How do you encourage tolerance among inmates?	Being an example myself and teaching principles of love and empathy for one another	Developing their values such as respect, cooperation, sharing resources	Being exemplary Teach life principles Develop values Cooperation Sharing Respect
f. What other form of spiritual support do inmates receive?	Also from members working in the units and the spiritual care office	None	Spiritual office
d. Intellectual wellness			
a. What activities do you do with your learners to help them with critical thinking?	Case studies Problem solving activities	Problem solving activities related to real life situations where they have to identify and solve problems	Case studies Problem solving
b. What resources do you use to enable your learners to get more knowledge?	Technological resources when possible Visual resources	Library Internet Media, newspapers, magazines Speakers	Visual resources Technological resources Library Internet Media Newspapers Magazines
c. How often do learners use the library?	Once a week	Library is available daily to offenders	Frequent library use
d. Do learners get access to reading?	Yes	Yes Newspapers Magazines	Reading material Newspapers Magazines

Question	P1	P2	Codes
materials outside the centre? If yes, what materials do they read? (eg newspapers)	Newspapers and magazines from teachers and security members		
e. Are you well trained to deal with juvenile offenders? Give a reason for your answer.	Yes I am trained to teach in the FET band	No What I know I learnt through experience. I was just trained as an educator	Well trained Experience
f. Does the centre have enough classrooms to accommodate all the learners?	No	No	Lack of classrooms
g. Is the library well functional?	Yes	Yes	Library well functional
h. How do you motivate your learners to read and study more?	By showing them all the opportunities there is when you are well informed and well educated	Plan assignments in such a manner that they do research. Plan assessments and be open and fair	Information Plan assessment Assignments
e. Emotional wellness			
a. How frequent are fights and violence at the centre?	Not so frequent	None at school	Rare fights
b. What strategies do you use to help inmates to manage their feelings positively?	Teaching them to communicate and express their feelings in a proper manner	Guide them	Communication skills Self expression Guidance
c. What psychological services are available to inmates?	Psychologist as well as social workers available	Psychologist comes to the centre	Psychologists
d. From your observation, do you think most inmates are taking responsibility for their actions?	Yes Most of them do	Yes It's the first step in rehabilitation	Taking responsibility
e. How do you help inmates to cope with emotions, especially stress?	Encouraging them to talk	Help them to distress through sport and recreational activities Help them to plan ahead especially with exam stress	Encourage communication Help distress Plan ahead
f. What other emotional support is given to inmates?	Unit managers and case officers also provide support	Social workers have programmes that involve the inmates support structure eg family if needed	Unit managers Case officers Social workers Family
g. Do you give learners enough time to express their feelings? If so, how do you give them?	Yes In Life Orientation we talk and discuss many different things	Yes Planning lessons in such a way to accommodate it (expression of feelings)	Self expression Plan

Question	P1	P2	Codes
f. Social wellness			
a. How often do inmates get support from social workers?	often	Social workers are appointed permanently	Social work
b. Do you use collaboration in learning in your teaching? If so, what strategies do you use to encourage collaboration?	No	Yes Part of our values incorporated in our lessons on a daily basis	No collaboration Collaboration Values incorporated
c. How do you encourage interdependence among inmates?	Giving group activities	Team work, respect are incorporated in daily lessons	Group activities Team work Respect
d. How often are learners given group work?	Not so often	Depends on the lesson and planning but frequently	Frequent group work
e. What other strategies do you use to ensure inmates live in harmony with each other?	Doing physical activities as teams	Positive competitions during sport days encouraging harmony	Team work Positive competitions Sports
f. How can you describe the social relationship among juvenile offenders?	They form a unity mostly against members and have a brotherhood because of the gangs they belong to	The relationship in general is good. They seem to form groups and bond in these groups. They protect each other in these groups	Unity Brotherly relationship Group bonding Peer protection
g. What social skills have you taught your learners to help them live positively with each other?	Communicating in a proper manner	Respect between themselves for themselves	Communication Respect
h. What challenges are you facing in a diverse class?	To instil a feeling of tolerance	Language causes communication problems Age differences	Tolerance Language barrier
i. How do you use diversity to your own advantage?	Somehow showing them how similar they are in other ways	In LO to teach them about different cultures, traditions etc	Use similarities Teach different cultures tradition

School C

Question	P1	P2	Codes
1. Biographic Data			
1. Biographic data			
Gender	Male	Female	Male Female
Age	48	33	48 33
Highest Professional qualifications	Bachelor of Technology	Secondary Teachers' Diploma	Qualified
Position held	Section Head	Educationist	Education Section head

Question	P1	P2	Codes
Number of years teaching at the centre	8	4	8 4
2A. Physical wellness a. What are you doing to ensure the physical fitness of offenders?	All offenders are entitled to one hour exercise per day . All are encouraged to participate to at least one sporting code	We have sports codes like soccer, rugby, basketball, boxing and karate on Wednesdays and Fridays after classes we go to the field to practice	One hour per day Encouragement Different sport codes Two days sports
b. what medical facilities are available for inmates who need medical attention?	Hospital with qualified staff	There are medical sisters on duty 24 hours a day as well as a medical doctor that comes on Thursdays	Medical centre Qualified staff Visiting doctor weekly
c. What bad habits have you observed from juvenile inmates?	Use of drugs Assault Involvement in gang activities	Smoking Smuggling Assault Gang related activities	Drug abuse Assault Gangsterism Smoking smuggling
d. Is there any overcrowding in the cells? If so how does this affect inmates?	No We are unable to accommodate our learners in separate cells that affects their learning	No	No overcrowding
e. What recreational facilities are available to inmates at the centre? Are most inmates utilising the recreational facilities?	Sports Karate Music Yes	SRAC Presidential awards Art and Craft Yes	Sports Music Presidential awards Art and Craft Most involved
f. From your observation, do you think inmates are getting a balanced diet?	No They complain about food all the time	Yes	No balanced diet Balanced diet
g. What challenges are you facing (if any) to ensure the physical health of inmates is maintained?	Those attending classes are not given enough opportunity to exercise . They spend most of the time at school. We put aside Fridays for them to engage in physical activities .	None	Time constraints Days set for physical activities
B. Career or occupational wellness			
a. Do you have any programmes at the centre that provide career guidance and counselling to inmates? If so, what are there?	Yes Two educators are qualified career counsellors We assist learners with career guidance We host a career day once a year where we invite external stakeholders	No	Career guidance Career day External stakeholders

Question	P1	P2	Codes
b. What skills have you imparted to your learners to help them choose suitable careers?	Ability to link hobby with career choices prioritising talents Ability to link talents with relevant career	n/a	Career choice Self assessment
c. What challenges are you facing in facilitating career guidance and counselling?	Learners are most of the times confused when it comes to career choices. Peers tend to have much influence at times	We do not have someone specialising in that field	Peer influence No specialists
d. What career opportunities do you think offenders have after release (due to programmes offered at this centre)?	Opportunities are becoming wider for ex-offenders. The stigma is still a problem. We have seen most of them opening own businesses or furthering studies after release	Skills We have workshops that provides inmates with different skills and they receive certificates to assist when they seek employment outside correctional services	Wide choice Businesses Further studies Skills certificates
e. How do you think getting employment will help offenders to be re integrated into their communities smoothly?	Most crimes committed were due to unemployment or poverty. Employment is key to undo that	It will keep them busy away from re offending; doing crime again unlike if they have nothing to do. They won't have a sense of purpose, their lives will seem meaningless like they fit in with the rest of the community	Change in socio economic status Keep them busy
f. Do you think getting employment will help reduce recidivism (re offending) If yes, how do you think it will help?	Yes As stated above, employment is a best option that can be availed for ex-offenders	Yes Like I said above that it will keep them busy. They won't have time to commit crime and there won't be a need since they will be making their own money	Yes Access to resources Keep busy Keep away from crime
c. Spiritual wellness			
a. Are inmates allowed to practice their own religion If yes, how is it done?	Yes We try to house them according to their religious practices. Allow them to meet and engage in religious activities	Yes There are spiritual workers that come on a daily basis to facilitate programmes and on Sundays they have church services in their sections	Yes All religions accommodated Spiritual workers Services in their sections
b. What values are you instilling to your learners to help them live a tolerant life?	We give them programmes like anger management, drug abuse etc.	Discipline Honesty Kindness/Love Humility/humbleness	Anger management Drug abuse awareness Discipline Honesty Love Humility

Question	P1	P2	Codes
c. Are there any religious groups that visit inmates? If yes, what groups are those?	Yes Christian groups Moslem groups Rasta groups etc.	Yes Touching heart Fire basics Message Bike ministry	Yes Christians Muslims Rasta Bike ministry
d. How do you help inmates to resist peer pressure?	We teach each to think independently to be assertive and to be able to express their feelings without fear	We do debate sessions with them and the spiritual workers play a huge role in facilitating programmes that help inmates in that regard	Assertiveness Independence Debate
e. How do you encourage tolerance among inmates?	We organise a lot of group activities where we encourage them to interact with others	Debate sessions as well as programmes facilitated by the spiritual workers	Group activities Encourage interaction Debate
f. What other form of spiritual support do inmates receive?	We have a permanent spiritual worker. He looks at their spiritual needs at all times	We have a spiritual worker at the (Pastor Japhtas) that is there to cater for the inmates' spiritual needs	Spiritual workers
d. Intellectual wellness			
a. What activities do you do with your learners to help them with critical thinking?	In each learning area there is at least one activity that requires research. We encourage them to work independently We have Fridays set aside for visits to the library	Textbook based activities	Research Independent thinking Library Text book based activities
b. What resources do you use to enable your learners to get more knowledge?	We use internet Hire DVDs Expose them to TV programmes etc.	We don't have many resources that is one of our challenge. We use textbooks	DVD TV
c. How often do learners use the library?	Once a week	Once a week	Once a week
d. Do learners get access to reading materials outside the centre? If yes, what materials do they read? (eg newspapers)	Yes Books Periodicals Unfortunately no newspapers as we try to discourage smoking	No Not allowed to have newspapers and magazines inside the centre.	Yes Books Periodicals No
e. Are you well trained to deal with juvenile offenders? Give a reason for your answer.	No We are unable to deal with our learners' psychological problems we experience in classrooms We need exposure to advance training	Yes Underwent training and declared competent	Not well trained Yes Need advanced training Competent Struggling
f. Does the centre have enough classrooms to	No	Yes	Not enough Yes

Question	P1	P2	Codes
accommodate all the learners?			
g. Is the library well functional?	No	Yes	Library functional Library not functional
h. How do you motivate your learners to read and study more?	Visiting the library is compulsory We have reading clubs In October they will participate in a reading competition in George (Funda Mzansi competition)	On Fridays we have reading sessions to assist them with their reading and writing skills and we also motivate them to make us of the library	Reading clubs Reading competitions Reading sessions Motivation to read
e. Emotional wellness			
a. How frequent are fights and violence at the centre?	There are fights but very few cases	Not on a regular basis	Few fights
b. What strategies do you use to help inmates to manage their feelings positively?	We have anger management programmes	There are programmes offered by the social workers and the spiritual workers like anger management	Anger management Social work Spiritual workers
c. What psychological services are available to inmates?	Psychologists	We have a psychologist in our establishment and he also facilitates programmes	Psychologists
d. From your observation, do you think most inmates are taking responsibility for their actions?	Some, most don't	Yes	Some take responsibility
e. How do you help inmates to cope with emotions, especially stress?	Counsel them	We refer them to professionals trained to deal with such problems like social workers and the psychologist	Counselling Social workers Psychologists
f. What other emotional support is given to inmates?	By various groups	In case of sickness or death in the family we refer them to the spiritual worker (Pastor Jephthas)	Various groups Spiritual workers
g. Do you give learners enough time to express their feelings? If so, how do you give them?	Yes Class participation	Yes At school At church Social workers Psychologist They get that platform to do so	Learners given opportunity At school Church Social workers Psychologists
f. Social wellness			
a. How often do inmates get support from social workers?	Anytime	On a regular basis	Social workers support
b. Do you use collaboration in learning in your teaching?	Yes NCV learning areas are linked to	Yes We give them task/ assignment to do together in pairs/ groups	Collaboration NCV programmes Pair work Group work

Question	P1	P2	Codes
If so, what strategies do you use to encourage collaboration?	integrated assessments (ISAT)		
c. How do you encourage interdependence among inmates?	Yes a lot, work in groups	All the time	Group work
d. How often are learners given group work?	Very often in all learning areas	On a regular basis	More group work
e. What other strategies do you use to ensure inmates live in harmony with each other?	Those with better understanding are given the opportunity to share knowledge with others	We always stress the fact that they need each other members are not always with them but they share cells and they eat together. When one is sick it will be his fellow inmates that will inform the members	Sharing knowledge Emphasise interdependence
f. How can you describe the social relationship among juvenile offenders?	Brotherly relationship Sharing among themselves	Unlike adult offenders they get along with each other and they tolerate each other	Brotherly relationship Tolerance
g. What social skills have you taught your learners to help them live positively with each other?	Sharing Moral support Praying together	Every morning we have a short prayer sessions to start the day and I believe they help to set a positive mood around us	Sharing Support Prating together
h. What challenges are you facing in a diverse class?	Intolerance	ABET 1 and 2 we have two groups Xhosa and Afrikaans, so the Xhosa class it's only the Xhosa and in the Afrikaans class its only coloured learners	Intolerance Segregation
i. How do you use diversity to your own advantage?	Let them share ideas	We live in a democratic and diverse country with different races, languages and cultures that makes it easy for us to adopt and be part of.	Sharing ideas Easy adoption

School D

Question	P1	Codes
2A Physical wellness a. What recreational and sporting programmes do you offer at this centre	Table soccer Pool table (snooker) Soccer, chess, karate Aerobics	Indoor and outdoor activities
b. What challenges are you facing in implementing these recreational and sporting programmes	Time is sometimes a problem especially because of the classes	Lack of time
c. What solutions do you think can be put in place to resolve the challenges you face?	We need to change the schedule of the time table	Time table needs change

d. What medical facilities are available for offenders? Do you think they are effective?	There is hospital inside the centre	Medical facilities
e. What bad habits have you observed from offenders (eg smoking)	Almost all of them smoke They also lie a lot and they like to pretend as if they are sick.	Smoking Lying
B. Career or occupational wellness a. How do you prepare offenders for possible employment or to start their own businesses?		
b. What is the major cause of committing crime by most offenders ?	Money and glamorous life and peer pressure	Peer pressure Money Better life
c. How do you think your programmes will help reduce recidivism?		
d. What career opportunities do you think offenders have after release? (Due to programmes offered at this centre)	Almost the same opportunity as someone from outside. The only stigma is that they have a criminal record.	Opportunities available Criminal record
e. How do you think getting employment will help offenders to be reintegrated into their communities smoothly?	Because once you get employed it's very rare that you will continue with your bad habit and when you are working you spend most of your time at work.	Employment reduces crime
C. Spiritual wellness a. How are religions accommodated at this centre?	We allow all religions into the centre as long as there are offenders who believe in those religions. We make different schedules for them to go and attend.	All religions Schedule
b. How are offenders assisted to develop tolerance among each other?	We talk to them and ask them to tell us if there are any problems so that they can be resolved	Communication
c. Which religious groups are more involved with offenders?	Christians and Muslims	Two religions
d. How do you help inmates to resist peer pressure?	It's very difficult but we tell offenders to come personally to any of our teachers and state their situation	secretive
e. What other form of spiritual support do inmates receive?	N/A	
D. Intellectual wellness a. What challenges do you face in your academic teaching of juveniles?	Their mind set	Wrong mind set
b. What resources do you use to help your learners to get more knowledge?	Books Library	Library Books
c. What reading materials do learners get from outside (eg newspapers)	They get newspapers	Resources
d. What support do you need to teach juvenile to offenders more effectively?	More resources	Need more resources
e. How do you motivate your learners to read and study more?	Provide reading materials	Reading materials
f. Do you think you are well trained to deal with juvenile offenders Give a reason for your answer.	Yes I have qualifications	Qualified personnel

E. Emotional wellness		
a. What emotional challenges do offenders display (eg get easily angry and fight)?	Anger	Anger management lacking
b. What strategies do you use to help inmates to manage their feelings (emotions) positively?	Social workers	Social work
c. What psychological services are available to inmates?	To encourage them to study	Encouragement
d. How do you help inmates to cope with emotions, especially stress?	N/A	
e. What other emotional support is given to inmates?		
F. Social wellness		
a. How often do inmates get support from social workers?	Anytime	Social work
b. What strategies do you use to encourage juvenile offenders to work cooperatively among each other?	Group work in class	Group work
c. How is the social relationship among juvenile offenders both in and outside class (eg always fighting)?	It's good	Good relationships
d. What social skills have you taught your learners to help them to live in harmony with each other?	Communication skills	Communication
e. How can you describe the social relationship among juvenile offenders?	Sometimes is good and sometimes bad but most of the time its good	No consistence
f. What social skills have you taught your learners to help them live positively with each other?	I tell them not to hold grudges against each other, if there is a problem they must communicate	communication
g. What challenges are you facing in a diverse class to ensure social wellbeing of all offenders?	Different needs	differences

APPENDIX 9: COLOUR CODED QUALITATIVE RESPONSES FROM HEADS OF SCHOOLS

Question	School A	School B	School C	School D	Codes
	P1	P1	P1	P1	
1. Number of teachers	six	13 permanent, 3 contract, 4 periodicals, 3 skills, 10 SRAC	six	13 teachers for Grade 10 -12, 2 teachers AET, 3 for skills, 1 for SRAC	Six Thirteen one
2. courses offered	AET level 1 -4 Vocational courses	Pre-ABET, NCS Grade 10 -12, Higher Education and Training (UNISA)	ABET level 1 - 4 Grade 10 - 12	AET level 1 - 4, Grade 10 - 12, skills training	AET Grade 10 - 12 Skills Higher Education
3. Other programmes	SRAC, paralegal course, Reading for redemption, computers	Radio broadcasting, computers, SRAC, Indoor sports	SRAC, soccer academy, play with professional soccer teams, Agriculture and textile, Have abattoir	SRAC, soccer academy	SRAC Soccer academy Computers
4. initiatives by school	Motivational speakers, NGOs health programmes, DBE workshops, Access to past examination papers	President's award (TPA)	Book clubs, Mini Funda Mzansi, national competitions entry, Karate championship competitions	Morning assembly, internal competitions	Sports competitions Motivational speakers External stakeholders
5. Challenges faced	Discipline, low school attendance, gangsterism, shortage of teachers, lack of motivation, lack of resources, disturbances by other activities	Lack of motivation, lack of resources	Shortage of teachers, low incentives for casual workers	Shortage of teachers	Motivation Lack of resources Shortage of teachers Disruptions
6. strategies to promote rehabilitation	Stakeholders involvement like NGOs, DBE and motivational speakers	Provide a variety of activities	Stakeholder involvement like sports personnel, Play with professional teams, reading competitions	Parental involvement	Stakeholders Motivation competitions
7. Unique programmes	Health promotion with ORAP	Radio broadcasting skills	Soccer academy, soccer clubs involvement	Placements of students at university,	Health programmes Skills stakeholders

Question	School A	School B	School C	School D	Codes
				prayer sessions	

Data analysis for heads of schools

Question	School E	School F	School G	Codes
	P1	P1	P1	
1. Number of teachers	Six	One We use tutors from Medium section	Nine	Six One Nine
2. courses offered	Pre-ABET, AET level 1 - 4, skills development N1 – N6	Pre-AET, AET level 1 - 2, travel and tourism	AET level 1 – 4, skills development	AET Skills
3. Other programmes	NCV courses, computers, SRAC, DHET examined courses	SRAC, skills training	SRAC, KARIGUDE programme	SRAC Computers
4. initiatives by school	Partnership with FET college for skills development courses	Use of offender tutors , compete with schools around, internal certificates	Motivational speakers , teams from outside for sports, DBE officials, outside teachers, book inspection, READ for redemption , Easy Reader materials	Stakeholders Offender tutors Motivation Resources
5. Challenges faced	Poor class attendance, discipline, lack of relevant books	Lack of teachers, psychologists, short school hours, low school attendance, lack of parental support, lack of motivation, no collaboration with stakeholders, school disruptions	Lack of resources, lack of school interest, transfers, discipline, school disruption activities, no workbooks	Discipline Attendance Time constraints Resources Disruptions Lack of support collaboration
6. strategies to promote rehabilitation	Library days	Family days , interact with others schools	Parental involvement, motivational speakers, soccer tournaments, book clubs	Parental involvement Stakeholders Competitions
7. Unique programmes	Partnership with service providers	Nothing	Sports magazines , donations, internal and external competitions	Stakeholders External competitions



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by
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