

**THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN
CORRECTIONAL CENTRE SCHOOLS: A WELLNESS
PERSPECTIVE**

by

MANZINI THERESA LYDIA BADIKTSIE

Submitted in accordance with the requirements
for the degree

Doctor of Philosophy

in the subject of

Psychology

at the

University of South Africa

Supervisor: Professor MD Magano

April 2020

DECLARATION

I, TLB Manzini, declare that **THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE** is my original own work and all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Student no. 54338573

Manzini TLB

Signature TLB Manzini

Date 10/04/2020

DEDICATION

I dedicate this degree to the pillars of my strength, Mamogolo Jolina Maserebego Naka and my late grandmother Theresa Mpelang Mogane. They always believed in me and inculcated optimism no matter how tough life can be.

ACKNOWLEDGEMENTS

Motho ke motho ka batho (Sepedi proverb), meaning I am because of others. Work can only be achieved with the help of others. This was apparent while writing this thesis.

Thanks to God Almighty for strengthening me during this journey.

I am indebted to my supervisor, Professor Magano MD, for her guidance, tireless encouragement and patience throughout the years of this study. Without her coaching, mentoring, inspiration, and expert advice to stay focused, I would not have completed this study.

My heartfelt gratitude goes to the funders for sponsoring me with the research funds. This work could not have been completed without financial support from University of South Africa (UNISA) bursary, National Research Foundation (NRF, Grant number 105220 under the leadership of Prof MD Magano), and Women in Research.

A special word of gratitude goes to Forget Makhurane and mma Nkosi Cynthia. Thank you so much for your love, regular support and encouragement in difficult times.

I am incredibly fortunate to have undertaken this work within a supportive family, my children, Tshogofatso, Thabang, Phindi, Benedict, Baby Mogane, and sister Khabo Manzini-Mamba.

To friends Monica Mthembu, Magodi Bernard, Madeleen Algera, Samson Khomola, and Nosizwe Manzini for encouragement and support.

Appreciation goes to the Nyoka family, especially David and Thando for their support particularly in computer expertise.

To all the people who took part in the study, thank you very much. This research would not be complete without you.

Gratitude to the South African Department of Correctional Services (DCS) in Gauteng, Free State, Western Cape and Kwa-Zulu Natal Provinces for giving me permission to conduct research in their schools.

Lastly, thanks to the principals for giving me access to teachers and juvenile learners in their schools who took part in this study.

ACRONYMS

AET	Adult Education and Training
ATP	Annual Teaching Plan
CBO	Community Based Organisation
DBE	Department of Basic Education
CI	Curriculum Implementer
CISW	Collaborative Intervention Support for Wellness
DCS	Department of Correctional Services
DoH	Department of Health
DSD	Department of Social Development
EMS	Economic Management Science
FBO	Faith Based Organisation
FET	Further Education and Training
LSA	Learner Support Assistant
LTSM	Learning and Teaching Support Material
NDP	National Development Plan
NGO	Non-Governmental Organisation
PE	Peer Educators
SBST	School Based Support Team
SMME	Small Macro and Medium Enterprises
SRAC	Sports, Recreation, Art, and Culture
UNOPS	United Nations Office for Project Services
UNODC	United Nations Office on Drugs and Crime

SUMMARY

The purpose of this qualitative, phenomenological study was to explore the support of juvenile offender learners in correctional schools from a wellness perspective. The support of juvenile offender learners on the six dimensions of wellness is crucial since it has a wide range of benefits, it links achievement of teaching and learning, and rehabilitation and avoid recidivism. The study integrates Ubuntu and Wellness frameworks (Hettler, 1984) as a lens to understand the support of juvenile offender learners' wellness in the correctional schools. The two frameworks informed the formulated Wellness framework as an approach to address and support wellness in active teaching and learning of the juvenile learners in the correctional schools. Data collection methods used was semi-structured interviews, open-ended questionnaires and observations. The research used purposive sampling of 12 teachers and 21 juvenile offender learners from seven correctional schools in four different provinces in South Africa. Ethical considerations are followed this include how best to negotiate access to the correctional schools, signed consent forms, anonymity, and confidentiality. The findings of the study revealed inadequate support structures and challenges that threaten the wellness of juvenile learners. However, it was revealed that teachers make an effort to support juvenile offender learners' wellness in the correctional schools. Conversely, there are gaps in terms of policy, theory, and practice on how they can effectively support juvenile learners. The major impediment is that teachers are trained to teach in mainstream schools not in the environment of imprisonment. The study recommends that teachers, Learner Support Assistant (LSA), Peer Educators (PE), and security official be trained on how to identify intellectual, physical, social, emotional, spiritual, and career challenges of juvenile learners and address them in order to improve their learning, and rehabilitate. The DCS can do this through collaboration with various stakeholders who have knowledge and expertise in the six-wellness dimensions. Hence, the study formulated the model called *Collaborative Intervention Support for Wellness* framework. It consists of five strategic support structures (DCS, and other

governmental department, non-governmental stakeholders LSA and PE) that are to assist the teachers in the correctional schools to support and enhance the juvenile offender learners' wellness.

Keywords

Juvenile offender learners; support; social, spiritual, physical, career, intellectual, emotional; wellness; correctional schools; Ubuntu,

KAKARETSO

Morero oa thuto ena ea boleng bo phahameng ene e le ho hlahloba tšehetso ea baithuti ba tlolo ea molao dikolong tsa tikolo tsa tikoloho ho tloha boemong bo botle. Ts'ehetso ea baithuti ba tlolo ea molao lilemong tse tšeletseng tsa bophelo bo bottle e bohlokoa, hobane enale melemo e mengata, e hokela phihlello ea ho ruta le ho ithuta, le ntlafatso le ho qoba ho iphapanya. Boithuto bona bo hokahanya meralo ea Ubuntu le Wellness (Hettler, 1984) joalo ka lense la ho utloisisa tšehetso ea bophelo ba barutoana ba litlolo tsa molao dikolong tsa tlhabollo. Meralo ena e mebedi e tsebesitse sebopeho se hlophisitseong sa Wellness e le mokhoa oa ho sebetsana le ho ts'ehetsa bophelo bo bottle ho ruteng le ho ithuteng ha barutoana ba basenye dikolong tsa khalemelo.

Mekhoa ea ho bokella ya tsebo ya ditaba e sebedisetsoeng ene ele dipuisano tse hlophisitsoeng hantle, dipotso tse bulehileng le dipotso. Patlisiso e sebelisitse sampole e nang le morero ae barutisi ba 12 le baithuti ba 21 ba molato hotsoa dikolong tse supileng tsa khalemelo diprofinseng tse nne tse fapaneng tsa Afrika Boroa. Mehopolo ea boit'oaro e lateloa ho kenyeletsa kamoo ho ka buisanang ka mokhoa oa ho buisana leho kena dikolong, liforomo tsa tumello tse saennoeng, ho se tsejoe lekunutu.

Se fumanoeng ke liphuputsi li fumane meetso e sa lekaneng ea tšehetso le liphephetso tse sokelang boiketlo ba barutoana. Leha ho le joalo, ho ile ha senoloa hore barutise ba etsa boiteko ba ho tšehetsa bophelo ba bana ba botlokotsebe bo bottle dikolong tsa khalemelo. Ka lehlakoreng le leng, ho na le likheo ho latela melaoana, teori, le boikoetliso bah ore nab a ka tšehetsa baithuti ba basenye joang. Tši tiso e kholo ke hore barutisi a koetliselitsoe ho ruta dikolong tsa kantle eseng tikolohong ea chankaneng. Boithuto bona bo khothaletsa hore barutisi, LSA, PE, le ofisiri ea tšireletso ba koetlisoe mabapi le mokhoa oa ho khetholla mathata a kelello, mmele, sechaba, maikutlo, memoya le tsa mosebetsi oa baithuti tsa bana ba basenye le ho libua le bona bakeng sa ho ntlafatsa thuto ea bona, le ho nchafatsa.DCS e ka etsa sena ka tšebedisano mmoho le bankakarolo ba fapaneng ba nang le tsebo le boiphihlelo maemong a tšeletseng a bophelo bo

bottle. Kahoo, thuto e thehile mohlala o bitsoang *Collaborative Intervention Support for Wellness*. E beha maemong a bohloko a tšehetso (DCS, le Lefapa le leng la mmoso, barekisi basing bammuso, LSA, le barupeli ba dithaka) tse tla thusa barutiši dikolong tsa khalemelo ho tse'etsa le ho ntlafatsa boiketlo ba barutoana ba molato.

OPSOMMING

Die doel van hierdie kwalitatiewe, fenomenologiese studie was om die ondersteuning van jeugoortredende leerders in korrektiewe skole vanuit 'n welstandsperspektief te ondersoek. Die ondersteuning van jong jeugdige oortreders in die ses dimensies van welstand is van kardinale belang, aangesien dit 'n wye verskeidenheid voordele inhou, verbind dit die prestasie van onderrig en leer, en rehabilitasie en vermy herhaling.

Die studie integreer Ubuntu en wellness-raamwerke (Hettler,1984) as 'n lens om die ondersteuning van jeugoortreders se welstand in die skole vir korrektiewe te verstaan. Die twee raamwerke het die geformuleerde welstand-raamwerk ingelig as 'n benadering om welstand in die aktiewe onderrig en leer van jong leerder in die korrektiewe skole aan te spreek en te ondersteun. Metodes vir die insameling van data wat gebruik is, was semi-gestruktureerde onderhoude, oop vraelyste en waarnemings. In die navorsing is doelgerigte steekproefneming van 12 onderwysers en 21 jong oortreders van sewe korrektiewe skole in vier verskillende provinsies in Suid-Afrika gebruik. Etiese oorwegings word gevolg, dit sluit in hoe om die beste toegang tot die skole vir korrektiewe, ondertekende vorms van toestemming, anonimiteit en vertroulikheid te beding.

Die bevindings van die studie het onvoldoende ondersteuningstrukture en uitdagings ontdek wat die welstand van jong leerders bedreig. Dit is egter aan die lig gebring dat onderwysers moeite doen om die welstand van die jeugoortreders in die korrektiewe skole te ondersteun. Daarteenoor is daar leemtes in terme van beleid, toerie en praktyk oor hoe hulle jong leerders effektief kan ondersteun. Die grootste struikelblok is dat onderwysers opgelei word om in hoofstroomskole onderrig te gee, nie die omgewing van gevangenisstraf nie. Die studie beveel aan dat onderwysers, LSA, PT en veiligheidsbeampte opgelei word in die identifisering van intellektuele, fisieke, sosiale, emosionele, geestelike en loopbaanuitdagings van jong leerders en om hulle aan te spreek ten einde hul leer te verbeter en te rehabiliteer. Die DKD kan dit doen deur samewerking met verskillende belanghebbendes wat kennis en kundigheid het in die dimensies van ses

welstand. Daarom het die studie die model genaamd “*Collaborative Intervention Support for Wellness*” raamwerk geformuleer. Dit is ‘n kompromie van vyf strategies ondersteuningstrukture (DKD, en ander regeringsdepartemente, nie-regeringsbelangheggendes LSA, en portuurstudente) wat die onderwysers in die korrektiewe skole moet help om die welstand van die jeugoortreder te help en te verbeter.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS	iii
ACRONYMS	v
SUMMARY	vi
KAKARETSO	viii
OPSOMMING	x
LIST OF FIGURES.....	xx
LIST OF TABLES.....	xx
CHAPTER ONE: OVERVIEW OF THE STUDY.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND	1
1.3 MOTIVATION OF THE STUDY.....	4
1.4 RATIONALE AND SIGNIFICANCE.....	6
1.5 PROBLEM STATEMENT	7
1.6 RESEARCH QUESTIONS	10
1.7 AIMS OF THE STUDY	10
1.8 THEORETICAL FRAMEWORK	11
1.9 ENVISAGED CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE	13
1.9.1 Theory.....	13
1.8.2 Policy	14
1.8.3 Practice	14
1.10 METHODOLOGY	15
1.10.1 Research Paradigm.....	15
1.9.2.1 Ontology	16
1.9.2.2 Epistemology	16
1.9.2.3 Axiology	17

1.9.4 RESEARCH APPROACH	18
1.9.5 SAMPLING	19
1.9.6 DATA SOURCES/INSTRUMENT	20
1.9.6.1 Semi-structured interviews	20
1.9.6.2 Open-ended questionnaires	20
1.9.6.3 Observations	20
1.9.7 DATA COLLECTION	20
1.9.7.1 Semi-structured Interviews	20
1.9.7.2 Open-ended questionnaires	21
1.9.7.3 Observation	21
1.9.8 DATA ANALYSIS	21
1.9.9 TRUSTWORTHINESS	21
1.10 ETHICAL ISSUES	22
1.11 CLARIFICATION OF CONCEPTS	23
1.11.1 Support	23
1.11.2 Juvenile learner or Juvenile offender learners	24
1.11.3 Correctional centre teacher	24
1.11.4 Wellness	25
1.12 OUTLINE OF THE STUDY	25
CHAPTER 2: THEORETICAL FRAMEWORK	27
2.1 INTRODUCTION	27
2.2 AFRICAN UBUNTU PHILOSOPHY	28
2.2.1 Understanding the concept of 'Ubuntu.'	31
2.2.2 The values of Ubuntu	33
2.2.3 Ubuntu institute African law	36
2.2.4 The practice of Ubuntu values and principles in the correctional schools	38
2.3 WELLNESS IN THE CORRECTIONAL CENTRE: AN AFRICAN PERSPECTIVE	41
2.3.1 Ubuntu and Intellectual wellness	41
2.3.2 Ubuntu and physical wellness	43
2.3.3 Ubuntu and social wellness	43

2.3.4 Ubuntu and emotional wellness	46
2.3.5 Ubuntu and Spiritual wellness.....	47
2.3.6 Ubuntu and career/ occupational wellness	49
2.4 WELLNESS ON WESTERN PERSPECTIVE	50
2.4.1 Intellectual wellness	52
2.4.6 Physical wellness.....	53
2.4.3 Social wellness	54
2.4.4 Emotional wellness	54
2.4.5 Spiritual wellness	55
2.4.6 Occupational wellness	56
2.5 SUMMARY.....	57
CHAPTER 3: CONCEPTUAL FRAMEWORK.....	59
3.1 INTRODUCTION.....	59
3.2 CONCEPTUAL FRAMEWORK OF SUPPORT IN THE CORRECTIONAL CENTRE SCHOOLS	59
3.2.1 Intellectual support in the correctional centre schools.....	60
3.2.1.1 Benefits of enhancing intellectual support	62
3.2.2 Physical support in the correctional centre schools	63
3.2.2.1 Benefits of promoting physical support.....	65
3.2.3 Social support in the correctional centre schools.....	66
3.2.4 Emotional support in the correctional centre schools.....	69
3.2.4.1 The benefits of promoting emotional support.....	71
3.2.5 Spiritual support in correctional centre schools.....	72
3.2.5.1 Benefits of promoting spiritual support.....	73
3.2.6 Occupational support in the correctional schools.....	74
3.2.6.1 Benefits of promoting occupational support.....	75
3.3 IMPORTANCE OF PROVIDING EDUCATION IN CORRECTIONAL CENTRE SCHOOLS	75
3.4 SUPPORT OF JUVENILE OFFENDER LEARNERS	77
3.4.1 Safe and caring learning environment	78
3.4.3 Teaching strategies and learning styles.....	82

3.4.4 Language of teaching and learning	83
3.4.5 Learning evaluation and assessment.....	84
3.4.6 Intrinsic and extrinsic motivation to participate in education	85
3.5 SUPPORT STRUCTURES FOR TEACHING AND LEARNING.....	86
3.5.1 Understanding of Support structures for teaching and learning in the correctional schools.....	86
3.5.2 Support structures within Ubuntu and wellness theories in the correctional schools	88
3.5.2.1 Teachers in the classroom level	89
3.5.2.3 Institutional/ School Level Support Structure	96
3.5.2.4 District Level Support Structure	100
3.5.2.5 National Level Support Structure.....	102
3.6 SUPPORT TO ENHANCE REHABILITATION	105
3.8.2 Truancy or absenteeism of the juvenile offender learners	109
3.8.2 Substance abuse	110
3.8.3 Violence and safety concerns in the correctional centre schools.....	112
3.9 SUMMARY.....	113
CHAPTER 4: RESEARCH METHODOLOGY	114
4.1 INTRODUCTION.....	114
4.2 METHODOLOGY	115
4.2.1 Research paradigm.....	115
4.2.2 Philosophical assumptions.....	116
4.2.3 Ontology	116
4.2.4 Epistemology	117
4.2.5 Axiology	117
4.3 RESEARCH METHOD.....	118
4.4 RESEARCH APPROACH	119
4.4.1 Phenomenology	119
4.5 SAMPLING.....	120
4.6 DATA SOURCES	125
4.6.1 Semi-structured interviews.....	125

4.6.2 Open-ended questionnaires	126
4.6.3 Observations.....	127
4.7 DATA COLLECTION PROCESS	128
4.7.1 Semi-structured interviews.....	128
4.7.3 Observations.....	130
4.8 DATA ANALYSIS	131
4.9 ETHICAL CONSIDERATIONS.....	136
4.9.1 Access to the research field.....	137
4.9.2 Informed consent	137
4.9.3 Voluntary participation	137
4.9.4 Privacy, anonymity and confidentiality	138
4.10 TRUSTWORTHINESS.....	138
4.11 SUMMARY.....	140
CHAPTER 5: INTERPRETATION OF FINDINGS TO THE STUDY.....	141
5.1 INTRODUCTION.....	141
5.2 GENERAL COMMENTS.....	141
5.3 THE INTERVIEWS FROM THE TEACHERS.....	143
5.3.1 Theme 1: Insufficient support and challenges that threaten to wellness .	143
5.3.2 Theme 2: The role of teachers is supportive, encouraging and motivates	153
5.3.3 Theme 3: Availability of support structures to promote wellness.....	173
5.3.4 Theme 4: Developmental and enrichment needs to support of wellness	186
5.4 OPEN-ENDED QUESTIONNAIRE.....	191
5.4.1 Theme 1: Perception of juvenile offender learners in supporting wellness	191
5.2.2 Theme 2: challenge that threatens wellness.....	212
5.4.3 Theme 3: Motivated, ambitious, have goals and desire to change	225
5.4.4 Theme 4: Accessibility to resources and support structures	242
5.4 INTERPRETATION FROM OBSERVATIONS	258
5.4.1 Theme 1: infrastructure of the correctional schools	259
5.4.2 Theme 2: Visibility of resources to enhance wellness.....	260

5.4.3 Theme 3: Safety measures and Interaction of juvenile offenders, teachers, and officers.....	261
5.5 SUMMARY.....	262
CHAPTER 6.....	264
DISCUSSION OF THE FINDINGS.....	264
6.1 INTRODUCTION.....	264
6.2 DISCUSSION OF FINDINGS.....	264
6.2.1 Theme 1: Insufficient support and challenges threatens wellness	264
6.2.2 Theme 2: The role of teachers is supportive, encouraging and motivates juvenile learners	273
6.2.3 Theme 3: Availability of support structures	285
6.2.4 Theme 4: Developmental needs and enrichment to support wellness	296
6.3 DISCUSSION OF THEMES EMERGED FROM OPEN-ENDED QUESTIONNAIRES.....	299
6.3.1 Theme 1: Perception of juvenile offender learners in supporting wellness	299
6.3.2 Theme 2: The challenges that threaten wellness.....	304
6.3.3 Theme 3: Motivated, ambitious, have goals and desire to change	310
6.3.4 THEME 4: ACCESSIBILITY TO RESOURCES AND SUPPORT STRUCTURES	314
6.4 SUMMARY.....	317
CHAPTER 7: THE WELLNESS FRAMEWORK FOR THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN THE CORRECTIONAL SCHOOLS	318
7.1 INTRODUCTION.....	318
7.2 THE WELLNESS FRAMEWORK FOR THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN THE CORRECTIONAL SCHOOLS	318
7.2.1 The Department of Correctional Services	321
7.2.2 The Department of Basic Education	321
7.2.3 The Department of Social Development	322
7.2.4 Department of Health.....	322

7.2.5 Non-governmental stakeholders: NGOs, CBOs, FBOs.....	322
7.4.6 LSA and PE	323
7.3 IMPLEMENTING OF THE COLLABORATIVE INTERVENTION SUPPORT FOR WELLNESS FRAMEWORK	324
7.3.1 The role of teachers in implementing of the CISW framework	324
7.3.2 Roles of the School-Based Support Team (SBST)	325
7.3.3 Role of Learner Support Assistant and Peer Educator on implementing the framework.....	326
7.6 SUMMARY	327
CHAPTER 8: CONCLUSIONS, LIMITATION AND RECOMMENDATIONS	328
8.1 INTRODUCTION.....	328
8.2 THE STRENGTH OF THE STUDY	328
8.3 CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE	330
8.3.1 Policy	330
8.3.2 Theory.....	331
8.3.3 Practice	332
8.4 LIMITATIONS OF THE STUDY	333
8.5 CONCLUSIONS.....	333
8.6 RECOMMENDATIONS	334
8.6.1 Recommendations on intellectual wellness	335
8.6.2 Recommendations on Social and emotional wellness	336
8.6.3 Recommendations on Spiritual wellness.....	336
8.6.4 Recommendations on occupational wellness	336
8.7 RECOMMENDATIONS FOR FUTURE RESEARCH.....	337
REFERENCES.....	338
APPENDIX A: LETTER REQUESTING PERMISSION FROM THE DEPARTMENT OF CORRECTIONAL SERVICES.....	372
APPENDIX C: INVITATION LETTERS TO TEACHERS TO PARTICIPATE IN AN INTERVIEW.....	376
APPENDIX D: CONSENT LETTER	378

APPENDIX E: TEACHERS INTERVIEW SCHEDULE	382
APPENDIX F: QUESTIONNAIRE FOR JUVENILE OFFENDER LEARNERS....	388
APPENDIX G: OBSERVATION LIST	393
APPENDIX J: COLOUR CODED OPEN-ENDED QUESTIONNAIRE FROM JUVENILE OFFENDER LEARNERS.....	395
APPENDIX K: LANGUAGE EDITING CERTIFICATE.....	384
APPENDIX L: TURNITIN RECEIPT AND REPORT	385

LIST OF FIGURES

Figure 2.1: The two integrated frameworks	27
Figure 3.1: The six dimensions of support for juvenile offender learners	60
Figure 4.1: Research methodology outline.....	114
Figure 4.2: The process of coding, categorising, and formulating themes	132
Figure 4.3: Themes from teachers' interviews.....	133
Figure 4.4: Emerged from open-ended questionnaires	135
Figure 6.1: Support structures promoting wellness	286
Figure 7.1: The proposed wellness framework model for the support of juvenile offender learners in the correctional schools.....	320
Figure 7.2: Implementation of collaborative intervention wellness framework.....	324
Figure 8.1: The two lenses theoretical framework.....	328

LIST OF TABLES

Table 2.1: Western philosophies compared to African Ubuntu philosophy	31
Table 2.2: Ubuntu values in Bantu languages.....	34
Table 4.1: Biography background of the centre schools	122
Table 4.2: Biographical background of the participating teachers	123
Table 4.3: Biography of the participated juvenile offender learners.....	124
Table 4.4: Participation according to different data collection methods.....	125
Table 5.1: Participation according to different data collection methods.....	142
Table 5.2: Themes that emerged from questionnaire and interviews.....	143

CHAPTER ONE: OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The main aim of the study was to explore and investigate the state of the support of juvenile offender learners in correctional centre schools from a wellness perspective. The chapter introduces the research topic that is explored further and provides the background, motivation for the study and the description of the problem statement. It outlines the aim of the study; the methodology utilised and clarifies significant concepts of the study. Envisaged contribution of the study to the body of knowledge is outlined. Furthermore, the aims of the study research questions, research design and methodology, as well as sampling, were outlined. The instruments to collect data consisted of interviews, open-ended questionnaire, and observations. Ethical issues and confidentiality of the study were considered. Trustworthiness, credibility, conformability and dependability are also discussed.

1.2 BACKGROUND

The Department of Correctional Services in South Africa has correctional centre schools across the country which houses offenders that have increased from an average of 153000 during 2013 to 161054 by 2017 (Department of Correctional Services, 2017). From this offender population, juvenile offenders constitute 24.99% of the total offender population.

Badenhorst (2011) and Zenzile (2008) define juvenile offenders as children breaking the law or children in conflict with the law and child offenders. On the contrary, the Department of Correctional Services (DCS) identifies offenders of ages between 14 and 24 years as juvenile offenders (Department of Correctional Services, 2008). These juvenile offenders are incarcerated for aggressive crimes such as murder, rape, substance abuse, and are serving sentences ranging between 5 and 15 years (National Offender Population, 2013). This trend is occurring internationally. Other countries, such as America also have records of

over 54149 juvenile offenders incarcerated in the juvenile detention centres (Glaze & Kaeble, 2014).

Similarly, North Korea has roughly 600 juveniles in their correctional centres (Hawk, 2012). This means there is a high number of school-going age children incarcerated in correctional centres. Most of these juveniles have not finished high school, and they are functionally illiterate (National Offender Population, 2013).

However, United Nations Educational Scientific and Cultural Organization (UNESCO, 2005) declared that all children need an excellent education and have taken full responsibility to ensure quality education and raising awareness of the advantages of education in the correctional environment at international level. This quality education should be incorporated into juvenile offenders in the correctional facilities.

Moreover, the United Nations Development Group of 189 countries declared in the Millennium Development Goals (MDG), internationally, that all children of school-going age must achieve universal primary education, or must have completed primary education, including the literacy rates of 15-24-year-old (Nayyar, 2012; Higgins, 2013, South African Government Information, 2013). Therefore, correctional centre education is a means to the attainment of the MDGs and Vision 2030 and a mechanism to development and growth in the country (Nayyar, 2012).

In addition, the strategic perspective of the National Development Plan, offers a long-term vision (until 2030) and aims for the country to ensure that all South Africans attain a decent quality education, with literacy, numeracy and skills development at globally competitive standards (Zarenda, 2013; South African Government Information, 2013). Furthermore, the Constitution of the Republic of South Africa, Act 108, section 29 (1996) emphasises that education is a fundamental right, and it needs to be freely available to all learners. Consequently, juvenile offenders have a right to basic education that is available to all learners in the correctional centre (Department of Correctional Services, 2008).

The Department of Correctional Services (2008) in South Africa offers education to juvenile offenders with the aim of rehabilitation. Rehabilitation encompasses a planned intervention, which aims to bring about change in some aspect of the juvenile offender that is assumed to cause the offender's criminality. The aspects include attitudes, cognitive process, personality, morals, or mental health and wellness (Department of Correctional Services, 2008). A broad definition of rehabilitation, according to the Department of correctional Services (2008), refers to social relations with others, education, spiritual, vocational skills, and employment. The planned intervention intends to make the offender less likely to break the law in the future or reduce recidivism (Schmallegger & Smykla, 2009; Frantz, 2017).

A study conducted in America by Vacca (2004) echoes that recidivism rates have declined where juvenile offenders have received an appropriate education that emphasizes academic, vocational and social education. Twomey (2008); Costelloe and Langelid (2011) support the significance of juvenile offenders who receive an education while in correctional centres are likely to return to school after their release and lower recidivism. Recidivism is defined as the re-incarceration of an inmate in a state facility for a new offence or parole violation during the follow-up period (Lobuglio, 2009).

A study conducted in Europe by Youth Justice Board (2006) reiterates that correctional education programmes can provide juvenile offender learners with an array of experiences and to provide them with social skills that are essential to their wellness (Ballentine, 2010; Muntingh & Ballard, 2012). In the same vein, Costelloe & Warner (2008) supports the idea in maintaining that juvenile offender held in correctional centres are citizens who are entitled to lifelong education to ensure their full development; and therefore, they should be offered meaningful education. Moreover, they reiterated that education is fundamentally essential for all children because of the opportunities and skills it can provide (Costelloe & Warner, 2008). Young, Phillips and Nasir (2010) argue that education plays a positive and large rehabilitative role and contributes significantly to juvenile offenders' successful re-entry into society. Equally, Langelid, Mäki, Raundrup, and

Svensson (2009) identify correctional education and training as part of the rehabilitative measures in the correctional centres. Therefore, providing juvenile offenders with structured educational activities helps to support their successful reintegration into the community on release.

1.3 MOTIVATION OF THE STUDY

Even so, disciplinary measures taken by the correctional centre administration can result in severely interrupting a juvenile learner's learning trajectory, particularly when a juvenile offender learner is continuously taken out of classes (Strasbourg, 1990; Hurry, Rogers, Simonot, Wilson, 2012). However, research findings by Dissel (1996) indicate that many juvenile offenders wanted to study but had been denied permission. They cannot take decisions about how they would spend the day. They are dependent on the rules of the Correctional Centre (which in most cases were not explained to them), or on the rules determined by gangs and other offender groupings (Dissel, 1996). Vacca (2004) Erisman and Contardo (2005) concur that the uniqueness of correctional centre culture compounds correctional school education challenges. These include routines such as lock-downs and headcounts, juvenile offenders' hearings or meetings with lawyers, cancellation of classes when staff shortages occur all disrupt regular classes (Vacca, 2004; Manzini, 2015).

Challenges in correctional schools

A Norwegian study by Strasbourg (1990) documented the fact that when there is a conflict of interests between education and the correctional school, it is the educational interests that are forfeited. Education is secondary to security (Strasbourg, 1990; Hurry, Rogers, Simonot, & Wilson, 2012). In addition, the study conducted by the Norwegian Ministry of Education and Research (2005) found that the correctional teachers face numerous difficulties in balancing interests when undertaking security evaluations related to a juvenile offender who is serving sentences being evaluated as a "security risk". This has severe consequences for the juvenile offenders in the form of a transfer to a stricter execution regime,

placement in a high-security unit and denial of attendance of educational classes (Scurrah, 2010; Garcia, 2013). This is in line with the findings in South African Correctional School by Dissel (1996) where maximum security offenders could not even attend the correctional school since this entails them being moved to the relatively low-security centre section.

A study reviewed by Francis (2010) in the UK found that juvenile learners' main reason for not completing a course was that they had been transferred to another correctional school. Moreover, the movement of offenders between correctional schools is often undertaken at short notice and is frequently seen to be arbitrary (Bracken, 2011). As a result of the movement, individual juvenile learning plans, skills assessment results and progress plans are lost, although these have been completed in the previous centre school (Francis, 2010).

For this reason, it is the responsibility of the correctional schools to provide support to juvenile offender learners. Bojuwoye, Moletsane, Stofile, Moolla, and Sylvester (2014) suggested support as follows:

- create a conducive and supportive learning environment;
- curriculum and teaching strategies that meet learners' needs;
- Support teachers to realise the successful juvenile learners' individual needs; and
- Innovative strategies that address challenges and barriers to teaching and learning in the correctional schools.

Providing support for teaching and learning in the correctional schools is an essential strategy for effective teaching and enhancement of learners' intellectual, social, emotional, physical, spiritual, and occupational wellness (Bojuwoye et al., 2014). Hence, the study sought to explore the support of juvenile offender learners' wellness in the correctional centre. In particular, the researcher wanted to develop a wellness framework that can be appropriate for correctional schools and be integrated into the rehabilitation programmes.

1.4 RATIONALE AND SIGNIFICANCE

Currently, in South Africa, the Minister of the Correctional Services has announced that the role of correctional services is to collaborate with the institutions of higher learning to assist in developing meaningful educational programmes (Department of Correctional Services, 2015). There should be scientifically proven risk assessment tool that is offence specific, which would effectively rehabilitate juvenile offenders, by empowering them with education and skills to survive in the outside world and reduce the level of recidivism. He is following in the footsteps of the former Minister of Correctional Services Sibusiso Ndebele, who announced that primary education has to be compulsory for all offenders in the correctional centre (Department of Correctional Services, 2009). Since then, the DCS has increased the number of full-time correctional schools from one to 14 since from 2009 to 2014 (Davis, 2015).

The correctional school is a set of learning for juvenile offenders in the correctional centre. The learning includes education in its broad sense to physical education and sports, social education, spiritual activities, cultural activities, vocational education, academic subjects as well as library services (Lobuglio, 2009). The South African correctional education currently offers general AET level 1 to 4, Further Education and Training (FET) in Grade 10-12, and N1-N3 (Department of Correctional Services, 2017).

Despite the type or quality of education and training on offer in the correctional schools, juvenile offender learners face institutional and situational barriers imposed by their confinement (Costelloe & Langelid, 2011). The situational barriers that are faced by juvenile offender learners are external factors that are often beyond their control, such as correctional centre systems (Scurrah, 2010). The institutional barriers are the practices and procedures of the institution that prevent or discourage juvenile offenders from participating in education (Francis, 2010). For example, this might involve dealing with application processes of appeal by juvenile offender learners (Braggins & Talbot, 2006). Because of these situational and institutional barriers, juvenile offender learners have little personal power to

change the organisation and have very little self-sufficiency. As a result, they are reliant on the system to provide for all their needs (Scurrah, 2010). For this reason, the support of wellness for juvenile offender learners must be inclusive in the correctional centre school. This study had intended to explore and determine the support of wellness of juvenile offender learners in the correctional centres.

Support for wellness

The correctional schools hold an essential key to achieving extensive juvenile offender learners' wellness such as attitudes, cognitive process, and personality, spiritual or mental health, physical and social wellness. Wellness is a balanced integration of factors and purposeful direction offered to the juvenile offenders in the correctional centre (Hettler, 1984). In addition, Hettler (1984) defines wellness as an active process through which people become aware of, and make choices toward a more successful existence. Hettler (1980) proposed the interdependent and whole-person wellness model for the six-dimension, namely, physical, emotional, spiritual, social, occupational, and intellectual wellness. For juvenile offender learners, these dimensions of wellness involve detailed interconnected nature of wellness of the mind, body, and environment, which exists as a dynamic equilibrium as they try to balance between each dimension (Dunn, 1961). Witmer, Sweeney and Myers (1998), from multiple disciplines, suggest wellness as a way of life oriented towards optimal health and well-being, of the body, mind, and spirit, in which the juvenile offender learners lives more fully within the community. Therefore, promoting wellness can enhance rehabilitation, change the lives of juvenile offenders, and bring sustainability of teaching and learning in the correctional schools (Magano & Ramnarain, 2015).

1.5 PROBLEM STATEMENT

The majority of research has been conducted on various topics on wellness. However, the support of juvenile offender learners' wellness in correctional schools is scarce. Although juvenile offender learners are a commonly studied issue, researchers have not fully paid attention to the degree to which or how to support

the wellness of juvenile offender learners in correctional schools. This study explored the support of juvenile offender learners' wellness in the correctional centre. Hettler (1977), the founder of the National Wellness Institute (NWI), developed six dimensions of wellness, which are vital in optimising the wellness of juvenile offenders in the correctional centre. These six dimensions of wellness (intellectual, physical, social, emotional, spiritual, and career wellness) are interconnected, and they contribute to their learning to live a healthy life and rehabilitate. In addition, they are critical building blocks of juvenile learners overall wellness. Therefore, juvenile learners' positive perception of self and their ability, positive interaction with peers, teachers, security officers and the whole community in the correctional centre has a direct effect on their sense of well-being, academic achievement, and rehabilitating.

Providing support to the six dimensions of wellness of juvenile offender learners is crucial since they link to achievement of learning, rehabilitation, and avoid recidivism. Therefore, teachers, security officers, correctional management, families, and community, collectively promote wellness of juvenile offender learners through teaching and learning have a wide range of benefits as mentioned hereunder.

For instance, the support of intellectual wellness of juvenile offender learners encourages them to learn reading and writing skills, commit to lifelong learning engage in creative and stimulating activities, as well as expanding knowledge through using resources available in the correctional schools (Hettler, 1980). It also involves encouragement to attend school, going to all classes, arriving on time, having access to, and doing well in academically challenging courses, having opportunities to apply knowledge, reading at a grade level identified obtaining good grades and served for any special needs (Manzini, 2015).

While supporting physical wellness, juvenile learners learn about self-care, awareness of lack of illness, participating in physical activities and exercises, abstaining from substance abuse and eating nutritious food (Witmer, Sweeney, & Myers, 1998; Hettler, 1980; Magano & Ramnarain, 2015). Supporting social wellness in the correctional centre promotes good relationships and positive

behavioural change among most juvenile offenders (Makhurane, 2014). Social wellness includes a continuum of the components of friendship and relations with others, avoid joining gangsters, and encourage moral values and reach a state of inner peace and sense of wholeness (Witmer, Sweeney, & Myers, 1998; Hettler, 1980).

Emotional wellness entails learning about ways of dealing with anger, healthily expressing feelings and manages challenges and coping with stresses brought by being in the environment of confinement and moves beyond any adverse effect of these (Witmer, Sweeney, & Myers, 1998; Hettler, 1980). Teaching them to express their feelings and emotions appropriately and discourage the use of physical force to solve problems.

Moreover, in spiritual wellness, they learn about the process of seeking meaning, realistic beliefs and purpose in existence (Hettler, 1980). It includes the appreciation of the depth and expanse of life and the universe. Spiritual wellness assists them to adopt positive and appropriate morals, norms and values, and discover alternative social interactive (Frantz, 2017).

Learning about career/occupational wellness promotes the sense of worth, the level of satisfaction and enrichment gained by one's work includes the contribution of one's unique skills and talents to the community in rewarding, meaningful ways through paid and unpaid work (Anspaugh, Hamrick & Rosato, 2004). Career/occupational wellness is a remedy for addressing juvenile learners' lack of skills. It assists in developing skills levels that prepare them for employability when they return to society, eventually contribute positively and avoid crime (Ngobeni, 2015).

Hence, wellness achievement of a juvenile offender learner occurs within the constructed environment of a learner (Hollingsworth, 2009). However, little is explored about the support of juvenile offender learners' wellness in correctional schools. This study hopes to link the gap. There is minimal documentation about the extent to which or how correctional schools teachers' role is regarding

supporting the wellness of juvenile learners as they are trained as teachers, not correctional centre officers or psychologist. Very little is known about what support structures are available to promote wellness of juvenile offender learners as they are in the environment of confinement.

1.6 RESEARCH QUESTIONS

The discussion above led to the main research question of the study:

- How is the support of juvenile offender learners in correctional centre schools from a wellness perspective?

Sub- research question

- How do teachers perceive the support of juvenile offender learners' wellness in correctional schools?
- How do teachers view their role in supporting juvenile offender learners' wellness?
- How do juvenile offender learners perceive support of their wellness in the correctional schools?
- What are the relevant support structures available to promote the wellness of juvenile offender learners?
- What are the needs for development and empowerment to support and address the wellness of juvenile offender learners in the correctional centre schools?
- How can the DCS be aware of the importance of the support of wellness of juvenile offender learners in correctional centre schools?
- What appropriate framework can be developed and integrated into the correctional schools' rehabilitation programmes that are currently in place to enhance the support of juvenile offender learners' wellness?

1.7 AIMS OF THE STUDY

The main aim of the study was to explore the support of juvenile offender learners in correctional centre schools from a wellness perspective.

In order to realise the aim of the study, the following objectives are set:

Objectives

- To describe and understand how teachers perceive support of juvenile offender learners' wellness in the correctional schools.
- To determine the views of teachers' roles in supporting juvenile offender learners' wellness.
- To explore how juvenile offender learners perceive the support of their wellness in the correctional schools.
- To scrutinise the needs for development and empowerment on the support of wellness of juvenile offender learners in the correctional centre schools.
- To investigate what support structures are available to enhance the wellness of juvenile offender learners in correctional schools.
- To establish recommendations that may sensitise the department of correctional services and other governmental departments about the importance of supporting the wellness of juvenile offender learners in the correctional centre schools.
- To formulate an appropriate wellness framework that can be integrated into the rehabilitation programmes in correctional schools to enhance the support of juvenile offender learners.

1.8 THEORETICAL FRAMEWORK

To explore the support of wellness for juvenile offender learners in the correctional centre schools, the researcher integrates African philosophy framework as an alternative to western wellness theories and the wellness model as developed by Hettler (1984). Mbiti (1992) posits that African philosophy is characterised by a communal interdependency. The communal interdependency is based on the existence of an individual in the extended family and community. In African philosophy, an individual lives in and is part of a family that is interdependent to a community that is called 'Ubuntu' (Mbiti, 1992). He argues that a family is a

microcosm of the wider society. This family acts as social security and collaborates in society and have responsibilities in the community they live in (Mbiti, 1992).

Gyekye (1997) argues that African philosophy is a way of life and impacts on every aspect of people's wellbeing that forms 'Ubuntu'. Hence, African philosophy is applicable in supporting juvenile learners' wellness in the correctional centre. African philosophy is an emphasis on 'Ubuntu', which places 'being human through other people'. It emphasises the principle of collaboration, solidarity and teamwork to support juvenile offender learners' wellness, with different stakeholders' such as parents, correctional centre teachers, social workers, psychologist, pastors, and community businesses (Gyekye, 1997).

The wellness model, as developed by Hettler (1984) the founder of the National Wellness Institute (NWI), is defined as an active process through which people become aware of, and make choices toward, a more successful existence. Different theorists have developed the model of wellness do describe the "person in totality" in improving quality of life proactively and positively (Hettler, 1984; Hatfield & Hatfield, 1992; Witmer, Sweeney, & Myers, 1998; Dunn, 1961). A juvenile offender learner's capacity to consider his situation in a reflective, inclusive, cognitively multifaceted manner has a considerable impact on the extent to which he can live in a genuinely integrated, positive way (Hatfield & Hatfield, 1992). Wellness is a process; it continues throughout the life span (Hatfield & Hatfield, 1992). Dunn (1961) describes wellness as consisting of a continuum.

According to Dunn's (1961) definition, high-level wellness is achieved through a balance of body, mind, and spirit. Dunn (1961) stated that because balance is essential, body, mind, and spirit are interrelated, therefore challenging the notion that body and mind are distinct entities. Most theorists propose holistic, multi-dimensional models of wellness that include intellectual, emotional, physical, social, occupational, and spiritual wellness (Hettler, 1997; Hatfield & Hatfield, 1992; Witmer, Sweeney, & Myers, 1998; Adler, 1933; Dunn, 1961). These six dimensions have come to be known as the "wellness wheel" and are supported by the National Wellness Institute (NWI). The focus on the six dimensions of wellness

is a progression toward the juvenile offender learners' highest level of potential functioning. Hence, the researcher uses the model of wellness as a lens to explore and describe how the support of wellness is for juvenile offender learners in the correctional centres' schools. In addition, the model is compatible to the study since the researcher desired to develop a wellness framework that can be integrated into the rehabilitation programmes that can enhance the support of wellness for juvenile offender learners in the correctional centres.

1.9 ENVISAGED CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE

The study contributes to the existing body of knowledge in terms of theory, policy and practice as discussed below

1.9.1 Theory

The study formulated an integrative theory (*Collaborative Intervention Support for Wellness*) that harnesses the ideas of Ubuntu and wellness theories. The two theories contributed to a better understanding of the support of juvenile offender learners in correctional schools. Wellness framework elucidates an understanding of how the six-wellness dimensions address the support of juvenile offender learners in correctional schools. The Ubuntu philosophy helped the study to understand how the principles and values of Ubuntu play a role in addressing the support of juvenile offender learners' wellness in correctional schools. The Ubuntu theory further clarified how collective, cohesive and collaborative support enhances the wellness of juvenile learners in correctional schools.

Moreover, the findings of the study and the integrative theory will provide knowledge to the South African universities in the faculties of Education about the inadequacies of teaching skills in correctional schools. More importantly, the recommendations and the formulated integrated theory can be adapted by the faculties of Education in the universities to equip teachers with relevant skills and

teaching methods that are relevant for correctional schools to support the wellness of juvenile offender learners.

1.8.2 Policy

The study identified gaps in the Department of Correctional Services (DCS) and the Department of Basic Education (DBE) policies that need to be completed. The DCS seeks to rehabilitate juvenile offender learners and reintegrate them into communities as law-abiding citizens by using educational programmes. These educational programmes utilise the curriculum from the DBE. However, none of the policies of these departments uses a wellness framework in dealing with the support of juvenile offender learners' wellness. The researcher argues that such a policy is essential and necessary in the correctional schools.

The recommendations of the study and the wellness framework that has been formulated could inform the policymakers in the DCS to adapt aspects of the framework for addressing the needs on the support of juvenile offender learners' social, emotional, intellectual, physical, career, and spiritual wellness.

Moreover, the recommendation of the study and the framework could assist the policymakers and curriculum developers in the DBE to amend the policy and the curriculum to suit correctional schools. The recommendations and the framework formulated are made with the setting of different correctional schools in mind. For example, the findings revealed that correctional schools in Western Province have more support structures and resources, while, some correctional schools in Free State, Gauteng, and urban KZN have less. The findings from rural KZN correctional schools centre require more support structures, resources and monitoring of curriculum by the DBE.

1.8.3 Practice

The outcomes of this study will not only advance knowledge in academia, but it is of value to correctional teachers, the Department of Correctional Services and the Department of Basic Education. The recommendations are formulated in a

wellness framework that can be used by teachers to provide support to the learning of juvenile learners' wellness in the correctional schools. The framework focuses more on supporting juvenile learners experiencing challenges on support, inadequate learning and teaching support materials and resource in correctional schools. The recommendations of the study and the formulated wellness framework can be shared with different correctional schools for teachers to try it out and come up with comments on its applicability and suggestions for improvement according to their schools' needs. The study could be replicated in similar correctional schools in other provinces to improve the practice of supporting juvenile offender learners. The study can also broaden to include correctional schools that incarcerate female juvenile offender learners as a research subject. The framework will be made available to the provincial offices of the DCS and DBE.

1.10 METHODOLOGY

1.10.1 Research Paradigm

The study is embedded within an interpretive paradigm. Henning, van Ransburg, and Smit (2004) assert that an interpretive paradigm concerns itself with social phenomena that require an understanding of the social world that participants live in. It emphasizes experiences and interpretation. Moreover, it is concerned with meaning, and it seeks to uncover the way participants define and understand their situation, the meaning of the lived experiences of the correctional teachers and juvenile offender learners (Henning, Van Rensburg, Smit, 2004; Creswell, 2007).

1.9.2 Philosophical assumptions

A paradigm informs worldviews beginning with a set of philosophical assumptions that result in research. The three philosophical assumptions that inform this study are; ontology (the nature of reality); epistemology (ways of knowing) and axiology (ethics and value systems) (Patton, 2002; Wagner, Kawulich & Garner, 2012).

After philosophical assumptions, the researcher identifies a research question that informs the approach or design that is used in qualitative research to collect and analyze the data (Creswell, 2007).

1.9.2.1 Ontology

Ontology is a set of philosophical assumptions on the “nature of being and existence.” It offers the answer to the question “what is real” (Hesse-Biber, 2010). It is concerned with the assumptions and beliefs that form our reality and inform the reality “that is the object of our research” (Hesse-Biber, 2010). Furthermore, the ontological assumptions on the interpretive approach believe that reality is socially constructed (Mertens, 2005). Reality is in this sense, limited to context, space, time and individual or groups in a given situation and cannot be generalised into one common reality (Wagner, Kawulich & Garner, 2012). This implies that multiple realities may be possible for any given situation. In the study, realities include the life-world reality of the researcher, and of the individuals being investigated, and that of the reader interpreting the study. Therefore, the role of the researcher is to report faithfully on these realities in the research and to rely on the voices and the interpretation of the teachers and juvenile offender participants.

1.9.2.2 Epistemology

Epistemology enquires into the nature of knowledge and truth. It concerns itself with ways of knowing and how we know; it concerns itself with the methods, resources, scope, and limitations of knowledge (Mertens, 2005). The epistemological assumptions underlying this study are to be drawn from the interpretive approach. The epistemological view on interpretive paradigm is that knowledge of reality is gained through social constructions such as language, shared meanings, tools and document and the social contexts in which they are constructed and reproduced through the participant's activities (Wagner, Kawulich & Garner, 2012). Using this epistemological assumption enables the researcher to increase the understanding of the critical, social and organisational issues related to the support of juvenile offender learners in correctional centre schools (Burrell & Morgan, 2003).

1.9.2.3 Axiology

The axiology assumption formulates on the fundamental question of ethics and value systems (Patton, 2002). Since in interpretive paradigm, the reality is socially constructed, and knowledge is subjective. Therefore, the social inquiry is value-bound and value-laden. Values inform the paradigm chosen for inquiry, the choice of topic, the methods used to collect and analyses data, interpretation of the findings, and the ways they are reported (Wagner et al., 2012). In this study, the researcher constantly reports the value nature of the information that is collected in the field while the researcher avoids her biases. In this regard, Wagner et al. (2012) highlight the following assumptions on axiology standpoint:

- To be honest with what my values are, and that it enhances my awareness of the value in judgments in making conclusions on data collected.
- Be clear about my values position and taking appropriate ethical measures when collecting data from participants.
- Consider values of other relevant parties connected with my research, may include my supervisor and the University Research Ethics Committee, of which they are of relevance on ideas about the role of values in issues related to the support of juvenile offender learners in correctional centre schools and ways of pursuing research.

1.9.3 RESEARCH METHOD

The researcher uses qualitative design because this method of data collection is flexible and allows the researcher to be directly involved in the research process by observing and recording events in their natural setting (Creswell, 2007). It allows the participants to speak for themselves and maximise what could be learnt. This is, supported by Henning, Van Rensburg and Smit (2004), Creswell (2007) and Merriam (2002) who state that qualitative research focuses strongly on the meaning and significance of the processes that occur as well as the outcomes. Moreover, in the qualitative research method, the researcher obtains the in-depth

description and understanding of actions and events of data, rather than assuming or controlling the data (Merriam, 2002).

1.9.4 RESEARCH APPROACH

According to Creswell (2007), a phenomenology is an approach of understanding the lived experiences of the participants in their natural setting. The phenomenological approach is suitable for the qualitative study that needs to understand and capture the lived experiences of the people of a particular phenomenon. The phenomenon that the researcher explored was the support of juvenile offender learners in selected the correctional centre schools in South Africa. This approach attempted to examine the phenomenon through the subjective eyes of the participants. It focused on the subjectivity of reality, pointing out the need to understand how participants view the topic and the world around them in the correctional centre schools.

Moreover, Cohen, Manion and Morrison (2007) reiterate that phenomenology is concerned with studying the social behaviour, understanding the meaning structure of the world of everyday life and the lived experiences of the participants. The phenomenological approach acknowledges that the participants live in a world of multiple realities that varies from situation to situation. It is, therefore, crucial for the researcher to explore and describe these learnt realities and understand the meaning of the lived experiences of the teacher and juvenile learner participants in their natural environment.

This approach offered the researcher the ability to examine the different perspectives of the participants of lengthy lived experiences on the support of the juvenile learners in the correctional centre schools. For that reason, the approach assisted the researcher to collect in-depth data regarding participants' meaning and understanding of the support of juvenile learners' wellness in the correctional centre schools.

In this study, the approach used was an exploratory case study; the case is the correctional centre schools with juvenile offender learners and teachers in selected

provinces. The case study involves exploring a bounded system or case which can be a person, a group of people or an event to be investigated in-depth using several data-collecting sources in the setting (Henning et al., 2004). Merriam (2002) concurs that a case study is an intensive, holistic description and analysis of a bounded phenomenon such as a programme, an institution, a person, process, or a social unit. For this study, case study approach is suitable hence, the aim is to explore, describe in-depth data obtained from the teachers and juvenile offender learners in their natural setting from the selected correctional centres' schools in South Africa.

Moreover, the findings from the case studies may be used by the researcher to formulate an appropriate wellness framework that can be integrated into the rehabilitation programmes in correctional schools to enhance the support of juvenile offender learners.

1.9.5 SAMPLING

Purposive sampling was used in this study. The researcher purposively sampled participants and settings for this study that increases understanding of the phenomena (Onwuegbuzie & Leech, 2007). Henning et al. (2004) and Denzin and Lincoln (2005) concur that purposive sampling assumes that the researcher is well informed about the kind of participants who are suitable for the study. In the current study, the sample size is 12 teachers, of which two were from each correctional centre school and 21 juvenile offender learners, of which three were from each correctional centre school. The targeted population is the juvenile offender learners in AET level 4 and their teachers. The research area comprised seven correctional schools selected on an availability basis from the four provinces in South Africa. The selected correctional centre schools are two centres school from Kwazulu-Natal, two in Western Cape, and two at Gauteng Province and one from Orange Free State Province.

1.9.6 DATA SOURCES/INSTRUMENT

1.9.6.1 Semi-structured interviews

The data from the participating teachers are collected by means of semi-structured interviews. This method of the interview has features of both structured and unstructured interviews and therefore uses both closed-ended and open-ended questions (Henning et al., 2004). In order to be consistent with all participants, I have a set of pre-planned core questions to hear their views based on the support of wellness in the correctional centre schools.

1.9.6.2 Open-ended questionnaires

Open-ended questionnaires are used to establish juvenile offender learners' views regarding topics related to supporting wellness in the correctional centre schools.

1.9.6.3 Observations

Observation is a data collecting method that allows the researcher to observe as events occur in the natural setting (Henning et al., 2004). It describes the behaviour, events and situations as they occur. The observation method allows the researcher to observe the activities with little interference or involvement with the group.

1.9.7 DATA COLLECTION

Data collection is a process of collecting information from the participants for the purpose of gathering information to substantiate the research purpose and objectives (Henning et al., 2004). In this study, data was collected through semi-structured interviews and open-ended questionnaire.

1.9.7.1 Semi-structured Interviews

Data were collected from the 14 teachers from the seven correctional centres by means of semi-structured interviews. Teachers were individually interviewed so that they can freely flow in answering the questions without any feeling of discomfort. Each teacher was interviewed for 60 to 90 minutes at the correctional school staff office.

1.9.7.2 Open-ended questionnaires

For juvenile offender learners, data was collected by means of open-ended questionnaires. Topics related to support of wellness for juvenile offender learner in the correctional centres were chosen. The open-ended questionnaires were conducted in English and clarification in their own language.

1.9.7.3 Observation

The purpose of observations as data collection instrument aimed to observe the setting that was researched and describe the activities that took place and the people who participate in these activities without interference (Creswell, 2007).

1.9.8 DATA ANALYSIS

Data analysis is the process that converts data into information or knowledge. The analysis and processing data and making sense of it and interpreting data are important in the research process (Henning et al., 2004). The analysis of data collected from the interviews process with teachers, open-ended questionnaires and observations is coded and compile similar information into groups (Creswell, 2007). The tape recording is fully transcribed and documented. This step required that data be typed and classified into themes and categories (Creswell, 2007).

1.9.9 TRUSTWORTHINESS

To ensure the trustworthiness of the qualitative research of this study, four criteria introduced by Guba and Lincoln (1989) to determine the truth-value of qualitative research: credibility, transferability, dependability, and conformability, are used.

Credibility: According to Guba and Lincoln (1989), credibility seeks to determine how corresponding the findings are with what is being observed. Therefore, in this study, there is a prolonged engagement with the juvenile learners and teachers within the teaching and learning environment of confinement. Therefore, the collection of sufficient data is done while it stays true to the phenomenon.

Transferability is not generalising; it refers to whether the findings from a study can be used in another context (Guba & Lincoln, 1989). Therefore, in the context of this study on the support of wellness of juvenile learners, the researcher made

thick descriptions of interpretations of the responses of the juvenile learners and the teachers that provide adequate information to enable readers to judge the applicability of findings, analysis, interpretation and conclusions report of this study to other similar contexts.

Dependability to ensure consistency of this study, the collection, and the analysis process of the findings are audited and may be examined (Guba & Lincoln, 1989). The experts in the same field of the study are auditing the study continuously and verifying the authenticity and to agree on common themes as highlighted by the juvenile learners and teacher. Are the results consistent with the data collected? Are there sufficient accounts of the data?

According to Guba and Lincoln (1989), **Confirmability** means that the findings and interpretations of the collected data must be internally coherent. Throughout the study, the researcher maintained fair, balanced, and conscientious in documenting multiple perspectives, multiple realities, and multiple interests and avoid biases.

1.10 ETHICAL ISSUES

According to De Vos, Strydom, Fourche, and Delport (2007), research ethics provide researchers with a code of moral guidelines on how to conduct research in a morally acceptable way. The ethical considerations are one of the most important factors that a researcher must consider when conducting a study (De Vos et al., 2007). In this study, potential ethical issues are considered. These include how best to negotiate access to the correctional centre schools and participants as well as the possible disruption to individual participants. The name of the schools and the participants remain anonymous, and all data collected will be confidential to the researchers and the university. All participants are given verbal and written information about the research before the data collection process. Signed consent forms are collected before the commencement of teachers' interviews and filling the open-ended questionnaire. All participants are advised of their rights to withdraw or refuse to participate in the research at any stage. Anonymity and confidentiality are assured to all participants.

1.11 CLARIFICATION OF CONCEPTS

The following key concepts used in the study are clarified:

1.11.1 Support

Dzulkifli and Yasin (2010) define support as assistance, strength, help or encouragement rendered to a juvenile offender learner who experiences difficulties in the correctional school, with the aim of empowering them to learn optimally and realise his potential. Also, to help them have an experience of being valued, respected, assisted, cared about, and loved by others who are present in their life (Gurung, 2006). Support may come from different sources such as family, friends, teachers, community, or any social groups to which they are affiliated. It can come in the form of tangible assistance provided by others when needed which includes an appraisal of different situations, effective coping strategies, and emotional support (Friedlander, Reid, Shupak, & Cribbie, 2007).

The concept **support** in this study refers to the assistance, help, or aid given to a juvenile offender learner in various forms to fulfil a need for the success of a specific purpose (wellness). Descriptions of the forms of support that are explored in the study encompass the assistance on intellectual, physical, emotional, social, spiritual, and occupational support in order to enhance the wellness of the juvenile offender learner. Clarification of each is here below:

- Intellectual support entails the assistance that others may offer through the provision of information, activities and programmes that allow the juvenile offender learner to engage in creative and critical thinking and to enhance their knowledge and skills (Gurung, 2006).
- Physical support concerns the help that juvenile offender learner is given regarding physical self-care, nutritional needs, use of medical services, and abstain from substance abuse (Gurung, 2006).

- Social support is geared towards assisting the juvenile learner to live in harmony with others, avoid joining gangsters. It involves making them feel they belong and respected as human beings (Friedlander, Reid, Shupak, & Cribbie, 2007).
- Emotional support is described as the things that people do that make the juvenile offender learner feel cared for, bolster the sense of self-worth, talking over a problem and providing encouragement or positive feedback. Also, to help them be aware of and accept a wide range of their feelings and of others, and the ability to manage emotions appropriately (Dzul kifli & Yasin, 2010).
- Spiritual support, on the one hand, focuses on assisting the juvenile offender learner to search for meaning and purpose of existence. It also includes encouraging moral values and reaching a state of inner peace and sense of wholeness, respect to one's beliefs and values (Dzul kifli & Yasin, 2010).
- Occupational support incorporates assistance offered to the juvenile offender learners to enhance their skills and knowledge through their work and having work-life balance, which allows them to fulfil personal and job commitments when released back to the community (Dzul kifli & Yasin, 2010).

1.11.2 Juvenile learner or Juvenile offender learners

Badenhorst, (2011) refers to children or young people between the ages of 14 years to 24 years old who have committed anti-social or illegal acts, or in conflict with the law and are charged with offences in the correctional centre as juvenile offenders. In this study, the concept of juvenile offender learner refers to juvenile offenders who find himself in a learning context of a correctional school. These concepts are used interchangeably in the study.

1.11.3 Correctional centre teacher

Harden and Crosby (2000) define a teacher as a person who helps the juvenile offender learner to learn. He or she has vital roles to play that can contribute to learning in several ways. His/ her role goes well beyond information giving but

further to be a role model, facilitator and assessor, a planner of the class setting, resource developer and curriculum planner in order to support the juvenile offender learner to achieve his wellness.

1.11.4 Wellness

Witmer, Myers, and Sweeney (1998) define wellness as a way of life oriented towards optimal health and well-being, in which the individual live life more fully within the human and natural community integrates body, mind, and spirit. Wellness is a process; it continues throughout the life span (Hatfield & Hatfield, 1992). Ideally, it is the optimal state of health and well-being that each individual is capable of achieving.

The study explores the six-wellness dimensions (physical, intellectual, social, emotional, occupational, and spiritual) in addressing the support of juvenile offenders in the correctional centre school. The dimensions of wellness in a correctional centre school not only benefits the juvenile offender learners but promises to improve and to be more efficient at rehabilitating them as well (Edries, 2009).

1.12 OUTLINE OF THE STUDY

Chapter 1: outlines the background, and rationale for the study, the formulation, and discussion of the research problem and aims. The discussion and clarification, the significance of the study, research design, and methodologies, and then followed by a clarification of the main concepts of the study.

Chapter 2 discusses the theoretical framework literature consulted, which is relevant to my study and topic. The theoretical frameworks literature consulted are wellness model as developed by Hettler (1984) and African Philosophy. This chapter also looks at other studies, which have been done in the field of wellness to support juvenile offender learners in correctional schools.

Chapter 3 explains the conceptual framework relying intensely on literature review on the support of Juvenile learners and correctional setting.

Chapter 4 focuses on the research design and methodology that are in the study. Issues of ethics and trustworthiness are also discussed in this chapter.

Chapter 5 interpretation of findings in order to understand the support of wellness of juvenile offender learners in the correctional School are discussed in this chapter.

Chapter six presents the discussion of the findings of data collected based on the wellness of juvenile offender learners in a correctional school.

Chapter 7 summarises the findings of the study and presents the development of the proposed framework model for the study.

Chapter 8 presents the contribution of the study, conclusion, and recommendations made by the study.

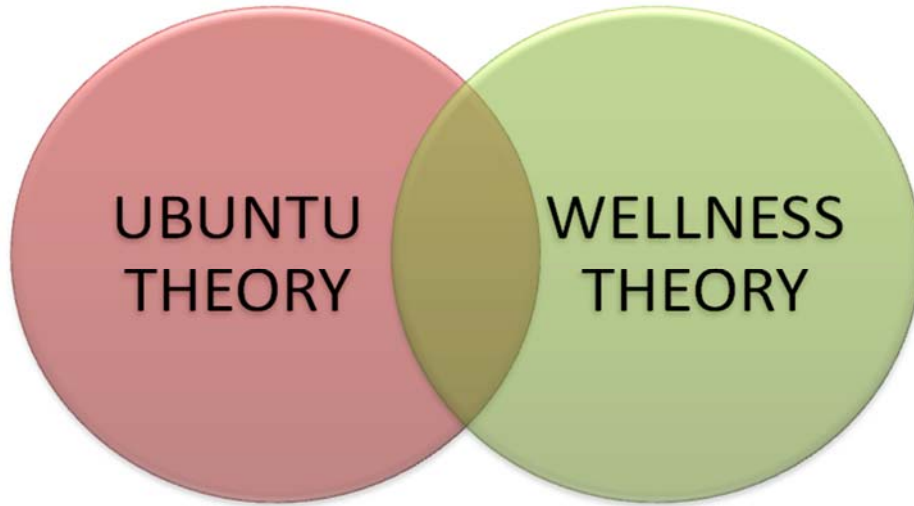
CHAPTER 2: THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The chapter addresses the theoretical framework that guides the study of the support of juvenile offender learners' wellness in correctional centre schools. The researcher attempts to explain the context, reviews literature, and meaning of the support of juvenile offender learners' wellness by integrating western wellness theories and African Ubuntu perspectives as the theoretical lens.

The wellness theory has multi-dimensional models that consist of intellectual, emotional, physical, social, occupational/career, and spiritual wellness (Hettler, 1984). The African perspective of wellness looks at Ubuntu as "being human through other people," an individual level and the implications for the wider community. It emphasises solidarity, sense of belonging, collaboration, and consensus, which is based on the African proverb "it takes a village to raise a child." For this reason, the African Ubuntu philosophy incorporated with the wellness model is applicable in supporting juvenile learners' wellness in the correctional centre schools. The two integrated frameworks of the study are illustrated in Figure 2.1.

Figure 2.1: *The two integrated frameworks*



Sources: (Hettler, 1980; Mbiti 1969; Gyekye, 1997)

2.2 AFRICAN UBUNTU PHILOSOPHY

The African Ubuntu philosophy as an integral part of the framework of this study is the foundation for the support of juvenile offender in the correctional centre schools. Ubuntu is a profoundly moving yet intangible African soul force that supports the juvenile offender learners' wellness. Mbiti (1969) utter that a communal interdependency characterises African Ubuntu philosophy. The communal interdependency is based on the existence of an individual in the extended family and community. In the African Ubuntu philosophy, an individual lives in and is part of a family that is interdependent to a community that is called 'Ubuntu' (Mbiti, 1969). He argues that a family is a microcosm of the wider society. This family acts as social security and collaborates in society and have responsibilities in the community they live in (Mbiti, 1969).

Gyekye (1997) argues that African Ubuntu philosophy is a way of life and impacts on every aspect of people's well-being that forms 'Ubuntu'. He includes that the cultural value that is outstanding and emphasised in the African society is the ties and interdependency of kinship and extended family. It emphasises solidarity,

sense of belonging, collaboration, and consensus, which is based on the African proverb “it takes a village to raise a child.” Hence, the African Ubuntu philosophy is applicable in supporting juvenile learners’ wellness in the correctional centre. The African Ubuntu philosophy is an emphasis on ‘Ubuntu’, which places ‘being human through other people’. It emphasises the principle of collaboration, solidarity and teamwork to support juvenile offender learners’ wellness, with different stakeholders’ such as parents, correctional centre teachers, social workers, psychologist, spiritual organisations, non-governmental organisations (NGOs), and community businesses (Gyekye, 1997).

According to Etieyibo (2014), the Ubuntu approach regards the interests, well-being, and needs of the juvenile learners and the community to be more critical. The emphasis is on sharing, caring and compassion for others. Etieyibo (2014) simplifies the concept of Ubuntu empathetically as “your pain is my pain, your joy is my joy, your wealth is my wealth, and your wellness is my wellness.”

On the contrary, a parallel may be found between western philosophies and the African Ubuntu philosophy. Western philosophies promote space for individual freedoms, rights and interests (Mofuoa, 2012). Western philosophies counterbalance their emphasis on self-interest with an ethical view of the human being as having inherent value, dignity, and rights. The apprehension between self-interest and respect for the rights of others is regulated based on formal principles of procedural justice (Neal, 1990; Rawls, 1971). Furthermore, Beauchamp and Childress (1994) assert that in western philosophies there is a conception that in a democratic society a particular space must be carved out within which the individual is protected and allowed to pursue personal projects. In a sense, individual rights and self-sufficiency are prioritised over the common good of a community, of which the individual right is a primary reality. In contrast, the community is a second-order or an artificial construct (Mofuoa, 2012).

Stevenson (2002) distinguishes the western philosophies from the African Ubuntu philosophies. He argues that western philosophies promote rights, democracy, individualism, capitalism, and Christianity.

He further emphasises factors that are responsible for promoting individualism in the western philosophies by the following points:

- Western religion focuses on the individual's relationship with God
- Western philosophies from Plato to the seventeenth century, the focus is on individual relationship to ideal truths
- Western science focuses on the individual's relationship to the physical laws of nature
- Western capitalism has its focus on the individual as an economic component
- Western democracy focuses on each individual as equal and free rather than connected to each other in a specific way

In contrast, Bhengu (1996) opposes individualism by contending that when an individual is born in the community, he or she is surrounded by love, care and support of the community. The juvenile offender learner as an individual grows up inextricably linked to the community through family ties and personal relationships. Therefore, community members feel it is necessary to contribute to an individual juvenile offender learner's positive upbringing and formation. Achievement of the good life by harmonising self-interest and of the community interests is of most importance (Bhengu, 1996). McCann (2002) concurs that community is therefore not a mere voluntary association but is a constitutive force defining individual juvenile offender learner's purpose and existence.

Metz (2007) articulates that African Ubuntu philosophy is premised on beliefs held by Africans, and they are more distinctive in Africa than in the western philosophies.

He distinguishes the western and African philosophies by comparisons of the following points tabled below:

Table 2.1 Western philosophies compared to African Ubuntu philosophy

Western philosophies	African Ubuntu philosophy
Pursue an individual self-interest	Interdependence in the community interest
Make policy decisions in the face of dissent	Seeking consensus and harmony
Create wealth primarily on a competitive basis	Create wealth in cooperative and sharing in the community
Distribute wealth mainly based on individual rights	Distributes wealth based on need; evenly distributed throughout the community
Pay no attention to others and violate communal norms	Acknowledging others, upholding tradition and partaking in rituals
Fail to marry and procreate	Create a family
Make retribution a fundamental and Central aim of criminal justice	Seeking reconciliation

Table1: *Western philosophies compared to African Ubuntu philosophy (Metz, 2007)*

2.2.1 Understanding the concept of 'Ubuntu.'

To understand the concept of Ubuntu as is used in the current study of the support of juvenile offender learner's wellness in the correctional schools. The word 'Ubuntu' can best be described as humanism from the African Ubuntu philosophy as proposed by most African leaders such as the former head of the Zambian government, Dr Kenneth Kaunda, former South African President Nelson Mandela and Archbishop Emeritus Desmond Tutu (Mandela, 1994; Tutu, 2000). Mainly, the African Bantu-speaking people of Africa mostly use the word Ubuntu. It is Africa's

worldview of societal relations. It is a social and humanistic ethic. Ubuntu is an indigenous African Ubuntu philosophy, which informs the actions of people in their daily lives at the village. In this case, it is the action of security officers, teachers and various stakeholders collectively support juvenile learners in teaching and learning, rehabilitating, and enhancing wellness in the correctional centre schools setting (McAllister, 2009).

This word Ubuntu is applied comprehensively in most parts of African communities in the continent of Africa. It optimises the indigenous setting of African communities and organisations. Therefore, it integrates into all day-to-day aspects of life throughout the tribes of southern, central, eastern, and western African communities (Rwelamila, Talukhaba & Ngowi, 1999).

Although the African communities have different languages, the meaning and principles of Ubuntu are the same in all these languages. Since these words, Ubuntu and Botho are used interchangeably in the study. For example, in (Broodryk, 2006)

- isiZulu is Ubuntu;
- Sepedi is Botho

The concept of Ubuntu/Botho throughout Africa is traditionally passed on from one generation to the other through oral tradition. This mode of system accentuates the Sepedi idiom, "*Rutang bana ditaola le se ye natšo badimong*", which means that the old generation ought to share knowledge or teach their children the ways of maintaining traditional practises before passing on to ancestors (Rakoma, 1975). The Ubuntu teachings are based on customs, religion, values, rituals, myths, songs, dances, poetry, proverbs, parables, art, folk tales, and storytelling in context by the elders in most cases grandmother or grandfather (Ramose, 1999; Mucina, 2011).

When elders want to educate the juvenile learners a new story or concepts, they begin uttering the following words as an introduction "*kwasukasukela* (in isiZulu), *nonwaninonwani* (in Sepedi), *paivapo* (in Shona) or *kwakhukhona*" (in Ndebele),

meaning once upon the time. The meaning is the same in that they let us know that the story is based on past happening in olden times. The audience will respond by saying *ncosi*, meaning one is ready to learn or receive the new teaching (Mucina, 2011). Through the audience response, it means they actively acknowledge and understand how this structure of Ubuntu social engagement functions as an orientation for teaching, learning in interacting with elders.

Ubuntu philosophy finds expression in the African idiom, “*Umuntu ngumuntu ngabantu*”, which is loosely translated as, “a person is a person because of other persons.” In Sepedi is “*motho ke motho ka batho.*” The emphasis of the proverb is that people need each other to be recognised as a person. It emphasises interrelationships and interdependency between human beings (Mbigi, 1997).

2.2.2 The values of Ubuntu

While Ubuntu in the African context is seen as an act of being human. Nussbaum (2003) highlights that Ubuntu is a capacity in African culture to express values such as compassion, reciprocity, dignity, harmony, and humanity in the interest of building and maintaining a just and mutual caring community (Nussbaum, 2003).

Mugumbate and Nyanguru (2013) note that one of the greatest desires of every human being is to live in a society where values of people are to respect human dignity, liberty, justice, fairness, equity, and other aspects of human rights. There is a general trend for African people to demonstrate a strong desire and a tendency to live a life anchored on *Ubuntu* values (Mugumbate & Nyanguru, 2013).

Nussbaum (2003) further notes that *Ubuntu values* express interconnectedness, common humanity and the responsibility to each other that deeply flows from the deeply felt connection among the community members. These values are the basics of Ubuntu. Ubuntu personality values are as follows.

Table 2.2 **Ubuntu values in African languages**

Values	IsiZulu	Sesotho
Togetherness	<i>Ubumbano</i>	<i>Kagisano</i>
Brotherhood	<i>Ubumfowethu</i>	<i>Tswalano</i>
Equality	<i>Kwelingana</i>	<i>Tekanano</i>
sharing	<i>Ukuqobelana</i>	<i>Ngwathelana/ Gothusana</i>
Sympathy	<i>Uzwelo</i>	<i>Kwelobuhloku</i>
Empathy	<i>Ukhuzwela</i>	<i>Kwelano</i>
Compassion	<i>Ukhuzwelana</i>	<i>Gokwelana</i>
respect	<i>Inthlonipho</i>	<i>Thlompho</i>
Tolerance	<i>Ukhubekezela</i>	<i>Kgotlelelano</i>
Values	IsiZulu	Sesotho
Humanness	<i>Ukhubanobuntu</i>	<i>Gobalebuthu</i>
Harmony	<i>Ukhuthula</i>	<i>Khutso</i>
Redistribution	<i>Ukhwabelana</i>	<i>Goabelana</i>
Obedience	<i>Ukhuthobeka</i>	<i>Boikokobetso</i>
Happiness	<i>Injabulo</i>	<i>Lethabo</i>
Wisdom	<i>Inhlakanipho</i>	<i>Bohlali</i>

Table 2.2 Source: adapted from Broodryk (2006) and own observation

Ubuntu, as mentioned above, values can influence correctional centre schools learning outcomes. If juvenile offender learners have more of the above Ubuntu qualities, they will have a greater desire to be rehabilitated and lead a well-balanced life (Konyana, 2013).

The Constitution of South Africa (1996) stresses Ubuntu values; it states that people should be treated with dignity, respect and protected. The Department of Correctional Services (2009) also, based its values in the South African Constitution to guide them on securely protecting the society by incarcerating and rehabilitating offenders. The values of the DCS (2009) are as follows:

- Development by enablement and empowerment, building faith in the potential of people, provision of opportunities and facilities for growth (DCS, 2009)

- Integrity, honesty, disassociation from all forms of corruption and unethical conduct, sound business practices (DCS, 2009)
- Recognition of human dignity, accepting people for who they are, humane treatment of offenders, recognising the inherent human rights of all people (DCS, 2009)
- Efficiency, productivity, the best work methods, and excellent services (DCS, 2009)
- Accountability, desiring to perform well, accepting accountability for your behaviour, commitment (DCS, 2009)
- Justice, fair treatment, justice for all, fairness and equality before the law (DCS, 2009)
- Security, the safety of employees, incarcerated offenders and the community (DCS, 2009)
- Equity, non-discrimination, affirmative action, gender equality, integration of disability issues (DCS, 2009)

These values, as mentioned above of the DCS, are more similar to Ubuntu values. The DCS values have a link to the Ubuntu values, and they can be useful in rehabilitating and supporting the wellness of juvenile offender learners.

According to Konyana (2013), the principles of Ubuntu are solidarity, collaboration, sense of belonging, and consensus. Hence, the African proverb of *'it takes a village to raise a child'* is based on the principles of Ubuntu. In addition, Mbigi (1997) articulates that the African proverb *'it takes a village to raise a child'* emanates from the principle of *Ubuntu*. Therefore, the emphasis of collaboration and solidarity is on teamwork between different stakeholders to support juvenile offender learners' wellness. Ubuntu principles are flexible that makes it applicable in almost all facets of life (Konyana, 2013). Therefore, Ubuntu principles are suitable for supporting the wellness of juvenile offender learners.

Furthermore, Khoza (2006) describes Ubuntu as the enabler of African culture to express compassion, reciprocity, dignity, humanity, and mutuality in the interest of

building and maintaining communities with justice and mutual caring. On the contrary, Foster (2006) emphasises the essential element of Ubuntu as human dignity. Dignity brings about true humanity among juvenile offender learners' community. It is not something that an individual creates for himself but is created in the interrelationship between self and others. Human dignity is an interrelationship between self and others, even the intangible reality of being part of a living universe, the ancestors, God, and the sacred harmony of the natural world (Foster, 2006).

2.2.3 Ubuntu institute African law

Ubuntu law is an African living law based on the recognition of continuous oneness and wholeness of the community. It is generally believed that in the early ages, the concept of Ubuntu law was influential in African societies for sustaining social cohesion, managing peace and order for everyone in the society, including strangers and passers-by (Ramose, 1999). African law is characterised by restorative justice and reconciliation as crucial to rectify the wrongs caused by the juvenile offender learner while imprisonment is a last option. Therefore, addressing criminal action and disputes in African law is a process that involves the whole community. The Ubuntu law approach of dispute resolution results in peaceful “win-win” solutions to the problems as both parties resolve the dispute in a manner that benefits them equally (Tutu, 2000). Moreover, Tutu (2000) maintains that the law of Ubuntu makes the juvenile offender learner confess his wrongdoing and compensate the victim of the crime for reconciling and restoring a harmonious societal relationship.

According to Keevy (2008), African communities have a traditional gathering (*kgorong*) system that is fundamentally organised based on Ubuntu law. It embraces local community involvement in resolving conflicts or challenges among juvenile offender learners. The chief and elders at the *kgorong* give Ubuntu law resolution or judgement of the crime. *Kgorong* is a Sepedi word meaning the traditional place where people within a community meet under the leadership of an

induna (the term for a tribal leader), chief and or king. The chief, *induna* or the king guide the discussion of the conflicts and disputes are settled on the bases of consensus. In addition, general community issues and matters are settled at the *kgorong* gathering (Shutte, 2001).

Given that, Ubuntu embraces the notion that “it takes a village to raise a child,” it is, therefore, the duty of the whole community to reprimand wrongdoings and support the juvenile offender learner. In Ubuntu law, the king or chief involves and consults with the elders and community before taking decisions of judging the juvenile offender learner. He takes decisions involving and consulting elders and the society to reprimand while they support and rehabilitate the juvenile learner (Ramathate, 2013).

Kgorong is similar to the western courts in its nature of assembling a judge (*induna*), jury (elders), witnesses and interested parties (community members) to a proceeding that aims at addressing the issue at hand. The distinct differences between the two lie in nature of the final judgement of the crime or dispute. The *kgorong* system aims at firstly finding a way of resolving the issue through reconciliation as opposed to punishment. More importantly, African law aims to have the wrongdoer compensate the victim and acknowledge their mistake while western law seeks justice by having the wrongdoer prosecuted and imprisoned for their crime (Mothlabi, 2008). The adoption of western punishment results in having large numbers of juvenile offenders in the correctional centres, instead of supporting offenders to avoid recidivism.

Naude (2006) points out that in Ubuntu African law if a juvenile offender injures or commits a crime against a person, his family and extended family take collective responsibility to discuss and settle the disputes. If the matter could not be settled within the family circle, community members assist in the reconciliation processes. Both victim and offender families participate actively in the reconciliation process. The offender's family is required to compensate the victim and present a cow for a cleansing ritual of *kgorong* as a mandatory fine. The juvenile offender learner's

family, victim's family as well as the community members that assisted in reconciling the two families participate in a *kgorong* cleansing ceremony by sharing a ritual meal as a sign of restoring peace and reconciliation (Naude, 2006). This practice supports wellness in the sense that it avoids victimising the juvenile learner but teaches them reconciliation and helps them appreciate their responsibilities as part of a family that belongs to a greater society.

A study from Rwanda by Hinton (2015) discovered that the *Gacaca* traditional system similar to South African *Kgorong* has tribunals that are run in a very similar to the main fundamentals of an Ubuntu trial. The interesting lesson to learn from this *Gacaca* system is that it is principally organised based on local community involvement (Hinton, 2015). Both involve the community and bring the victims and perpetrators together to resolve the conflict. They allow community-based system for conflict resolution in which the community, perpetrators, and victims all come together and deliberate on how conflict is to be resolved. In this case, the systems assist correctional centre schools to make use of traditional justice and reconciliation known as Ubuntu in encouraging the juvenile offenders to acknowledge what they have done and be rehabilitated so that they can be reintegrated into the community (Hinton, 2015).

Achebe (1986) articulates that in Ubuntu law, disputes or conflicts are heard from both sides of the cases before elders give judgement. The purpose is not to blame anyone but to settle the disputes and restore equilibrium and harmony in the community. Therefore, these Ubuntu laws should be maintained in the correctional centres in order to maintain justice, peace and harmony while juvenile offender learners are supported in order to be rehabilitated.

2.2.4 The practice of Ubuntu values and principles in the correctional schools

Ubuntu values and principles embrace every aspect of life (material and non-material) to enhance juvenile offender learners' wellness. Correctional schools that practice Ubuntu are characterised by the presence of Ubuntu values and principles

reflect discipline among juvenile offender learners, and they perform very highly in learning (Muzvidziwa & Muzvidziwa, 2012). Ubuntu principles have a significant bearing on educational achievement teaching and learning and school effectiveness. A school environment anchored on Ubuntu values is supportive and conducive to teaching and learning. Therefore, the correctional schools that fail to embrace and practice Ubuntu principles have ill-discipline juvenile offender learners and have undesirable learning outcomes. The effective discipline that integrates Ubuntu values contributes to schools' effectiveness and involves keeping good order, consistency and enforcing fair, transparent and well-understood rules and infrequent use of punishment which sets acceptable behaviour in the school environment (Konyana, 2013).

The research from the Zimbabwean study by Muzvidziwa and Muzvidziwa (2012) illustrated that the lack of Ubuntu values has a detrimental effect on juvenile learners' discipline. It was discovered that correctional schools that lack Ubuntu values lead to moral, human factor and communal decay, which is a decline in physical, spiritual, emotional, moral qualities, humanness, and ethical systems. Consequently, it becomes tough for any attempt to correct the juvenile offender learners. The juvenile learners who lack Ubuntu values are observable since they demonstrate the absence of truth, integrity, responsibility, accountability, trust, and commitment that leads to serious social, intellectual, emotional, spiritual, and occupational wellness problems that have a strong influence on educational outcomes (Muzvidziwa & Muzvidziwa, 2012). Different forms of ill-discipline that create problems in the classroom during lessons and negatively influence educational outcomes are:

- noisemaking during lessons;
- non-submission of work for marking;
- teasing and swearing at other juvenile learners;
- dishonesty;
- unsanctioned movement within the class;
- bullying and vandalising school property;

- substance abuse;
- bringing weapons in the schools; and
- verbal attacks and assaulting teachers (Muzvidziwa & Muzvidziwa, 2012).

It is, therefore, the responsibilities of the correctional schools to embrace and practice on Ubuntu values while supporting juvenile offender learners' moral responsibility, moral character, and mutual respect for fellow human beings and assist them to be rehabilitated to avoid human factor decay.

Johnson (2015) also advises that the correctional schools should go back to practice the principles and values of Ubuntu in order to curb crime, avoid human factor decay and rehabilitate juvenile offender learners in correctional centres. Johnson's (2015) study found that the DCS implement the Ubuntu principle that emphasises the collective responsibility of all stakeholders to rehabilitate and support juvenile offender learners' wellness while they reintegrate them into their society. These responsibilities and duties of the whole correctional schools to promote Ubuntu principles is confirmed by Ntseane (2011). He emphasises that Ubuntu values and principles represent collective worldview, shared orientation, collective responsibility and collective empowerment: "Motho ke motho ka batho" (a person is a person by the people). Hence, the emphasis reflects the notion of African community believes that "*It takes a whole village to raise a child*" and "*every child is my child*" (Ntseane, 2011). Therefore, it is the responsibility of every person in the correctional schools, "it takes a whole village to raise a child" and "every child is my child", to support juvenile learners.

Mulaudzi (2014) urges that Ubuntu is not about selfishness, but it embraces sharing of knowledge, strength, and expertise to support juvenile learners and teach them for continuity as information is transferred from the teachers or other stakeholders to uplift them in the correctional schools. In Ubuntu, the self is fulfilled through others, put as "*simunye*", we are one. It the responsibility of the whole correctional school to educate, demonstrate, inculcate responsibility and caring for others, create and ensure that there are cooperation and support for juvenile learners in the correctional schools.

2.3 WELLNESS IN THE CORRECTIONAL CENTRE: AN AFRICAN PERSPECTIVE

To explore the support of juvenile offender learners' wellness, the researcher discusses wellness from an African perspective as a theoretical framework. In this study, African perspective is discussed in the context of its relationship with ancient African values and principles and the subsequent practical outcomes of rehabilitating juvenile offender learners when these are applied in the correctional centres. The researcher will utilise the Ubuntu concept to approach the support of juvenile offender learners' wellness in the correctional centre schools. This approach gives the researcher a more meaningful way to address critical concepts that clarify Ubuntu worldview for supporting juvenile offender learners' wellness. The key concepts are Ubuntu intellectual wellness, Ubuntu social wellness, Ubuntu emotional, spiritual Ubuntu, Ubuntu occupational wellness, and Ubuntu physical wellness.

2.3.1 Ubuntu and Intellectual wellness

Ubuntu and intellectual wellness entail teaching juvenile offender learners at an early age about Ubuntu practices. It involves teaching juvenile offender learners through different forms of sharing ideas from one generation to another (Mucina, 2011). Ubuntu intellectual teaching echoes the Sepedi proverb, "*Rutang bana ditaola le se ye natso badimong*", meaning that the old generation needs to share knowledge or teach juvenile offender learners ways of doing traditional things before passing on to ancestors (Rakoma, 1975).

The correctional centre schools should support Ubuntu intellectual wellness by providing learners with classes that are made available to all learners from the earliest days of incarceration. Classes provided encompass a wide range of subjects that enforce the teachings of Ubuntu, such as Life Orientation and Life Skills (Manzini, 2015). The concept of knowledge sharing is further encouraged through peer-to-peer tutoring and mentoring. Learners in AET level four classes are encouraged to pass down the knowledge they gain from the classes to learners in lower AET level 1 (Manzini, 2015).

Ubuntu and intellectual wellness engage children in creative activities and stimulating activities through using different forms of learning such as storytelling, graphic marks, rock art paintings, and sculptures. The intellectual teaching is evident on the Drakensburg rocks and the Matopos paintings in Southern Africa to the Sahara areas (Richard, 2007). Moreover, Richard (2007) found that in the African continent, since time immemorial, people used resources available in their environment to expand knowledge such as inscribing rocks, masks, sculptures, and pyramids. This form of Ubuntu learning is vital for the acquisition of the development of humanity as a whole. Similarly, in the correctional centre schools, intellectual wellness is enforced through vocational training, creative arts, informal education, literacy programmes, and primary education (Manzini, 2015).

On the contrary, Magano and Ramnarain (2015) discovered that intellectual wellness of juvenile learners is poorly supported in the correctional centre schools. Teachers lack Learning Teaching Support Materials (LTSM) and the curricula are irrelevant and not thoroughly implemented and poor attendance of classes.

However, Manzini (2015) found that in some correctional schools, teachers support juvenile learners by providing learning materials and resources from their means. Moreover, juvenile offender learners participate in reading and storytelling competitions organised by the library club within the correctional centres. These stress and effort to share knowledge with others by teaching juvenile learners analytical and oral skills. The application and articulation of critical thinking of intellectual wellness can be recognised through juvenile learners analysing stories they read during the competition and answering questions based on the story. In the early ages, listeners of stories told by elders would humour the storyteller by presenting arguments and questions that relate to the story (Mucina, 2011). In the same light, during the reading competitions, illiterate juvenile learners hear the diverse and sometimes contradictory analysis of the same story and in doing so develop skills and abilities that allow them to practise self-expression as encouraged in Ubuntu intellectual wellness.

2.3.2 Ubuntu and physical wellness

The physical well-being of juvenile learners is considered very important in Ubuntu. It implies a state in which juvenile learners are aware of self-care, lack of illness, participating in physical activities and exercises, abstaining from substance abuse, and eating nutritious food. In addition, it involves preventative and proactive actions that take care of juvenile offender learners' physical body. The correctional centre schools support physical wellness; they have Sports Recreation Art and Culture (SRAC) facilities and facilitators (Department of Correction Services, 2014). These facilities are to encourage juvenile learners to be physically active in sports, music, games, exercises, and art or drama activities. Even though learners participate in sports, regrettably some juvenile learners do not engage in sports. In the research by Magano and Ramnarain (2015) discovered that instead of participating in sports, juvenile learners participate in substance abuse such as smoking and alcohol even though it is prohibited in the centre. Once they are under the influence of substances, they are more likely to engage in violent acts.

In Ubuntu and physical wellness, the family has to educate their children to eat healthy and nutritious food. The notion of Ubuntu involves physical wellness practised by all people as equal in the community. It does not allow eating, while others go hungry or some have shelter while others are left out or homeless. Sharing is a significant value of Ubuntu. In Ubuntu worldview, orphaned juvenile learners should be taken care of through the assistance systems or mechanisms devised by the families and community for advancement (Hinton, 2015; Ramathate, 2013). In this case, juvenile learners are provided with a healthy balanced diet by the correctional centre to keep them in a healthy state (Department of Correctional Services, 2015). This notion of Ubuntu enhances juvenile learner's physical wellness.

2.3.3 Ubuntu and social wellness

According to Tutu (2000), in Ubuntu social wellness, a human being is regarded as a human being only through his relationship to other human beings. Hence the saying "*Umuntu ngumuntu ngabantu*" (in isiZulu) or "*motho ke motho ka batho*"

(Sepedi), meaning a person is a person through others. This implies that as humans, juvenile offender learners cannot disregard that they are not only individuals but also form part of a collective or community. Hence, in Ubuntu, social wellness encourages a strong interrelation and interdependence between the self and community (Broodryk, 2006). It persuades every learner to completely identify with his family and correctional centre community for a sense of belonging, security and support. Therefore, Ubuntu and social wellness suggest that learners do not solely belong to their biological parents for support but to the community at large (Mucina, 2011). The correctional centre should support the Ubuntu and social wellness of juvenile learners by encouraging and organising family visits, as well as having the services of social workers available to support learners.

Ghanaian African philosopher, Wiredu (1998), articulates that in Ubuntu, social wellness encourages juvenile offender learners strongly rely on interrelation and interdependence for support and survival. They are socially embedded; their support depends on other people in the correctional centre community. As a result, it is an essential duty for juvenile offender learners to maintain flourishing relationships among the community in the correctional centre. Ubuntu guides juvenile offender learners into right actions of maintaining good relationships with other learners (Mucina, 2011). Makhurane (2014) concurs that in some correctional centres, juvenile offender learners make an effort to relate well and make friends with others. They have good relationships with teachers and other fellow juvenile learners, but they sometimes feel neglected and not respected security official.

In Ubuntu and Social wellness, the Zulu word “*simunye*”, meaning unity or solidarity is imperative among juvenile offender learners in the correctional centre. Ubuntu in social wellness accentuates the Sepedi proverb “*Ditau tsa hloka seboka di shitwa le ke nare ehlotsa*” meaning if people lack unity, they fail to work together to accomplish even a minor project (Rakoma, 1975). As a result, some vulnerable learners join gangs for protection in the correctional centre (Makhurane, 2014).

Ubuntu in social wellness strongly believed that a group of juvenile offender learners is stronger than an individual alone. Gangsterism is prevalent in correctional centre schools. The environment of the correctional centre is manifest of gangsters who cause violence, which negatively affects the safe and caring learning environment. Consequently, most juvenile learners opt to join gangsters for protection, sense of belonging and solidarity (Matshaba, 2017). The gangsters intimidate other vulnerable juvenile offender learners through threats and physical violence and cause conflicts – this affects their intellectual, physical, emotional, and social wellness (Du Plessis, 2017).

Ubuntu in social wellness encourages tolerance, harmony, unity, respect, compassion among the society or the community. It prescribes that juvenile offender learners ought to be good, live positively, honestly, kindly and not be violent but promote peace, harmony and care for others (Ramathate, 2013). However, in some correctional centre schools where teachers are not present during their lessons, some juvenile learners' aggressive behaviour results in bullying and threatening other vulnerable juvenile learners (Magano & Ramnarain, 2015).

An African philosopher, Broodryk (2006) argues that in Ubuntu social wellness, the skill of kindness is vital to practice among juvenile learners. For example, helping or holding door open for crippled learner; sharing food with those who lack; assisting elderly when they need help; greeting people in a loving, warm, friendly and compassionate way; sending condolences to a bereaved family; adopting an orphan; and providing food for needy people in the community (Mucina, 2011). This notion should prevail in the correctional centre schools. Juvenile learners can form study groups to help each other in their studies and ask for assistance from teachers when they find difficulties in their studies (Manzini, 2015).

In social wellness, obedience to the law in the correctional centre is a vital value of respect in Ubuntu. The notion of showing respect is a sign of one being obedient. This sign of politeness creates interconnectedness between human beings. Respecting all people leads to interconnected obedience like being polite a human

being. Disrespect means juvenile offender learner is inhumane and lack social wellness (Oelofsen, 2013). Moreover, honesty is part of respecting correctional centre school principles and values; it is encouraged at all times. The juvenile offender needs to admit their mistakes and apologise as an indication of respect and an affirmative act of honest human being and a sign of being rehabilitated (Oelofsen, 2013).

Ubuntu and social wellness entail harmonious talking, thinking, and behaviour amongst juvenile offender learners. It eases tensions and discourages conflicts amongst learners in the correctional centre (Oelofsen, 2013). In the correctional centre schools, teachers seek to apply Ubuntu by encouraging juvenile offender learners to live in peace and harmony with other learners and understand that life has difficulties and challenges. Moreover, it is crucial to resolve them harmoniously without hurting other juvenile learners (Mucina, 2011). However, Magano and Ramnarain (2015) found that juvenile learners join gangs, and they are frequently involved in fights instead of an amicable discussion of resolving problems in the correctional centres. As a result, it compromises their social wellness.

The essence of Ubuntu and social wellness is the value of humanness (Mbigi, 1997). It teaches juvenile learners the biggest lesson that all people should be treated with dignity and respect. The Ubuntu and social wellness practices of humanness such as good manners, excellent interpersonal communication, and greeting to the extent of inquiring about other person's well-being as vital (Broodryk, 2006). Therefore, teachers in the correctional centre schools teach juvenile learners ways of communicating correctly and avoid swearing and assaulting other learners (Makhurane, 2014). This is supported by the Constitution of South Africa (1996), which stresses the Ubuntu social values, it states that people should be treated with dignity, respected and protected.

2.3.4 Ubuntu and emotional wellness

According to Broodryk (2006), Ubuntu and emotional wellness implies that juvenile learners are aware, accept their feelings and emotions, and can cope and express them. Ubuntu and emotional wellness make a significant contribution to the

emotional support of an individual learner from his family and the community in the correctional centre. When people at the correctional centre share grief or sympathy, it goes a long way in making the juvenile offender learner cope with stress (Creff, 2004). Hence, the correctional centre schools support the Ubuntu emotional wellness of juvenile learners by offering anger management programmes and deploying the services of psychologists to support juvenile offender learners.

In Ubuntu, emotional wellness involves the family or community members for emotional support. It encompasses value for brotherhood. Hence when individual juvenile learners have problems, the learners should involve family or correctional community members to work together to solve that problem. In Ubuntu, juvenile learners who are emotionally stable practices sincere sympathy with others. This confers meaning to the saying: *“My neighbours' sorrow is my sorrow, a sorrow shared is half sorrow”* Similarly, the *neighbour's joy is my joy, and double joy is happiness* (Broodryk, 2006).

According to Magano and Ramnarain (2015), even though some juvenile learners can express feelings, the majority of them are involved in gangsterism and often get involved in acts of violence. However, a juvenile learner who has acquired Ubuntu emotional wellness principles, he can practice empathy, sympathetic to other learners, express his feelings, have self-control, high self-esteem, and develop stress coping strategies in the correctional centre. If juvenile offender learners have more of the above qualities, they support their wellness and a greater desire to rehabilitate, therefore leading a well-balanced life (Magano & Ramnarain, 2015).

2.3.5 Ubuntu and Spiritual wellness

Ubuntu and spiritual wellness involve honouring the diverse ways of understanding the sacred harmony of the natural world and even the intangible reality of the living universe, such as God or ancestors (Mucina, 2011). It includes the appreciation that spiritual energy connects one to an interrelation of humanity through visible and invisible connections. Mucina (2011) further reiterates that Ubuntu and

spiritual wellness are a guiding voice that protects and guides the juvenile learner into proper ways of living, dignity, respect, and pride for other people. For this reason, the correctional centre should support Ubuntu for spiritual wellness by offering religious studies programmes, allowing pastors to come to preach and allowing juvenile learners to belong in different beliefs and religions that can support their spiritual wellness.

Ubuntu and spiritual wellness imply deep respect for religious beliefs and practices. It advances the understanding that the spirit world recognises a belief system of the juvenile learner and his moral excellence. According to Van der Walt (2003), spiritual wellness involves hidden, unpredictable, unexplainable, powerful spirits that govern and build good morals; it affects the well-being of a learner, hence, appeasing the spiritual world through prayers, meditation and other forms of the intermediary is important (Van der Walt, 2003). Accordingly, the correctional centre schools should allow juvenile learners to use their Bibles, pray, sing, meditate, and attend a church of their choice, therefore promoting moral excellence that is needed for rehabilitation.

Ubuntu and spiritual wellness are anchored on values, morals and behaviours as the integral part caring for another, and that binds all community members together (Mulaudzi, 2014). The simplified spiritual wellness in Ubuntu principles is "*if you believe and I believe we together pray, the Holy Spirit must come down, and we will together be saved*", have shared humanness, content, rehabilitate and succeed in learning.

According to Broodryk (2006), some juvenile learners believe in God through the mediation of ancestors to cater for their spiritual wellness. It is strongly believed that the ancestor's spirits are with the humankind and a step closer to God, the Great Deviser, or the Great Creator (Broodryk, 2006). Ubuntu regards the ancestors as extended family, and often rituals are performed to acknowledge that. "*Motho ke motho ka batho*" in Ubuntu embraces spiritual wellness and acknowledges that the dead take care of the living and the living care for the dead (Louw, 2002). Juvenile learner's ancestors play a role in supporting the moral

development of an individual learner. Ubuntu and spiritual wellness have a closely related link with the spiritual world and the spirits of deceased family members (Louw, 2002). Hence, Magano and Ramnarain (2015) argue that juvenile learners who come from spiritually unstable families tend to lack principles, values, inner peace, and a sense of wholeness. The absence of spirituality makes a juvenile learner vulnerable to undesirable influences since they lack life guidance (Magano & Ramnarain, 2015).

2.3.6 Ubuntu and career/ occupational wellness

Ubuntu and career/ occupational wellness imply that juvenile offender learners are able to work and earn assets for sharing with other members of the family or society and thereby enhancing their status within the local communities (Mucina, 2011). This occupational wellness is closely linked to intellectual wellness since it needs the juvenile learners to prepare and set goals for their life. Ubuntu encourages a juvenile learner to attain enrichment in life through work. Hence the Sepedi saying “*Kodumela moepathutse ga go lehumo le tšwago kgaufsi*”, meaning one who wants success must work hard to achieve, wealth does not come easy (Rakoma, 1975). Therefore, it encourages juvenile offender learners to work hard in order to attain success rather than to commit a crime such as stealing or fraud.

Ubuntu and career/occupational wellness include the contribution of the juvenile offender learner’s unique skills and talents to the community through paid and unpaid work. In Ubuntu, the concept of career wellness is centred on human beings; juvenile learners are encouraged to acquire prosperity through working and sharing with their community. This means that the notion of improving the lives of other human beings is more important than the acquisition of material things. It is about the deep concern for each other, hence whatever wealth or possessions one acquires he must put man first and community sharing rather than stealing to gain individual wealth (Broodryk, 2006). Hence, the saying in Sepedi “*Feta kgomo o sware motho*” meaning put down or circumvent material possessions and help a human being (Rakoma, 1975). This saying emphasises allowing the juvenile learner to satisfaction and enrichment gained by his work while sharing and

helping others in the community. Hence, the living value of open-handedness and supporting others is needs while achieving mutual fulfilling compliments from the community and increase to do good for his community (Broodryk, 2006).

Ramathate (2013) points out that Ubuntu and occupational wellness are about equitable allocation and sharing of wealth in the community of juvenile learner. Through this equitable sharing and caring, poverty becomes a foreign concept among the community. If a family member of the juvenile learner progresses well materially or receiving more than others, sharing the extras with the underprivileged family members is a norm. The juvenile learner perceives them as role models and gets motivated to pursue in preparing for his meaningful career and avoid recidivism.

Ubuntu and career wellness instil to the juvenile learners the understanding that people assist each other for more significant achievements since every person have a different role to play in their best capabilities. This is mostly practised in "*Letsema*" (Sepedi word) whereby groups of people work together to assist one another in projects such as ploughing fields, harvesting and building houses, helping to cook in community ceremonies or funerals etcetera (Ramathate, 2013). The sharing of tasks such as music, business management, welding, and horticulture in the correctional centre community keeps juvenile learners more motivated, persist longer when they are released and are much more likely to improve over time (Halvorson, 2010). Moreover, it encourages juvenile learners to make an effort of excelling in whatever project they are doing. Every juvenile learner has to do their best as an equal human being to contribute to the community and prevent from turning into criminal activities again (Broodryk, 2006).

2.4 WELLNESS ON WESTERN PERSPECTIVE

The western wellness model as developed by Hettler (1977), the founder of the National Wellness Institute (NWI), is defined as an active process through which people become aware of, and make choices toward a more successful existence. The model of wellness has been developed by different theorists to describe the

“person in totality” in improving the quality of life proactively and positively (Hettler, 1984; Hatfield & Hatfield, 1992; Witmer, Sweeney, & Myers, 1998; Dunn, 1961). A juvenile offender learners’ capacity to consider his situation in a reflective, inclusive, cognitively multifaceted manner has a considerable impact on the extent to which he can live in a genuinely integrated, positive way (Hatfield & Hatfield, 1992). Wellness is a process; it continues throughout the life span (Hatfield & Hatfield, 1992). Dunn (1961) describes wellness as consisting of a continuum.

According to Dunn’s (1961) definition, high-level wellness is achieved through a balance of body, mind and spirit. Dunn (1961) asserts that because balance is essential, body, mind and spirit are interrelated, therefore challenging the notion that the body and mind are distinct entities. Most theorists propose holistic, multi-dimensional models of wellness that include intellectual, emotional, physical, social, occupational, and spiritual wellness (Hettler, 1984; Hatfield & Hatfield, 1992; Witmer, Sweeney, & Myers, 1998; Dunn, 1961). These six dimensions have come to be known as the “wellness wheel” and are supported by the National Wellness Institute (NWI). The focus on the six dimensions of wellness (intellectual, physical, social, emotional, occupational, and spiritual wellness) is a progression toward the juvenile offender learner’s highest level of potential functioning (Hettler, 1980). Therefore, the researcher uses the wellness model as a lens to explore and describe how the support of wellness is for juvenile offender learners in the correctional schools. In addition, the model is compatible to the study since the researcher desires to develop a wellness framework that can be integrated in the rehabilitation programmes that can enhance the support of juvenile offender learners’ wellness in the correctional centres. These dimensions of wellness entails ways of promoting wellness by the officials and teachers; teaching juvenile offender learners to abstain from substance abuse, expressing their feelings and emotions appropriately and discourage the use of physical force to solve problems, avoid joining gangsters, and encourage moral values and reach a state of inner peace and sense of wholeness (Magano & Ramnarain, 2015).

The wellness model encompasses six dimensions, namely, intellectual, social, physical, emotional, spiritual, and occupational wellness. These dimensions are discussed to reveal how the juvenile learner's intellectual, social, physical, emotional, spiritual, and occupational wellness are bound together in the learning process of the juvenile offender learners in correctional schools.

2.4.1 Intellectual wellness

Intellectual wellness model developed by Hettler (1980) defines it as the degree to which juvenile offender learners engages in creative and stimulating activities and the use of resources to expand knowledge and focus on the acquisition, development, application, and articulation of critical thinking. It represents a commitment to lifelong learning, an effort to share knowledge with others, and the development of skills and abilities to achieve a more satisfying life (Hettler, 1980). Furthermore, Leafgren (1990) suggest that to support intellectual wellness of juvenile offender learners, they should attend cultural events and seek out opportunities to gain and share knowledge, particularly the knowledge of current local and world events.

Juvenile offender learners must be energised by an optimal amount of intellectually stimulating activity that involves critical reasoning (Adams, Bezner & Steinhardt, 1997). To stimulate the juvenile offender learners' intellectual wellness, stimulation can come from reading, studying, travelling, and exposure to media (Hatfield & Hatfield, 1992).

Anspaugh, Hamrick, and Rosato (2004) view intellectual wellness as juvenile offender learner's education and learning history, mental status, cognitive style, and flexibility, and attitude towards learning. These include the development of talents and abilities, learning how to learn, and higher-order thinking skills. It also includes juvenile offender learner's orientation and attitude toward personal growth, education, achievement, and creativity (Anspaugh et al., 2004). On the other hand, Durlak (2000) mentions that problem areas such as

underachievement, test anxiety, and school dropouts of juvenile offender learners' spurt from lack of intellectual wellness.

In addressing support of wellness for juvenile learners in correctional centres, intellectual wellness remains relevant as it focuses on helping the juvenile learners to use the resources available to expand their knowledge, improving skills, expanding potential for sharing with others and beyond the prison classroom, as well as, the human and learning resources available within the correctional centre community and the broader community (Manzini, 2015). Hettler's wellness model is developed to support a juvenile learner's wellness within correctional centre schools and agrees with other models in terms of the conceptualisation of wellness and its dimensions. Moreover, the support of intellectual wellness in the correctional school encourages juvenile offenders to use resources available in a correctional school to expand their knowledge on improving skills such as writing, reading and studying, commitment to lifelong learning as well as engaging in creative and stimulating activities along with expanding potential for sharing with others and beyond the correctional school classroom.

2.4.6 Physical wellness

Hettler (1984) describes physical wellness as a state, which a person is aware of self-care, lack of illness, participating in physical activities and exercises, abstaining from substance abuse and eating nutritious food (Witmer, Sweeney, & Myers, 1998). Physical wellness includes physical activity, nutrition, and self-care, and involves preventative and proactive actions that take care of juvenile offender learners' physical body.

Seo, Nehl, Agle, and Ma (2007) assert that to support the physical wellness of juvenile offender learners, maintaining a healthy diet and becoming in tune with how the body responds to various events, stress, and feelings by monitoring internal and external physical signs are essential. This includes seeking medical care when appropriate and taking action to prevent and avoid harmful behaviours and detect illnesses (Hettler, 1980; Leafgren, 1990). In the correctional centre school, physical wellness also entails ways of supporting wellness by the officials

and teachers through teaching juvenile offender learners to abstain from substance abuse discourage the use of physical force to solve problems (Magano & Ramnarain, 2015).

Hales (2005) study found that sanguinity about good health resulted in higher wellness scores. Moreover, juvenile offender learners with higher fitness scores are much more likely to attend classes and keen to learn frequently (Ballentine, 2010).

2.4.3 Social wellness

According to Reifman and Dunkel-Schetter (1990), increased learners' interaction is related to a better sense of well-being. Besides, those who can navigate the social network at the correctional centre schools may feel a sense of fit that result in higher self-esteem and a positive outlook. In addition, interaction with a peer group may be the most substantial factor contributing to juvenile offender learners' learning success (Reifman & Dunkel-Schetter, 1990). Furthermore, Goodsell (1993) concurs that learners who are able to form lasting social relationships are more likely to be successful academically. Social relationships affect not only overall juvenile offender learner's health but persistence in correctional centre education as well (Goodsell, 1993). Supporting social wellness in the correctional centre promotes good relationships, positive behavioural change among most juvenile offenders (Makhurane, 2014). It helps them to avoid joining gangsters in the correctional centre (Magano & Ramnarain, 2015).

2.4.4 Emotional wellness

According to Adams, Bezner, and Steinhardt (1997) conceptualised emotional wellness as awareness and control of feelings, as well as a realistic, positive and developmental view of the self, conflict and life circumstances, coping with stress, and the maintenance of fulfilling relationships with others (Leafgren, 1990). Hales (2005) concurs and includes having a sense of humour as necessary.

Emotional wellness in the correctional centre schools involves juvenile offender learners being able to express their feelings and emotions appropriately without

being involved in gangsters vicious activities (Magano & Ramnarain, 2015). Hettler (1980) considers emotional wellness of the juvenile offender learners to be a continual process that included awareness and management of feelings, and a positive view of self, the world and relationships. Emotional wellness includes experiencing satisfaction, curiosity and enjoyment in life, as well as having positive anticipation of the future, or optimistic outlook.

The study by Seligman (1998) on the correlation between cheerfulness and academic performance concludes that, as with hope, optimism predicts academic success. On the contrary, Fredrickson's (2009) study shows that the successful juvenile offender learner is a flourishing learner with positive inner world experience. Furthermore, when positive emotions outweigh negative emotions, juvenile offender learner begins to succeed (Fredrickson, 2009).

Ballentine's (2010) study reveal that coping strategies help juvenile offender learners being able to handle frustration, control emotions, and get along with other people. He further says effective coping strategies may help ease changes from one area (home) to another (a correctional centre) and help juvenile offender learners be more academically successful in the correctional centre school (Ballentine, 2010).

2.4.5 Spiritual wellness

Hettler (1980), Hatch, Burg, Naberhaus and Hellmich (1998) and Pargament, (1999) define spiritual wellness as the process of seeking meaning and purpose in existence. It includes the appreciation of the depth and expanse of life and the universe, questioning the meaning and purpose in life, as well as recognising, accepting, and tolerating the complex nature of the world and accepting that the universe cannot be completely understood. Hettler (1980) adds that spiritual wellness is focused on harmony with the self, and with others and the universe, and the search for a universal value system. This value system includes the formation of a worldview that gives unity, purpose, and goals to thoughts and

actions (Witmer, Sweeney & Myers, 1998). Spiritual wellness is a shared connection or community with others, nature, the universe, and a higher power.

Cruse, Nicholas, Gobble, Frank (1992) associate spiritual wellness with equanimity. He argues that equanimity is a sense of calm, peacefulness, centeredness, and most importantly, self-transcendence, the ability to rise above or move beyond the limits of personal experience. Cruse, Nicholas, Gobble, Frank (1992) report that learners with high equanimity tend to get better grades in school, and are more satisfied with their overall school experience. This supports Ballentine's (2010) assertion that learners with higher levels of spirituality have improved social relationships and coping skills. Besides, those learners who are not happy with their spirituality have more trouble concentrating in the classroom and therefore, could have a decrease in academic success (Ballentine, 2010). In a correctional centre, officials and teachers must encourage juvenile offender learners' moral values and reach a state of inner peace and a sense of wholeness (Magano & Ramnarain, 2015).

2.4.6 Occupational wellness

Hettler (1980) defines occupational wellness as the level of satisfaction and enrichment gained by one's work and the extent one's occupation allows for the expression of values. Furthermore, Anspaugh, Hamrick and Rosato (2004) include the contribution of one's unique skills and talents to the community in rewarding, meaningful ways through paid and unpaid work.

Moreover, Leafgren (1990) asserts that occupational wellness is one's attitude about work and the amount of personal satisfaction and enrichment gained from work. This includes work history, patterns and balance between vocational and leisure activities, and vocational goals (Cruse, Nicholas, Gobble & Frank, 1992). Career/occupational wellness is a remedy for addressing juvenile learners' lack of skills. It assists in developing skills levels that prepare them for employability when they return to society, and eventually contribute positively, and avoid crime (Ngobeni, 2015).

On the contrary, Ballentine (2010) found that self-regulation and work, recreation, and leisure of the wellness model seem to be the best predictors of a school learner's psychological well-being. This may occur by creating a more relaxed atmosphere that allows learners to assimilate information better (Korobkin, 1989). Learners who are better able to retain information have an increased chance of academic success (Hermon & Hazler, 1999).

While, Sheldon and Houser-Marko (2001) associated occupational wellness with self-determination, this theory postulates that people are happiest when they can make their own choices and own goals. They found that those who had created their own goals were much more likely to achieve them. Moreover, this initial success could lead to continued achievement if learners kept reaching their goals (Sheldon & Houser-Marko, 2001). Equally, Halvorson (2010) found that learners who see their goals in terms of getting better academically benefit developing skills and abilities. They find classroom material more fun and exciting, and process it more deeply. They are more motivated, persist longer when the going gets tough, and are much more likely to improve over time (Halvorson, 2010). This supports the idea; own goal setting, motivation, and persistence are needed and essential in correctional centre schools.

2.5 SUMMARY

This chapter addressed the integrative lens of the study, which is African Ubuntu philosophy, and the wellness model of Hettler. Aspects pertaining to the concept of Ubuntu, values of Ubuntu and the role of Ubuntu in the correctional centre are discussed. Also, the six dimensions of Ubuntu wellness which are Ubuntu intellectual, Ubuntu social, Ubuntu physical, Ubuntu emotional, Ubuntu spiritual and Ubuntu occupational wellness are discussed. These dimensions of wellness have highlighted how the juvenile learner is intellectual, social, physical, emotional, spiritual, and occupational wellness is linked together in the learning process of the juvenile offender learners in the correctional schools. In summary, it can be argued that the two theoretical frameworks (Ubuntu philosophy and wellness model)

reflect views of the importance of supporting wellness in the correctional centre schools to expertly rehabilitate the juvenile offender learners. The next chapter discusses the conceptualisation of the study.

CHAPTER 3: CONCEPTUAL FRAMEWORK

3.1 INTRODUCTION

This chapter uses the literature review to substantiate the research problems introduced in Chapter 1. It focuses on the definition and conceptualisation of the support of juvenile offender learners' wellness in correctional schools. Defining the meaning and conceptual domain of the support of juvenile offender learners in the correctional schools is necessary for formulating an appropriate wellness framework that can be integrated into the rehabilitation programmes in correctional schools. The discussion extends to challenges encountered in the correctional schools, rehabilitation and recidivism factors that can identify vital issues of which support of juvenile offender learners' wellness framework should consist.

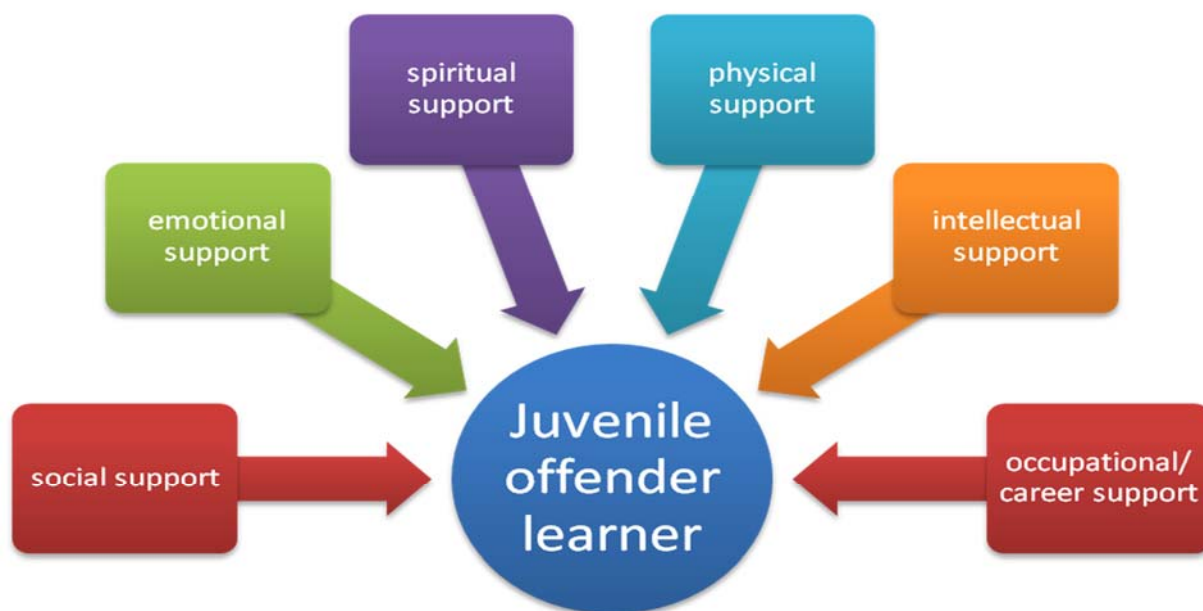
3.2 CONCEPTUAL FRAMEWORK OF SUPPORT IN THE CORRECTIONAL CENTRE SCHOOLS

Dzulkifli and Yasin (2010) define support as assistance, strength, help or encouragement rendered to juvenile offender learners who experience difficulties in the correctional schools, intending to empower them to learn optimally and realise their potential of being rehabilitated. In addition, support seeks to help them have an experience of being valued, respected, assisted, cared about, and loved by others who are present in their life (Gurung, 2006). Support may come from different sources such as family, friends, teachers, community, or any social groups to which they are affiliated. It can come in the form of tangible assistance provided by others when needed which includes the appraisal of different situations, effective coping strategies and emotional support (Friedlander, Reid, Shupak, & Cribbie, 2007).

The concept **support** in this study refers to the assistance, help, or aid given to juvenile offender learners in six dimensions to fulfil a need for the success of a particular purpose of which is learning achievement and wellness. Descriptions of

the six dimensions of support that are explored in the study encompass the assistance on intellectual, physical, social, emotional, spiritual, and occupational support in order to enhance the wellness of the juvenile offender learner. Figure 3.1 below represents the six dimensions of support.

Figure 3.1: *The six dimensions of support for juvenile offender learners*



Source: (Friedlander, Reid, Shupak, & Cribbie, 2007; Hettler, 1980)

3.2.1 Intellectual support in the correctional centre schools

Intellectual support entails the assistance that others may provide through the provision of information, activities and programmes that allow the juvenile offender learners to engage in creative and critical thinking and to enhance their knowledge and skills (Gurung, 2006). Osher, Sidana and Kelly (2008) describe intellectual support as help received by juvenile offender learners in engaging them to learning endeavours that are relevant to them in the correctional centre schools and enable them to develop the skills and capacities to reach high academic achievement. Similarly, a study in Burundi, Uganda, Malawi, and Senegal by Marphatia, Edge, Legault, and Archer (2010) has shown that intellectual support has helped juvenile

offender learners to feel secure and more competent in their abilities to succeed in their learning at the correctional centre schools.

Research by Osher, Sidana and Kelly (2008) suggests that it requires teachers, correctional officers, parents and community members to offer encouragement and nurturing to enhance juvenile offender learners' intellectual needs to optimise intellectual support. In addition, positive encouragement by people who are spending more time with them, such as the teachers and officers tend to lead to further active involvement in learning. They further discovered that teachers who provide more support that is intellectual to juvenile offender learners experience a few discipline problems and fewer rule violations in the correctional schools (Osher et al., 2008).

Moreover, Marphatia, Edge, Legault and Archer (2010) articulate that intellectual support provided by the juvenile offender learners' peer, raises motivation, it enhances enthusiasms of learning among them and perform better academically. Furthermore, when juvenile offender learners know that others are supporting them in their intellectual needs, they are more inspired to do well and be rehabilitated.

According to Gurung (2006), intellectual support can collaborate with the community by identifying and integrating resources and services such as recreational, information activities linking learning skills. It strengthens correctional schools' programmes, learning and development of the juvenile offender learners. Intellectual support from other stakeholders with learning material such as stationery, textbooks and calculator enhances the performance of the juvenile offender learners to achieve high pass rate and higher grades (Marphatia et al., 2010). What is more, intellectual support from the community and other stakeholders can persuade the juvenile offender learners to do positively and encourage their rehabilitation (Dearing, Kreider, Simpkins, & Weiss, 2006)

A study by Jeynes (2005) has shown that intellectual support provided by parents such as regular visits to the correctional schools, providing learning materials,

showing interest on their learning has improved juvenile offender learners' achievement outcomes.

A research conducted in the UK by Desforges and Abouchaar (2003) supports the idea of parental involvement. It emphasises that collaboration of teachers and both parents to the learning of the juvenile learner can enhance intellectual wellness optimally. He further stated that when parents are involved in correctional schools' matters, the juvenile offender learners' literacy improves regardless of the restraints posed by incarceration. The intellectual support from parents of the juvenile offender learners assists teachers to be able to share information about their learning, and it builds mutual understanding that lays strong responsibility of their learning (Desforges & Abouchaar, 2003).

3.2.1.1 Benefits of enhancing intellectual support

Osher, Sidana and Kelly (2008) emphasise that promoting intellectual support in the correctional centre schools benefits juvenile offender learners' academic achievement positively. Juvenile offender learners develop a sense of connectedness, internalise educational values, and adopt them as their own.

Moreover, they develop ownership of their learning success that is important for rehabilitation (Dearing et al., 2006). Other benefits of intellectual support are as follows:

- Some juvenile offender learners find opportunities to become role models, teach, and guide other juvenile offender learners (Osher et al., 2008).
- Increases juvenile learner's confidence that is essential for motivation and better school attendance (Marphatia et al., 2010).
- Promotes higher participation rates in class and improve learning achievement outcomes (Marphatia et al., 2010).
- Decrease instances of violent behaviour and lowers the rates of violence in the correctional centre (Osher et al., 2008).

- It enhances the quality of life by decreasing the use of drugs, alcohol and tobacco (Osher et al., 2008).
- Creates team spirit by building study groups, which motivate them to excel in their learning (Osher, et al., 2008)
- Deepens commitment to learning, study, and improve their quality of life.
- Raises and improve academic performance in class (Osher et al., 2008).
- Enhances enthusiasm and more stimulated for success (Osher et al., 2008)

Therefore, it is crucial to promote intellectual support in the correctional centre schools since it sets appropriate support for the juvenile offender learners, which assist them to rehabilitate. Likewise, it is crucial for juvenile offender learners to feel connected to their teachers and the learning setting, be aware of and know how to access the support in the correctional centre schools.

3.2.2 Physical support in the correctional centre schools

Physical support implies the help or assistance that juvenile offender learners are given regarding physical self-care, abstain from substance abuse, nutritional needs, and use of medical services in the correctional centre schools (Gurung, 2006). Research by Sawatzky, Liu-Ambrose, Miller and Marra (2007) has shown that physical support can assist or help the juvenile learners to stay healthy and avoid abusing substances such as tobacco, drugs and alcohol. Moreover, they state that lack of physical support leads juvenile offender learners to adopt unhealthy risk-behaviour such as smoking, excessive alcohol consumption and overeating or malnourish themselves (Kobau, Safran, Zack, Moriarty & Chapman, 2004).

Research by Peck, Kehle, Bray and Theodore (2005) concurs that physical support helps the juvenile offender learners to improve focus, increase concentration, and lengthen attention span and learning readiness (Peck, Kehle, Bray & Theodore, 2005). They further report that insufficiency of physical support might lead juvenile offender learners to be physically inactive. As a result, that can

reduce their physical wellbeing, diminished self-efficacy, increase pain intensity, more inferior mental health status (Peck, et, al, 2005).

Physical support is an aspect that can assist in buffering against life stressors, promote physical health, and improve the mental health of juvenile learners. Physical support deficiency is one of the factors that lead to mental health, physical health and risks of depression (Wheeler & Wilkin, 2007).

Physical support does not only affect physical wellbeing, but it also affects the social, emotional and mental wellbeing of juvenile offender learners in the correctional centre schools. Gates and Wolverton's (2007) study has shown that physical support improves the mental wellbeing of juvenile offender learners, and they get more relaxed from stress, improve the calming effect that is conducive for learning and improves their concentration. On the other hand, the deficit of physical support is related to many emotional problems such as depression, anxiety, stress, and anger.

Physical support does not only affect physical wellbeing but also affects the social wellbeing of juvenile offender learners. The effects of physical support on the social well-being of juvenile offender learners are noticeable as it cultivates better interpersonal relationships among juvenile offender learners and they can create teams, which helps them to develop social skills (Eskin, 2003). The physical support teams can produce supportiveness from the peer juvenile offender learners, create a fun, harmonious and safe way for learning, developing social skills, and foster accountability behaviour (Miczo, 2004). In addition, all juvenile learners should be supported and provided one hour of physical and recreational exercises and training daily to ensure their mental and physical health benefit. Therefore, it is the correctional centres' responsibility to provide suitable space for different sports activities, recreational activities, and pieces of equipment for indoor activities (UNOPS, 2016). This can be achieved through accommodating popular local sports were possible in the correctional schools.

3.2.2.1 Benefits of promoting physical support

The benefits of promoting physical support in the correctional centre schools may assist juvenile offender learners positively in dealing with different stressors, physical health, and mental health brought by being incarcerated in the correctional centre. Support for physical fitness and nutrition by Warburton, Nicol and Bredin (2006) found that supporting physical activities in the correctional school is beneficial in various forms. Warburton et al. (2006) maintain that juvenile offender learners obtaining physical support in the correctional centre schools benefits as described below:

- Increase self-awareness and self-image satisfaction (Warburton et al., 2006).
- Promotes a higher participation rate of physical activities (Warburton et al., 2006).
- Improves physical activities attendance and regular exercises that enhance their quality of life (Miczo, 2004).
- Decrease substance abuse by enhancing problem-solving skills, which decrease anxiety (Warburton et al., 2006).
- Inculcate accountability and acceptable health behaviour and habits (Warburton, et al., 2006).
- Learn to establish and improve social skills (Eskin, 2003).
- Enhances mental clarity, reduces stress and tension. (Warburton, et al., 2006).
- Improve physical health-related fitness. (Warburton, et al., 2006).
- Increases self-efficacy and mental health (Warburton et al., 2006).
- Supports healthy eating habits and eat less fat (Peck, Kehle, Bray & Theodore, 2005).

For optimum benefits of physical support, teachers and officials should develop an interest in physical activities so that they can support juvenile offender learners to the maximum. Moreover, physical support is essential in the correctional centre schools since it has benefits that promise to rehabilitate the juvenile learners.

3.2.3 Social support in the correctional centre schools

Social support of the juvenile offender learners refers to the experience of being valued, respected cared about, loved and assisted by the people in the correctional centre schools. Gurung (2006) articulates that social support may be provided by diverse sources ranging from family, friends, correctional centre teachers, inmates, correctional centre officials, stakeholders, community, or any social groups interested in supporting the juvenile offender learners.

Social support in the correctional centre schools is an influential social factor that affects the learning of juvenile offender learners. The social support involves factors of relationships. These social factors include relationships of the teacher with the juvenile offender learners; the relationship of the learner with other juvenile offender learners; the relationship of the learner with correctional officers; the relationship of the teacher with family of the juvenile offender learners; the relationship of learner with the community; the relationship of other stakeholders with the correctional schools. In addition, the support is provided for a supportive environment for learning (Marphatia, Edge, Legault & Archer, 2010).

Yasin and Dzulkifli (2010) coincide that providing social support to juvenile offender learners can come in different forms, such as tangible and non-tangible forms. The tangible support can include providing stationery for their schoolwork, food, clothes and more. In addition, the non-tangible support may include assisting in various situations such as dealing with the stress of being incarcerated, social withdrawal, effective coping strategies, and social worker services.

Social support is geared towards assisting the juvenile learner to live in harmony with others and avoid joining gangsters and violence. It involves making them feel they belong and respected as human beings. Juvenile offender learners lacking social support have a tendency to bullying and threatening other inmates or get involved in violent acts (Friedlander et al., 2007). Therefore, the promotion of social support can reduce the extent to which a situation is perceived in the

correctional centre schools and reduce the amount of vulnerability to threats, bullying and gangsters.

Butts, Mayer and Ruth (2005) caution that juvenile learners who grow-up in circumstances that do not equip them for the transition from childhood to adulthood, tend to behave in ways that cause serious problems for themselves and their communities. Furthermore, Butts et al. (2005) notified that juvenile offender learners are capable of learning and growing correctly and avoiding trouble if they are attached to a variety of social resources that facilitate healthy, wellness development and discourage harmful behaviour.

The support provided to develop and enhance social skills can capacitate learners to maintain the capacity of wellness and benefit communities they live in. Communities need their juvenile offender learners as much as they need their communities (Butts et al., 2005). Therefore, juvenile offender learners with severe anti-social behaviour can be referred to as family-based treatment and other social wellness treatment facilities to support them and enhance their wellness.

A study by Yasin and Dzulkifli (2010) found that social support is a strong aspect that helps a juvenile learner to build positive relationships and relate well with others in the correctional centre school. In addition, they have found that juvenile offender learners lacking social support suffer from depression, anxiety, loneliness, and demonstrate anti-social behaviour (Yasin & Dzulkifli, 2010). Social support helps in building positive relationships in the correctional centre schools, which minimise anti-social behaviour and promote the behavioural change of juvenile offender learners.

According to Steinberg and Darling (1994), social support has a significant impact on the academic achievements of juvenile offender learners. Social relationships affect not only overall juvenile offender learner's health but persistence in correctional centre schools' education as well (Goodsell, 1993). Interaction with a peer group may be the most significant factor contributing to juvenile offender learner's learning success.

Juvenile offender learners provided social support from family, friends, teachers, and officials in the correctional centre schools, are influenced positively on their academic performance and their wellbeing. Still, Wentzel (1998) asserts that social support from family, friends, inmates; teachers and officials have significance related to juvenile offender learners' wellbeing and pro-social goals. It is, therefore, important for correctional centre teachers and officials to have knowledge and understanding of how to enhance the social wellbeing of juvenile offender learners.

Studies have shown that correctional centre schools that promote social support are free from bullies and violent juvenile offender learners (Miczo, 2004). Furthermore, Marphatia et al.'s (2010) study have shown that teachers who show high-quality relationships with their juvenile offender learners experience fewer discipline problems, less rule violation and bullying behaviours. Besides, juvenile offender learners who can navigate the social network at the correctional centre schools may feel a sense of fitting in the results of higher self-esteem and a positive outlook. While Loersch, Aarts, Payne and Jefferis (2008) concur that juvenile offender learners who can form lasting social relationships are more likely to be successful in improving self-esteem and sense of well-being. Building positive relationships among juvenile offender learners in the correctional centre schools is crucial because it promotes social support.

3.2.3.1 Benefits of promoting social support

Studies by Isaksson, Lexell and Skar (2007) have shown that promoting social support in the correctional centre schools can benefit juvenile offender learners positively. Building teams or social groups of inmates who rely on each other for information, assistance, and other forms of support can help them succeed in schools (Sweet & Pelton-Sweet, 2008). Moreover, Rees and Freeman (2009) coincide that the social support structures such as social workers, teachers, officials, family, and community members providing advice and encouragement based on the juvenile offender learners' personal experiences can benefit them in various advantageous ways such as the following:

- Increases confidence, motivates participation in-group work and togetherness in school;
- Decreases depression and increase the quality of life;
- Reduces daily stress of being incarcerated and feeling unsuccessful in life;
- Lowers anxiety which might cause bodily harm and adverse health;
- Raises satisfaction amongst juvenile learners support and relationships amongst the juvenile offender learners;
- Enhance performance at school by reducing stressful situation and increasing self-efficacy;
- Enhances problem-solving by collaborating with the inmates to get help; and
- Strengthens accountability and a sense of belonging.

For these above benefits, it is essential to promote social support to juvenile offender learners in order to assist them to rehabilitate.

3.2.4 Emotional support in the correctional centre schools

Emotional support is described as the activity that people do to help the juvenile offender learners feel cared for, bolster the sense of self-worth, talking over a problem, and providing encouragement or positive feedback. Emotional support also helps them to be aware of and accept a wide range of their feelings and of others and the ability to manage emotions appropriately (Dzulkifli & Yasin, 2010).

According to Osher, Sidana and Kelly (2008), emotional support involves emotional matters such as the ability to manage their own emotions and relationships with the teachers and other juvenile offender learners. These factors also influence the ability of the teachers to solve challenges and support juvenile offender learners in the correctional centre school. For instance, angry individual juvenile offender learners might miss a class or be difficult for them to attend a class if they worried about aggression, bullying, or threats by fellow juvenile offender learners or teacher's sarcasm. Equally, the juvenile offender learners who fail to cope and handle the frustration of not passing and afraid of being teased,

they might not succeed to persevere and persist in their learning (Osher et al., 2008).

Research by Dollete, Steese, Phillips, Matthews, and Taormina (2006) revealed that emotional support could manage psychological problems such as stress, anxiety, anger, and depression among juvenile offender learners. Lack of emotional support has been found to be one of the factors that increase anxiety, anger, lower self-esteem, and depression of juvenile offender learners in the correctional centre schools. Dollete, Steese, Phillips, Matthews, and Taormina, (2006) insert that lack of emotional support increases chronic stresses that cause the following:

- damages health;
- low self-esteem;
- decreases self-confidence;
- Decrease self-control;
- inability to self-regulate anger;
- Decreases social skills;
- Inhibit concentration and attention problems in class; and
- Reduce the ability to learn and grow (Dollete et al., 2006).

The study conducted in Malaysia by Dzul kifli and Yasin (2010) confirms that emotional support is an element that helps juvenile offender learners to reduce the amount of stress experienced as well as to help them cope better in dealing with stressful situations in the correctional centre schools. They suggested that the higher emotional support provided to juvenile offender learners, the lower is the stress, the lower is the depression, and the lower is the anxiety among juvenile offender learners. The higher the emotional support, the lower is the emotional problems. The impact of emotional problems can be reduced when juvenile offender learners have excellent and sufficient emotional support in the correctional centre schools.

Emotional support of the juvenile learner is closely linked with social and intellectual support (Friedlander, Reid, Shupak & Cribbie, 2007). They maintained that juvenile offender learners who perceive that their social resource structure increased tend to have a lower level of emotional problems and social problems and succeed in learning. In their study, they have discovered that emotional support protects juvenile offender learners in life crisis such as bereavement, illness, anger, and other significant stress. It further moderates the effects of stressors on their emotional and social wellbeing (Friedlander et al., 2007). For Pottas (2005), juvenile learners with emotional, behavioural and intellectual disabilities are likely to pose a challenge regarding discipline, obeying class rules and instructions of teaching and learning disturb the classroom.

3.2.4.1 The benefits of promoting emotional support

Promoting emotional support in the correctional centre schools may assist juvenile offender learners in dealing with different stressors brought by being incarcerated in the correctional centre. Studies by Rosland, Kieffer, Israel, Cofield, Palmisano, Sinco, Spencer, and Heisler (2008) have shown that receiving emotional support has benefited juvenile offender learners in the following:

- Decreases the effects of facing uncontrollable stress, anxiety, and anger.
- Encouraging juvenile offender learners to talk about their problems and seeking help early can promote their emotional stability.
- The support services of psychologist reduce the impact of stress by increasing the effectiveness of coping efforts.
- Advice and encouragement from the psychologists, counsellor, teachers, officials also increase active problem-solving skills and information seeking rather than to opt for violence (Lakey & Cohen, 2000).
- Reduces daily stress of being incarcerated and feeling unsuccessful in life.
- Decreases depression and enhances problem-solving strategies.
- Adds to the feeling of happiness and enhance enthusiasm, which improves their behaviour and increases the quality of life.

It is therefore vital for teachers and officials to get equipped in how to enhance emotional support of the juvenile offender learners in order to help them to excel and cope with any emotional disturbances in the correctional centre schools. Teachers should also get knowledge and understanding of how to inculcate high self-esteem among juvenile offender learners and facilitate a positive adjustment process for rehabilitation.

3.2.5 Spiritual support in correctional centre schools

Spiritual support focuses on assisting juvenile offender learners to search for the meaning and purpose of existence. It includes helping them to recuperate moral values and reaching a state of inner peace and sense of wholeness, respect to their beliefs and values (Dzulkifli & Yasin, 2010). Childs (2014) describes spiritual support as assistance given to juvenile offender learners to understand their values, beliefs as well as prioritising their worldview. Spiritual support assists them to get answers to their existence questions regarding life struggles and make meaning of their life experiences.

A study by Childs (2014) has found that spiritual support has a definite link with coping effects. He articulates that providing spiritual support helps juvenile offender learners with protective psychological factors that assist in enhancing their coping skills. In the same vein, Graham (2001) concurs with those juvenile offender learners who get spiritual support have a positive outlook and cope more effectively in the correctional schools.

Similarly, a study by Specht, King, Willoughby, Brown and Smith (2005) avers that juvenile offender learners provided with spiritual support exhibit lower levels of anxiety, stress and depression. Martinez, Smith and Barlow (2007) argue that highly supported juvenile offender learners express positive perception such as comfort, increased sense of empathy and increased insight and understanding of their purpose in life, which is required for rehabilitation.

McConnell, Pargament, Ellison and Flannelly (2006) highlight that lack of spiritual support causes resistance to change, feelings of hopelessness, self-centredness, spiritual conflicts with others and self of which it can exacerbate anxiety, anger and depression of the juvenile offender learners. Therefore, it is essential to provide spiritual support to juvenile offender learners in the correctional schools to assist them to find purpose and meaning of their life so that they can turn away from committing the crime.

3.2.5.1 Benefits of promoting spiritual support

Gold (2010) emphasises that promoting spiritual support in the correctional centre schools benefits positive morals of juvenile offender learners. It also enables them to enhance transcended morality, which is essential for rehabilitation.

Moreover, juvenile offender learners need to get meaning and purpose to their life so that they can change and avoid recidivism. In addition, Hodges (2002) draws attention to more benefits of spiritual support as follows:

- It increases intrinsic values (Hodges, 2002; Gold, 2010).
- It teaches forgiveness (Hodges, 2002; Gold, 2010).
- It improves compassion and hope in life (Hodges, 2002; Gold, 2010).
- It increases the quality of life by finding purpose and meaning in life (Hodges, 2002; Gold, 2010).
- It enhances the understanding of peace and serenity (Hodges, 2002; Gold, 2010).

For these benefits, it is crucial to promote spiritual support in the correctional centre schools since it sets appropriate support for the juvenile offender learners that assist them to rehabilitate. Moreover, it enhances their ability to cope effectively with incarceration struggles as well as searching for meaning and purpose that can take them away from criminal behaviour and activities.

3.2.6 Occupational support in the correctional schools

Occupational support incorporates assistance offered to the juvenile offender learners to enhance their skills and knowledge through their work and having work-life balance, which allows them to fulfil personal and job commitments when released back to the community (Dzulkifli & Yasin, 2010). It also entails helping them to find enrichment of life through work and goal setting (Swanson, 2009).

On the contrary, studies have shown that challenges encountered in the correctional schools are the type of juvenile offender learners; some have poor job skills, low education, and a poor employment record, which is why they ended up imprisoned (Boderick, 2015). Some juvenile learners come from low-income families; hence, they committed crimes in an attempt to earn money for their personal needs since their parents lack financial support (Visher, Debus-Sherrill & Yahner, 2008).

However, a study by Lewis (2006) has shown that juvenile offender learners provided with occupational support are more likely to have aspirations for improving their future life and avoid recidivism. Moreover, occupational support assists them to be motivated, get direction in life (Lewis, 2006). Furthermore, research by Colby and Dziegielewski (2004) has shown that correctional centre schools that promote occupational support assist juvenile offender learners to make use of their talents and gifts to gain purpose, happiness, and enrichment in life, which increases the possibility of success in the community when released and avoid engaging in criminal activities.

The American study by Spycher, Shkodrian and Lee (2012) suggested that to support the occupational wellness of juvenile learners; correctional schools should offer a curriculum that addresses the socio-economic needs of the country and the skills level of juvenile learners. From this American study, it was discovered that a high number of incarcerated juvenile learners lack proper skills for employment. Tolbert (2012) also concurs that more than 700 000 juvenile learners around the world lack proper skills to meet market demands and it is a challenge to re-enter

the workplace and the society when released back to their communities. Therefore, to support occupational wellness, the vocational curriculum should be meaningful, keep pace with the ever-changing demands of the labour market, and meet the real needs of the juvenile learners (Tolbert, 2012). Ngobeni (2015) recommends that the DCS policies on funding vocational programmes should include all juveniles learners who want to participate in vocational learning programmes in order to equip them with knowledge and skills needed for employment and avoid reoffending when released back to the community.

3.2.6.1 Benefits of promoting occupational support

Promoting occupational support can be beneficial to the juvenile offender learners in the correctional centre schools if they are taught about jobs, value and importance of work and be able to create their work when they go back to the community (Swanson, 2009). Other benefits of occupational support entail providing juvenile offender learners with the opportunity of developing their skills to get a job. They are more competitive within the work field as they are more skilled and desirable for potential employers in order to take care of themselves (Lewis, 2006). Occupational support creates a vision for career goals for juvenile offender learners. These benefits are crucial for juvenile learners to improve their lives, have a purpose, and meaning with their life, be successful in the community and avoid recidivism.

3.3 IMPORTANCE OF PROVIDING EDUCATION IN CORRECTIONAL CENTRE SCHOOLS

Several studies have shown the importance of providing education to juvenile offender learners in the correctional centre schools (Vacca, 2004; Twomey, 2008; Costelloe & Langelid, 2011; Muntingh & Ballard, 2012; Ballentine, 2010; Travis & Ryan, 2004; Akey, 2006). These several studies have coincided with the fact that providing education to juvenile offender learners is beneficial to them in many ways, such as the following forms below:

- It has a successful reintegration to society (Ballentine, 2010).

- It decreases recidivism rates (Muntingh & Ballard, 2012).
- It increases positive role in rehabilitation opportunity (Young, Phillips & Nasir, 2010; Langelid, Maki, Raundrup, & Svensson, 2009).
- It helps the juvenile offender learners to earn a better education.
- An increase in public safety perception and ability to produce a better citizen
- It increases employment opportunities
- It releases tension, learners relax, express themselves and developmental and physical abilities (Shank, 2011).
- It provides opportunities and skills, develops self-determination (Schirmer, 2008; Costeloe & Warner, 2008).
- It offers chances of transforming their skills and attitudes of offending behaviour (Bracken, 2011).
- It offers chances of returning back to mainstream school after release (Langelid & Costelloe, 2011).
- It reduces imprisonment damaging effects by helping with coping skills (Erisman & Contardo, 2005).
- It keeps them engaged and active, avoids idleness and misbehaviour opportunities
- It improves decision-making skills and promotes pro-social thinking (Brazell et al., 2009).
- It improves relaxation, releases tension, expresses themselves and developmental and physical abilities (Shank, 2011).

For instance in South Africa, juvenile offender learners who had low literacy prior to their incarceration can earn AET Level 4 certificate; those who dropped out mainstream school prior their incarceration can obtain Grade 12 certificate and those without any qualification prior to incarceration can also get an opportunity to obtain university degree (Department of Correctional Services, 2015).

This is in line with the study conducted in Minnesota by Shermer (2011), which discovered that providing education to juvenile learners in the correctional centres enables them to earn diplomas, vocational certificates and later they can further

their studies in bachelor degrees. Moreover, learners can gain knowledge and produce quality life that helps them positively market themselves for jobs in the work field when they released from correctional centres.

The importance of providing education in correctional centre schools also enhances the social support structures such as social workers in supporting learners to identify, clarify their goals and promote their well-being while incarcerated. Moreover, this social support structures can understand how to support juvenile offender learners and encourage them to work the best of their ability and have self-determination despite their criminal record. They can also help them to value their education in the correctional centre and prepare them for active re-entry in the community. Shermar (2011) findings also revealed that correctional centre education assists social support structures such as social workers to be better equipped with resources available in the correctional centre to provide educational programmes that assist the juvenile offender learners for active re-entry into society.

3.4 SUPPORT OF JUVENILE OFFENDER LEARNERS

Juvenile offender learner's needs should be at the centre of education. According to the United Nations Educational Scientific and Cultural Organization (UNESCO, 2012), Millennium Development Goals (MDG), and the National Development Plan (NDP) of South Africa and the Constitution of South Africa (1996), all children of school-going age are entitled to high-quality education, a relevant curriculum, appropriate assessment, equivalent and valued learning opportunities. Correctional schools should support and provide an environment that accommodates juvenile offender learners' diversity, including varied learning, needs to maximise each offender learner's potential. Quality education should be designed to fit the juvenile offender learners rather than requiring them to fit into an existing system (Higgins, 2013). This should ensure that they engage with the learning process, and see a clear purpose for their learning. Therefore, it is essential that potential learning difficulties are identified during the early stages of

learning processes in the correctional schools and that adequate support is provided early.

According to Downes (2011), for the correctional schools to support the juvenile learners, they have to be able to rapidly identify difficulties or signs of intellectual, emotional, social, physical, spiritual, career, and behavioural disengagement, and be ready and equipped to respond. Furthermore, Eurydice and Cedefop (2014) add that correctional schools should have a support framework in place that consists of a wide range of diversified measures for a different group of juvenile offender learners. The support framework for juvenile offender learners should be holistic and comprehensive, addressing all dimensions of the juvenile offender learners' academic, emotional, social physical, spiritual and career learning. In the support framework of the correctional schools, there should be an emphasis on building trust, emotional bonds and motivation for education (Eurydice & Cedefop, 2014). What is more positive encouragement by people who spend more time with juvenile offender learners, such as teachers and security officers can encourage them to further active involvement in their learning (Eurydice & Cedefop, 2014).

Likewise, the United Nations Office for Project Services (UNOPS), on bases of the Standards Minimum Rules for the Treatment of Offenders in the Nelson Mandela Rules asserts that every correctional centre has a responsibility to support and offer juvenile learners education programmes that are integrated into education programmes outside the correctional centres (UNOPS, 2016). Furthermore, the educational programmes should be conducted outside the juvenile learners' cell section or detention area in order to allow the conducive learning environment. Moreover, the UNOPS (2016) urges that qualified teachers should teach the juvenile learners or at least the correctional centre can identify a fellow offender (peer educator) with particular skills to provide educational, vocational or recreational training or activities and support the juvenile learners.

3.4.1 Safe and caring learning environment

According to Nouwen, Clycq, Braspenningx, and Timmerman (2016), a safe and caring learning environment supports positive relationships for and between

teachers, security officials, and juvenile offender learners in the correctional schools. In addition, they assert that physical setting that is safe, welcoming and stimulating, as well as sports and regular physical activities for all juvenile offender learners, are essential in the correctional schools (Nouwen et al., 2016).

However, various research studies in South Africa revealed that the learning environment in the correctional school is not conducive for learning (Ngobeni, 2015; Johnson 2015; Frantz, 2017; Dlamini, 2014). The learning environment in the correctional school is hostile, volatile, and not conducive for teaching and learning. Learning in the correctional school happens within the context of the correctional centre of which learners experience challenges on emotional, intellectual, physical, social, and spiritual wellness (Manzini, 2015; Magano & Ramnarain, 2015; & Makhurane, 2014).

Matshaba (2017) concurs that the learning environment in the correctional schools is different from mainstream schools. Juvenile offender learners are incarcerated because they have committed various criminal activities. Therefore, they are deprived of many normal freedoms. In addition, they have pressure to cope with being institutionalised.

The Standards Minimum Rules for the Treatment of Offenders in The Nelson Mandela Rules stipulate that the learning environment in the correctional centres should be designed to facilitate visibility so that security officers can see into the classrooms to ensure the safety of both the teachers and juvenile learners (UNOPS, 2016). However, a safe and caring learning environment is one of the challenges encountered that hinders support of juvenile offender learners' wellness in correctional schools. The learning environment is disturbed by a correctional security system which disturbs classes; ultimately, juvenile learners are absent from attending classes (Matshaba, 2017). The correctional centre system secures an environment by doing regular checks, searches of their units and continuous counting of learners, of which append a predicament to absenteeism.

According to Moore and Mokhele (2017), most juvenile offender learners live in fear of gangsters, bullying and anger for being in the correctional environment. Hence, they experience immense psychological strain and emotional pain (Moore & Mokhele, 2017). Furthermore, Matshaba (2017) adds that the environment of the correctional centre is infested with gangsters who cause violence of which it negatively affects the safe and caring learning environment. The gangsters intimidate other vulnerable juvenile offender learners through threats and physical violence and cause conflicts – this affects their physical and social wellness (Du Plessis, 2017).

In contrary, a research conducted in Sweden by Farrington and Ttofi (2010) revealed that correctional schools that provide conflict management within the school spaces had shown improvement on a culture of safety dialogue, which supports diversity. This kind of schools supports their juvenile offender learners with access to channels of communication about their personal information and their emotional challenges. Ultimately, they are able to have access to additional support from professionals such as psychologist and or social workers.

The European Forum on the Rights of Children (2013) in Brussels advocates that correctional schools that have anti-bullying strategies in place, support learners and ensure them a safe learning environment. Therefore, effective strategies that address all forms of bullying in the correctional schools prevent victimisation of the juvenile offender learners and promote effective respond to violations of their rights. Moreover, the forum encourages correctional schools to involve juvenile offender learners and teachers in the systematic planning of anti-bullying strategies based on the school circumstances. Teachers also need professional development in order to assist juvenile offender learners who need additional emotional support.

Farrington and Ttofi (2010) add that a safe and caring learning environment helps to create a positive learning climate and a sense of belonging for all juvenile offender learners. Moreover, juvenile offender learners with learning difficulties or disabilities, and or also who face personal, social, emotional, or spiritual

challenges need easy access to teachers and other professionals who can support their educational and personal development (Farrington & Ttofi, 2010). They also discovered that juvenile offender learners who are supported through counselling, mentoring, career guidance and extra-curricular activities, broaden their social and personal skills (Farrington & Ttofi, 2010).

Gresham, Hunter, Corwin, and Fischer (2013) concur that a safe learning environment can support juvenile offender learners who have experienced learning difficulties, socio-emotional distress, or disengagement in education. They suggest that early detection, monitoring of inappropriate behaviour, and absenteeism should be more of a support system rather than of disciplinary process. This will support learners to engage knowing they matter and are cared for in the correctional school.

3.4.2 Curriculum and learning

Curriculum and learning entail the content, which juvenile offender learners need to learn in the correctional schools (Fleche, 2015). Teachers must make learning relevant to the juvenile offender learners' needs in the correctional schools. Therefore, the curriculum should be broad-based, relevant, stimulating, and motivating while it avoids further social exclusion. Van Praag, Nouwen, Van Caudenberg, Clycq, and Timmerman (2016) suggest that the curriculum in the correctional schools should add learning programmes, which include work experiences such as career games, work-based vocational education and training. They emphasise the curriculum that creates a practical learning environment, which often has a more mature learning context such as metalwork, carpentry, textile work in theatre media, and music-based workshop (Van Praag et al., 2016).

The curriculum that incorporates work-based learning is more relevant and supportive to juvenile learners who had negative school experiences and or academic disengagement prior to incarceration. Therefore, the curriculum that integrates career guidance, support juvenile offender learners to have career plans and more likely to attend classes, engage more with their education, complete and

earn their qualifications on general and vocational education and compete for a job when they are released back to the community (Van Praag et al., 2016).

Fleche (2015) suggests that to meet the curriculum, the support by extending the time for learning opportunities, mentoring and tutoring programmes in the classroom and the cell the section should be encouraged. The curriculum activities can include extended time for learning opportunities outside the classroom, such as:

- After school activities (reading clubs or homework); and
- Activities in libraries that enhance literacy and encourage the writing of homework.

Moreover, the extra curriculum activities can improve self-esteem regardless of whether learners' difficulties stem from language barriers, behavioural issues or socio-economic background before they were incarcerated. The focus is to support and develop on social, personal and physical skills that are complemented by more knowledge that is formal and skills.

Similarly, the study in Scotland by Lyn, Kirsten, Fergus, Katie and Richard (2012) recommends that correctional schools should add in their curriculum learning activities such as creative writing, playwriting and performance because it was found that it improves literacy skills, development of better relationships between juvenile learners and encourage self-expression and development of skills for job prospects in future. Therefore, it is the teachers' role to support juvenile offender learners to pursue their interest and to acquire skills and competencies relevant to their career aspirations and support their learning (Fleche, 2015).

3.4.3 Teaching strategies and learning styles

In a study conducted in Finland, Fleche (2015) found that innovative teaching methods and procedures, such as the use of activity-based learning, small group teaching, support juvenile offender learners who have special needs to re-engage and be motivated in education. To support learners' needs, particularly those who are struggling with the curriculum content, a variety of teaching methods, including

collaborative teaching and learning, individualised learning paths, demonstrations, textbooks, taped texts can be used while considering and aligning their education levels (Fleche, 2015). Teachers should vary and allow different teaching and learning strategies to facilitate the acquisition of knowledge and developmental skills and competencies to their best ability while preserving the quality of the curriculum content and high expectations (Fleche, 2015).

3.4.4 Language of teaching and learning

To support learners to achieve in their learning, the language of teaching and learning is crucial. The study by Manzini (2015) revealed that in correctional schools, juvenile offender learners have diverse languages, which are different from the primary language of instruction in the classroom. For this reason, teachers need to adapt to various ways of strengthening language proficiency of juvenile learners with different linguistic background in order to support their learning. Teachers need specific competencies and resources to provide appropriate support to juvenile offender learners who are struggling in English as a language of instruction in the correctional school.

Diez, Gatt and Racionero (2011) also advocate for a multilingual classroom that supports juvenile offender learners' abilities, strengthen cognitive skills and better success in school. They stress that teachers should support and appreciate juvenile offender learners' home language while teaching in order to improve their self-esteem and engage them in learning. Moreover, teachers can partly use juvenile offender learners' local languages to explain complex concepts and use as a resource for the development of material and resources for linguistically challenging lessons in the classroom (Diez et al., 2011).

This is relevant for language support and as resource experiences that an individual learner brings into the classroom as a potential asset to build resources for individual resources experiences school at large.

3.4.5 Learning evaluation and assessment

According to Athanasou and Lamprianou (2009), evaluation and assessment of learning are the act intended to determine progress, measuring achievement and performance with the learning outcome of the curriculum in the correctional schools. Judd and Bruce (2011) point out that assessment of learning is vital because it illustrates the goals and learning outcomes of the curriculum provided; responds to the activities that ensure the educational environment lead learners' achievement to their learning outcome. They emphasise that learning outcome comprise expectations such as knowledge, skills and competency outcomes from all juvenile learners who attend classes in the correctional schools (Judd & Bruce, 2011). They further reiterate that the assessment of learning in general education can boast beneficial outcomes such as intellectual, social, emotional, spiritual, physical, and occupational wellness that are needed to support juvenile offender learners (Judd & Bruce, 2011).

According to Black and William (2010), teachers in the correctional schools should support the learning and assessment of juvenile offender learners by being flexible in their teaching. Therefore, flexible teaching approaches assist teachers to meet juvenile offender learners' diverse needs.

Black and William (2010) argue that to support juvenile offender learners on teaching and learning; teachers should use a wide range of assessment appropriate for correctional schools, such as diagnostic, learner self-assessment, continuous, and formative assessment. It is essential to monitor and frequently give feedback on the assessment to learners with special needs. The feedback from teachers, support juvenile learners with special needs to close the learning gaps then provide specialized learning and teaching tailored for them. Research has shown that when learners are fully involved in the process, they can track their progress over time and enhance confidence and ability to succeed (Black & William, 2010).

3.4.6 Intrinsic and extrinsic motivation to participate in education

Even though the Minister of Correctional Services announced that education should be compulsory for all juvenile offender learners in the correctional centre schools, studies have shown that juvenile offender learners do not voluntarily participate (Kathryn, 1989; Jones, 2014; Department of Correctional Services, 2015). Those who participate do so because of intrinsic and extrinsic motivation that the correctional centre administration offers them in exchange for participation (Kathryn, 1989). Jones (2014) underscore the importance of motivating and supporting juvenile offender learners to participate in educational programmes is crucial since attending or participating is voluntary; they might choose not to attend.

According to Pelisier and Jones (2006), the extrinsic motivation that drives them to participate are incentives such as early release, proper conduct time credits, better work assignments and parole opportunities (Pelisier & Jones, 2006). While in the study by Boderick (2015) discovered that some juvenile offender learners participate owing to pressure from court orders to participate and for reduction of the sentence term. Moreover, Ngobeni (2015) concurs that some juvenile offender learners participate in educational programmes because of motivation received from their teachers and security officials in the correctional centre schools. Furthermore, the study by Manzini (2015) also revealed that teachers motivate and support juvenile offender learners to participate in educational programmes by offering them an incentive such as gifts or cosmetics and chocolates for doing well in class.

On the other hand, Boderick (2015) highlights that intrinsic motivation is within the juvenile offender learners to participate in educational programmes. The intrinsic motivation is the decision taken by the juvenile offender learners to try changing their offending behaviour to better future behaviour (Hall, 2006). Pelissier (2004) argues that some juvenile offender learners are motivated to participate in the educational programmes to impress their families, particularly those whom their families pay them visits regularly. While he adds that, some get motivation from the

fact that they want to personally improve and better their life (Pelissier, 2004). According to Edward- Willey and Chivers (2005) argue that juvenile offender learners with positive learning experience prior to incarceration are motivated to continue to participate in educational programmes in the correctional schools for self-improvement.

3.5 SUPPORT STRUCTURES FOR TEACHING AND LEARNING

3.5.1 Understanding of Support structures for teaching and learning in the correctional schools

Support structures in the correctional schools refer to various groups of professionals offering assistance, advice and skills to help the wellness and general education of juvenile learners with barriers to learning and development. Included in this group are curriculum implementers (CI), learning support assistant (LSA), peer educators (PE), teachers, psychologists, social workers, NGOs, churches, spiritual organisations, career-oriented educational specialists. In the policy of education, the support structure in correctional schools implies strategies for overcoming barriers to learning that are experienced in the schools and support learners for promoting academic success (Department of Education, 2001). In the same vein, Smith (2010) concurs that support structures offer support services to ensure school success and educational practices that promote active learning in correctional centres. Makhalemele and Nel (2016) define support structure as support services that assist juvenile learners facing a range of barriers to learning in order to achieve their educational and developmental potential by granting a range of strategies and specialised support at an individual, school and area levels. The support structures at various levels (national, provincial, districts, correctional centres and correctional school levels) can promote successful learning and strengthen education through involving different stakeholders and systematic support at all levels (Department of Education, 2001).

Moreover, the South African educational policies envisage support structure as a collaborative process involving different stakeholders at different levels and

different governmental departments (Department of Education, 2001). However, Makhalemele and Nel (2016)'s study revealed that schools have insufficient support structures and inadequate collaboration with the national Department of Basic Education and other governmental departments. Their findings also reported that provincial departments of education are neglecting schools, particularly the correctional centre schools (Makhalemele & Nel, 2016). The provision of appropriate high-quality education for all juvenile learners in the correctional schools means that any particular support structures services necessary for successful learning for all juvenile learners should be provided within the correctional centres.

Tinto and Pusser (2006) highlight that support structures services can focus on the conditions and environment within the correctional centre by developing effective policies and programmes for ensuring support for juvenile learners and teachers. Furthermore, support structures such as family involvement are essential to learning success and enhancing learners' social wellness in correctional schools.

Considering that juvenile learners are considered vulnerable learners in the correctional centres, therefore, support services are vital in supporting learners' wellness and critical to building an excellent education system that reduces the impact of disadvantages of the incarceration environment. Formal and professional support services are essential for juvenile offender learners to achieve their optimal potential in correctional schools.

Mashau, Steyn, Van der Walt and Wolhuter (2008) refer to support structures as actions and practices taken by the schools to overcome barriers of learning by enhancing learners' social, emotional physical, spiritual, and occupational wellness while it promotes intellectual wellness. The support structures can provide various support services such as remedial or extra-classes to promote intellectual wellness, mentoring and working in groups to promote social wellness, feeding scheme, medical services and physical activities to promote physical wellness; social workers to promote social wellness. The support structures services alleviate learners' conditions aggravated by poor environmental conditions in

correctional centre, low educational achievement, lack of parental support, and socio-economic conditions.

Literature from international research studies at the State of Victoria in their Department Of Education and Training (2018) reveals that formal support structure services have a positive impact on the academic progress of learners and teachers.

According to Kunkle (2016), the support of juvenile learners is enhanced when the schools unite with and draw on the expertise, contributions and support of their communities. The community engagement maximises how a juvenile offender learner attaches, succeeds and thrives in their learning at the correctional schools. For this reason, correctional schools have to develop support structures, which will assist them to give juvenile learners support so that they can be active learners and develop strong character qualities that will enable them to succeed in their learning and contribute positively throughout life (Nel, Tlale, Engelbrecht & Nel, 2016).

3.5.2 Support structures within Ubuntu and wellness theories in the correctional schools

The Ubuntu theory accentuates that “it takes a village to raise a child.” Through Ubuntu principles, communities and all other stakeholders put their resources together to help and support juvenile learners to rehabilitate, promote wellness and communal belonging which in turn promotes social cohesion between juvenile learners, the school and the community members at large (Mangena, 2016). Therefore, it is all stakeholders’ responsibilities to develop support structures to enhance wellness, assist in rehabilitating, juvenile learners in the correctional schools. As it is emphasised by the Ubuntu notion "motho ke motho ka batho" or "Umuntu ngumuntu ngabantu," put as 'I am because of others' (Etieyibo, 2014). This means that without other stakeholders; correctional centres schools might not succeed to achieve their goal of supporting the learners in teaching and learning, rehabilitating, and promoting wellness.

Support structures to enhance wellness go beyond classroom level. It links different levels such as families, health care professionals, the media, religious organisations, and community organisations. Therefore, they must be systematically involved in supporting juvenile learners in their teaching and learning and rehabilitation (Conway, 2017).

The wellness definition as developed in collaboration with education stakeholders by Alberta Education (2008) in Canada refers to wellness as the balanced state of emotional, intellectual, social, physical, spiritual, and occupational wellness that enables juvenile learners to reach their full potential in correctional schools. Wellness occurs with a commitment to lifestyle choices based on healthy attitudes and actions. In view of that, juvenile learners are considered vulnerable learners in the correctional schools, it is, therefore, vital and critical to developing support structures and an excellent education system that reduces the impact of disadvantages caused by incarceration environment and fully supports juvenile learners' wellness (Maseko, 2014). The six dimensions of wellness in collaboration with stakeholders at various levels are described within the wellness and Ubuntu theories below as follows: national, district school level and teachers as support structures.

3.5.2.1 Teachers in the classroom level

In this level, the teachers are the first professional support structure that interacts with juvenile learners in the classroom. They are responsible for providing educational support to all learners, identify juvenile learners with diverse learning needs while teaching practices and attitudes are mindful of incarcerated juvenile learners in the environment of correctional. The teachers are the core of learning support since they should be able to identify learning challenges experienced in the classroom and come up with teaching strategies to support learners (Manzini, 2015).

Ubuntu, as one of the values mentioned in the strategic plan of the correctional services, emphasises that all staff members get involved in supporting and serve

juvenile learners in kindness and humanity (Department of Correctional Services, 2018).

From the wellness perspective by Hettler (1984), **Intellectual wellness** refers to the development of lifelong learning, critical and creative use of the mind to its fullest potential, extending knowledge for sharing with others in the community at large (Hettler, 1984). On the contrary, Ubuntu theory accentuates intellectual as the embrace of sharing of knowledge, strength and expertise to uplift the correctional schools, teach juvenile learners for continuity as information is transferred from the teachers or other stakeholders to juvenile learners. Put as 'simunye; we are one' (Mulaudzi, 2014). To support intellectual wellness, teachers have specialised knowledge of the curriculum and teaching; help to identify juvenile learners lacking necessary skills needed for intellectual success and rehabilitation. They focus on supporting juvenile learners to address their intellectual goals and needs by designing implementing and evaluating intellectual success (Cowan, Vaillancourt, Rossen & Pollit, 2013).

While Hettler (1984) emphasised **social wellness** as to relating positively to others, it includes how an individual learner interacts with the community to establish and maintain relationships. Teachers, as primary social support structures, promote a safe learning environment for all learners in the classroom, and regularly monitor and respond to behaviour issues that affect correctional school climate such as bullying, conflicts with other learners, interpersonal struggles (Cowan et al., 2013). They collaborate with other teachers and families to create an environment promoting social achievement, create activities that enable group engagement, create equitable access to educational opportunities with curriculum equitable to all learners experiencing learning barriers (Conway, 2017). Teachers support and identify juvenile learners who show a high risk for truancy or drop out of school, signs of violent behaviour, withdrawal and then refer them to the social workers (Department of Correctional Services, 2018). They accentuate the Ubuntu principles of solidarity, sharing ideas and shared responsibilities (Mangena, 2016).

Emotional wellness refers to acknowledgement, understanding, managing, and expressing thoughts and feelings in a constructive manner (Hettler, 1984). Teacher support through understanding the Ubuntu values based on fairness, justice, equality and respect for differences and sets a culture that values all learners, allowing them to feel a sense of belonging and possible to talk about problems without stigmatising them and to cope in the environment of confinement (Dhillion, 2015). To enhance emotional wellness, teachers identify juvenile learners who struggle in learning, emotional trauma, grief, behavioural problems, depression and anxiety then refers them to the correctional centre psychologist.

The support of spiritual wellness of juvenile learners in the correctional schools implies an understanding own values and beliefs, leading to a sense of meaning or purpose and a relationship to the community (Hettler, 1984). In Ubuntu, spiritual wellness is on the basis of values, morals and behaviours as an integral part caring for another and that binds all community members together (Mulaudzi, 2014). The simplified spiritual wellness in Ubuntu principles is “if you believe and I believe we together pray, Holy Spirit come down and we will together be saved”, have shared humanness, content, rehabilitate and succeed in learning. At this level, teachers support juvenile learners by educating, inculcating Ubuntu principles that are built upon kindness, reaching out, caring for others and ensure there is cooperation among them (Mulaudzi, 2014).

For **occupational wellness**, teachers have specialized knowledge of the curriculum and instructions to address the necessary skills and knowledge needed for successful career wellness that is taught in Life Orientation subject (Department of Education, 2008). The aim of teachers as the support structure is to help juvenile learners to be educated, develop knowledge skills and attitude needed to make positive contributing members in the society and be well in every sense of the word (Dhillion, 2015).

Teachers support learners by teaching and encouraging them on the importance of participating in physical activities. **Physical wellness** refers to the ability, motivation, and confidence to move effectively and efficiently in different situations,

and the healthy growth, development, abstinence from substances, nutrition and care of the body (Hettler, 1984). In addition, a study in America showed that physical activities enhance academic performance. Therefore, the importance of support structure that enhances physical wellness in correctional schools is vital (Alberta Education, 2008).

When teachers have subsequently uncovered barriers to learning and exhausted all strategies to overcome those barriers, they should then consult the next level of the support structure. With the assistance of the Learner Support Assistants (LSA), teachers can collaborate with the Institutional Level Support Team (ILST) or School-Based Support Team (SBST) (Department of Education, 2001).

3.5.2.2 Learner Support Assistant at school Level

The Learner Support Assistant as a support structure can be recruited in the correctional schools to assist and support teachers and juvenile offender learners in teaching and learning and improve their wellness. The LSA refers to non-teaching staffs that are trained to support teachers and juvenile learners, attend to their care and wellness needs; improve the standards of literacy and numeracy at the schools (Zigler & Valentine, 1975). Therefore, the core role of LSA is to support the learning of juvenile offender learners. Support learning means making classroom activities to be accessible to all juvenile learners in correctional schools (Zigler & Valentine, 1975).

Literature internationally has shown that the LSA as a support structure has a significant impact on supporting teachers and juvenile offender learners in the school environment. For instance, the study in Scotland by Stewart (2009) found that the LSA as a support structure has three broad purposes, namely, address teachers' workload, supporting the inclusion of learners with additional support needs, improve learning achievement, and recuperate their wellness.

The significance of LSA as a support structure in correctional schools assists teachers and reduces their workload by taking non-teaching activities so that they get enough time to teach and complete their Annual Teaching Plan (ATP); assist in

managing learners' behaviour and maintaining conducive learning environment (Stewart, 2009). Therefore, completing the ATP enables the enhancement of intellectual wellness of the juvenile learners in the correctional schools. Likewise, the support provided to managing learners' behaviour and maintaining a conducive learning environment promotes intellectual, social, and emotional wellness.

A study in England by Chilton (2012) highlights the positive contribution made by the well-trained Learner Support Assistant (LSA). Hence, the promotion of developmental training of LSA to qualification related to teachers' status in order to address the shortage of teachers in particular subjects is recommended. While in America, LSA as a support structure target on working with learners, teachers, social workers, and families to improve the acquisition of basic literacy and numeracy, and have a significant influence in care and support of wellness needs of learners with special needs.

In South Africa, the Department of Basic Education (2016) recruited LSA in mainstream schools to provide support to learners who experience learning barriers. The LSA support structures currently are implanted in mainstream schools in the Integrated School Health Programme. This is a joint programme by the DBE, Department of Health and Department of Social Development (Department of Basic Education, 2016). The role of LSA is to link these governmental departments with the School-Based Support Team (SBST) on programmes that promote the health and wellbeing of the learners in schools (Department of Basic Education, 2016).

Correctional schools use policies and curriculum from DBE for teaching and learning in their rehabilitation programmes. However, the policy in the DBE is silent about recruiting LSA to support juvenile learners in the correctional schools (Department of Correctional Services, 2018). The need for LSA in correctional schools is crucial since juvenile learners are classified as vulnerable learners in the environment of confinement; they experience diverse barriers to learning (Magano & Ramnarain, 2015).

Juvenile learners who experience learning barriers in the correctional schools need LSA as a support structure to assist in optimising the teaching and learning in order to achieve proficient literacy and numeracy and promote their wellness. Therefore, the DCS should also recruit LSA as support structures in the correctional schools to assist teachers and support juvenile learners' wellness.

To fulfil the principle of Ubuntu, the LSA will work collaboratively with all teachers in the correctional schools, and other professional specialists that exist in the correctional centre to support juvenile learners' wellness.

For instance, the LSA as a support structure in the correctional schools' environment could include assisting teachers to support and promote juvenile learners' wellness by performing the duties outlined below:

- **Intellectual wellness**

Make a follow-up on learners who are not attending regularly, identify the causes, promote learner attendance and develop positive attitudes about attending school and learning. In addition, the LSA can support the inclusion of juvenile learners with additional support needs and barriers to learning through remedial lessons after class, involve them in practical activities. The LSA assists juvenile learners who experience language difficulties in completing their homework (Chilton, 2012). Moreover, they can conduct peer group sessions to instil skills, knowledge and attitudes on good decision-making, high academic achievement and improve juvenile learners' attainment (Stewart, 2009).

- **Physical wellness**

In regards to physical wellness, the LSA can help the teachers to implement the advice given by the SRAC to modify physical education and activities to meet the objectives of the curriculum. In addition, the LSA helps teachers to conduct peer group sessions in the correctional schools that encourage and instil good decision-making on healthy lifestyles, health education, sexual health, and prevention of sexual abuse. These can be done by focusing on imparting knowledge, skills,

values, and positive attitudes to juvenile learners. Moreover, school competitions and campaigns on the prevention of alcohol and drug use, prevention of HIV and TB infections should be conducted (Department of Basic Education, 2016).

- **Social wellness**

The LSA as a support structure in social wellness can assist the teacher to link juvenile learners to social services that exist in the correctional schools. Furthermore, The LSA helps teachers to implement specific techniques and strategies to improve social development, discourages involvement in anti-social behaviour, and support juvenile learners with challenging behavioural difficulties as directed by the teachers, psychologist, or the social workers (Chilton, 2012).

- **Emotional wellness**

The LSA as a support structure can assist teachers in preparing materials, creating drama or story writing and other supportive activities that encourage positive self-esteem, managing and expressing thoughts and feelings in a constructive manner amongst juvenile learners. Furthermore, the LSA can assist teachers to implement advice and appropriate support intervention programmes instructed by the psychologist and or social workers for high emotional achievement (Chilton, 2012).

- **Spiritual wellness**

In regards to supporting spiritual wellness of juvenile learners, the LSA as a support structure can assist teachers to link SBST, faith-based organisations (FBO) and NGO to conduct group session that instils an understanding of their values, beliefs leading to a sense of meaning purpose and relationship to the community.

- **Career/ occupational wellness**

The LSA can assist teachers to facilitate juvenile learners to participate in goal discussions, and apply in career development and planning for the future. In addition, the LSA assists teachers to prepare materials and resources that

promote career/ occupational wellness. The LSA also assists juvenile learners to monitor their learning, the performance of schoolwork and become independent learners.

The LSA as a support structure can assist in providing support in the form of competitions involving storytelling, drama, poster, songs poems, drawings, and other forms of art to promote the above-mentioned dimension of wellness.

3.5.2.3 Institutional/ School Level Support Structure

The support structure provided at the correctional school level is through the establishment of Institutional-Level Support Team (ILST) also called School Support Based Team (SBST). In this ILST level, the correctional school establishes or strengthens institutional support team, which includes teachers, security officer, LSA, administrator staff volunteers, and members of the correctional school management team (Department of Education, 2001). Even though the policies of the DBE mentions a little about correctional schools and the approach is on inclusive education, it fits in learning and teaching for the juvenile learners' wellness and rehabilitation. As the second level of the support structure, the correctional schools respond to teachers' request for assistance to design support plans for juvenile learners experiencing learning barriers and to promote their wellness and rehabilitate. This level inculcates the Ubuntu principle "*motho ke motho ka batho*" or "*Umntu ngumuntu ngabantu*," put as 'we are because of others', without others achieving the goal of rehabilitating juvenile learners could be minimal (Etieyibo, 2014). Therefore, this part of the support structure, teachers and the correctional schools are encouraged to collaborate with outside schools from the nearby communities and particularly with professionals from other stakeholders to promote wellness and rehabilitation (Conway, 2017).

According to the report from the Judicial Inspectorate for Correctional Services Annual Report (2018), every correctional institution in South Africa has assigned support structures to provide services in correctional school-based setting and strengthen the ability of the correctional schools to respond to juvenile learners' needs directly. The support structure consists of teachers, security officers,

administrator, correctional management team, psychologist, social worker, health worker, and a chaplain based in the correctional centres (Department of Correctional Services, 2018). The DCS Annual Report (2018) confirms that even though they have recruited professional workers (teachers, nurses, social workers, psychologist, and chaplain), there is still a shortage of staff members in some correctional centres. Moreover, various researches accentuate that there is a shortage of staff because of the increasing numbers of incarcerated juvenile learners (Manzini, 2015; Du Plessis, 2017). Teachers are overloaded with work. Consequently, this compromises teaching and learning, and eventually, security officers who show the interest of teaching and have Ubuntu values such as compassion to support teachers, and learners teach juvenile learners (Magano, 2016).

For instance, to support **physical wellness** of the juvenile learners, correctional schools plan programmes that support physical activities and teach about healthy eating; offer access to facilities and equipment. The correctional schools implement policies to combat substance abuse, implement co-curricular and safety interventions, implement information and awareness campaign that promotes physical wellness (Department of Basic Education, 2013b). Also, the Department of Correctional Services pronounces that every correctional centre has assigned professionals that oversee the SRAC programme that support juvenile learners with recreation, arts and physical activities (Department Correctional Services, 2008). A study in Canada corroborates that the support structure at the school level that implements substance prevention programme, drug refusal skills, safety programmes, have positive effects on juvenile learners and successful schools (Cowan, Vaillantcourt, Rossen & Pollitt, 2013; Alberta Education, 2008). Moreover, the presence of security officers as part of the support structure is essential in the correctional environment for safety and protection of juvenile learners, teachers and the correctional centre community as a whole (Department of Correctional Services, 2008). Emphasis is on safe learning environment that is fostered through collaboration among staff in the correctional schools. In addition, to promote

physical wellness and health of the juvenile learners, the correctional nurse collaborates with NGOs to provide health care services.

The Department of Correctional Services (2018) report claims that they have assigned a psychologist to provide services that will promote the **emotional wellness** of juvenile learners and assist in rehabilitating. At this level, the psychologist as a member of the support structure collaborates with teachers and correctional centre management to support the identified juvenile learners. The psychologist implements appropriate evidence-based interventions to improve the emotional wellness of the juvenile learners at the schools in order to cope in the environment of confinement to rehabilitate and to improve in their learning difficulties (Department of Correctional Services, 2018).

To enhance **social wellness** at the Institutional Level support team, the DCS appointed social workers to provide support and services to juvenile learners facing challenges of social issues (Department of Correctional Services, 2018). The teachers as foremost, who interact with the juvenile learners, refer them to the social workers for consultation; collaborate with families of the juvenile learners, other teachers, and the correctional centre management team to address the juvenile learners' social needs. The social worker works closely with teachers, administrators, parents to implement intervention strategies, linking learners with their families, and remedy barriers to learning created because of confinement, help access support needed to promote their educational success and rehabilitate (Cowan, Vaillantcourt, Rossen & Pollitt, 2013).

To enhance **intellectual wellness** of juvenile learners, correctional schools as a second level of the support structure can request a donation for recourses or learning materials from the community or mainstream schools to enhance the intellectual wellness of the juvenile offender learners. Moreover, the correctional officers at the institutional level support team support juvenile learners through escorting them to attend and from the classroom daily in order to promote their intellectual wellness and be rehabilitated.

To support the **spiritual wellness** of juvenile learners, the DCS assigned chaplain to promote their spiritual needs, promote morals and hope that is essential for rehabilitation.

The institutional level support structure collaborates with colleges and universities to promote the occupational wellness of juvenile learners. For instance, Department of Correctional Services in KwaZulu-Natal collaborated with the community college (Amajuba further education and training college) as their support structure to promote the occupational wellness of the learners (Department of Education, 2008). The college supports the correctional schools with skills development courses that give learners new hope and enable them to make a successful contribution to their society when they are released back to their societies. Moreover, it gives career guidance that will alleviate poverty, address skills shortage and assist in avoiding recidivism (Department of Education, 2008). The college promotes occupational wellness by offering courses such as civil engineering, fundamentals (fitting and turning), electrical systems and construction and other developmental skills courses when completed will enable them to start own businesses and offer training to develop agricultural skills (Department of Education, 2008).

On the contrary, various researches in South African correctional schools revealed that the vocational courses that promote occupational wellness do not provide for all juvenile learners, but only those who completed AET level 4 progressing to Further Education and Training (FET) (Manzini, 2015; Magano, 2015).

Ubuntu principles advocate the support of juvenile learners as a shared community responsibility and everyone's business, therefore, further support structures are needed, the District Based Support Team (DBST) (Makhalemele & Nel, 2016). The DBST, as part of the support structure, collaborates with the correctional schools as Institutional Level-Support Team (ILST) consult to the next level of the support structure, educational support professionals.

3.5.2.4 District Level Support Structure

The District Based Support Structure is the level that consists of professionals to support and collaborate with the DCS, namely, Department of Education (curriculum specialist), NGO with volunteers in specialised field; community-based organisations (CBO), counsellor; (DSD, social workers); Department of Health Services (nurses, therapist, counsellors, doctors, and psychologists). This support structures spearhead the support services that teachers make requests on (Makhalemele & Nel, 2016). They also assist with the request made from the institutional level support team (ILST) to address barriers to learning, promote effective teaching and learning, enhance wellness and developmental functioning of the correctional schools (Nel, Tlale, Engelbrecht, & Nel, 2016).

The level of the District Based Support team structure (DBST) is core in implementing, monitoring and evaluating of programmes set by various departments that collaborate with the correctional schools to promote the six wellness dimensions (emotional, intellectual, social, physical, spiritual and occupational wellness) of juvenile learners. The Basic Education Policy (Department of Basic Education, 2013a) clearly elaborates that the DBST must exhibit capable, professional and responsive qualities when performing its functions to support the correctional schools.

Those functions are briefly mentioned as follows:

- provide support by creating a vital line of communication between the provincial head and the correctional schools;
- work collaboratively with principal and teachers in the correctional schools;
- improve educational access and retention of juvenile learners in the correctional schools; and
- Give management and professional support and help schools achieve excellence in learning and teaching (Department of Basic Education, 2013a).

Likewise, the Department of Basic Education (2013a) as a support structure provides the correctional schools' teachers with subject advisors, which are

curriculum specialists who promote intellectual wellness by facilitating the implementation of the dynamic and flexible curriculum on whether it adapts to teaching practices that maximise successful learning and teaching. Moreover, they provide support by consulting with the teachers and the principals on curriculum matters and visiting the correctional centre schools (Department of Basic Education, 2013a). This support structure promotes the capacity of correctional schools to address barriers to learning and drawing on the expertise of local communities to support juvenile learners to rehabilitate and improve their wellness.

Besides, the DCS collaborates with the DBE as part of the support structure. They can enhance intellectual wellness of juvenile learners by checking and providing learning material that does not compromise the safety and security of the correctional centre (Maseko, 2014). In addition, the correctional centre regulates the support of juvenile learners by ensuring that they have access to reading material coming from outside the correctional centre and access to the correctional centre library (Department Correctional Services, 2008).

A study in a correctional school conducted by Manzini (2015) has concurred that the teachers in correctional schools consult the DBST for support in addressing juvenile learners' special needs in learning and teaching. It has shown that there are challenges of collaboration between the correctional centre schools and the District Based Support Structures.

It revealed challenges that obstruct the DBST to support the correctional schools are as follows:

- Security restriction policies make it difficult for DBST to visit, monitor, and support the correctional schools frequently.
- Lack of know-how or inadequately trained personnel to handle correctional centre since they are not trained to carry out correctional centre functions.
- Inadequate time to site visit vast distance correctional centres (Makhalemele & Nel, 2016).

Therefore, support services provided by the DBE at a District Level are minimal in the correctional centres. Even though this team (DBST) has minimal support in the correctional schools, teachers consult for a higher level of support needed such as for assessment purposes, curriculum purposes and other educational curriculum policies (Makhalemele & Nel, 2016). However, in the research by Nel, Tlale, Engelbrecht, and Nel (2016) consent, that DBST is inaccessible and there is inadequate support for learning materials and resources, and training to support correctional schools.

Additionally, the Department of Health provides direction in respect of physical wellness; provide additional strategies, programmes, services, and resources that will enhance physical wellness support plan of the institution.

The DSD assesses the eligibility of requests made by the ILST from the correctional centre by generating information, administer relevant assessment conducting interviews and site visits to address juvenile learners with barriers to learning and enhance emotional and social wellness.

The DCS management provides guidelines on managing correctional schools since this is the environment of confinement. However, for, correctional schools in the correctional centres there are not reporting in districts but regional offices. The institutions report to the regions and the head office, thus, NLSS.

3.5.2.5 National Level Support Structure

Ubuntu principles emphasise supporting juvenile learners as a shared responsibility of all communities, correctional centres, and families and are everybody's business (Mangena, 2016). For this reason, the NLSS of the DCS collaborates with the DBE and other governmental departments, relevant NGOs, CBOs and academic institutions (Department of Correctional Services, 2018). The main reason for collaboration is to achieve its fundamental goals that juvenile learners are held in a humane, dignity, safe and secure environment, provide learning and teaching programmes that rehabilitate and promote personal wellbeing. Hence, the functions of the NLSS are to provide strategic direction and

guidance to support juvenile learners to optimum learning, rehabilitates and achieves optimal wellness. Furthermore, the support structure at the national level develops integrated policies on support in the correctional centres schools, support or influence policy development, policy review, allow for regular review of policy and legislation with the stakeholders such as other governmental departments, NGOs, CBOs, professionals, research institutions in fields of supporting wellness, and rehabilitating through teaching and learning (Department of Correctional Services, 2018).

For instance, the Department of Basic Education (DBE) (2013a) in the Policy on the organisations, roles and responsibilities of education districts (Act no 27) thoroughly elucidated the District support structure as a provincial governmental sphere that links the provincial education and the educational institutions. This level of support structure ensures that all juvenile learners have access to education of high quality (Department of Basic Education, 2013a).

The Department of Correctional Services (2018) could promote the six dimensions of wellness at the national level through developing national strategies, comprehensive policies and plans, monitor programmes implementation, co-ordinate multi-sectored and inter-institutional in the following approaches:

Firstly, intellectual wellness could be promoted through ensuring sufficient human resources at the National Treasury and development partners such as UNODC and UNICEF that play an essential role in providing rehabilitation programmes targeting personal development through literacy, education, and skills competency programmes (Department of Correctional Services, 2018).

The Department of Education (2001) provides policies and strategic plan on the National Curriculum and Assessment Policy Statements that is same as the one used in the mainstream schools. For assessment, teachers get support in assessing learners for final external examinations from the DBE. However, the policies in DBE are silent about the support of juvenile learners in the correctional schools. The White Paper 6 in the Department of Education underscores support

and inclusive education to cater to the special needs of vulnerable learners. However, it is silent about vulnerable juvenile learners in correctional schools (Department of Education, 2001). Also, other policies in the South African Schools Act (Republic of South Africa, 1996), Policy on Screening, Identification, Assessment and Support (SIAS) (Department of Basic Education, 2014), only mention providing support to the learners at the mainstreams schools. However, little is mentioned about support to juvenile learners at the correctional schools. It asserts that learners require more intensive and specialized forms of support to develop to their full potential. Therefore, at the national level, the policymakers should develop; allow the regular review of policy for including and supporting juvenile learning in the correctional schools.

Secondly, collaborate with DCS to promote social wellness that plays a crucial role in this regard as it houses professionals that are responsible for coordinating the country's response to social reintegration programmes.

Thirdly, the DCS advocates for more significant financial, political support and appropriate services that promote spiritual wellness such as the support from FBO, NGOs and CBO that advocate for moral regeneration.

Fourthly, the DCS provides support for strategies and programmes relating to the treatment of juvenile learners' emotional wellness and conditions through access to psychological services in the correctional schools.

Fifthly, the DCS develops and collaborates with programmes that address the juvenile learners' shortage skills through the Accelerated Growth Initiative of South Africa (ASGISA) and partners with University of South Africa (UNISA) to enhance career wellness (Department of Correctional Services, 2018). In addition, the DCS needs to provide an opportunity to influence policy development promoted through effective rehabilitation programmes in line with their correctional sentence plan to enable them to reintegrate in the society successfully (Department of Correctional Services, 2018).

Lastly, the National Treasury generates a financial budget to train educators to provide appropriate support to juvenile learners with barriers to learning and teaching in collaboration with experts in the field, who can train on the correct measures within the correctional centre context (Department of Correctional Services, 2018).

Consequently, the National Strategy for the framework of the Department of Basic Education (2013a) also emphasises that the National Level Support Structure should ensure the relevant research is disseminated to research institute such as MRC and the HSRC produce relevant South African research. Furthermore, in this level, they develop implementation plans for the national departments to provide support to provinces where required, monitor and evaluate programmes in correctional schools done in collaboration with provincial and district officials and the universities and research institutions (Department of Basic Education, 2013a).

3.6 SUPPORT TO ENHANCE REHABILITATION

The meaning of rehabilitation in the correctional centre schools entails the processes of supporting the juvenile offender learners to readapt to society or to restore them to a former better person they were before committing offences (Kathryn, 1989). In the Republic of South Africa (2005), the White Paper on Corrections also defines rehabilitation as a process of correcting the juvenile offender learners' behaviour, augment human development and promote social responsibility and values. In addition, Manganye, (2016) concur that rehabilitation is an attempt by the correctional centre schools to support the juvenile offender learners to return to and remain as full members of society with status and obligations that society members have. Dlamini (2014) highlights that rehabilitation is an effort to support through programmes that can assist in stopping juvenile offender learners from offending again but change and live a crime-free life in society. Furthermore, Farrington and Welsh (2007) simplified rehabilitation as tertiary crime prevention opportunity for the incarcerated juvenile offender learners

to change their lives with self-awareness, new learning based on awareness and encouragement to shun crime and go back to society as productive citizens.

According to Holtzhuasen and Makhabela (2000), rehabilitation can be achieved through the practice of providing educational services and vocational training to juvenile offender learners to make them be aware of and avoid engaging in criminal activities in future. Webster (2004) also avers that rehabilitation is effective through implementing preventative programmes that persuade them to avoid being in conflict with the law. In contrast, Rotman (1990) advocates that juvenile offender learners can effectively be rehabilitated through supporting their spiritual development, cognitive development, and inculcating values with the intention for moral regeneration.

Various research studies have shown that for some years rehabilitation has been achieved through the support of educational, vocational and psychological based programmes, as well as specialised services for specific problems to reform the juvenile offender learners' wellness during their incarceration (Jones, 2014; Kathryn, 1989; Holtzhuasen & Makhabela, 2000).

The research in England by Jones (2014) reveals that in Britain the rehabilitation policy support wellness in multiple approaches such as vocational training, remedial education (basic literacy and numeracy), academic programmes, therapeutic programmes (cognitive and anger management skills) and recreation (Jones, 2014). Moreover, in Ireland, rehabilitation is facilitated through services and support that cover internal and external courses, including the arts, literacy development (Irish Advocacy, 2008). The aim is to rehabilitate the juvenile offender learners back into society as fully participating citizens through services, including education. They include the following programmes in the rehabilitation courses: Basic education (Literacy and numeracy); general subjects (English, history, geography, mathematics, languages, physical science and computers); the arts (visual arts, music, drama, creative writing and photography); practical subjects (woodwork, metalwork, horticulture), and courses that address particular problems or needs of the juvenile offender learners (Irish Advocacy Network, 2008).

Similarly, in South African correctional centre schools also, to rehabilitate the juvenile offender learners, the DCS offers educational, vocational, psychological based programmes, religious services and specialised programmes that address needs of juvenile offender learners (Department of Correctional Services, 2015). The correctional schools' educational programmes that are used to facilitate rehabilitation are as follows:

- AET Level 1 that offers basic education (Life skills, Literacy and Numeracy);
- AET Level 2 offers general subjects (English, Life Orientation, Mathematics, Home Language);
- AET Level 3 offers general subjects with added subjects such as Small, Micro and Medium Enterprise (SMME);
- AET Level 3 and AET Level 4 similar to the general subject in Level 2 and additional of Economic Management Sciences (EMS); and
- Grade 12 offers general subjects (English, History, Geography, Mathematics, Home Language, Life Orientation, Physical Science and Computers).

Beyond the educational subjects, all juvenile is expected to participate in Sports, Recreation, Arts, culture, and practical subjects that offer plumbing, woodwork, horticulture, welding and computer skills (Department of Correctional Services, 2015).

All these programmes are in place in order to rehabilitate the juvenile offender learners and support their wellness in the correctional centre schools. Hence, Cullen (2007) urges that rehabilitating and supporting the wellness of juvenile offender learners while they are incarcerated is more critical than incapacitating or deterrence without treatment, support, or help since they will ultimately return to the community. This means to lock them up without support, treatment or help to join the society often leads to higher rates of recidivism, which hurts both the offender and the entire society (Cullen, 2007). Considering that, the primary goal of rehabilitation is to achieve lower recidivism rates. Therefore, it is crucial to

rehabilitate and support their wellness as a purpose of sentencing to reduce recidivism (Doob & Carla, 2004).

3.7 FACTORS INFLUENCING RECIDIVISM

Research has shown that juvenile offender learners who are not participating in correctional schools' programmes or educational programmes face challenges when released to society. They are involved in crime and imprisoned again. This phenomenon is called recidivism. Lobuglio (2009) asserts that recidivism is an act of being re-incarceration of juvenile offender learners in a correctional centre for a new offence or parole violation during follow-up period or release after rehabilitation; deterrence and retribution of corrections have been applied.

Makorios and Travis (2010) highlight the factors that influence and hinder juvenile offender learners from rehabilitating successfully and ending up going back in crime as follows:

- lack resources or financial support to start a new life;
- poor or felony record unable to be employed;
- low literacy, lack of job skills or no qualifications;
- the stigma associated with being ex-offender or imprisonment; and
- unstable families and communities.

Therefore, it is essential to address these above factors and support their wellness since it poses greater danger for juvenile offender learners to recidivism. Besides, juvenile learners have to participate in educational programmes during their imprisonment in correctional centre schools and get support and resources to help them succeed in life after incarceration.

Nevertheless, research by Magano (2015) revealed that juvenile offender learners who are keen to be rehabilitated are more interested in lessons that have a link to career wellness to prepare them for the world of work when they released. In her research, she also found that in some correctional centre schools, teachers are providing lessons on practical subjects such as Welding, Plumbing, Computer

Skills, and Art. Providing these subjects assists and supports the occupational and intellectual wellness of the juvenile offender learners to acclimatise in the society after their release and avoid recidivism (Magano, 2015).

It is also crucial to give them support in their education to develop job skills that gain sustainable employment or earn diploma or degree qualification in order to compete for jobs when released to society and might have a chance of developing financial stability and avoid recidivism (Owens, 2009).

3.8.2 Truancy or absenteeism of the juvenile offender learners

One of the challenges that are encountered in hindering support of juvenile offender learners' wellness in the correctional schools is truancy or absenteeism. Truancy or absenteeism implies the action of not attending classes for the whole day by the juvenile offender learners (Tomas, 2017). Mallad (2007) defines absenteeism as a lack of attending classes and lack of fulfilment of the school duties within the school day. Some juvenile offender learners tend to absent themselves from attending classes because they lack motivation (Wallace, 2017). While Kennelly and Monrad (2007) argue that juvenile offender learners who have experienced school failure prior to incarceration tend to be chronically absent from correctional centre schools also. This kind of behaviour leads them to perceive correctional centre education negatively or as a punishment and ultimately drop out from attending classes (Kennelly & Monrad (2007)). The kind of behaviour eventually derails their intellectual wellness since they do not obtain new knowledge and be lifelong learners.

On the other hand, the security systems of the correctional centre add to the challenges of absenteeism. A correctional centre secures the environment by doing regular checks, searches of their units and count continuously on those days classes are disrupted. Ultimately, juvenile offender learners are absent in class. Another challenge is the fact that in correctional schools, a security officer escorts juvenile offender learners to classes. When there is a shortage of staff to escort them to classes, they do not come, and that hinders typical schooling day because of absenteeism (Matshaba, 2017). The security system shows that it also has an

impact on hindering the support of juvenile offender learners because juvenile offender learners do not attend classes regularly.

Weideman, Goga and Lopez (2007) highlight the factors that contribute to absenteeism of the juvenile offender learners as follows:

- academic difficulties (unable to do well in tests and embarrassment);
- the curriculum is irrelevant to the correctional centre schools;
- social difficulties (peer inmates or teachers); the correctional centre school environment;
- transfers from one correctional centre to the other;
- safety concerns (bullying and threats in class); and
- substance abuse and discipline issues.

Johnson (2015) and Tomas (2017) posit that the reason that leads juvenile offender learners to truancy owes to lack of ascribing value to learning; so, they prefer to do other deviant activities. The DBE (2010) in the policy on learner attendance, advocates the importance of regular attendance as it protects the fundamental right to education. The policy aims are to improve the juvenile learner performance, retention and powerful brake on their mischief or to idle in the sectional units. It is, therefore, the responsibility of the correctional centre to give appropriate support to learners who are compelled by circumstances of incarceration or bullying at the school; the school should promote and monitor learners' attendance and follow-up where there is the problem. In addition, the national DCS should raise awareness of the importance of regular and consistent school attendance (Department of Basic Education, 2010).

These above factors show intellectual, social, emotional, physical, spiritual, and occupational wellness support is needed to motivate the juvenile offender learners to attend classes as part of rehabilitation.

3.8.2 Substance abuse

Substance abuse is one of the scourging challenges that prevail and obstructs the endeavours of supporting juvenile offender learners' physical and social wellness in correctional schools. Research by the WHO (2005) has shown that substance

abuse is prevalent and easily accessible. Regardless of strict security measures in the correctional centre schools, juvenile offender learners find a way of bringing and using substances while incarcerated, which badly influences their behaviour and hinders the support of physical and social wellness. Some studies revealed that substances that are mostly used in South Africa are alcohol, cigarette and weed (Moshoeu, 2010; Berman, 2004).

International research was undertaken in different countries also found that substance abuse among juvenile offender learners is common in the correctional centres. For example, in Israel, it was discovered that substance abuse among learners ranges from 11% to 75% (Einat, 2005). In Belgian correctional centres, it was found that illicit substances were supplied and 50% of the juvenile offender learners engage in substance abuse (Snacken, 2005). Furthermore, in Puerto Rican correctional centres also, 71% out of 12659 incarcerated juvenile offender learners use substances (Heimer, Catania, Newman, Zambrano, Brunet, & Ortiz, 2006). In addition, in European correctional centres, it was also found that 54% of juvenile offender learners use substances, and they declared that it is easy to access them (Berman, 2004).

Research conducted shows that 74% of juvenile offender learners using substances in correctional centre schools utilised it prior to incarceration. While some juvenile offender learners tend to start learning to abuse substances during incarceration in order to relieve stress, boredom and idleness while others are using it to impress the gang members that they belong to (Moshoeu, 2010). Relieving stress, boredom and idleness with substance abuse poses a threat to emotional, intellectual and occupational wellness and rehabilitation support in jeopardy.

Above and beyond, a study by Moshoeu (2010) found that juvenile offender learners are provided substances smuggled in the correctional centre schools by different people such as visitors, fellow inmates and correctional officers as a sign of appreciation or when seeking favours from them (Judicial Inspectorate of Prisons Annual Report, 2018; Moshoeu, 2010). This risky behaviour hampers

juvenile offender learners' rehabilitation processes and leads them to dislike attending classes, which is detrimental to their intellectual and physical wellness.

3.8.3 Violence and safety concerns in the correctional centre schools

Violence and safety concern is another challenge encountered that hinders supporting the wellness of juvenile offender learners in correctional schools. Internationally, studies have shown that many correctional schools experience various degrees of violence and criminal behaviour that includes bullying, substance abuse, verbal abuse, gangsterism, vandalism and other antisocial behaviours (Sathiparsad, 2003; Stevens, Wyngaard, & van Niekerk, 2001; Schmitz, 1994). All these violent activities pose unsafe concerns for improving the wellness of juvenile offender learners in correctional schools. It suffocates their wellness and dreams and reduces learning and teaching experiences; instead of learning, they battle for survival rather than academic achievement and rehabilitating processes (Sathiparsad, 2003).

According to Moshoeu (2010) and Fakude (2012), the violence and unsafe concern in the correctional centre schools is brought by the fact that irrespective of the type of offence the juvenile offender learners have committed, they are mixing up most of the time, (24 hours and 7 days) with the hardcore incarcerated offender learners, including murderers, rapist, thieves, and fraudsters. Juvenile offender learners tend to be aggressive and violent at a slight provocation as a means of protection against bullying and threats (Moshoeu, 2010; & Fakude, 2012). Some vulnerable juvenile offender learners tend to join the gangs for protection (Fakude, 2012). Moreover, Manganye (2016) cautions that when the correctional school fail to monitor and support the juvenile learners' wellness, they tend to opt to learn social illegal survival mechanism, which is linked to violence and all harmful practices. Therefore, there is a constant threat to support of juvenile offender learners' wellness in the correctional schools.

3.9 SUMMARY

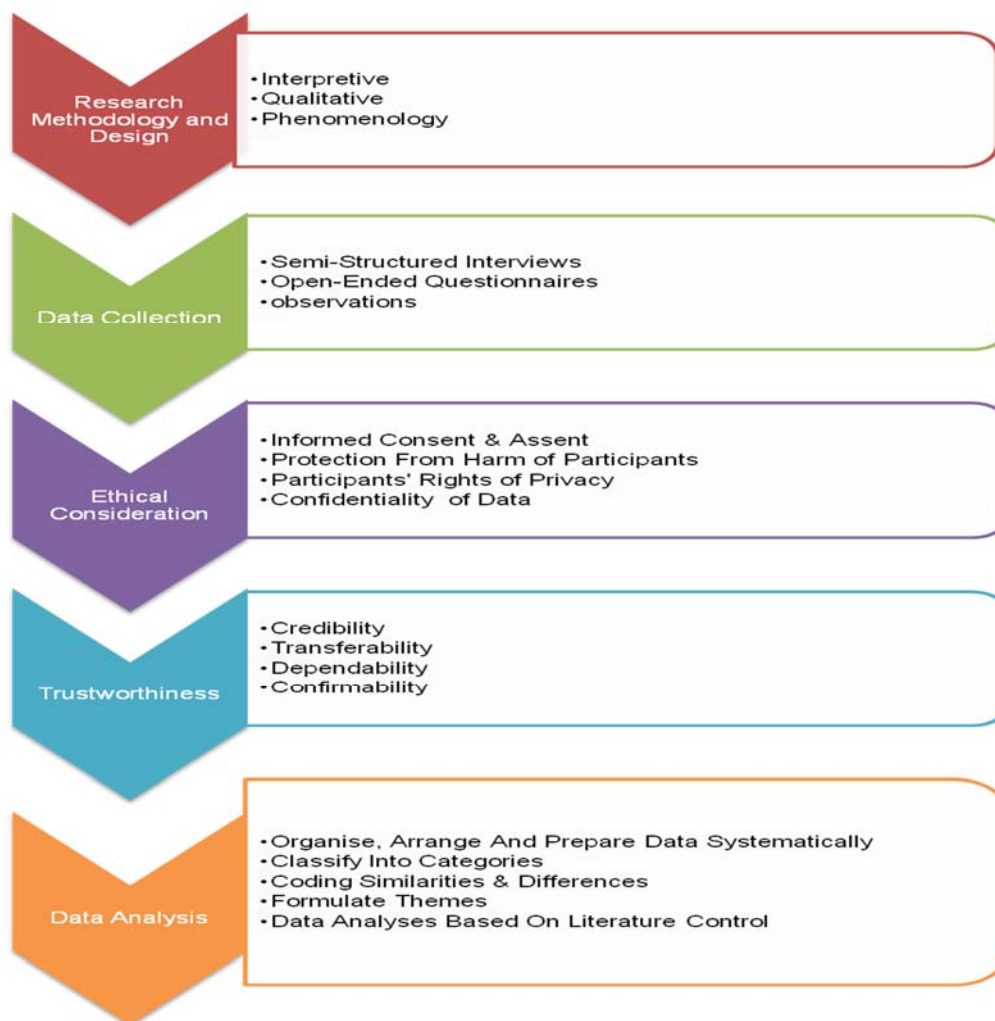
This chapter endeavoured to use the literature review to substantiate the research problems introduced in Chapter 1. The focus was to explore how the state of supporting for juvenile offender learners' wellness in the correctional schools. The discussion extended to challenges encountered in supporting the wellness of the juvenile learners in the correctional schools. The challenges encountered include discussion on substance abuse, truancy or absenteeism, violence, and safety concern. The discussion also focused on the intrinsic and extrinsic motivation of educational programmes for supporting juvenile offender learners in order to rehabilitate and reduce recidivism. Moreover, the discussion focused on the support structures within the Wellness and Ubuntu theories. In the next chapter, the researcher will discuss the research methodology for this study.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter focused on the conceptualisation and literature on the support of juvenile offender learners' wellness in the correctional centre schools. The current chapter discusses the methods, research design aspects, the paradigm, sampling, instrument, data collection, data analysis, trustworthiness, and ethical matters that are used in the study. The methodology outline of the study is according to the Figure 4.1:

Figure 4.1 *Research methodology outline*



Source: (Creswell, 2007).

4.2 METHODOLOGY

4.2.1 Research paradigm

A research paradigm is a worldview of the subject that includes its underlying philosophy and the assumptions inherent in that view (Myers, 2009). Furthermore, Ponterotto (2005) asserts that a research paradigm is the worldview of the research within the different philosophies that determine the methodologies of the research. In contrast, Wagner, Kawulich and Garner (2012) distinguish between the two major paradigms that a researcher can select to inquire a phenomenon, that is; positivist/post-positivist paradigm (seeks to discover laws that can be generalised) or constructivist/interpretative paradigm (requires to understand and describe) the phenomenon.

The current study is embedded within an interpretive paradigm. Henning, van Rensburg and Smit (2004) posit that an interpretive paradigm concerns itself with social phenomena that require understanding and description of the social world those participants live in. It emphasises experiences and interpretation. The researcher selected interpretive paradigm because she wanted to understand the meaning and seeks to uncover the way participants define and understand their situation, the meaning of the lived experiences of the juvenile offender learners and teachers (Henning, et al., 2004; Creswell, 2007). Moreover, this paradigm assisted the researcher to be able to maintain the contextual authenticity when interpreting the expressed phenomenon in terms of the meaning of the participant juvenile offender learners and teacher, (Lincoln & Guba, 2005). It further assisted me to interpret the data collected, developing a description of experiences of the juvenile offender learners and teachers in the correctional centre schools; analysis of data for identifying themes, and interpreting its meaning learned personally and theoretically (Lincoln & Guba, 2005). Hence, the researcher was able to interpret data collected to answer the research question, which is to explore and understand the support of juvenile offender learners' wellness in the correctional centre schools.

4.2.2 Philosophical assumptions

Philosophical assumptions are viewpoints about how data about the phenomenon is gathered, analysed and presented (Creswell, 2007). Furthermore, philosophical assumptions are informed by the paradigm selected by the researcher to understand the set of worldviews that leads to research. The three philosophical assumptions that inform this study under interpretive paradigm are ontology (the nature of reality), epistemology (ways of knowing) and axiology (ethics and value systems) (Patton, 2002; Wagner, Kawulich & Garner, 2012). After philosophical assumptions, the researcher identified a research question that informs the approach or design that is used in qualitative research to collect and analyse the data (Creswell, 2007).

4.2.3 Ontology

Ontology is a set of philosophical assumptions on the “nature of being and existence.” It offers the answer to the question, “What is reality” (Hesse-Biber, 2010). It is concerned with the assumptions and beliefs that form our reality and inform the reality “that is the object of our research” (Hesse-Biber, 2010). The ontological assumptions on interpretive paradigm believe that many intangible realities are socially constructed. This entails that multiple realities may be possible for any given situation (Mertens, 2005). Conversely, positivist paradigm posits that there is one reality knowable within probability and it can be measured and broken into variables. The researcher has to discover this reality, which is objective and independent of the researcher's interests in it (Mertens, 2005).

In the current study, reality is limited to context, space, time, and individual or groups in a given situation and cannot be generalised into one common reality (Wagner, et al., 2012). This implies that multiple realities may be possible for any given situation. In the current study, the realities include the life-world reality of the researcher, the juvenile offender learners, and the teachers being examined and that of the reader interpreting the study. The role of the researcher is to report faithfully on these realities in the research and to rely on the voices and the interpretation of the teachers and juvenile offender participants.

4.2.4 Epistemology

Epistemology enquires into the nature of knowledge and truth – it concerns itself with ways of knowing and how we know – it concerns itself with the methods, resources, scope, and limitations of knowledge (Mertens, 2005). Within the interpretive paradigm, epistemology believes that knowledge is subjective. Wagner, et al. (2012) argues that truth lies within the experience of the individual being researched.

Nevertheless, the epistemological assumption underlying this study is drawn from the interpretive paradigm. The epistemological view on interpretive paradigm is that knowledge of reality is gained through social constructions such as language, shared meanings, tools and document and the social contexts in which they are constructed and reproduced through the participant's activities (Wagner, et al., 2012). Using this epistemological assumption enabled the researcher to increase the understanding of the critical, social and organisational issues related to the support of juvenile offender learners' wellness in the correctional centre schools (Burrell & Morgan, 2003).

4.2.5 Axiology

The axiology assumption formulates on the fundamental question of ethics and value systems (Patton, 2002). Since in interpretive paradigm, the reality is socially constructed and knowledge is subjective, therefore the social inquiry is value-bound and value-laden. Values inform the paradigm chosen for inquiry, the choice of topic, the methods used to collect and analyses data, interpretation of the findings, and the ways they are reported (Wagner, et al., 2012).

While axiology in the positivist paradigm, science is value-free, values have no place except when choosing a topic. Axiology in positivist paradigm further advocates that the researcher should use scientific methods for gathering data to achieve objectivity (Wagner, et al., 2012).

In the current study, the researcher constantly reported the value nature of the information that was collected in the field while avoiding being biased.

With regards to axiology, as point out by Wagner, et al. (2012), the researcher regards the following:

- To be honest with what my values are, and that it enhances my awareness of the value in judgments in concluding data collected.
- Be clear about my values position and taking appropriate ethical measures when collecting data from participants.
- Considered values of other relevant parties connected with my research include my supervisor and the University Research Ethics Committee. These are of relevance on ideas about the role of values in issues related to the support of juvenile offender learners' wellness in the correctional centre schools and ways of pursuing research.

4.3 RESEARCH METHOD

To understand the state of support for juvenile offender learners in the correctional centre schools, the researcher used a qualitative research method. This method was chosen because data collection is flexible and allows the researcher to be directly involved in the research process by observing, interviewing and recording events in their natural setting (Creswell, 2007). The researcher went to the correctional centre schools as the natural setting of the participants. She conducted interviews, open-ended questionnaires and observing them to explore and get first-hand information to understand the meaning of social context and the state of support for juvenile offender learners in correctional schools better.

According to Merriam (2009), the characteristics of the qualitative method in the interpretive paradigm are that:

- The research is an inductive process; therefore, the researcher gathers data and builds a theory based on insight gained through the process.
- Meaning is not simply discovered but it is constructed through communication and questioning.
- The researcher is the main instrument for in-depth rich data collection and analysis.

- The researcher probes in-depth rich description and meaning of the support of juvenile offender learners from the participants.

This qualitative method allowed the participants to speak for themselves and maximise what could be learnt. Henning, Van Rensburg and Smit (2004), Creswell (2007) and Merriam (2002) concur that qualitative research focuses strongly on the meaning and significance of the processes that occur as well as the outcomes. Moreover, in the qualitative research method, the researcher wanted to obtain an in-depth rich thick description and understanding of actions and events of data rather than assuming or controlling the data (Merriam, 2009). This method applied to the current study where the teachers and juvenile offender learners formed a relationship of trust with the researcher so that they can open up and talk in details about their understanding and experiences of support of wellness in the correctional centre schools.

4.4 RESEARCH APPROACH

4.4.1 Phenomenology

According to Creswell (2007), phenomenology is an approach to understanding the lived experiences of the participants in their natural setting. The phenomenological approach is suitable for the qualitative study that needs to understand and capture the lived experience of the people in the phenomenon. The phenomenon, which the researcher explored, was the support of juvenile offender learners' wellness in selected correctional centre schools in South Africa.

This approach attempted to examine the phenomenon through the subjective eyes of the participants. It focused on the subjectivity of reality, pointing out the need to understand how participants view the topic and the world around them in the correctional centre schools. Moreover, Cohen, Manion and Morrison (2007) echo that phenomenology is concerned with studying the social behaviour, understanding the meaning structure of the world of everyday life and the lived experiences of the participants. The phenomenological approach acknowledges that the participants live in a world of multiple realities that varies from situation to

situation. It is therefore crucial for the researcher to explore and describe these learnt realities and understand the meaning of the lived experiences of the teacher and juvenile learner participants in their natural environment.

The study used the phenomenological approach to explore, describe and contextualised the lived experiences or facts of the teachers and juvenile offender learners using interviews, open-ended questionnaire and observations of the research field. The aim was to provide an in-depth description and understanding of the meaning of the lived experiences of the participants by describing the support of juvenile offender learners' wellness in the correctional centre schools.

This approach offered the researcher the ability to examine the different perspectives of the participants of lengthy lived experiences on the support of the juvenile learners in the correctional centre schools. For that reason, the approach assisted the researcher to collect in-depth data regarding participants' meaning and understanding of the support of juvenile learners' wellness in the correctional centre schools.

4.5 SAMPLING

In this study, sampling was done purposively. The researcher purposively sampled participants and settings for this study that increases understanding of the phenomena (Onwuegbuzie & Leech, 2007). Purposive sampling was appropriate to use in this current study since the researcher had knowledge and understanding of the participants who can give rich data on the topic studied (Babbie & Mouton, 2012).

According to Henning, et al. (2004) and Denzin and Lincoln (2005) concur that purposive sampling assumes that the researcher is well informed about the kind of participants who are suitable for the study. Therefore, the researcher sampled juvenile offender learners from AET level 4, as it was felt that there is a high level of maturity and insight to answer sensitive questions without fear, distortion, or prejudice at these levels. Their teachers in AET level 4 classes had more insight on the topic on level four juvenile learners at correctional centre schools. The

juvenile participants were males between the ages of 19 and 24 years. The teacher participants were females (seven) and males (five) between the ages of 36 to 48 years.

The sample constituted the teachers and juvenile offender learners of AET level 4 from the seven (7) correctional schools in South African correctional centres. The correctional schools are from the four provinces in South Africa, namely, Western Cape Province correctional centre schools (centre school A and centre school B); Kwa-Zulu Natal (KZN) Province correctional centre schools (centre school C and centre school D); Gauteng Province (centre school E and centre school F) and Free State Province (centre school G).

The sample size comprised 21 juvenile offender learners of which three were from each of the seven correctional centre schools. Among 12 teachers, ten were from the five correctional centre schools (two per school), that is (centre school A, centre school B, centre school C, centre school E, and centre school F), and the other two teachers from centre school D and Centre school G (one teacher per school). Centre school D had a population of nine teachers. However, only one teacher volunteered to participate in the study. Besides, in Centre G, the school was still in the process of registering as a formal school. Therefore, it had only two teachers, but only one volunteered to participate.

These correctional centre schools offer education to juvenile offender learners from different socio-economic background. Some juvenile offender learners dropped out of school at Grade 9 or below. Some of the juvenile offender learners are sentenced for three to 15 years for various crimes such as robbery, murder, rape, and drugs. Languages spoken by the juvenile offender learners in the correctional centre schools are English, isiZulu, Sepedi, isiXhosa, Afrikaans, and Setswana. The researcher was conversant in all the six languages and juvenile learners were able request clarity or translation from peer learners when they were not sure of the questions.

The correctional centre schools have AET Level 1, 2, 3 and 4 and have Further Education and Training (FET), Grade 10 to Grade 12. However, the population I

targeted was the juvenile offender learners in AET level 4 and their teachers. I did this selection because I wanted to obtain rich data and understand the meaning of support of juvenile offender learners' wellness from teachers and juvenile learners in the correctional centre schools.

For the reader to understand the sample, the researcher outlined the biography of the centre schools (table 4.1), teacher participants (table 4.2), and juvenile offender learner participants (figure 4.3) as tabled here below:

Table 4.1: Biography background of the centre schools

Centres school	Number of teachers	Number of learners in AET 4	Formal education	FET/ TVET colleges programmes offered in schools	SRAC
WC=A	11 permant	18	AET Level 1-4; Grade 12	Computer skills; engineering skills; business skills	6 sports codes; library; boxing;
WC=B	13 permanent; 3 contract; 4 periodic	15	AET Level 1-4; Grade 10-12;	Radio broadcasting skills; computer skills; NSDF accredited skills;	6 Sporting codes; Arts (Drama& creative arts); culture (music, choral choir, dance); library.
KZN=C	6 permanent	28	AET Level 1-4; no Grade 10-12	sewing, electrical, civil and mechanical engineering; computer skills;	3 sport codes; Art (creative art & drama). No library
KZN=D	9 permanent	12	AET Level 1-4; Grade 10-12	Computer studies; NTC courses	4 sport codes; library
GP=E	6 permanent	40	AET Level 1-4; no Grade 10& 11; available Grade 12	Engineering studies & business management skills, computer skills	3 sports codes; indoor games; music choir; mini library
GP=F	9 permanent	24	AET level 1-4 only	Engineering studies; computer studies; agricultural skills; woodwork skills	Library; Arts (debate), 4 sport codes.
FS=G	2 permanent	34	AET level1-4; no Grade 10-12	Basic level skills project woodwork; sewing pottery	National choir; rugby & athletics. No library

The centre schools were coded as centre A- G with the provincial acronyms prefix in the study. In adherence to the ethical principles of confidentiality and anonymity, their true identity will remain known only to the researcher and the supervisor. For example, WC=A means centre school A from Western Cape Province or FS=G means centre school G from Free State Province.

Table 4.2 Biographical background of the participating teachers

Province and centre	Participant Teachers pseudonym	Age	Gender	Qualification	Experience	Subjects taught
WC/ A	A/PT1	48	Male	B.Ed Hons (M+5)	8 years	Afrikaans & Numeracy
	A/PT 2	42	Female	B. Ed (M+4)	7 years	English, isiXhosa, & LO
WC/ B	B/PT3	44	Male	Teacher's Diploma (M+3)	6 years	LO & life science
	B/PT4	36	Female	Advanced Teacher's Diploma (M+4)	8 years	Mathematical literacy
KZN/ C	C/PT5	37	Female	B.Ed (M+4)	5 years	IsiZulu, LO
	C/PT6	41	Male	Advanced Teacher's Diploma (M+4)	9 years	Mathematics literacy
KZN/ D	D/PT7	38	Female	B.Ed (M+4)	6 years	English & integrated studies
GP/E	E/PT 8	46	Male	B. Ed (M+4)	8 years	EMS, English
	E/PT 9	43	Female	B.Ed Hons (M+5)	9 years	English, Creative Art
GP F	F/PT 10	38	Female	B.Ed Hons (M+5)	4 years	SMME, LO
	F/PT11	43	Female	B. Ed (M+4)	6 years	English, HSS
FS/ G.	G/PT 12	36	Male	Advanced Teacher's Diploma (M+4)	9 months	LO & English

The teacher participants were identified as A/PT1 to G/PT 12 in the study. This was for identifying the province and the participant number. For example, WC/ A is Western Cape centre A and A/PT1 means participant teacher 1. Their real identity will remain anonymous, known only to the researcher and the supervisor.

Table 4.3: Biography of the participated juvenile offender learners

Participating learners pseudonym	Age	Prior Education	Duration incarcerated	Sentenced Years
A/JLP 1	21	Grade 5	2 years	11
A/JLP2	19	Grade 9	18 months	5
A/JLP3	20	Grade 11	14 months	3
B/JLP4	19	Grade 8	1 year	6
B/JLP5	20	Grade 10	5 years	9
B/JLP 6	20	Grade 8	4 years	8
C/JLP7	21	Grade 9	2 years	6
C/JLP8	19	Grade 7	18 months	5
C/JLP9	19	Grade 7	3 years	8
D/JLP 10	21	Grade 9	2 years	3
D/JLP 11	20	Grade 9	1 year	5
D/JLP 12	20	Grade 10	4 years	7
E/JLP 13	22	Grade 7	4 years	9
E/JLP 14	21	Grade 9	3 years	12
E/JLP 15	21	Grade 11	21 months	9
F/JLP 16	19	Grade 9	2 years	8
F/JLP 17	19	Grade 10	19 months	9
F/JLP 18	21	Grade 8	4 years	11
G/JLP 19	19	Grade 8	3 years	6
G/JLP 20	20	Grade 9	9 months	3
G/JLP 21	20	Grade 11	1year	4

The juvenile offender learner participants were coded as A/JLP1- G/JLP 21. This code indicates the centre and number of learner participant. The purpose was for keeping their true identity confidential and anonymous in the study.

A breakdown of data collection methods and sampling with the participants across the seven correctional schools was illustrated.

Table 4.4: participation according to different data collection methods

Province and No. of Correctional schools	No. of Teachers' interviews	No. of Open-ended questionnaire juvenile learners
WC/ A	2	3
WC/ B	2	3
KZN/ D	1	3
KZN C	2	3
GP/E	2	3
GP F	2	3
FS/ G.	1	3
Total	12	21

4.6 DATA SOURCES

Data sources refer to the data collection methods that are used by the researcher to answer the research questions of the study (Merriam, 2009). The researcher in the qualitative study uses the data sources that can yield in-depth information that can address the research questions. The data collection in a qualitative study is flexible and depends on the decisions of the researcher about what to collect, whom to collect from and be collected in the natural setting of the participants (Polit & Beck, 2006). The basics of data collection methods in the qualitative study are interviews; observations, documents or artefacts analyses, and more than one data collection methods can be used to increase trustworthiness and credibility of the study (Wagner, et al, 2012).

4.6.1 Semi-structured interviews

The data from the participating teachers were collected utilising semi-structured interviews. This method of the interview has features of both structured and

unstructured interviews and therefore, use both closed and open questions (Henning, et al., 2004). To be consistent with all participants, the semi-structured interviews require the researcher to have a list of pre-planned questions based on the topic researched (Henning, et al., 2004). The questions were in a logical sequence, from general to specific. They were based on exploring and understanding the participants' views on the support of juvenile offender learners' wellness in the correctional centre schools. This interview technique gave the researcher an advantage of encouraging the participant to talk freely about the topic and had probing questions for the participants to elaborate more on the responses. Therefore, this enables the researcher to obtain rich and thick information, many explanations provided by the participants (Polit & Beck, 2006). The questions asked during interviews were based on the research questions within the six dimensions of wellness, namely, intellectual wellness, social wellness, emotional wellness, physical wellness, spiritual wellness, and occupational wellness: (Appendix F).

- How do teachers perceive the support of juvenile offender learners' wellness in correctional schools?
- How do teachers view their role in supporting juvenile offender learners' wellness?
- What relevant support structures are available to promote the wellness of juvenile offender learners?
- What are the needs for development and empowerment to support and address the wellness of juvenile offender learners in the correctional centre schools?
- How do juvenile offender learners perceive support of their wellness in the correctional schools?

4.6.2 Open-ended questionnaires

For juvenile offender learners, data were collected employing open-ended questionnaires. Based on the research topic on the support of juvenile offender learners' wellness in the correctional centre schools, the researcher developed open-ended questionnaires for the participants to complete. This method of data

collection was ideal for juvenile offender learners as they are vulnerable groups in correctional centres. The method allowed them to write privately about their sensitive issues such as their crime and term of sentences. The questions were open-ended to allow the participants to express their perceptions and experiences thoroughly. For piloting the questions, the open-ended questionnaire was given to the supervisor and the principal of the correctional centre schools to give feedback. The formulated questions on the open-ended questionnaire covered aspects of support for juvenile offender learners' wellness in the correctional centre schools (Appendix G). They covered the following topics:

- Intellectual wellness: Frequency of class attendance, internal and external motivation and support structures.
- Social wellness: Relationships with fellow learners, teachers and community, conflict resolution
- Emotional wellness: Activities that support and give a sense of success and purpose, anger management strategies.
- Physical wellness: Frequency of substance use, physical activities, support structures and other extra-mural activities
- Spiritual wellness: Spiritual beliefs and practices, resources.
- Occupational wellness: Skills, talents gained in the centre for employment after your release.

4.6.3 Observations

Observation is a data collection method that allows the researcher to observe as events occur at the natural setting (Henning, et al., 2004). It describes the behaviour, events and situations as they occur. The observation method allows the researcher to observe the activities with little interference or involvement with the group. Moreover, Babbie and Mouton (2012) concur that observation is more valuable because participant's actions are more telling than their verbal accounts. However, disadvantages of observation are that participants may change their behaviour when they are aware that they are being observed, and the emotions influence their behaviour; it is also time-consuming (Babbie & Mouton, 2012).

In the current study, the researcher observes the teachers and learners in their natural surrounding and makes notes on how they interact and respond in the classrooms and observe learners books, on how do they address and support the wellness of learners (see Appendix H). As Henning, et al. (2004), support this, a researcher can observe in a site of research to explore issues that reveal more about data required through the interview or in documents and artefacts. Data collected from observation was written as field notes throughout (Henning, et al., 2004).

4.7 DATA COLLECTION PROCESS

Data collection is a process of collecting information from the participants to gather information to substantiate the research purpose and objectives (Henning, et al., 2004). In this study, data were collected through semi-structured interviews, open-ended questionnaire, and observations. Each correctional centre school was assigned a code (see Table 4.4 above). Summary is as follows:

- Western Cape Province correctional centre schools are A and school B;
- KZN Province correctional centre schools are; school C and school D;
- Centre school E and centre school F are schools from Gauteng Province;
- School G is a school from Free State Province.

The reason for this code was for the ethical procedure to hide the identity of the centres, thereby be able to identify where the data were collected and for analyses purposes.

4.7.1 Semi-structured interviews

Before interviews, the researcher set the participants at ease and created a rapport, I began to make small talk with the teachers and introduced myself, the institute I come from and the purpose of the study. Then I shared important information about the study such as voluntary participation, confidentiality, privacy, anonymity, consent forms, and free to withdraw at any time without consequences or penalties. Prior to signing the consent form, participants were given a copy of the summary of the study. Then they were informed that the interviews would be

audio-recorded for data analysis purposes. After the explanations, the participants signed and returned the written consent slip. After that, they were given a demographic questionnaire to complete and returned it. For teachers, semi-structured interviews I assigned a code for centre and numbered a teacher on the demographic questionnaire, for example, centre A/PT 1 or A/PT2 and centre B/PT3 or B/PT4, (A/PT1= centre A/ Participant Teacher 1). This code indicates the centre and number of interview participant (see Table 4.2). This was done to assist the researcher not to mingle data from different centres when I analyse it later and as part of an ethical procedure.

The semi-structured interviews took place from seven correctional centres schools in the correctional centre staffroom. However, from the seven correctional centres, only five centres of which two teachers in each school volunteered to participate in the study that is centre A, centre B, centre C, centre E and centre F. In centre D and centre G, only one teacher per school volunteered to participate in the semi-structured interviews.

In all the seven correctional centres, I visited each correctional centre for two days. In the five centres (A, B, C, E & F), I interviewed the first participant on the first day and on the second day, I interviewed the second participant teacher. Participant teachers were individually interviewed face-to-face for 40 to 50 minutes so that they can freely flow in answering the questions without feeling any discomfort. The interviews happened after lessons when the participants were free, convenient not to interrupt lessons. The interviews were conducted in English.

In correctional centre D and G, I visited each centre for two days. However, I used one day to interview the teacher and the second day was for juvenile learners. The semi-structured interviews were held after lessons in the staff room when teachers were free and not interrupting lessons. Each interview was conducted with the teacher individually face-to-face, in English and it lasted for 40 to 50 minutes.

I began the semi-structured interviews by asking the participant about their responsibility in the school centre as a way of building up more information from

them. Then I started to ask questions based on the topic of the research on the support of juvenile offender learners in the correctional centre school (see Appendix G). The questions were open-ended so that the participants can express more of their experiences based on the topic. As they were responding, the researcher gave time and freedom to speak without interfering. I then reflected, rephrased, stimulated, asked follow-up questions, and asked for clarity where I did not understand. This was to check that my understanding corresponds with what the interviewee said. Throughout the process of the interviews, I kept eye contact and listened without judging the interviewee. The participants showed high interest and willingness of expressing diverse knowledge on the topic of the study.

The researcher audio-recorded the in-depth, relevant and extensive data of the semi-structured interviews on their experiences on this topic in all the centre schools. This was done to remember the information conveyed by the participants for later data analysis. At the end of each semi-structured interviews, I appreciated and thanked them for their time and the rich information they gave me. I then switched on the tape and listened to and checked for audibility and completeness of the recorded data. more importantly, I reassured them about the confidentiality and anonymity of the information and their identity. Participants were assured about the safe secure storage of the audiotape recorder in a secure location. I also promised to furnish them with the results of the data when I finish with data analysis.

4.7.3 Observations

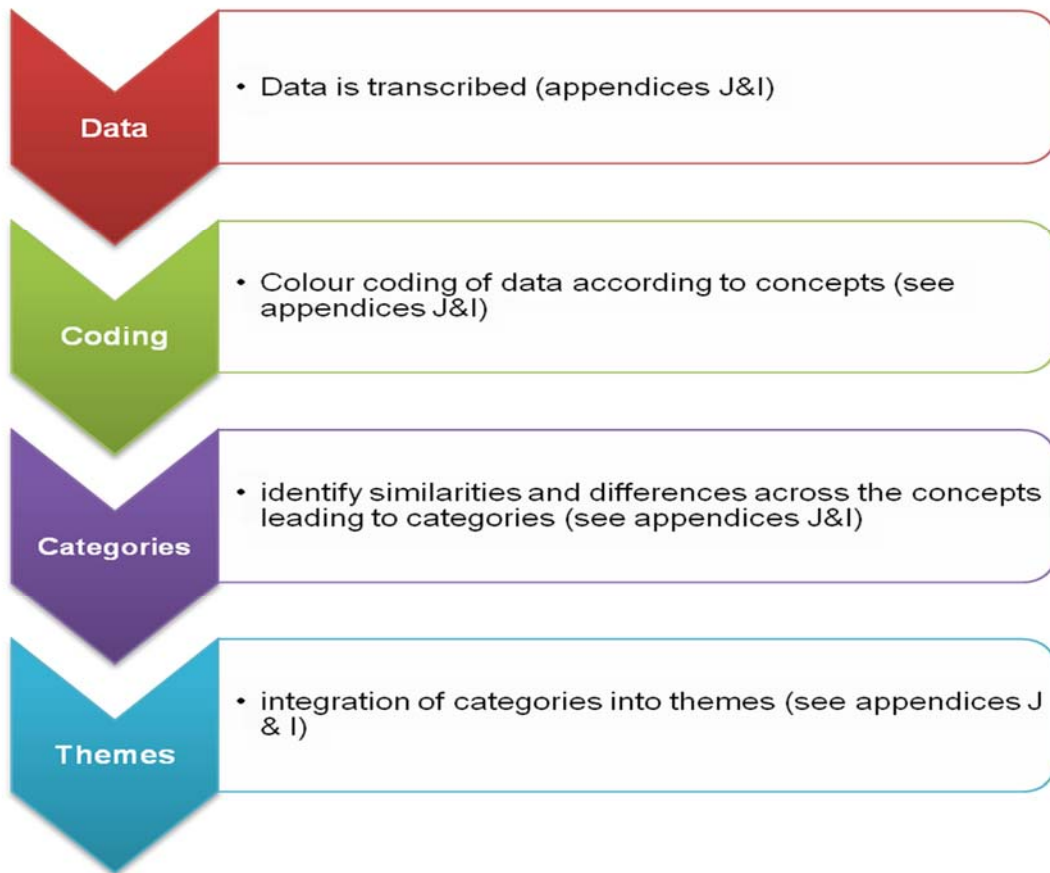
The purpose of observations as data collection instrument was to observe the setting that is being researched and describe the activities that took place and the people who participate in these activities without interference (Creswell, 2009). Before I went to the correctional centre schools to collect data, I developed a checklist for observations that links to my research questions and the topic of the study (see Appendix H). I developed a checklist for all seven correctional centre schools. The observations enabled the researcher to look out for non-verbal responses. The researcher observed the infrastructure of the correctional schools,

the library, notice boards, and wall posters relevant to support juvenile offender learners' wellness. I also took notes on other activities that add information to the research questions. The reason for this was to describe events or behaviours as they occur that I had not pre-planned ideas of what I will see. I took field notes on interaction behaviour of learners and teachers; of learners and security officials and visitors; and other classroom activities as they occur with little involvement but as an observer. This process assisted the researcher to observe if there is support for wellness for juvenile learners or not in the correctional centre schools. Data collected from the observation was written as field notes throughout (Henning, et al., 2004). Each correctional centre was assigned a code for example A/OBSV 1; B/OBSV 2; C/OBSV3; D/OBSV 4 this coding means (C/OBSV5 =centre C/ Observation 5). This was the centre number and observation number. I allocated the codes during the research visit on the observation field notes to avoid revealing the identity of the centre.

4.8 DATA ANALYSIS

Data analysis is the process that converts data into emerging themes. Analysing and processing data making sense of it and interpreting it is important in the qualitative research process (Henning, et al., 2004). The analysis of data collected from the interview process of the teachers, open-ended questionnaires and field notes were coded and I compiled similar information into groups, and then formulated themes (Creswell, 2007). When analysing the data, it was crucial that I avoid my subjective judgement of bias, concerning the meaning of information collected from the participants (Creswell, 2007). The process of data analysis was done on each data collection instrument I used from the research field. Figure 4.5 below illustrates the process of data analysis used systematically:

Figure 4.5 the process of coding, categorising, and formulating themes

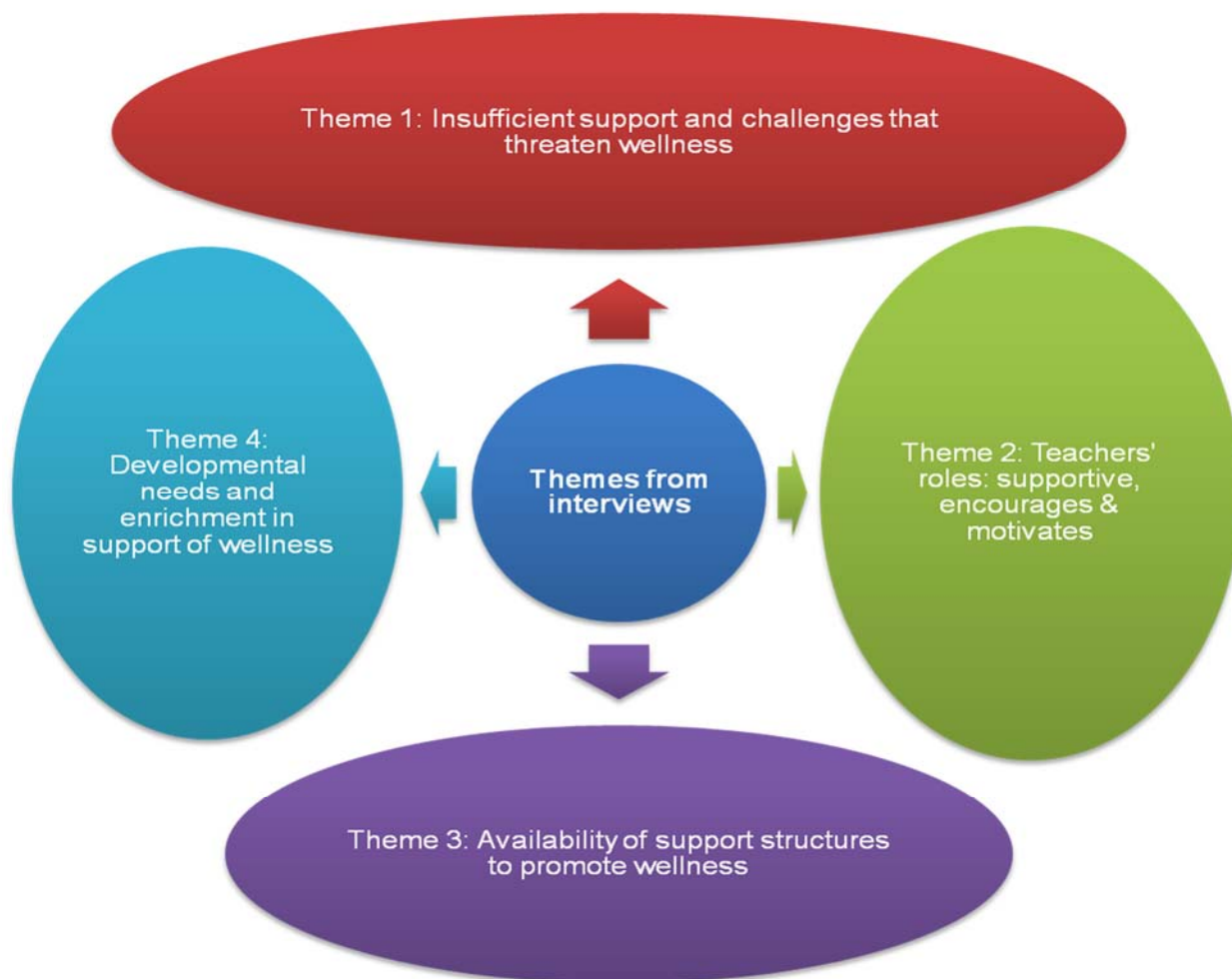


Source: (Babbie & Mouton, 2012; Polit & Beck, 2012)

For the semi-structured interviews, data were audio-recorded. Therefore, the researcher attentively listened to the information from the audiotape recorder and fully transcribed it. According to Wagner et al. (2012), transcription is a process of constructing a written version of an interview. This step required that data be typed, proofread for accuracy, and be thoroughly examined to describe the meaning of what is being studied (Creswell, 2007). After transcription, then the researcher makes reflective remarks on the margin as the meaning comes forth. I have developed a list of significant statements of similar meaning related to what the participants described the phenomenon and how they understand it. These significant statements were manually analysed by hand colour coding (Henning et

al, 2004) (see Appendix I). Then the statements were used to formulate meanings, the statements that had similar meaning were grouped into categories and reduce categories with a similar descriptive pattern to the topic and formulated themes (see Appendix I). Lastly, the themes that emerged were used to provide a full description of the findings on the objectives and research question of the study. For authentication, the researchers re-read the description of the findings to the original transcript. Themes emerged for semi-structured interviews are depicted in Figure 4.3:

Figure 4.3 Themes from teachers' interviews



Source: (teachers' responses from interviews)

Data collected from the open-ended questionnaire and the field notes from observations were analysed by reading through the transcripts, and then used a thematic analysis. According to Wagner, et al. (2012), thematic analysis is a process of identifying, analysing and reporting patterns or themes of the data. A theme organises, interprets and describes the rich details of the data as expressed by the participants and interpret the meaning related to the research question of the topic. It allowed the researcher to reduce data into a manageable group of units, to identify themes, categories and patterns from the data (Henning, et al., 2004).

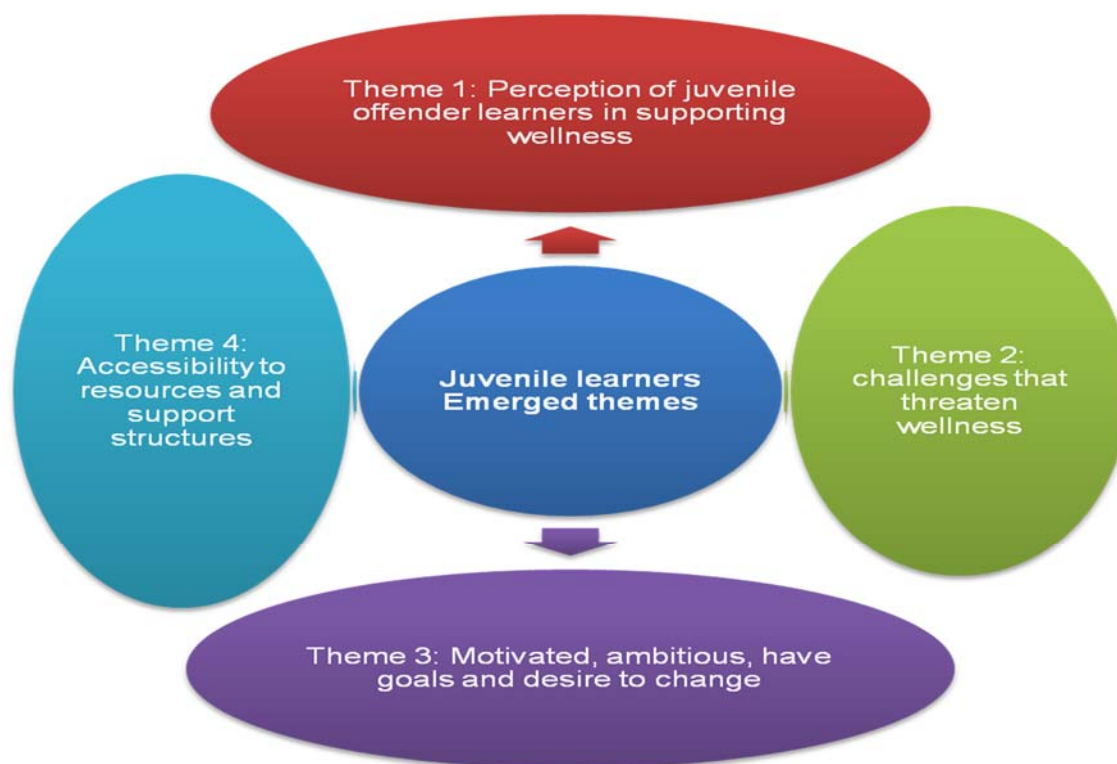
The detailed data analysis used in the current study is as follows: the first step, the researcher read attentively and re-read through the transcribed data, then organised table A and B according to the research questions (see Appendix J). I then assigned codes on table B. I re-read through the transcribed data then identified the units of analysis and words, phrases, sentences and paragraphs that captured the understanding and meaning of the topic from the data. Thereafter, I developed a list of significant statements of similar meaning related to the research questions from what the participants expressed, and then data were coded using manual colour coding.

The second step was to identify recurring codes and codes that are linked together because of overlapping meaning as interpreted by the researcher. I then re-read the transcript together with the codes ascribed to table B during the first step; I then grouped similar codes into categories. The aim was to reduce the list of codes down to the smaller and manageable number. I then made a constant comparison that meant that I had to go back to the original data to look for the same coding.

Thirdly, I formulated themes under the same codes and categories. Fourthly, I repeated the same procedure to look for new emerging themes. Lastly, I wrote the interpretation from the themes, while keeping in mind the aims and objectives of

the research as well as the research questions. The researcher checked through the description of the findings to the original transcript for corroboration. The formulated themes for open-ended questionnaires are represented in Figure 4.4 and for observations are listed below as follows:

Figure 4.4 themes emerged from open-ended questionnaires



Source: (juvenile offender learners' responses)

Themes from observations

The following themes emerged from observations:

- Theme 1: Infrastructure of correctional schools
- Theme 2: Visibility of resources to enhance wellness
- Theme 3: Safety measures and Interaction of offenders, teachers, and officers.

4.9 ETHICAL CONSIDERATIONS

Ethical considerations are ethical practices and all ethical aspects of the study that the researcher must examine carefully (Wagner, et al., 2012). In the qualitative study, the researcher remains accountable for the ethical quality of the study and she has to take great care for those ethical qualities such as respecting the rights, values and wishes of the participants (Henning et al., 2004).

In the current study, potential ethical issues were considered. The researcher took the accountability and care for ethical quality in all aspects of the study. These include how best to negotiate access to the correctional centre schools and participants as well as the possible disruption to individual participants (De Vos, Strydom, Fouche, & Delport 2007). As suggested by Wagner, et al. (2012) the researcher made sure she adheres to the following ethical measures:

- **Competence** – The researcher had to know professional ethical standards of conducting research and implement them.
- **Informed consent** – The participants agreed to participate without feeling coerced; they were fully informed about the purpose of the study, duration, methods, and potential use of the research.
- **Deception** – The participants were not deceived in any form to participate.
- **Privacy and confidentiality** – The researcher concealed the identity of participants, location and not disclose any information that may embarrass or harm participants.
- **Accuracy** – The researcher reported the data factually and did not fabricate fraudulent materials.

Given the above-mentioned ethical aspects, the researcher further executed the following research ethics:

4.9.1 Access to the research field

The researcher gained access to the correctional schools by firstly applying for ethical clearance from the Research Ethics Committee of the University of South Africa (see Appendix A). Secondly, the permission to access the correctional centre schools was sought from the DCS and granted to my supervisor and me to conduct studies in various selected correctional centres in South Africa. The main project led by my supervisor is the Professional Development of Correctional School Educators. Thirdly, the researcher phoned the principals of the correctional centre schools for permission and to arrange the scheduled time that was convenient to the school, juvenile offender learners and the teachers so that I do not disrupt the programmes of the school on that day. Fourthly, the researcher requested permission from the AET level four teachers and juvenile offender learners who are willing to volunteer to participate in the study. Then they were given consent forms to permit to conduct interviews (see Appendix C). Juvenile offender learners were given consent form to permit to complete the questionnaires (see Appendix D).

4.9.2 Informed consent

Prior to semi-structured interviews and completion of questionnaires, the researcher verbally informed the participants about the research objectives, purpose and data collection method (Henning, et al., 2004; Babbie & Mouton, 2012). I then advised them about their rights to withdraw to participate in the research at any stage without any penalties. Before the commencement of data collection, all participants were provided and accepted consent forms. They signed and returned them as an indication that they are not coerced to participate but agreed.

4.9.3 Voluntary participation

Henning et al. (2004) reiterate that participants should participate voluntarily without force or being compelled by anyone. Therefore, in this study, participants were informed about the free withdrawal to participate at any time without

consequences. Additionally, juvenile learners were informed that there are no costs or reimbursement for participating in the research.

4.9.4 Privacy, anonymity and confidentiality

According to Wagner, et al. (2012), privacy in the research study means hiding personal privacy of the participants; anonymity implies hiding the identity of the participants and the research location; lastly, confidentiality involves securing data and information to be inaccessible to people outside the study. Therefore, in the current study, the researcher did not record the names of the participants anywhere. Also when analysing data, the research team did not know about their names. Their data were given codes and pseudonyms as not to reveal their identity when discussing the finding. In the interviews schedule, I excluded questions that are sensitive and may cause embarrassment or discomfort to the participants.

4.10 TRUSTWORTHINESS

According to Wagner, et al. (2012) and Merriam (2002), trustworthiness is the assurance of validating the results of the research or is a means of establishing whether the measures are taken to ensure credibility of the study. To assure the validity of quantitative research, the terms reliability and validity are used; in qualitative research, the term trustworthiness of data is used. Merriam (2002) highlights that the usual trustworthiness of reliability and validity is applicable in the quantitative scientific study and not in qualitative research. According to Merriam (2009), the usual criteria for ensuring the credibility of research data objectivity, reliability and validity are used in scientific and experimental studies because they are in a clear-cut manner applicable to quantitative and not automatically applicable to qualitative research.

In contrast, qualitative studies are usually more interested in questioning and understanding the meaning and interpretation of the phenomenon (Merriam, 2009). Since qualitative research describes and understands the meaning and interpretation of the phenomenon, trustworthiness reflects the reality of the study,

the dependability whether it is traceable and auditable (Lincon & Guba, 2005). Furthermore, according to the positivist paradigm, trustworthiness can be achieved by using specific strategies such as peer debriefing, prolonged engagement and careful observation, audit trails and member checks. Moreover, in positivism, trustworthiness is always negotiable and open-ended, not being a matter of final proof whereby readers are compelled to accept an account. Merriam (2009) accentuates that assessing the accuracy of qualitative findings is not easy.

However, to ensure the trustworthiness of the current qualitative study, four criteria were used to determine the truth-value, namely, credibility, transferability, dependability, and confirmability (Guba & Lincoln, 1988).

Credibility seeks to determine how corresponding the findings are with what is being observed (Guba and Lincoln 1989). Therefore, in this study, there was a prolonged engagement with the juvenile offender learners and teachers and observations within the teaching and learning environment of confinement so that collection of sufficient data was done while staying true to the phenomenon (Maxwell, 1992).

Transferability is not generalising; it refers to whether the findings from a study can be used in another context (Guba and Lincoln, 1989). For this reason, the context of this study, the support of juvenile offender learners' wellness in the correctional centre schools; I made thick descriptions of interpretations of the responses of the juvenile offender learners and the teachers. These provided adequate information to enable readers to judge the applicability of findings, analysis, interpretation, and conclusions report of this study to other similar contexts.

Dependability to ensure consistency of this study, the collection and the analysis process of the findings are audited and examined (Guba & Lincoln, 1989). The experts in the same field of the study audited the study continuously, authenticated and agreed on common themes as highlighted by the juvenile offender learners and teachers. They authenticated as to whether the results are consistent with the

data collected. Are there sufficient accounts of the data? Moreover, the researcher went back to participants to check whether findings remained consistent and dependable, even if independent researcher analysed the raw data and can come to similar conclusions (Cohen, et al., 2007; Creswell, 2007).

Confirmability means that the findings and interpretations of the collected data must be internally coherent (Guba & Lincoln, 1989). Throughout the study, I maintained fair, balanced and conscientious in documenting multiple perspectives, multiple realities, and multiple interests and avoid biases.

4.11 SUMMARY

The current chapter discussed the methods and research design aspects. The chapter included the philosophical assumptions that informed the study under the interpretive paradigm, namely, ontology (the nature of reality) epistemology (ways of knowing) and axiology (ethics and value systems). It further discussed sampling, instrument, data collection, data analysis, trustworthiness, and ethical matters that were used in the study. The demographics of participants were also outlined and the themes emerged were identified. The next chapter will present the themes emerged from the current chapter in details.

CHAPTER 5: INTERPRETATION OF FINDINGS TO THE STUDY

5.1 INTRODUCTION

This chapter interprets the findings from the data collected from the interviews, open-ended questionnaires and the observations from the juvenile offender learners and teachers at the seven correctional centre schools in South Africa. The chapter is organised under the main headings: general comments on findings; presentation of findings according to themes linked to the theoretical frameworks of Ubuntu, and wellness as lenses for the study.

The interpretation of the study is based on themes that emerged from data collection tools used; thus open-ended questionnaires, interviews and observation checklist.

5.2 GENERAL COMMENTS

The study sought to answer the research question of the study: How is the support for the juvenile offender learners' wellness in the correctional schools? Data interpretation of the study is discussed in three sections according to different data collection methods. The first section of data interpretation is based on interview responses of the 12 teachers from the correctional centre schools. Second data interpretation is based on open-ended questionnaire responses of the 21 juvenile offender learners. The last stage of data interpretation is on observations. The participation according to different data collection methods is illustrated in Table 5.1.

Province and Correctional schools	No. of interviews	Teachers' No. of questionnaire learners	Open-ended juvenile
WC/ A	2	3	
WC/ B	2	3	
KZN/ D	1	3	
KZN C	2	3	
GP/E	2	3	
GP F	2	3	
FS/ G.	1	3	

Table 5.1: Participation according to different data collection methods

The study primarily involved the administration of open-ended questionnaire to juvenile offender learners, and interviewing the teachers. Responses from all the participants were based on sub-questions to answer the main research question in Chapter 1. Within the sub-questions, the researcher formulated questions to guide the interview and questionnaire (see Appendices F and G). The interpretation of data is qualitative and covers aspects of support under the six dimensions of wellness in the correctional centre schools, namely, intellectual, physical, social, emotional, spiritual, and career/occupational wellness.

Appropriate data analysis was employed; organising and preparing data for analysis; reading all data, coding, categorising the data that eventually led to themes. The analysing process helped to explain how teachers and juvenile offender learners were involved in the support of juvenile offender learners' wellness in the correctional schools. The emerged themes identified presented in Table 5.2.

Themes from open-ended questionnaire	Themes from interviews
Theme 1: Perception of juvenile offender learners in supporting wellness	Theme 1: Insufficient support and challenges that threaten wellness
Theme 2: Challenges that threaten wellness	Theme 2: The role of teachers are supportive, encouraging and motivate juvenile learners
Theme 3: Motivated, ambitious, have goals and desire to change	Theme 3: Availability of support structures to promote wellness
Theme 4: Accessibility to resources and support structures	Theme: 4 Developmental needs and enrichment in support of wellness

Table 5.1: Themes that emerged from questionnaire and interviews

5.3 THE INTERVIEWS FROM THE TEACHERS

5.3.1 Theme 1: Insufficient support and challenges that threaten to wellness

The findings on the support of juvenile offender learners discussed here encompassed intellectual, physical, social, emotional, spiritual, and occupational support in order to enhance the wellness of the juvenile offender learners. The findings revealed that the current state of support in the correctional centre is insufficient. From the findings, most participating teachers revealed that the six dimensions of wellness are inadequately supported owing to the challenges experienced in the correctional centre schools. It was discovered that other correctional centre schools support juvenile offender learners on all the six dimensions while other centres lack the support. The insufficient support poses threat to wellness of juvenile offender learners.

A question on the support to enhance juvenile offender learners' **intellectual wellness** was asked.

The question used to prompt responses from the participants was: How is the support of juvenile offender learners in regards to intellectual wellness in the correctional centre?

Most participating teachers responded that intellectual support is insufficient. However, they try to assist learners, provide through the provision of information, activities and programmes that allow juvenile offender learners to engage in creative and critical thinking and to enhance their knowledge and skills. Participant teachers mentioned that they try to support juvenile offender learners even though their support is not enough because of challenges they experience. They stated that the support is insufficient since juvenile offender learners do not attend classes regularly.

For instance in school G, Participant G/PT 12 said: *“Juvenile offender learners don’t attend classes well only 35% who attend.”*

Participant F/PT11 in school F said: *“Juvenile offender learners who don’t know [how] to read and write they don’t want to come up and show it”.*

Participant A/PT1 in centre A mentioned that: *“Juvenile offender learners with murder cases are not interested in attending classes”.*

In centre, C Participant C/PT6 said: *“But basically it is not yet reached the required mandate of teaching”.*

Participant D/PT 7 said: *“Most of them come from dysfunctional families are older than 21 years so they don’t want to learn our subjects”.*

A probing question on challenges experienced that pose threats to intellectual wellness. They highlighted a challenge on poor performance on juvenile offender learners’ schoolwork such as classwork, homework, tests, and other academic activities. Teacher participants had different responses on juvenile offender learners’ performance. The findings revealed that the challenges on performance of learners posed a threat on intellectual wellness. They mentioned that juvenile

offender learners perform differently, depending on which subjects they like most and also their previous learning background and behaviour in class.

For instance, teacher in centre G participant G/PT 12 said: *“Not performing well on other subjects, but juvenile offender learners like skills programme but because they have to do them for parole board requirements”*.

Participant C/PT6: *“The achievement of juvenile offender learners depends on his positive attitude and with understanding learning barriers by both teachers and juvenile offender learners and other stakeholders”*.

Participant C/PT5: *“Some juvenile offender learners do participate in class and some who come from nowhere (street kids or orphans) behave badly, and don’t respect towards other juvenile offender learners and teachers”*.

Participant F/PT10 said: *“Performance of juvenile offender learners here is just Average”*.

Participant F/PT11 mentioned that, *“juvenile offender learners do not finish learning programmes due to security reason.”*

In centre D, the Participant teacher D/PT7 highlighted that: *“Performance of juvenile learner depends on their background; most of them come from dysfunctional families are older than 21 years; they do not perform well.”*

Participant E/PT 8 said: *“Here performance of juvenile offender learners is not good, they lack interest of learning and they always absent.”*

Participant E/PT 9 in centre school E said: *“They have bad attitude, lack of respect and going for fights I do motivate them but performance I would say out of 100 only 20 do perform well”*.

From the above findings, it was clear that challenges of support in the correctional centre school hamper the development of intellectual wellness of learners.

A question was asked on the state of support to enhance juvenile offender learners' **physical wellness**.

The question was asked to the teacher participants about the physical support in the centre schools in order to enhance physical wellness of juvenile offender learners. The response of participant teachers showed that they support physical wellness because it promotes higher participation rate of physical activities. However, they have insufficient time for physical activities. In some centre schools, the participants indicated that juvenile offender learners have little physical exercises owing to security reason and the infrastructure of the centre.

In centre, E Participant E/PT 8 said: *"There is less exercise undertaken"*.

Participant F/PT 11 said: *"Yes, we support physical wellness they have seasonal sports such as boxing, rugby athletic once a month but it's not enough."*

They further highlighted that insufficiency of physical support leads juvenile offender learners to be physically inactive. As a result, it reduces their physical wellbeing, diminished self-efficacy, increase pain intensity, and poorer mental health status.

Participant B/PT 3 said: *"Some juvenile offender learners are lazy do not want to do exercise and are lazy in class. But I encourage them to participate in games and other physical activities"*.

Participant in other centre schools indicated the challenges of fights and violence that take place among learners that are cause by gangsters; impede their physical wellness.

Participant E/PT 9 said: *"Yes little physical exercise only once after a long time because of juvenile offender learners' fights"*.

From the above findings, it was clear that insufficiency of physical support is related to many emotional problems such as anger, stress depression, anxiety, and social problems.

The probing question was asked to teachers about how is the physical support with regards to unhealthy risk-behaviour such as smoking, excessive alcohol consumption and overeating or malnourishment.

The findings revealed that substance abuse is a challenge since juvenile offender learners find a way of using even though it is prohibited. The findings disclosed that there is insufficient ways of monitoring and encumber juvenile offender learners from using substances. In some centres, school teachers indicated this as a challenge because juvenile offender learners smuggle substances into the centre schools despite this being disallowed.

Participant D/PT 7 said: *“No alcohol however some use tobacco and some take drugs”*.

Participant E/PT 8 said: *“Juvenile offender learners are not allowed to use substance or tobacco but they smuggle tobacco and drugs”*.

Participant A/PT1 said: *“We assist them to avoid abusing substances such as tobacco, drugs and alcohol but they find ways of using”*.

Participant E/PT 9 said: *“Yes little they use but are not allowed to smoke or do drugs.”*

Participant B/PT 4: *“We strongly discourage use of substances here at the school but juvenile offender learners use that in their cell section not here”*.

From the responses of teachers, it shows that substance abuse is a health hazard and threat to the physical wellness of juvenile offender learners.

A probing question was asked about the support in terms of physical self-care, nutritional needs, and use of medical services for juvenile offender learners to stay healthy.

Most centre schools participants indicated that they support the juvenile learner to stay healthy. They are given physical self-care, nutritional needs and use of

medical services. They further mentioned that they advocate abstinence from substance abuse in the correctional centre schools.

Participant E/PT 8: *"They do get healthy food three times a day. When they are sick they are referred to the nurses at the correctional clinic".*

Participant D/PT 7: *"Eating healthy food, they get the basics".*

Participant F/PT 10: *"Juvenile offender learners eating healthy food because they eat fruits and vegetables every day. Use of substance e.g. tobacco, alcohol, drugs as juvenile centre we don't allow tobacco or drugs in the centre".*

Participant F/PT 11: *"Yes, juvenile offender learners eat healthy and nutritious food, we have own garden where they plant own vegetable and eat them daily depend on the menu of the day. As for the use of substance, e.g. tobacco, alcohol, drugs is not encouraged at all".*

Participant C/PT5: *"Eating healthy food, the kitchen is conducted by 'Bosasa' company that caters all offenders, teach/train them how to cook and clean the kitchen".*

Participant C/PT6 said: *"I can confirm that the provision of healthy nutrition is supplied to inmate offenders on a daily basis three times a day."*

Participant G/PT 12: *"Eating yes three meals a day healthy food. Use of substance such as tobacco, alcohol, and drugs is not allowed in here".*

The state of support to enhance juvenile offender learners' **social wellness**

When the teacher participants were asked question about the social support in the centre schools in order to enhance wellness of juvenile offender learners. In the seven schools, teacher participants responded that the social wellness of juvenile offender learners is faced with challenges. Juvenile offender learners lacking social support have a tendency of being bullied and threaten by other juvenile learners or get involved in violent acts. The participants indicated that they try to make juvenile offender learners feel belonging and respected as human beings. In addition, the

participants showed that social support is geared towards assisting the juvenile learner to live in harmony with others and avoid joining gangsters and violence.

Participant C/PT5 said: *“Relationships of juvenile offender learners amongst other juvenile offender learners is that all offenders that go to school behave well, but those who are not schooling sometimes demoralise those who go to school. The problem is gangsters especially 26 and 28 groups. They do not behave well and sometimes fights a lot even stabbing each other, doing other crimes etc.”*.

Participant C/PT6 said: *“It is sometimes challenging because gangsterism activities but generally it is normal. It depends on individual juvenile offender learners and teacher and with the centre it is in the view of the fact that a centre official needs a paradigm shift and families need workshop to give support to the offenders because about 30% they desert the offenders for being rebellious”*.

Participant F/PT 10 said: *“Relationships of juvenile offender learners amongst other juvenile offender learners is good but because of gangsterism they usually have conflicts. Relationship of juvenile offender learners towards teachers and centre official they sometimes disrespect to the educators. Relationships of some juvenile offender learners towards family do hate their families due to the behaviour of parents in the house such as domestic violence. Some behave some misbehave and lack respect”*.

Participant E/PT 9 said *“Relationships of juvenile offender learners amongst other juvenile offender learners is not well not much and with teachers it is well but with centre officials it’s always fight Not well If they have what they want”*.

Participant E/PT 8 said: *“Relationships of juvenile offender learners amongst other juvenile offender learners is bad that it is relationships through there are gangsters which is rife. And relationship of juvenile offender learners towards teachers and centre official is that some lack respect and some are respecting but imitate their friends who are out of hand”*.

Participant G/PT 12 said: *“Relationships towards family are not well. Family involvement is not much; parents are from as far away as Kimberly”*.

The responses of teacher participants prove that there is insufficient regulation or ways that can eradicate gangsters in the centre schools. From the responses above, it shows that gangsters pose a threat to social wellness of juvenile offender learners. The gangsters have immense influence on the behaviour, values and it hampers social wellness of juvenile offender learners.

The state of support to enhance juvenile offender learners' **emotional wellness**

The question was asked about emotional support to improve of juvenile offender learners' wellness.

The participants mentioned that lack of emotional support has been found to be one of the factors that increase anxiety, anger, lower self-esteem, and depression of juvenile offender juvenile offender learners in the correctional centre schools. Furthermore, the participants indicated that juvenile offender learners who fail to express their feelings have a tendency of have anger issues, challenges of failing to control emotions and have behaviour problems.

Participant F/PT 10: *“Some fail to express their feeling and they have a lot of anger due to their crimes committed”*.

Participant D/PT7: *“Some learners are shy to open out due to their background.”*

Participant B/PT 2: *“The environment is very difficult to see or deal with the offender's emotions due to incarceration social workers deal with that.”*

Participant KZN= C/PT6 said: *“They do express their feelings but at times you get it through practical actions when they react (fights). Anger management team is always hands full of such instances.”*

Participant A/PT 2 said: *“We talk to them to open up and discuss their problems. Their challenges are like not being visited by family or death in the family, house problems, and gangsterism”*.

Participants' responses indicated that insufficient emotional support is linked to their challenges of social wellness since it leads them to suffer stress. Ultimately, they display bad behaviour and that affects their social relationship with other juvenile offender learners in the centre school. For instance, participants highlighted that angry juvenile offender learners abscond from class and difficult for them to attend a class because they are worried about aggression, bullying or threats by fellow juvenile offender learners.

Participant A/PT1 said: "*Offender treated badly, e.g. emotional abuse, fighting, force him to join gangsters, are afraid to open up and they bung classes.*"

Participant A/PT 2: "*Some learners bully other learners; they want them to write class works for them; they end up not attending well.*"

From the responses of participants, it was clear that it is a challenge for juvenile offender learners fail to open up; they do not succeed to handle frustration and cope they might not succeed to persevere and persist in their learning.

The state of support to enhance juvenile offender learners' **spiritual wellness**

During the interviews, it emerged from participant teachers that they support spiritual wellness of juvenile offender learners in the correctional schools. Teacher participants were asked about the spiritual support in the centre schools in order to enhance wellness of juvenile offender learners. They indicated that they support various spiritual programmes that juvenile offender learners belong to since it helps them to have a positive outlook and cope more effectively in the correctional school.

Participant G/PT12 said, "*Some juvenile offender learners do belong to Christianity and are comfortable with other religious or spiritual beliefs and practices*".

Participant A/PT1 said: "*We worship our religious beliefs openly and we welcome all religious regardless of race also celebrate religious event or holidays. And celebrations and respect even culture and religious belief.*"

Participant C/PT 5 said: *“We also have ‘shembe’ pastor who comes inside the centre and conduct his worship sessions to offenders. We also have Muslims; other religions etc”.*

The participants mentioned that spiritual participation depends on the juvenile offender learners’ family background and some juvenile offender learners do it for changing their behaviour, while others juvenile offender learners do it to impress friends. They expressed insufficient participation of spiritual support jeopardise positive morality, which is essential for rehabilitation and to avoid recidivism.

Participant E/PT 8 said: *“Some are not positive here for their deeds outside influence their behaviour”.*

Participant KZN= C/PT6: *“Yes they do belong to spiritual programmes but some are not like a normal society.”*

Participant B/PT 3 said, *“Yes they do but due to gang activities they stop participating in spiritual activities”.*

Participant D/PT7 said: *“Belong or attend religious group most of them are encouraged to attend to participate in church activities”.*

From the above responses, it showed that teacher participants support spiritual wellness of juvenile offender juvenile offender learners need to help them get meaning and purpose to their life so that they can change behaviour and be rehabilitated. Spiritual support assists them to get answers to their existence questions regarding life struggles and make meaning of their life experiences.

The support to enhance juvenile offender learners’ **occupational/ career** wellness

The findings indicated that the challenges encountered in the correctional schools are the type of juvenile offender learners as some have poor job skills. Furthermore, the participants revealed that low education and a poor employment record lead them to robbery and they ended up imprisoned.

Participant A/PT 2: *“Some committed crimes because they come from poor families and try to have quick cash”*.

Participant GP= E/PT 8: *“At this time they are de-motivated and have less to no hope because of long sentences”*.

Participant B/PT3: *“Most juvenile offender learners are from unemployed families they lack financial support from parents so they steal”*.

The findings revealed that in some centre schools, juvenile offender learners do not learn about skills for jobs only after they have passed AET level4.

Participant FS=G/PT12: *“Nothing for juvenile only for medium B we have skill programmes at basic level such as woodwork, pottery, sewing, and building”*.

Participant KZN= C/PT6: *“Teaching skills but only 30 % can run their businesses”*.

Participants emphasised that supporting occupational wellness of juvenile offender learners helps them to find enrichment of life through work and goal setting. Some correctional centre schools have insufficient support of occupational wellness

Participant KZN= C/PT5: *“I am a career guidance teacher; it is very important to motivate our juvenile offender learners what to do after they finish level 4 AET in order to uplift their lives after serving their sentences”*.

Participant GP=E/PT 9: *“We teach skills to run own business only not much practically. Offenders are positive to find work after released”*.

It is clear from the above findings that it is crucial to support juvenile offender learners on occupational wellness so that they can help them create a vision for career goals, improve their life, have purpose and meaning with their life, be successful in the community, and to avoid recidivism.

5.3.2 Theme 2: The role of teachers is supportive, encouraging and motivates

When teachers were asked about how they view their role of support wellness.

The findings revealed that most teacher participants have passion on supporting juvenile learners to improve their wellness and help them rehabilitate. The findings further revealed that in most schools, the participating teachers make an effort to be supportive, encouraging and motivate juvenile learners regardless of the tough conditions they encounter in the correctional centre schools.

It was evident from the responses of the participants when the following question was posed: “How do you view your role on supporting intellectual wellness of juvenile learners”?

The findings from some schools revealed that teacher participants help juvenile learners on intellectual wellness. They motivate them to be lifelong learners and to engage in creative learning regularly. Teachers understand that to support the intellectual wellness of the juvenile learners is through encouraging them to attend classes regularly, being punctual to classes, engaging in stimulating class activities and avoid omitting lessons.

For instance, in Western Cape Province in school A, teacher participant A/PT 1 said: *“Every time juvenile learners are encouraged to attend classes because it counts on their parole points and rehabilitation.”*

Participant A/PT 2 pointed out about their role of supporting juvenile learners as: *“We alert them of given second chance in life so they must attend classes and learn”*.

School B in Western Cape participant B/PT3 mentioned that: *“Some juvenile learners who serve long sentences are not interested in attending classes. But we encourage them to come and we have read for fun competition to motivate them and they get incentives if they do well”*.

Participant B/PT 4: *“Juvenile learners come to school but don’t attend everyday due to prison environment especially when it’s searching time.”/*

School F in Gauteng Province, participant teachers clarified that they encourage extrinsic motivation by inviting parents, district officials and juvenile learners

juvenile learners who previously passed and obtained certificates while studying in the correctional centre school. The juvenile learner's juvenile learners who did well in their studies are encouraged to continue attending classes and further pursue studies by giving certificates.

In school F, Participant F/PT 10 said: *"Offering tuition in class and Inviting motivational speakers"*.

Participant F/PT 11: *"My role is to motivate them; we invite educators and schools from outside, parents and district officials. Juvenile learner's juvenile learners, who have received certificates, motivate the Medium c-section to attend classes too. And we have motivational speakers invited here too"*.

Participant E/PT 9 expressed that: *"Some juvenile learners who come to school are motivated by teachers to come and they see schooling as an opportunity of going out from their cell-section"*.

Participant F/PT11 in centre F said: *"Juvenile learner's juvenile learners who don't know how to read and write don't want to come up and show it. But we motivate them when they have read for fun competition and they get incentives if they do well"*.

At school G in Free State Province, Participant G/PT12 said: *"Some juvenile learners are being motivated to attend classes but because they have to do them for parole board requirements"*.

However, the findings revealed that in Gauteng school E, the role of teachers in motivating juvenile learners is little. Juvenile learners are not that keen to learn even though they motivate them.

For instance, in school E teacher Participant E/PT 9 said: *"We teach them but not a lot they have no interest of learning."*

Participant E/PT 8 said: *"Extrinsic motivation is not encouraged only intrinsic promoted; they are offered chances to change for the better life"*.

The findings indicated that participants did not only teach juvenile learners but also play various roles within the correctional centre schools to support the wellness of juvenile learners.

For example, in KZN School D, Participant D/PT 7 said: *“My role is to be guidance and rehabilitator, mother figure and father figure. Assist at the youth centre to balance the work”*.

In KZN, school C, teachers mention similar sentiments as follows:

Participant C/PT5: *“As a teacher to 60 juvenile learners, I am always a mother to them and treat them equally. We know it is too much to have so many juvenile learners under one teacher but there is nothing to do because of the shortage of teachers. But with the help of security it’s easy to conduct the class peacefully and they participate well.”*

Participant C/PT6 said: *“My role is to motivate juvenile learners, guide, support, lead, and refer develop learning material, coordinate with the all stakeholders monitor the performance assist with assigned task bring the outside world behind bars to make learning enjoyable, admin for examinations”*.

The findings from School A in Western Cape also showed that even though teachers face juvenile learners with special needs and learning problem, they attempt to assist them to improve their intellectual wellness.

Participant A/PT2 said: *“Although as educator I’m not well trained to handle those special juvenile learners with learning problems, we try to close the gap by being everything to them. Like example psychologist, social workers, and teacher by giving support in all respect.”*

Participant teachers view their role as walking resources and facilitators of enhancing the intellectual wellness of juvenile learners by guiding and encouraging them to share knowledge with other juvenile learners. Teachers are able to recognise juvenile learners’ creative skills that expand their knowledge and give

them the opportunity to apply and share the knowledge to help other juvenile learners in class.

Participant FS=G/PT 12 said: *“Support juvenile learners and motivate them to let them teach each other because they understand each other better. We use juvenile learners in higher grades from medium B section as tutors”*.

From the findings, teachers encourage juvenile learners to use available resources such as the library in the correctional school to expand their knowledge, improve their skills of writing, reading and develop expression of critical thinking.

Participant GP= E/PT 8 said: *“We try by all means to teach them through different learning areas. We try to bring outside world to them while in custody”*.

Participant GP=F/PT11 said: *“Encourage juvenile learners to go to library read more help them to read and be motivated in going to library reading competition”*.

Participant F/PT 11: *“We have registered Grade 12 on previous years. They got 80% pass in the province. Juvenile learner offenders are interested in attending in khari kude classes (pre-AET) and they improve well. They have a lot of time to study; they work hard and do perform better.*

Participant F/PT11 in centre F said: *“Juvenile learner’s juvenile learners who don’t know to read and write they don’t want to come up and show it. But we motivate them when they have read for fun competition and they get incentives if they do well”*.

From the above responses on intellectual wellness, teachers support juvenile learners to seek out opportunities to gain and share knowledge, particularly knowledge of current local and world events while incarcerated in correctional centres. Furthermore, participants in some schools recognised the importance of enhancing creativity, giving stimulating learning activities that expand juvenile learners’ knowledge and skills throughout their life. Teacher participants indicated that they plan their lessons in such a way that it will channel juvenile learners to use library.

For instance in Gauteng school F, participant F/PT 10 said: *“They do class work in class and home works, projects and assignment done in the library”*.

Participant F/PT11 said: *“Encourage juvenile learners to go to library read more on business plans and they have a business corner in the library that is made by them and they collect material to make it beautiful”*.

In KZN province, findings show that the role of teachers in teaching and guiding juvenile learners to use available resources such as library to expand knowledge exists. For instance, the findings in School D discovered that they support intellectual wellness through using their fully equipped library that is functioning during school hours and juvenile learners are able to lend books or read newspapers.

Participant D/PT 7 said: *“I give juvenile learners tasks or activities to research for information in the library”*.

From the responses of most teacher participants, it was clear that their role is to motivate and persuade juvenile learners to expand knowledge, be creative and learn to gain new knowledge when they constantly attend classes. They support juvenile learners on intellectual wellness by helping to identify their strengths in learning, the aim is to build and give them second chance in life.

However, in another school, this does not apply. For instance, teachers in School C minimally give juvenile learners activities that make them utilise a library. The school has a library but it is not utilised as it serves as a storeroom for unused books. Juvenile learners are not going in to borrow books. It was evident from their verbatim responses cited below :

Participant C/PT 5 said: *“We rarely use library”*.

Participant C/PT 6 said: *“Juvenile learners are not using library; it has books that are unpacked”*.

So from the above expressions, it clearly indicated that teachers in school C are not fully expanding new knowledge and supporting intellectual wellness of juvenile learners. There is no sign of exploring more resources in the library.

In response to the question about how they view their role of supporting **physical wellness** of juvenile learner's juvenile learners.

The participating teachers from the seven correctional centre schools indicated that they strongly support physical wellness of juvenile learners because it improves their physical activities attendance and regular exercises that enhance their quality of life and it improves physical health related fitness. The findings revealed that in all the seven schools A, B, C, D, E, F, and G, they have the SRAC department that deal with the physical activities and sporting codes of the correctional centre. However, they clarified that they mostly play a role of encouraging juvenile learners to participate in physical activities. It was evident from the responses of the participants cited below:

In Western Cape, school A, participant A/PT1 said: *"Friday is for sports activities and other developmental programmes. We compete in provincial teams in boxing, rugby, and soccer. The SRAC is organising the physical activities for our juvenile learners here in prison"*.

Participant A/PT 2: *"We have a very good rugby team that represents us in provincial competitions, thanks to good functioning of SRAC in our centre. Juvenile learners like exercising and playing games a lot."*

Participant B/PT3: *"SRAC is playing a big part in supporting juvenile learners' physical wellness"*.

Participant B/PT4: *"I don't do much but only encourage juvenile learners to participate in activities and games."*

In KZN School C, Participants C/PT5 said: *"There is a department called SRAC sports and recreation and art and culture where they deal with physical wellbeing"*

of offenders, especially soccer, runners, cricket, volleyball rugby, netball with the assistance of security personnel”.

Participant C/PT6 said: *“The department gives ample time for physical exercises through sport and recreation programmes”.*

In school D Participant D/PT 7 said: *“Juvenile learners juvenile learners have Physical Exercises on Fridays it is sport day the open field which is implemented weekly”.*

School F Participant F/PT 10 said: *“We have very good physical exercise because of SRAC”.*

In Free State, Participant teacher, G/PT 12 said: *“Juvenile learners do physical exercises; we have SRAC that assist with physical exercises”.*

However, in Gauteng school E, it was apparent that physical support is minimal, since teachers indicated that the lack infrastructure for physical activities and security measures restrict engagement of physical activities. The findings illustrate that a healthy lifestyle is not a priority here because juvenile learners are in Medium C, which is high security restriction. Juvenile learners do not go out to the playfield. The findings discovered that SRAC facilitator is available but owing to security restrictions, only one hour exercises a day to go outside their cells section, teachers do not have much to support physical wellness.

Participant GP= E/PT 8 said: *“Not have sports or games or any extramural activities here”.*

GP=E/PT 9 said: *“It is only soccer sports here once after a while”.*

Regarding a probing question about healthy eating and risky behaviour, the findings revealed that in all the seven schools, teachers motivate them to eat their healthy diet meal that they get in the correctional centre. They also teach them about the dangers and disadvantages of substance abuse and persuade them to stop using.

A question was asked about how they view their role of supporting **social wellness** of juvenile learners juvenile learners.

The findings revealed that a teacher's role is to plan their lessons that align with the curriculum standard to meet social wellness requirements. Teachers indicated that they recognise the needs of individual juvenile learners and group at large. Then they offer support as needed using flexible models such as groups, group discussions, debates, compacting and other differentiation forms of teaching. It was evident from the responses of the teachers from the seven schools when they said:

Participant WC=A/PT1: *"I make juvenile learners to form study groups and discuss learning topics; that motivates them to excel in their learning and they show team spirit"*.

Participant WC=A/PT 2: *"I give juvenile learners topics to discuss in groups and then they report back of what they learnt. Each group chooses a presenter, scribe, discipline keeper for their groups"*.

Participant WC=B/PT3: *"My juvenile learners like to debate during LO lessons and sometimes in English lessons. So I let them speak out their mind"*.

Participant WC=B/PT4: *"I encourage juvenile learners to help each other when they get stuck in their learning. Some juvenile learners have difficulty of understanding English so I let those who understand assist them."*

In school GP=F and school GP=E at Gauteng, teachers articulated that it is important for them to promote social wellness because they have juvenile learners with different behaviours. Some juvenile learners are vulnerable, violent and bully. Therefore, their role is to maintain discipline in class, protect vulnerable juvenile learners from bullies, and make the class to be enjoyable for all of them. This was evident from their responses when they said:

Participant GP= F/PT 10: *"Juvenile learners who are bullies like to lead groups to make noise so I monitor them when they learn and officers also help us teachers"*.

Participant GP=F/PT11: *“Gangsters are a challenge to form team work I have to be careful not to group members of opposing groups or different groups”*.

Participant GP=E/PT 9: *“Security officers assist us to guard juvenile learners against fights and keep conducive environment for learning”*.

Participant GP= E/PT 8: *“Some juvenile learners are so shy they afraid to show that they lack knowledge. In most instances, I encourage them to participate in class, they work in pairs so that they can share or learn from others without exposing themselves”*.

In school G at Free State, the findings revealed that the teacher encourages juvenile learners to interact, collaborate and be role models among themselves. They enhance social wellness by giving juvenile learners opportunity to tutor, which makes them to be free, independent, and learn in different learning styles.

Participant FS=G/PT 12: *“Some juvenile learners find opportunities to become role models and teach and guide other juvenile learners”*.

In KZN schools, the findings discovered that teachers play a role of being a mother to the juvenile learners. Teachers are aware of their juvenile learners’ diverse relationships, their culture and traditions from their villages so it makes it successful for the teacher to relate well with juvenile learners, make the classroom to be conducive for learning, juvenile learners cooperate and communicate with each other. Moreover, the findings revealed that teachers’ role was to create an authentic welcoming environment, and create a sense of belonging through meaningful connections.

In school D participant D/PT 7 said: *“I replace the role of the parent”*.

Participant C/PT5 said: *“When a personal problem occurs I usually call each learner in my office so that we discuss like mother and child about the problem and it will be confidential.”*

Participant C/PT6 said: *“My role is to see if juvenile learners have problems then I referred a learner to the social worker in case of social issues for counselling purposes. But I can do counselling on other issues.”*

The findings revealed that in the most schools, a teacher’s role is to help juvenile learners build good relationships. They build good relationships with the teacher with the juvenile learners. They build good relationships of the learner with other juvenile learners. Furthermore, they make good relationship between the learner and correctional officers. They try to build good relationship of the teacher with family of the juvenile learners, the relationship of learner with the community, and the relationship of other stakeholders with the correctional schools and the support provided to provide a supportive environment for learning. They are role model of juvenile learners by treating them with dignity.

At school C in KZN participant C/PT 5 said: *“Our offenders learn from us how to treat others with dignity. Not to call them ‘sboshwa’ (convict) at least if one does not know the boy’s name we use ‘mfana’ (boy) to call them, which is why they behave well. It is even easy to let them do small jobs, clean our offices then buy them roll on or toothpaste as a reward for good behaviour”.*

School D in KZN Participant D/PT said: *“Juvenile learners juvenile learners who attend classes respect each other and well-disciplined and they stay as a family”.*

Their role was clear that is to teach juvenile learners to have positive interactions with and enjoy being with others, the ability to perform social roles effectively, comfortably and without harming others. From the responses of teachers, it was clear that they help to create an environment of engagement and curiosity about others to encourage the development of deeper social relationships. Support of social wellness helps juvenile learners to have feelings of confidence in social interactions and provides them with a feeling of emotional security.

When questioned about their role of supporting **emotional wellness** of juvenile learners, teachers raised a number of views on their roles of supporting emotional

wellness of the juvenile learners in the seven correctional schools. Their role is to acknowledge and respect individual emotional challenges of each unique learner.

In KZN schools, the findings revealed that teachers encourage juvenile learners to learn the ability to manage their own emotions and build relationships with the teachers and other juvenile learners. They mentioned that their role is to also encourage and support juvenile learners by creating sense of belonging through meaningful connections to strengthen their social wellbeing.

At school C, participant C/PT5 said: *“My role as a teacher should be a mother to them all and when I ask offenders to pick or clean the class they do s”*.

Participant C/PT 6: *“The teachers’ role is to identify juvenile learners with problems, calm them and do counselling if possible before referring to social workers”*.

Participant at School D in KZN emphasised that their role is to promote emotional wellness to assist juvenile learners to deal with different stressors brought by being incarcerated in the correctional centre.

Participant D/PT 7: *“The environment is very difficult to see or deal with the offenders due to incarceration. Some are shy to open out due to their background. As teachers we try our very best to assist each individual”*.

In Gauteng Province it was discovered that majority of juvenile learners are involved in gangsterism; so, they like to fight. It is the teacher’s role to support angry, stressed, or depressed individual juvenile learners not to miss classes or be difficult for them to attend a class. In most cases, juvenile learners who are worried about aggression, bullying or threaten by fellow juvenile learners tend to miss classes. Then teachers assess and refer extreme cases to a psychologist and social workers to help them.

In School E, participant E/PT 8 said: *“My role is to assess the juvenile learners then if there is something complicated the Social worker and psychologist are there to provide help”*.

Participant E/PT 9 said: *“Teacher does a lot of emotional support to offenders and also social workers”*.

In school F, the findings discovered that the correctional centre have one visiting psychologist and social worker, teachers refer juvenile learners with emotional challenges. The psychologist at this school attends to juvenile learners once in a week. However, teacher has echoed dissatisfaction with the juvenile learners’ insufficient consultation time because the centre has many juvenile learners who need the service of the one psychologist.

Participant F/PT 10: *“For emotional problems of juvenile learners we do referral to relevant professionals”*.

Participant F/PT11: *“Is to identify the learner and refer them to the social worker”*.

Free State Province school G participant expressed that her role is to listen and understand that every learner is different and those differences be understood and honoured in order to feel a sense of peace and belonging in the school and in the group of juvenile learners. The participant gives juvenile learners chance to express their feelings to them.

Participant G/PT 12 expressed that, *“I listen and help the learner where possible”*.

In Western Cape Province, participant teachers expressed that juvenile learners tell them about their problems then they refer them to a psychologist when they fail to solve the problem. However, they felt it is not enough because they have many juvenile learners with stress, depression and other emotional problems that were caused by their background and crimes committed. It was evident at school A and school B participants said:

Participant A/PT 1: *“Our environment doesn’t allow us to do very much because its prison. We make the most of what we have, and try to do it to the best of our ability. As teachers we are not well trained to handle those special juvenile learners with emotional problems, we try to close the gap by being everything to*

them. For example, psychologist, social workers, teachers we give support in all respect”.

Participant A/PT 2 said: *“We refer juvenile learners to educational psychologists in our prison to assess and assist in cases of emotional problems. It would be helpful if employed another to assist because we have many juvenile learners that need help. As teachers, we refer many juvenile learners with problems for assessment and treatment”.*

Participant B/PT 3 said: *“I constantly find ways to help the juvenile learners to overcome their emotional problems”.*

Participant B/PT 4 said: *“My role in emotional support is to take their minds off the daily routine of prison ways and help them to fit into the society outside prison”.*

From the responses of teachers above, it could be deduced that they view their role of supporting emotional wellness of juvenile learners to be of paramount importance because it has impact on reducing their anxiety, depression and lowers their emotional problems while it develop their self-esteem and deeper social relationships.

Participants were probed about how they view their role of supporting **occupational/ career** wellness of juvenile learners. The participants view their role of supporting occupational/ career wellness as to teach, guide juvenile learners about jobs, value importance of work, and be able to create their own jobs when they go back to the community. They teach career choice and career guidance from the Life Orientation subject. The findings from the seven schools studied revealed that classes from AET level 1 to level 4 do not give vocational practical lesson on skills development; they only teach juvenile learners about career choices in Life Orientation subject. Teachers in school A, B, C, D, E, F, and G made similar sentiment. It was evident from the responses of the teachers from the seven schools.

In school WC=A participant A/PT 2: *“Life Orientation subject guides juvenile learners to choose correct career according to his interests”*.

School B participant B/PT3 said: *“Life orientation encourages juvenile learners to set career goals and have life plan for future when released”*.

School D participant D/PT 7: *“LO teachers offer guidance to choose careers”*.

School C participant C/PT 6: *“Life orientation teacher give career guidance, the subject is clinic of career guidance”*.

Participant G/PT 12 in school G said: *“LO advise them about career choice available”*.

School F participant F/PT 10 said: *“I guide juvenile learners on how to choose careers relevant to their studies”*.

Participant F/PT 11: *“Teaching and guiding them on career choices”*.

School E participant E/PT 8: *“We do encourage them to make right career choices to be used when released”*.

Participant E/PT 9: *“Is to guide them to choose right careers”*.

The above responses showed that even though teachers are not offering vocational practical skills lesson, they support juvenile learners to aspire for improving their future life and avoid recidivism. Furthermore, they motivate and create a vision for career goals so that they get direction in life.

The findings revealed that teachers assist juvenile learners to develop career/ occupational wellness through teaching EMS and SMME subjects in the AET level 4. From the six schools “A, B, C, D, F, and G, participants emphasised their aim of teaching the two subjects thoroughly is to persuade juvenile learners to use their talents and gifts, enhance their skills and knowledge through work or self-employment skills, have work life stability, job commitments, and avoid engaging in criminal activities.

For instance in school D at KZN, the participant teaches EMS subject that helps juvenile learners with business management skills. The teacher invites and engages the career guidance office from the CAO to guide juvenile learners. They also facilitate lessons to make juvenile learners read and explore on occupational/ careers at the library.

Participant D/PT7 said: *“We have different faculties in terms of career choices. I involve “CAO” to guide juvenile learners and let them visit library for pleasure”*.

Responses from participants in school C emphasised the role of teaching EMS and SMME as important in guiding juvenile learners to achieve their great potential of success when released back to the community.

Participant C/PT6: *“The teacher must guide the learner in terms of administration, identification of his potential skills, doing correct choices of learning areas to achieve his goals”*.

Participant in school G mentioned similar sentiment as in school F. In SMME subject, they teach juvenile learners to write a business plan to improve their skills of starting a business and increase the opportunity of success when released back to the community.

Participant G/PT 12 said: *“I advise and teach juvenile learners about business. I have lessons on how to run business and competing for employment from the SMME subject”*.

Participant F/PT10: *“I promote competition among juvenile learners to organise the best business corner in the library. We teachers collect materials for the juvenile learners to use, and we have a library that also assists them. This encourages them to compete on business skills”*.

Participant F/PT 11 said: *“Inviting business people to come motivate our juvenile learners on business topics”*.

In school F, responses above show that teachers go an extra mile to support career/ occupational wellness of juvenile learners. They even fetch resources such as magazines, books, and newspapers from own means to support lessons and give encouragement from business owners on how to run business. They further mentioned that they structure their lesson to give juvenile learners an opportunity of creating and organising business corner in the library. Furthermore, the findings revealed that in Western Cape school A, teachers promote career wellness by teaching SMME and EMS subject to improve juvenile learners' skills on how to write their own curriculum Vitae (CV) to apply for employment.

Participant A/PT1: *"I want them to be able to write CV so that it can encourage searching for jobs when they are released back to community"*.

In School B in Western Cape, it was found that teachers motivate and encourage learner to use their talents to learn how to make business from it. They stressed teaching EMS and SMME to be crucial as it encourages learning in totality. After the interview session, teachers took the researcher to the art centre to demonstrate the juvenile learners' talents of drawings on the walls, of playing music instruments in studio, and to the radio broadcasting studio. From these observations, this school has teachers who show enthusiasm in their work. It was evident when they said:

Participant B/PT4: *"I encourage juvenile learners to use their talent; they must start a good a career or make a business out of it. For instance, here at the centre, juvenile learners are taught various activities such as music, drama, dance, visual art, and other practical skills. We also teach radio broadcasting skills that they can make a living from it"*.

Participant B/PT 3 said: *"Our juvenile learners are very creative and have potential. Therefore, I encourage them to take their talents very serious and use positively when they released from here. They show enthusiasm in their work, they can start a business of producing music or writing scripts for a drama on TV. We teach them many things so they can do to avoid going back to crime."*

However, the findings in School E were different. This centre houses juvenile learner offenders with long sentences from 15 years and more. Teachers pronounced that they make an effort to encourage juvenile learners to learn about skill development, discover their talents and encourage positive attitude about work but they are not interested. Juvenile learners are discouraged, have less to no hope because of long sentences.

Participant E/PT8 *“Yes, some do learn, theoretical exercise on careers and occupational goals are offered but juvenile learners have long sentences so they are de-motivated”*.

Participant E/PT 9: *“The length of their sentences influences the attitudes expected. At this time they are not keen to learn about careers”*.

From the above responses, it was clear that teachers' roles of supporting career wellness at this centre are little. The long sentences demoralise teachers from doing their work. Teachers clarified that juvenile learners housed here are of high security, measures taken here also obstruct the support to develop juvenile learners because at time they are not allowed to attend classes for a whole month.

When asked about how they view their role on support of juvenile learners on **spiritual wellness**, the findings indicated that in some schools, teachers are a role model to juvenile learners. They support spiritual wellness of juvenile learners by setting good example and participating in spiritual activities with them. For example, in some schools, teachers expressed that they worship, read Bible, sing, and pray with the juvenile learners every morning before classes commence. The participants believe that when they support juvenile learners on spiritual wellness, they recuperate moral values and reaching a state of inner peace and a sense of wholeness. Teachers strongly emphasised that juvenile learners who get spiritual support have a positive outlook and cope more effectively in the correctional schools.

At KZN, school C participant C/PT5 said: *“It is very important to up bring juvenile learners to know the importance of being a child of God and the use of a prayer in*

time of sorrow or happiness and in celebrating our success. We also teach them to start the day with a prayer and they should pray before they sleep”.

Participant C/PT6 said: *“To work on their humanity personal character up until they realise importance of harmony, humanity, morals, and good attitude”.*

Based on the words expressed by participant C/PT 6 in school C, spiritual support teaches juvenile learners positive behaviour such as humanity, comfort, morals, increased sense of empathy and increased insight and understanding of their purpose in life, which is required for rehabilitation.

After the interviews with the participant at school D, teachers took researcher to witness how wonderful juvenile learners sing. From the researcher’s observation, juvenile learners seem to be in peace, harmony and the songs gave juvenile learners some comfort.

Participant D/PT7 said: *“We give the best as on a daily basis they share the word and songs at assembly”.*

Participants in school E and school F echoed similar sentiments to school G in Free State Province. They emphasised their role of supporting juvenile learners’ spiritual wellness as fundamental because it is a way that gives juvenile learners sense of value of being human, scrutinise and understand their worldview and to respect other people.

Participant E/PT 8: *“Positive effort in life is being encouraged and to search for harmony with others”.*

Participant F/PT 10: *“Encourage juvenile learners to belong to one of the religious groups”.*

Participant F/PT11: *“Sing with them and pray during church services and encourage them to attend church.”*

Participant G/PT 12: *“Encourage juvenile learners to participate in church”.*

However, Participant E/PT 9 affirmed that their role is not to propel juvenile learners to join Christianity only but they encourage them to belong to spiritual group of their choice because it gives them hope in life and reduce anxiety, anger and depression.

Participant E/PT 9 *“It depends whether a teacher is a Christian or not but I encourage participation”*.

At Western Cape in the two schools, namely, A and B, there is evidence that teachers’ role of supporting spiritual wellness of juvenile learners is crucial because it helps them to change and rehabilitate.

Participant A/PT1 said: *“I encourage juvenile learners to respect their beliefs, values and to value being human and respect other people in life. They have changed since they arrived here they are not wild anymore but calm”*.

Participant A/PT 2: *“Motivate them to pray, meditate, sing songs and read spiritual uplifting verses from the Bible to give them hope in life. After they had spiritual activities they demonstrate signs of peace and serenity.”*

Participant B/PT3: *“Juvenile learners who engage in spiritual activities are able to understand and tolerate each other”*.

Participant B/ PT4: *“Juvenile learners who don’t attend or belong to any spiritual groups in most cases are reluctant to change, show feelings of hopelessness and selfishness. As a teacher I always encourage them to attend church, sing and I quote bible verses when I teach”*.

From the above response of teachers in school A and school B, it shows that the role of teachers of motivating juvenile learners to participate in spiritual activities helps them to minimise conflicts with others and self; of which might aggravate anxiety, anger and depression. Support assists juvenile learners to get answers to their reality questions regarding life struggles and make meaning of their life experiences.

5.3.3 Theme 3: Availability of support structures to promote wellness

The findings revealed that availability of support structures in some schools is inadequate. The teachers from the seven schools presented different views about support structures that enhance the six-wellness domains namely, intellectual, physical, social, emotional, spiritual, and occupational/ career wellness.

The question about support structure to promote **intellectual wellness** was posed to teachers.

Participant teachers from the seven schools identified their support structures in a mixture of responses. However, in all the seven schools A, B, C, D, E, F, and G, the findings indicated that the DBE and DCS are the main support structures that assist in promoting intellectual wellness of learners. Teachers' support structure is the DBE. They are invited to attend workshops with the mainstream schoolteachers on how to improve on teaching content in their different subjects. In the entire nine subjects they teach in AET Level 4, the DBE provides them with CAPS, which is also used in the mainstream schools. For assessment, teachers get support in assessing learners for final external examinations from the DBE, which sets the end of the year examination question papers for AET level 4 learners. The findings from teachers also clarified that the DBE has subject advisor/specialist that moderates their schoolwork.

However, the teacher complained that the DBE does not supply LTSM for learners. The DCS budget provides learning resources for learners.

The findings revealed the widespread complaint about shortage of LTSM from the schools in the study. In some schools, there is also a shortage of qualified teachers in certain subjects.

Participants clarified that the DCS supports them by assigning a security officer to maintain order and discipline when learners attend classes. They escort learners from the cell section to the class and provide guard while teachers are presenting lesson in class. From these findings, it was evident that teachers in the correctional schools are not working in isolation.

For instance, in KZN, school D participant mentioned that they get good support from the DBE and the DCS. At this school, the library is well organised and stocked with books, magazines and newspapers. The participant highlighted that they subscribed to some local newspapers and magazines. Furthermore, the findings revealed that the DCS support by providing guard duty when learners are in class. The presence of security officers helps to maintain discipline of which is fundamental for classroom management and creating a conducive learning environment. It was evident from the responses of the teachers when this assertion was confirmed as follows:

Participant D/PT 7 said: *“Support structures that promote learning are Department of Education and DCS. The two departments are very good support structures. The DCS provides resources for the library. There is resource centre with books in abundance. The support that we lack is from families; we need them to be more involved in their children’s work”*.

School A and school B shared similar sentiments in their intellectual support structure. Participant A/PT 1 said: *“We attend workshops organised by the Department of Basic Education to discuss the CAPS document for all the subjects we teach here. End of the year subject advisor moderates the portfolio of the Level 4 work”*.

Participant B/PT4: *“Our support structure is helpful in assessing the AET Level 4 final external examinations. The DBE sets end of the year examinations question papers for AET level 4. We also have other NGOs that assist learners in competing in reading and speech such as Readathon and Reading Starz forum”*.

In school C, the findings revealed that their additional support structures that promote intellectual wellness are UNISA, Intec College, Amajuba College and the Department of Arts and Culture (DAC). The DAC has annual competitions to encourage learners to participate in reading and writing. It encourages learners to read and write by means of promoting the writing of poems, short stories, drawings, and gift card making. The school invites UNISA, Intec College, and the

neighbouring Amajuba College to support them and motivate learners. Teachers echoed that:

Participant C/PT5: *“Support structures that we have here to promote learning are Department of Education, DCS, UNISA, Amajuba College, Intec College, and Department of Arts and Culture. This support structures encourage learners to read, write by means of writing poems, short stories, drawings, and participate in sports. But the support from families of learners and community is not enough”.*

Participant C/PT6 even rated the support they get from different structures as follows:

Participant C/PT6: *“DBE (excellent), DSC moderate, families (poor) due to reasons, community (fair), services providers’ (excellent), department of labour (fair), home affairs (good), department of culture (good)”.*

From the response above at school C, it was clear that the school receives support from various stakeholders. However, participants complained about insufficient parental support to encourage juvenile learners to attend school. In this school, parents of learners rarely visit the school to monitor their children’s schoolwork.

The findings discovered that in school F the support structure that promotes intellectual wellness are the DBE, DCS and NGO’s such as Khulisa, khari kude, families of learners, and nearby communities. These support structures come to the school to inculcate the importance of education to learners and discourage involvement in crime activities. The external exams are from the DBE. On the ceremonial day to present awards of level four certificates, the school involves families of the offenders to attend, motivate and see their children receiving awards. The findings indicated that the school promotes the intellectual capability of learners by inviting ‘khari kude’ (NGO) coordinators, pastors for motivation, service providers from nearby schools and subject advisors to motivate juvenile learners. Learners who have difficulties to read they join reading competition in the library.

Participant F/PT 10: *“Support structures that promote learning are Department of Education or DCS, and we involve the community schools to compete and to observe the changes of the rehabilitated offender. On the day of awarding giving we also invite families of learners to experience how good their children work”.*

Participant F/PT11: *“External exams are from the DBE. On awards of level 4 certificates ceremony, we involve families of the offenders to attend, motivate and see their children receiving awards. We invite ‘khari kude’ coordinators, pastors for motivation, service providers from nearby schools and subject advisors to motivate our learners. Learners who have difficulties to read they join reading competition in the library. Yes, teachers give incentives for attending classes and performing well on the learners subjects”.*

Based on the findings above, it was clear that the school engages their support structures fully to make the most of promoting intellectual wellness of the juvenile learners. Teachers echoed that the support structures help to overcome barriers to learning. The participants are contented with the parental involvement of the learners in the schoolwork.

The findings in school G discovered that their support structures that promote intellectual wellness of learners is the DBE and DCS. They have not yet done much in engaging other stakeholders. It was revealed from the findings that they recently registered as a formal school; therefore, engagement with other support structures is minimal. They register their learners for external exams of AET level 4 with the DBE. The DCS buys stationery but not textbooks for learners. They minimally involve parents at the school because the correctional centre is at remote outskirts of the communities.

Participant G/PT 12: *“DBE we register our school to write external exams for the level 4 and DCS buy exercise books for learners only, but no textbooks. We also have a shortage of teachers”.*

Based on the findings in school E, it was clear that the support structure to promote intellectual wellness of learners is minimal. Participant teachers indicated

that they have the DBE, DCS and learners' families that assist them. Teachers indicated that because learners in this school are in high security medium B correctional centre, it is difficult to engage or invite other stakeholder. However, they mostly depend on parents of learners for encouragement to overcome barriers to learning and the families provide resources to learners promote learning. The findings revealed that juvenile learners recurrently fight at school; the security officer assists them to keep discipline in class. Participant echoed that:

Participant E/PT8: *“There is less support only DBE and DCS. We have no resources that promote learning, not enough and there is less support to assist all learners to overcome their barriers to learning in the classrooms. There is less support we are understaffed. Some of the teachers here are not qualified as teachers but they help to teach”*.

Participant E/PT 9: *“Our support structure is DBE and families help a lot. Resources that promote learning we have nothing only writing exercises books for learners and workbooks for teachers. Support to overcome barriers to learning we have no other thing than teaching in class”*.

The question about support structure to promote **physical wellness** was posed to teachers.

The findings from the seven centre schools A, B, C, D, E, F, and G indicated that they have support structure that promote physical wellness of juvenile learners. Every school has SRAC department that organises sports, games and other physical activities for the correctional centre. It was evident from the responses of the participants:

In Western Cape, school A, the SRAC has six sporting codes, namely, soccer, cricket, rugby, tennis, basketball and boxing. The SRAC is in charge of the library. This school take pride in representing the Mandela Boxing Day in the provincial tournaments.

Participant A/PT1 expressed that, *“Friday is for sports activities and other developmental programmes. We compete in provincial teams in boxing, rugby, and soccer. The SRAC is organising the physical activities for our juvenile learners here in prison”*.

Participant A/PT 2: *“We have a very good rugby team that represents us provincial competitions, thanks to good functioning of SRAC in our centre. Juvenile learners like exercising and playing games a lot”*.

School B in WC, is proud to have the SRAC as their physical support structure. It has six sporting codes, namely, soccer, cricket, rugby, cricket, tennis, basketball, and boxing. It has Arts centre for creative arts, drama, music, dance, culture choral choir, and a well-stocked library.

Participant B/PT3: *“SRAC is playing a big part in supporting juvenile learners’ physical wellness”*.

Participant B/PT4: *“I don’t have much to do only encourage juvenile learners to participate in activities and games; SRAC is taking care for it”*.

In KZN School C, Participants C/PT5 said: *“There is a department called SRAC sports and recreation and art and culture where they deal with physical wellbeing of offenders, especially soccer, runners, cricket, volleyball rugby, indoor games with the assistance of security personnel”*.

Participant C/PT6 said: *“The department gives ample time for physical exercises through sport and recreation programmes”*.

In school D at KZN, the SRAC and NGO called Khulisa support the school on physical wellness. They have variety sporting codes; soccer, cricket, rugby, indoor games; music choir and library.

Participant D/PT 7 said: *“SRAC weekly programme Juvenile learners have physical exercises on Fridays it is sports day open field. We also have NGO*

Khulisa it rehabilitate offenders from using drugs, behave well, religion and how to deal with anger issues”.

In School F, the SRAC manages four sporting codes, namely, soccer, cricket, rugby, tennis, and indoor games. It also manages the library and organises debate competitions, and soccer tournaments with the nearby community’s schools.

Participant F/PT 10 said: *“We have very good physical exercise because of SRAC”.*

In school G at FS, the SRAC physical support structure is managing a variety of sporting codes such as soccer, boxing, cricket and fitness centre. It also supports and organises choir competitions. The findings revealed that the school is participating at the national choir competitions.

Participant teacher, G/PT 12 said: *“Juvenile learners do physical exercises; we have SRAC that assist with physical exercises”.*

In school E, the findings indicate that SRAC facilitator is available but owing to security restrictions, they allow learners to go outside their cells section for one hour per day. Teachers explained that Medium B centre is a high security restriction; juvenile offenders require a high degree of physical security. Findings indicated that the main primary focus of the centre is on high security because most offenders here have committed serious crimes such as murder, high jacking, bank robbery etc. The school lack infrastructure for physical activities and security measures limit engagement of physical activities.

Participant E/PT 8 said: *“Not have sports or games or any extramural activities here strict security”.*

Participant E/PT 9 said: *“It is only soccer sports here once after a while no sports field they play close to their rooms.”* (Teacher pointed to a surface adjacent to the classroom and cell sections.)

Based on the above responses, it was apparent that physical support structures at this school is minimal. However, on the day of research visit, the Department of Health was checking and giving health services to the juvenile learners.

A probing question about support structure that supports healthy eating and risky behaviour was posed to teachers.

The findings revealed that in all the seven schools juvenile learners eat nutritious meals three times a day. The findings discovered that in some schools, they grow their own vegetables garden to feed fresh food to juvenile learners and they stay healthy.

The schools have correctional centre clinic to refer sick juvenile learners. In other schools, NGOs have also come to educate juvenile learners about the dangers and disadvantages of substance abuse.

The question about support structure to promote **Social wellness** was posed to teachers.

The findings indicate that in all the seven schools they have the DSD as their support structure in the correctional centre. Teachers refer learners to social workers when they observe any need for assessment on social issues and challenges. The social workers provide supportive services within the centre and connections to resources in the community. The social support structure provide structured programmes on issues such as life skills, family care, alcohol, and drug abuse anger management, sexual offences, and HIV/AIDS. The schools promote social wellness of juvenile learners in order to assist them to deal effectively with problems relating to social functioning and prepare them for reintegration into the society.

However, in the seven correctional centre schools, teachers complained about having inadequate social work services. Teachers echoed the need for additional social workers to help because they face a problem of gangsters and other antisocial behaviour, which are the major the learning barriers in schools. They

mentioned that their challenge is they teach many juvenile learners with social problems who often fights in class. The findings revealed that learners belong to various gangs in the correctional centres; they engage in conflicts and other antisocial behaviour.

Evidence emerged from the responses of the teachers from schools A, B, C, D, E, F, and G when they said:

Participant D/PT7 in school KZN=D: *“Support structures that promote social wellness of learners here we have social workers and [a] psychologist to assist.”*

Participant C/PT5 in school KZN=C: *“Khulisa is one of the support structures that promote social wellness of learners”*.

Participant C/PT6: *“Correctional officials, social workers, and management are our support structures that promote social wellness of juvenile learners”*.

Participant E/PT 8 in school GP= E: *“Support structures that promote social wellness of learners are Social workers appointed to see to it that learners are helped”*.

Participant F/PT 10 in school GP=F: *“Support structures that promote social wellness of learners are social workers and psychologist”*.

Participant F/PT 11: *“Social workers arrange that for learners”*.

Participant A/PT 2: *“We are thankful to the social workers that help our learners with social issues. They are the main support structure assist and with its programmes”*.

Participant B/PT 3: *“Social worker working here full time helps us in social programmes and life skills that encourage learners to integrate and get along. The biggest challenge here at the centre is gangsters”*.

From the above responses, it was apparent that social support structures in the seven schools is minimal. The social worker as the only support structure is

insufficient to promote learners social wellness. There is a dire need for more professional support from community, NGO and other relevant stakeholders to assist learners on social issues.

The question about support structure to promote **emotional wellness** was posed to teachers.

The findings revealed that the support structures that promote emotional wellness of learners are insufficient. Though teachers are engaging in various activities to support learners emotionally, they noted that learners encounter many emotional problems, which in one way or another, impact negatively on their interaction with others and eventually affect their intellectual wellness. Teachers remarked that the only support structure they have in the correctional centre schools are the psychologist and social workers.

School C at KZN has a bereavement committee that assists with emotional challenges in the correctional school. The committee consists of teachers and officers in order to work together to support emotional challenges of the learners and personnel officers.

Participant C/PT 5 said: *“Availability of support structures that promote emotional wellness of learners, we have Gender Equity Bereavement Committee. Some have not consulted the psychologist – the only support structure on emotional wellness is us teachers and officers”*.

School F and school E do not have a psychologist who provides service on a full time bases. In case a juvenile learner is in need of psychological counselling, teachers refer them to officers to arrange a private psychologist.

Participant F/PT 10: *“Support structure that promotes emotional wellness of learners is the psychologist arranged to come at the centre for counselling learners”*.

Participant F/PT11: *“Not enough support structure on emotional wellness is available. Shortage of psychologist is a challenge because most learners need that*

service. Social workers referred learners to psychologist for assistance and organise family day to give support”.

Participant E/PT 8: *“not much, officers are there with the skills of handling this”.*

Participant E/PT 9: *“We have no support structure and resources are not readily available. However, teachers refer learners to social worker”.*

It was clear that there is varying degree of support for emotional wellness of learners in School D. Owing to insufficient psychological service, teachers mentioned that they use a traditional structure (counselling the learner using Ubuntu values) to support emotional issues of learners. They develop a bond with learners and end up attending to their personal problems. It was evident when participant mentioned that:

Participant D/PT7: *“The support structure is of traditional nature from the teachers and officers. I see the boys as my sons not offenders. Support structure and resources like the anger management courses offered by the social worker, psychologist and families support them on their emotional wellness.”*

School G support structure for promoting learners emotional wellness are social worker and psychologist. Teachers echoed that emotional support from psychological service in the school is necessary to improve and sustain the mental health of learners. Nevertheless, they echoed the need for resources and more time to consult a psychologist, given that learners have a plethora of emotional challenges.

Participant G/PT 12: *“Learners should have regular visit to psychologist and social workers’ programmes. They have more emotional problems so they need help”.*

It was found that school A and B Participant A/PT 1 Participant B/PT 4

The question about support structure to promote **spiritual wellness** was posed to teachers

The findings from teachers in the seven schools revealed that moral lessons are emphasised in the correctional schools. It has been revealed that pastors, motivational speakers, and different religious organisations are invited at the schools to encourage and motivate learners. Learners belong to various denominations such as Shembe, Catholics, African Christian Zion, and Muslims etc. represented in the schools.

Participant E/PT 8: *“Availability of Support structures that promote spiritual wellness of learners are Pastors and spiritual care”*.

Participant E/PT 9: *“We do have outside people who help.”*

Participant D/PT7: *“We have NGO’s coming to the correctional centre.”*

Participant C/PT 5: *“Yes we do have [a] Bible College that teaches our offenders through post until they receive certificates. Yes we do have Shembe pastors and Bible College who comes and conduct services inside centre.”*

Participant C/PT 6: *“Religious spiritual care services and social work programmes teaches about moral lessons”*.

Participant F/PT 10: *“Priest and pastors come to promote spiritual wellness of learners.”*

Participant F/PT11: *“Pastors from the community of different churches. They sometime come to motivate the learners to engage in their school work”*.

Participant A/PT 1: *“We have our own chaplain to promote spiritual wellness in the centre and we also welcome pastors from different churches”*.

Participant A/PT 2: *“Some learners get spiritual material through post office.”*

Participant B/PT 3: *“The centre invites pastors and other spiritual care services to motivate learners”*.

Participant B/PT 4: *“We have strong support structure of spiritual wellness here. Different churches come to motivate and teach moral lessons to our learners.”*

From the above responses, it was clear that correctional schools have a support structure that promotes spiritual wellness of learners in the schools. The schools value the spiritual support as a rehabilitation programme that plays a vital part in bringing about the behavioural change of learners.

The question about support structure to promote **occupational wellness** was posed to teachers.

The findings revealed that the support structure to promote occupational wellness of learners is not available in the seven correctional centre schools. Teachers clarified that learners in AET classes Level 1-4 learn about careers only in Life Orientation, SMME, and EMS subjects. They do not have practical development for skills on careers or occupational development support structure is for offenders in medium B centres. It was evident from their from the verbatim responses quoted below:

Participant KZN=D/PT7 said: *“None Availability of Support structures that promote career or occupational wellness of learners. Funding structures on occupational wellness need to be boosted”*.

Participant G/PT 12 said: *“We need outside business people to motivate our learners, we have nothing for now”*.

Participant E/PT 8 said: *“Educators and external services providers help in this regard”*.

Participant E/PT 9 said: *“Not much is done for occupational support”*.

Participant C/PT 5 said: *“No support available other than Amajuba College supporting the offenders in FET skills section. The only support I give is the information from teachers and my newspapers assist in their work by cutting information and pictures that are useful to their studies. There are offenders who come to the centre obtained a Grade 12 we motivate them and invite UNISA, Intec College and Amajuba College so that they can choose one’s career in order to further their studies”*.

Participant C/PT 6 said: *“School life orientation for level 4 and skill development, NICRO- service providers for medium c and FET learners.”*

Participant A/PT 2 said: *“AET classes learn about careers in LO but we try to add computer skills when they passed their level 4”.*

Participant B/PT 3 said: *“We have qualified teachers who teach vocational subjects in the workshop such as woodwork, welding, building, plumbing, tailoring, cooking in the kitchen, as well as shopkeepers. But these practical lessons are for FET group. Once they complete level 4, they go to FET”.*

Based on the above responses, learners in AET level 4 are not equipped for productive labour after release. These findings show that learners have not learnt work ethics that promote change of behaviour which might affect positively the tendency towards recidivism practices.

5.3.4 Theme 4: Developmental and enrichment needs to support of wellness

To scrutinise the needs for development and empowerment on the support of wellness of juvenile offender learners in the correctional centre schools.

This question was posed to the teachers: “What are the needs for development and empowerment on supporting wellness of juvenile offender learners in the correctional centre schools”?

The findings from teachers in the seven schools emphasised the need for more in-service training to be equipped with necessary skills and knowledge to handle offender learners. The teachers indicated that correctional schools are an environment, which is not conducive for teaching and learning freely. Teachers clarified that in the correctional schools they face challenges that impede teaching and learning such as head count, parole, fights, prison culture, and security measures. In addition, the findings revealed that most learners in correctional schools are slow learners; some had learning barriers and dropout while they were at mainstream schools. Therefore, a need to attract scarce skills such as teachers and nurses, psychologist and social workers and more in-service training to be equipped with necessary skills and knowledge is crucial.

When probing question was posed: “What are the developmental needs to support intellectual wellness”?

The findings revealed that there is a need for additional time into education programmes to address barriers to learning, needs and abilities that is relevant to juvenile learners. Educational time to address learning barriers, learners’ needs and improve abilities of slow learners is insufficient. The findings indicate that there is a need for extra teachers particularly on subjects such as natural science, life science, mathematics, communication languages and computers.

Participant C/PT 5: *“We need maths teachers. Learners like numeracy subject but they need assistance on this subject; so, we have a shortage of those teachers.”*

Participant C/PT 6 said: *“most learners are slow learners especially on the natural science, life science, mathematics, communication languages subjects. It is difficult to teach them. I need training on how to overcome their learning barriers”.*

Participant A/PT 1 said: *“We need training on how to implement, support learners with barriers in order to rehabilitate them. Prison is full of slow learners and it is too difficult to teach them”.*

Participant B/PT 4 said: *“Science and technology teachers are scarce. They rarely interested in teaching in the correctional school. So it is a challenge the DCS need to train more officer to be maths teachers”.*

Teachers need resources to promote intellectual wellness. Learning and teaching support materials is not available. There is a need for books and more time to use libraries, in order to get an opportunity to improve reading skills.

Participant G/PT 12: *“We lack resources and we have dysfunctional library with no books. We are only two teachers here; we need more teachers”.*

Participant E/PT 9: *“There is a need for adequate classrooms. The infrastructure is not conducive to learning and teaching. The class are adjacent to the cell section,*

of which makes it difficult to teach while other offenders are idling and making noise outside”.

They emphasised a need to plan learning programmes according to the learners’ sentence.

On the question about physical wellness needs and empowerment, teachers indicated that they lack sponsors to support physical wellness. This was evident from the response in school F:

Participant F/PT 11: *“If we can get support from sponsors like supermarket they donate medals, boots, and jerseys to promote physical wellness”.*

In school C, D and E teachers indicated the need for more staff, trained coaches and more time to engage in physical activities.

Participant D/PT 7: *“Need more staff, trained coaches, and extra time for exercises.”*

Participant C/PT6: *“Correct appointment of relevant sport organisers and coordinators of the department of sport, health, and education”.*

Participant E/PT 8: *“Learners need games, and other sporting equipments. Need help and support, also employment of more teachers and be paid accordingly”.*

In school E, participants indicated that they lack time to engage in physical activities owing to security measures. However, they emphasised the hardship of keeping juvenile incarcerated without physical exercises as depressing.

Participant E/PT 9: *“We have little physical activities; we really need them. Learners are misbehaving and angry all the time”.*

Participating teachers from the seven schools answered the probing question about social and emotional wellness needs to promote wellness as follows:

The findings revealed that conditions in correctional centre schools are demoralising and learners come to classes depressed by their cases. Teachers

indicated that most learners are depressed and stressed owing to correctional environment and some have social problems and emotional issues; these have an effect on their performance in class. Hence, they refer a large number to social workers and psychologist but it takes long to consult. Teachers indicated that intellectual wellness of learners has a strong link in social and emotional wellness. They indicated that when learners' social wellness is not taken care of, it affects their emotional wellness and have negative effect on their school performance. Teachers indicated that they need basic training to be equipped with specific skills on how to handle the learners' social and emotional situation since they have a shortage of professional social workers and psychologist.

Participant A/PT 2 "I need necessary training on how I can try to solve social and emotional learners' issues."

Participant B/PT 3: "Social workers handle learners' social issues and a psychologist is responsible for emotional issues. However, it takes forever for learners to get consultation, and the sessions are too short before the learner gets help it's terminated. I think it would be best if we teachers get basic training on emotional and social lesson so that we can assist them."

Participant C/PT5: "For emotional wellness not enough resources only social workers and us teachers and nurses who offenders usually go to. We need psychologist but at the moment we make use of pastor, social worker, teachers, nurses and the head of the centre for help"

Participant C/PT6: "We need more social workers, therapeutic department, institutional committee, family integration. Social worker services and anger management team is inadequate"

Participant D/PT7: "Need help and support from social workers. There is that insufficient interact with all officials"

Participant E/PT 8: "Social structures need to join hands with us to address the learner's challenges"

Participant E/PT 9: *“A lot is needed on social support, social workers consulting time and Issue books about social issues to learners”*.

Participant F/PT 10: *“Help or support needed is regular sessions with psychologist until the problem is solved. Frequent visits to social workers”*.

Participant F/PT11: *“Learners need to get more time for the psychologist, Social workers, and nurses”*.

Participant G/PT 12: *“I need support and basic training to promote social and emotional wellness of learners; I don't know how to handle that. Social workers have [their] own programme;; it is not integrated to our learning programmes. For emotional support, a psychologist must attend and have regular visits to the learners I referred to them. But consulting time is not enough.”*

The findings show that there is a need for frequent visits from families to support social wellness. Teachers believe that frequent visits of parents or families motivate learners to have interest to learn and to impress them about their changed life. They need support to promote social wellness from the learners' families to help learners value the importance of attending the classes.

Participant F/PT 10: *“Frequent visits from parents in our centre will help us so that learners can see the importance of education”*.

Participant A/PT 1: *“Parents' visits communicate will learners about their school performance it encourages them to attend and they perform better”*.

The findings on career /occupational wellness revealed that AET level four learners are not equipped. They only learn it theoretically, and there is a strong need to introduce the level four learners in the workshop in order to equip them for world of work. The educational activities prepare them for their release so that they can be employable and be able to use their own talents to create own jobs or start business to avoid recidivism or commit crime again.

The participants need equipped workshops to promote occupational wellness in AET level 4 to be productive citizens.

Participant E/PT 9: *“Workshop is available but juvenile learners do not qualify to train there”*.

GP= F/PT 10: *“Inviting tertiary institutions to visit our centre”*.

From the above responses, teachers in correctional schools need assistance and development to be able to cope with slow learners and enable them to reach their full potential. They need continuous staff development with dedicated times created for staff learning. Training needs to be provided through attending special training events and relevant courses so that they can enhance the support of juvenile offender learners.

5.4 OPEN-ENDED QUESTIONNAIRE

Open-ended questionnaire were administered to 21 juvenile offender learners of which three were from each of the seven correctional schools in South Africa (A, B, C, D, E, F, &G). The interpretation of data is qualitative and covers aspects of support under the six dimensions of wellness in the correctional centre schools, namely, intellectual, physical, social, emotional, spiritual, and career/occupational wellness.

5.4.1 Theme 1: Perception of juvenile offender learners in supporting wellness

When the juvenile offender learners were asked question about how do they enhance their **intellectual wellness**?

The findings show that juvenile offender learners perceive attending classes as a means to second chance to change their lives and improve intellectual wellness. While other juvenile offender learners perceive attending school as an opportunity to take a break from their cell section, they feel free at school than in the section.

From the seven studied schools, namely, A, B, C, D, E, F, and G, the findings revealed that juvenile offender learners attend classes in dissimilar hours. In some

schools, they attend for three hours; some for six hours daily, other school attendance is for two (2) hours, while in school E, they attend for only one and half hour.

For instance in school F, juvenile offender learners mentioned that attendance is for two and a half hour (9am to 11h30); similar to school G they start from 8h30 to 11h00 daily from Monday to Friday. Some cited irregular attendance owing to illness. It was evident from their responses when they said:

GP=F/JLP 16 said: *“Start from 9am to 11h30 Sometimes section is closed up early and we have to leave school for lunch there”*.

GP=F/JLP 17 said: *“Sometimes I don’t attend because of workshop with social worker.”*

GP=F/JLP 18 said: *“I attend in classes all days I get motivated by the speakers who come here, never fail you can make a difference”*.

FS=G/JLP 19 said: *“I will come to school every day it’s a good attendance”*.

FS=G/JLP 20 said: *“I attend class everyday because I want to be someone tomorrow”*.

FS=G/JLP 21 said: *“Each and every day when school is available from 8h30 to 11h00. “I want to succeed and be someone in life who faces the challenges of life”*.

From school C, the attendance of classes is two hours a day; however juvenile offender learners mentioned that sometimes they do not attend owing to fights of antagonist gangster groups. On the day the researcher visited the school (from observation) juvenile offender learners were outside idling around unattended by security officials during learning hours.

KZN=C/JLP7 said: *“I attend classes four periods sometimes because I get something new at classroom, is good to get more information. Education is king, reason to learn to have a future”*.

KZN=C/JLP8 said: *“By going school during the week to collect information also to understand what is good and I want in life”*.

KZN=C/JLP9 said: *“I attend class 9 am till 11am is that I learn so many things in my teachers. Is that maybe or sometimes can I face some problems to be sick. I report to my teacher so that can solve it out”*.

Schools A, B and D provide more time for intellectual support, attendance is for six hours (8h00 to 14h00) from Monday to Thursday.

KZN=D/JLP 11 said: *“We start from 8:30 to 14: 30 weekdays. Education is for success so it is important to know what your strength so that you can be able to achieve your goal”*.

KZN=D/JLP 12 said: *“I attend in classes all days 7 periods Is that in school its where I am feel free and the school principal speech and school teachers. Some subjects are difficult to understand because some of us had quit school long time ago ”*.

KZN=D/JLP 10 said: *“Mostly during the week from Monday to Friday”*.

WC=B/JLP4 said: *“I attend three times a week and the other days are for social worker.”*

WC=B/JLP5 said: *“I attend at least six lessons from 8:00 until 14:00 in a week from Monday to Thursday”*.

WC=B/JLP 6 said: *“I follow school time table everyday”*.

WC=A/JLP1: *“Monday to Friday 8:00 to 14:00, but don't attend school everyday due to the prison environment, for example, when it's searching”*.

WC=A/JLP2: *“Yes, Monday to Thursday and Friday is for sports activities and other developmental programmes”*.

WC=A/JLP3: *“From Mondays to Thursdays and then on Fridays we have recreational activities”*.

In contrary in school E, juvenile offender learners complained about irregular attendance of classes. At this centre, juvenile offender learners are not sure at what time they start because they stay a month without attending classes if they do, it can be for three weeks or a month in a term. They echoed that sometimes they have shortage of security officials to escort them to classes.

GP=E/JLP 15: *"We don't attend every day sometimes teachers are not available sometimes there are fights at school. Only level 4 attends better sometimes."*

GP=E/JLP 13: *"We attend school sometimes two weeks or a month in a term"*.

GP=E/JLP 14 *"We attend school sometimes maybe 3 weeks in a year"*.

From the above responses in school E, juvenile offender learners perceive attendance of classes as means to escape the tension in cell section instead of learning and improve intellectual wellness.

Juvenile offender learners were asked about which subjects do they learn, what topics do they like and how is their performance on those subjects?

The findings revealed that they like subjects such as EMS, SMME, LO, and Tourism. In those subjects, they have topics they like the most. On Tourism, they like to learn mostly about travelling and expanding knowledge about their country. In EMS, they like learning about how to start a business since they have dreams, goals, and intentions to start business when they are released back to their communities. On LO subject, they like to learn about how HIV/AIDS can be spread, how to take care of themselves and respect the rights of other citizens. They mention that in SMME they like to develop business plans, drafting own Curriculum Vitae (CV), and about how to draft a budget. Furthermore, they like the topic of fractions and solving for x in Mathematics but they struggle. According to juvenile offender learners, solving for x helps them to learn problem-solving skills in life.

The findings revealed that they perform moderately on the subjects they like, but inadequate in mathematics although they like it. Inquiring more knowledge on

these subjects is what gives them the drive to attend classes, gives them hope as they feel they have a bright future lying ahead of them.

GP=F/JLP 16 said: *"I like Business plan topics in SMME because I want to be a business man someday. I perform well on other subjects but SMME not that well".*

GP=F/JLP 17 said: *"I want to be a changed person in my community. SMME, LO and Tourism, I want to own shuttle services travelling and learning new places".*

GP=F/JLP 18 said: *"Maths and SMME, I learn how to handle money when I have my own business".*

KZN=C/JLP7 said: *"I do my best to understand maths but it is hard to me."*

KZN=C/JLP8 said: *"English life orientation, mathematical literacy, isiZulu. I do understand this subject. Make sure that always participating on my subjects. I like topic on how HIV/AIDS can be spread also fractions and sundry."*

KZN=C/JLP9 said: *"I perform better I like to solve for x in maths. I make sure that I do all the work and do better. Also do better to my home works is that I study all days and be no absent in days of learning".*

FS=G/JLP 19 said: *"Life Orientation because it talks about life and that see things in life like TB, HIV and drugs. I perform well in life orientation because it talks about me and it is easy. Like don't smoke drugs and alcoholic affect our lungs and lose of weight drugs is not right of people and alcohol".*

FS=G/JLP 20 said: *"My problem is English but I like English because I want to learn I study by reading and writing poems and reading about things that are happening in the world outside. I like arts and culture because I am an artist; I perform better. Natural science and EMS not under those two subjects but I come to school to fix that, only those two subjects I do not perform well. Maths is a bit challenge because is very hard subject but it needs time and understanding".*

FS=G/JLP 21 said: *"English, natural science, Maths and Art and Culture I perform well because I make sure that I don't fail. Life Orientation I like abbreviations and*

about learn how I should live my future healthy perfect and making what takes to my future perfect”.

KZN=D/JLP 10 said: *“I like History about European expansion, French revolution I study with understanding and perform Good. Bombastic words are my hindering barriers in learning but are fine it causes me to still learn, I focus more in my learning areas.”*

KZN=D/JLP 11 said: *“SMME I learn types of franchising businesses and socio-economic issues. Maths is a bit challenge but I am keeping on building the skills of understanding. If you tell yourself that you can do it and you can do it”.*

KZN=D/JLP 12 said: *“I like SMME because it teaches us to learn business studies, economics, and accounting. I perform good and adopting to understanding. I like English novels and short stories, maths, I like topic on probability and tax. Geography I like slopes and desert”.*

WC=A/JLP 1 said: *“I like Afrikaans and numeracy, I like to calculate”.*

WC=A/JLP2 said: *“Mathematical literacy. The subject is a requirement for entry in all FET and university courses. Lo is compulsory for all levels and very developmental, I learn skills, to be assertive; it encourages me to be open, gain confidence and share ideas”.*

WC=A/JLP3 said: *“I numeracy, English and IsiXhosa”.*

WC=B/JLP4 said: *“I like numeracy and life orientation, they are important because it equips me to face daily life, and it’s about things that I experience in my community every daily”.*

WC=B/JLP5 said: *“Mathematical Literacy, I like and believe it”.*

WC=B/JLP6 said: *“Life Science doesn’t know much in this subject; Life Orientation plays an important part in rehabilitating and changes my life.”*

However, responses of juvenile offender learners in school E illustrated support of intellectual wellness differently. They mentioned that they are not learning all subjects, and not certain of subjects they learn because they do not have teachers for some of the subjects. They are not certain of their performance in those subjects, no assessment, content knowledge, or topics on those subjects and no support for individual learning.

GP=E/JLP 15 said: *“We don’t write tests during the year but we write final November exams but we get no reports that de-motivate me. I do not perform well on English because we do not have a teacher. We have no teachers we are taught by tutors or other offenders I would like to perform well on maths because I like it”*.

GP=E/JLP14 said: *“Just like me, I want to learn accounting, business, and economics. I ask my teachers about accounting or Grade 12 and they tell me I must start from AET level2.”*

GP=E/JLP 13 said: *“Sometimes our teachers don’t come to school if they come here they do not teach us”*.

From the above responses, juvenile offender learners in school E demonstrated the lack of support on knowledge expansion, subject problems, low performance, and lack content development which are needed to enhance intellectual wellness.

Another question was asked about how juvenile offender learners enhance their **social wellness**.

Juvenile offender learners perceive social support to subsist although gangsterism is rampant in correctional schools. The findings illustrated that learners refer to themselves as a group. Juvenile offender learners have a good relationship with each other. They stated that they respect each other, communicate and try to solve problems and conflicts through discussions. If communications fail, fights erupt randomly. Juvenile offender learners appear to cooperate as a team; this is observed in most of their responses when they converse as “we” instead of “I.”

For instance, social support in school F prevails; juvenile offender learners relate well and help each other. They are able to form friendships. One juvenile offender learner said that he is kind to other people and now wants to get an opportunity to apologise to his victims.

GP=F/JLP 18 said: *“Good with teachers but difficult with officials. Very good with other learners, they support me but sometimes there are conflicts. Sometimes I am kind to other people”*.

GP=F/JLP 16 said: *“It is good and we help each other very well”*.

Juvenile offender learners have a good relationship with each other despite the prevalence of gangsters in school G. they stated that they respect each other, communicate, discuss to solve problems, and conflicts.

The juvenile offender learners echoed that their relationship with security official is not good; they reported being ill-treated and disrespected. At times, some feel undermined by the officials and other juvenile offender learners. It was evident from their responses when they echoed:

FS=G/JLP 19 said: *“Relationship with security official is not good; they sometimes ill-treat and disrespected us”*.

Some juvenile offender learners stated that they have good relations with teachers because they treat them like their own children but they are not happy with their centre officials in school C. They find good ways of handling conflicts by sharing and communicating to other people and tell teachers about their feelings.

KZN=C/JLP9: *"I respect other so that can respect me. I respect them because they help me on other things. Is that I open to other people and have friends. In my conflicts, I can tell someone to help"*.

The juvenile offender learners state that they are kind to one another and have good relations towards each other which results to the peace and positivity they have among them.

WC=A/JLP3: *"Support provided here assists me to cope with various situations I face here in centre"*.

WC=B/JLP5 said: *"Social support protects me from being bullied and gangsters here. I ask my friends to help me when I face problems in class"*.

WC=B/JLP 6 said: *"To be one society helps when I don't understand in class I ask my friends and when other people provoke me my friends helps me. It's tough here without friends"*.

It is similar in school D; they are able to form study groups to help each other in their studies. Juvenile offender learners find a way to resolve conflicts by communicating. At times, they avoid getting involved in conflicts or fights. They identified humble, positive and respect towards their teachers because they able to ask for assistance when they find difficulties in their studies.

Remaining kind and humble work for most juvenile offender learners and bring them together to bring peace and harmony among them.

KZN=D/JLP 11 said: *"Common because no one is better than others so we are the same. Good because we respect each other. Yes, because I am the person of"*

the people communication is the best way to solve conflicts humble positive with others”.

Some juvenile offender learners have a good relationship with their families. However, they mentioned that they come once to support them. Juvenile offender learners seem to have a great relationship with their families and are excited when they pay visit to the correctional centre, even though it takes over long period before they visit.

FS=G/JLP 19 said: *“Money to come visit me is a problem they don’t have”.*

FS=G/JLP 20 said: *“I have friends some are here are from Bloemfontein. I relate nicely with officials, I am patient and respect teachers follow laws and rules in prison. My relationship with family is well”.*

FS=G/JLP 21 said: *“I need encouragement and motivation no one concern about me I need someone I can talk to”.*

Based on learners’ responses, it was clear that promotion of social support is crucial to protect them from bullies and other vulnerability situation or threats in the correctional school. The majority of juvenile offender learners mentioned benefits of attending Anger Management courses to have assisted them to control anger, cope with stress and able to get along with other people.

KZN=C/JLP7 said: *“Good relationship we communicate together. Well relationship with teachers and centre officials no”.*

In school E, juvenile offender learners mentioned that they sometimes feel treated badly and not respected by security officials. They attempt to have good relations with teachers and they respect them. Some of them alleged that they have not yet had consultation with a social worker. It was evident from responses of what participating juvenile offender learners said:

GP=E/JLP 13 said: *“Relationships with other juvenile offender learners are good because we respect each other. Relationship towards teachers and centre officials are very well, we respect my teachers.”*

A question based on **physical wellness** was asked.

Juvenile offender learners perceive physical support in various responses from the seven schools. In all seven schools, the findings indicate that juvenile offender learner receive nutritious meal thrice per day.

The findings illustrated use of substances such as tobacco, drugs and alcohol is not permitted in the schools, but juvenile offender learners mentioned that they use or smoke tobacco. In some schools, juvenile offender learners find a way to smuggle dagga and alcohol into the school. Some are assigned to substance abuse programme.

The findings illustrated that most juvenile offender learners in school A, B, D, and F, participate in sports such as soccer, rugby, boxing, and athletics. They also like extramural activities such as playing table tennis, gumboots dance, music, and drawing. They mentioned that it gives them a sense of purpose and success. The physical wellness support structure SRAC in the seven schools is responsible for physical activities. In some schools, the SRAC organises games, tournaments with outside schools, and invites soccer celebrities to motivate juvenile offender learners.

In case of school F, physical wellness is fully put into practice, use of substance is prohibited; most juvenile offender learners mentioned that they do not smoke. SRAC is very active. Most juvenile offender learners participate in sports and like extramural activities such as playing table tennis, dance and drawing. Wellness support structure SRAC organises games, tournaments with outside schools, invites SABC, and soccer celebrities to motivate juvenile offender learners. They have a sports desk, reading of sports newspaper, book club reading for fun, and

competitions on reading about sports. They get sponsors from businesses that donate to the centre's SRAC.

GP=F/JLP 16 said: *"I play soccer and table tennis. I have improved in it; I did not know it before. Yes, I eat different foods and I don't smoke tobacco it is not allowed"*.

GP=F/JLP 17 said: *"Everybody plays sports and I exercise. We eat healthy three meals, and vegetable soup. No substances are used"*.

GP=F/JLP 18 said: 1. *"I played soccer and athletics, since I was young I liked it but I improve my talents more now. All I need is to get more time of practicing a lot. No alcohol and drugs are allowed here. I eat healthy meal with vegetables"*.

It is similar to school A and school B, learners expressed satisfactory to participations of physical activities. It was evident from their responses they echoed:

WC= A/JPL1 said: *"I participate in boxing, I represent my school in the provincial tournaments, and I like to win always"*.

WC=A/JLP 3 said: *"...Sports keep me awake and happy; it releases my stress"*.

WC=B/JLP4 said: *"I always look forward to playing sports because it is not nice to be in the cell section"*.

WC=B/JLP 5 said: *"We play every Friday sometimes I play soccer, table tennis and win"*.

The above three schools illustrate active participating in physical activities in the correctional schools. For example, the response from learner WC=B/JLP 4 proved that physical support relieves his stress of incarceration, therefore helps them to calm effect.

Although other schools have SRAC desk, juvenile offender learners minimally participate in physical activities. For instance, juvenile offender learners in school

E, C and G illustrated that they minimally engage in physical activities. However, they do eat healthy three meals a day and have nurses who often check and give them treatment for TB, HIV and other illness.

It was also evident in school E when juvenile offender learners mentioned that healthy lifestyle is impracticable here because they are in Medium B prison, which has high security restriction. They do not have sports or games; they only do one hour exercises a day outside their cells. The use of substance was stated by juvenile offender learners but used in the section not in the classes although classes are adjacent to the section. Juvenile offender learners like soccer, drama and art but are not allowed to go out to the playfield owing to security restrictions. SRAC facilitator is available but not much is done on physical wellness owing to security restrictions. Juvenile offender learners do need support and to get involved in sports. They also feel sports will be the key to help them improve their physical wellness and help them to stay discipline. When they are ill, they get service from the Department of Health and nurses from the correctional centre.

It was proved by the statements from the participating juvenile offender learners when they said:

GP=E/JLP 13 said: *“There are no exercises here. I like soccer. I am a player that used to participate at home. I don’t think that the food is healthy; I don’t think the people that cook food know about healthy enough. I do not use substance. No resources available to support my physical wellness it is only teachers and correctional officials. If I can participate in sport, it will improve my life in a correctional centre, to make me disciplined and respect others and to know people. Yes, we need support because there is no physical support in here; we need sporting culture as well as culture and hip-hop activities. They can support us on soccer, basketball and tennis or they can help if bring some games for us”*.

GP=E/JLP 14 said: *“There is no physical exercise here; I got certificate of soccer. I want to play for Premier Soccer League Soccer football and swimming. I do not think food is healthy because we get things in the food. I use tobacco only not*

drugs because other teachers and police advise us about it sometimes. If you can try and bring us games”.

GP=E/JLP 15 said: *“No exercise we go outside for only one hour every day. No games no soccer but some go to gym to lift there. Yes, we eat nice healthy three meals a day. I use tobacco but it is not allowed I do drama but there are restriction of security we do not do many activities. Soccer not available got friends I want to play soccer if they can encourage us to do sport and allow us to go play No support. Nurses come to check TB and HIV here”.*

Similarly, sports are minimal in school G. However, juvenile offender learners practice healthy lifestyle by exercising at the gym to keep fit. Substances are not allowed but some juvenile offender learners smuggle into the school and use tobacco.

FS=G/JLP 19 said: *“I like push ups for body energy and healthy. Yes, I eat healthy food like spinach and pap. I like church and school work only no playground”.*

FS=G/JLP 20 said: *“Yes by lifting running and exercise”.*

FS=G/JLP 21 said: *“Push ups and jogging, no soccer. Yes, I eat vegetables, eggs, and carbohydrates. I use Tobacco not drugs”.*

Also in school C, healthy lifestyle is minimal, juvenile offender learners mentioned that they do not participate in sport. However, they like to play and go to the gym sometimes by themselves. They eat healthy food. Some juvenile offender learners mentioned keenness to sports such as soccer, rugby however, no games or tournaments are being organised. The SRAC support structure has minimal physical activities.

Although juvenile offender learners understand the benefits of physical wellness, little is done to support physical wellness.

The use of substance is prevalent juvenile offender learners mentioned that sometimes they smuggle substance such as tobacco, alcohol and dagga to the cell section.

KZN=C/JLP7 said: *“Lifting and running to keep body healthy, no balls, and soccer ground. Yes, Mr Mkhize (teacher) helps us to do exercises”*.

KZN=C/JLP8 said: *“Doing push ups each and every day no organised games or Soccer ground. Yes, like cabbage, spinach, also fruit. I use Tobacco”*.

KZN=C/JLP9 said: *“Yes, I want soccer so that I can avoid myself from bad things.”*

From the above responses from the three schools, it shows that lack of physical support impedes the physical wellness of juvenile offender learners.

In school D, juvenile offender learners live a healthy lifestyle; they eat healthy food, exercise, and like to play soccer as a hobby every Friday. Even though the use of substance is not allowed in this school, it is also similar to other six schools juvenile offender learners use tobacco.

The SRAC support structure is active. They invite celebrities and organise tournaments with outside and neighbouring schools to compete with the juvenile offender learners in the correctional sports field. Meeting soccer celebrities motivates the juvenile offender learners to participate in sports.

KZN=D/JLP 10 said: *“Playing soccer because we’re getting many opportunities”*.

KZN=D/JLP 11 said: *“I eat spinach, butternut, cabbage, and vegetable soup. Soccer it keeps me active and physical fit and emotional fit keep me out of stress”*.

KZN=D/JLP 12 said: *“Friday we play soccer and athletics. Rugby and cultural dance have improved my life by body refreshment and more. I use less tobacco because no alcohol and drugs are allowed here”*.

There is evidence of assertiveness, empowerment and hope that physical support improves mental wellbeing of juvenile offender learners, and they can get more

relaxed from stress, improve calming effect that is conducive for learning, and improve their concentration.

A question based on support of **emotional wellness** was asked.

Some learners perceive that emotional support enables them to express their feelings by communicating and telling someone, teachers or friends when they have problems. They avoid conflicts by reading a book and staying calm. Few learners believe they have enough support structure on emotional wellness, social workers organise family day. Learners mentioned that their resources are psychologist for assistance but it is not enough; some have not consulted.

GP=F/JLP 16 said: *"I talk to my class mates and I avoid conflicts. Something that gives me sense of success and purpose; I believe that I will have good future. Get help from social workers Yes, we have social worker; I am trained to control anger; nurses help us a lot. Yes, first time when I arrive here I consulted psychologist"*.

GP=F/JLP 17 said: *"Yes I control anger; school helps me to have hope in life. Social workers and different course on anger management, yes, help me to be calm or avoid conflicts. Support is needed for regular visit to the social worker. I have not consulted psychologist"*.

GP=F/JLP 18 said: *"Yes, I control anger; there are aggressive cases and I avoid them. Do my schoolwork and planning for the future helps me to have sense of purpose. We have people who come and teach us about Anger Management, Life Skills, and Restorative Justice, Cross Roads Handwork, Substance Abuse, and Pre-release courses. No help is available; I do Anger Management course yes, motivation"*.

They have courses on Anger Management that helps them to control emotions and misbehaviour.

FS=G/JLP 19 said: *"Yes, emotional lessons are giving a lot of hope in life"*.

FS=G/JLP 20 said: *"Anger management courses help I realise that I must control my anger and most people understand me"*.

FS=G/JLP 21 said: *"...controlling my behaviour..."*

Some mentioned that a social worker helped them to control their attitudes and be able to talk to other people.

KZN=C/JLP 8 said: *"...learnt that when you angry breath in and out..."*

KZN=C/JLP 9 said: *"My feelings I can express now but not anything; I know what is good or bad. I can control my emotions and I behave better I believe in God that make sense to me"*.

WC=A/JPL 2: *"Emotional support from psychologist helps me to control my anger, feelings and stop violence"*.

WC=B/JLP6: *"I sometimes feel depressed because this place is far away from home and nobody cares about me"*.

WC=B/JLP 5: *"It's hard to be here but I talk to someone when I feel like expressing my feeling"*.

Learnt to express their feeling by laughing even though some have mentioned that they are feeling depressed, feel being undermined by gangsters and they end up taking their frustration on wrong people. Anger Management courses assist them to avoid conflicts, be able to control their anger, behaviour through communication, and solve problems.

KZN=D/JLP 11 said: *"Laugh all times reading gives me courage..."*

KZN=D/JLP 12 said: *"Yes, I have to control them always playing and laughing with other learners"*.

KZN=D/JLP 10 said: *"...feeling depressed..."*

WC=B/JLP 4 said: *"I talk in peace with other people and control my feelings, I try to be happy, and then I make jokes with my class mates"*.

WC=A/JLP 1 said: *"We have groups that stress me if you are not joining, that makes me worried always, then I tell social worker"*.

Some are able to control emotions and behave well.

GP=E/JLP 14: *"I consulted psychologist and she tell me about crime and smoking drugs"*.

GP=E/JLP 15: *"For courses they check the kind of crime you did then you get support like robbery, or murder. From Anger Management courses ...I learnt to be patient ..."*

A question based on **spiritual wellness** was asked.

The findings revealed that from the seven schools, juvenile offender learners belong to different spiritual groups, they are comfortable and tolerate and respect each other's religions. They pray to their God for protection and are proud of their spirituality. Juvenile offender learners also state that they feel comforted and spiritually uplifted with the melodious songs they sing during church services. They feel the value of life as prayer inspires them and the inspirational messages taught to them by pastors who often visit them. Pastors bring resources such as the Holy Bible and Quran to support their spiritual wellness.

For instance in school C, juvenile offender learners belong to Muslim, Christian, Shembe, Zion, and Apostolic religions.

It was evident from their responses when they echoed that:

KZN=C/JLP7 said: *"Yes, I'm Muslim. Yes comfortable with other religions. I pray and meditate, I am proud about what I am"*.

KZN=C/JLP9 said: *"We go to church they comfort us like babies ...beliefs on my own church...anyone who want to help I am available"*.

Juvenile offender learners worship, pray and attend morning devotion at the assembly before attending classes. They have mentioned that this gives them a sense of value of being human and to respect other people. They are able to effectively cope with incarceration struggles.

KZN=D/JLP 10 said: "...*Christian, comfortable with other beliefs, Yes I pray and given a lot of prayer by a bishop ... Yes, I like to worship Jesus...*"

KZN=D/JLP 11 said: "*I belong to Nazareth I like to sing songs in the morning. I start my day easy and respect each other all the time, we sing nice songs*".

WC=A/JLP 3 said: "*Singing heals me sometimes we sing with my cell mates in the section, I always feel better*".

Even though some participants do not like singing or rather go to church in general, they value life and respect being human. They mentioned that they like praying, singing songs for comfort.

GP=E/JLP 13 said: "*Zion that is my group religion, yes I am comfortable with other religions because they respect. I like pray and sing for success in my life*".

GP=E/JLP 14 said: "*I belong to Christianity church. I am comfortable with other spiritual groups because I want to experience the other religious*".

FS=G/JLP 21 said: "*I belong to apostolic I pray every morning and evening*".

WC=A/JLP 2 said: "*I am Christian I value being human and learnt to ask for forgiveness from those I wronged in the community*".

WC=B/JLP 4 said: "...*spiritual up-lift and give me cope in here, I sing songs and pray every day*".

They value being human and still feel they have a second chance in life as they get the motivation from their pastors and teachers. That gives them growth, relieves stress, anxiety, and depression, and is rehabilitated.

A probing question based **on occupational/ career wellness** was asked.

The findings revealed that career/occupational wellness is not supported in all the seven schools. Schools do not offer vocational programmes to juvenile offender learners in AET level 4. Furthermore, juvenile offender learners identified that they do not learn any skills of running a business though they would like to learn engineering, electrician and welding and ameliorate vocational deficiencies.

For instance in school E, it is not possible owing to security restriction. However, some juvenile offender learners have sewing skills from self-training. Some are patient to wait until they are transferred to Medium B section so that they can learn new skills. Juvenile offender learners lack unique skills or talents to compete for employment after release. They are not taught skills to run own business. Some do have little skills such as sewing learnt before incarceration. Juvenile offender learners have goals to learn new skills or courses that might be of assistance in starting own business after their release.

GP=E/JLP 13 said: *"I do not have skills to run own business but yes, I want to do engineering and to have a licence for job. I had skills of learning and the talent of playing soccer. The unique skill I have is to play soccer I want to learn new skill so that I can look for employment after release"*.

GP=E/JLP 14 said: *"I have skills of business because I used to do business at home my dream is to open my company"*.

GP=E/JLP 15 said: *"No, I don't have skills I am in maximum c we don't learn that". I want to do this things but I have to wait until I am in medium B cell section. Unique skill and talent that I have is only sewing clothes. I need courses that will help me to learn new skills"*.

In school F, juvenile offender learners mentioned that they do not get workshop training to learn skills. They learn theory of starting a business from SMME subject and organise business corner in the library. However, juvenile offender learners believe they have satisfaction and enrichment gained from schoolwork particularly knowledge gained from arranging business corner at library.

GP=F/JLP 16 said: *“No workshops are available until we are 21 years old and go to Med B section. No, I do not learn practical I want but I must be over 21 years”*.

GP=F/JLP 17 said: *“SMME learning is teaching me about running business; its only theory no practical...talents not identified but I like music and choir”*.

GP=F/JLP 18 said: *“Yes from SMME lessons, is sewing my talent and unique skills”*.

In school D, juvenile offender learners are taught business management skills from the EMS lessons. They are able to write a business plan, own curriculum vitae (CV) to compete for employment. Some juvenile offender learners want to learn the NVC skills, which are not offered to the level 1 to level4 but to the medium sections. Moreover, resources to support career wellness such as magazines, books, and newspapers are available at the library however; juvenile offender learners need support lessons and encouragement from business people on how to run business.

KZN=D/JLP 11 said: *“They learn management, control, leading and organising, they passionate about brainstorming knowledge and unique skills”*.

Juvenile offender learners have lessons on running business and competing for employment from the SMME subject. Juvenile offender learners learn the theory not practically on skills programme such as woodwork, cutting skills, welding, and art.

FS=G/JLP 19 said: *“not enough learning on careers and skills...”*

Some juvenile offender learners have skills on farming learnt from home; they need support, more training in agricultural lessons. Some need to learn electrical skills in order to compete for work outside after they released. Nothing much is learnt on skill development.

KZN=C/JLP9 said: *“After release, I will not have some skills, not unique talent or skills, nothing that can help as on future”*.

School A and school B give juvenile offender learners opportunity to use computer centre to learn skills. They learn once a week. No other training on skills and vocational training.

WC=A/JLP 1 said: *"We learn computer skills in LO; we type our CV but are not enough I want to train for electrician or carpentry"*.

WC=A/JLP 2 said: *"No training on creating new jobs or business, I want knowledge on that"*.

WC=B/JLP 4 said: *"We only learn about it in LO, these teachers are not inviting business people to teach us about business."*

WC=B/JLP 6 said: *"What will I do when I am released is a problem because I have no skills, no experience for competing for job and I am learning these books nothing about work. I must wait until I am in medium B where they do trade skills"*.

Based on the findings above, it revealed that most of the juvenile offender learners had no skills for employment and this, they confessed, led them to crime and they were ultimately incarcerated. It was also revealed that some of the participants never got opportunities to attend school when they were young, while others dropped out early because of socio-economic circumstances and lack of family support and motivation to learn. The participants were positive that relevant knowledge and skills could contribute positively in their lives and contribute to the Parole Board then early release from correctional centre and smooth re-integration into society as better and changed citizens. From their responses above, it showed that they need support, resources and assistance to learn skills to develop and run their business when they are released back to their communities.

5.2.2 Theme 2: challenge that threatens wellness

The findings illustrated that juvenile offender learners encounter some challenges and disturbances, which make them fail to concentrate in class. Learning at the correctional school comes with a long list of challenges, barrier and obstacle. The greatest of these challenges are lack of learning resources, shortage of teachers

and violence that disrupts classes. The disturbances encountered are mostly fights of the gangsters. Even though they face challenges in correctional schools, juvenile offender learners do attend classes.

Many juvenile offender learners do not want to learn for various reasons, such as embarrassment resulting from their deficiency in learning, the lack of interest in general or the lack of faith in their own capabilities.

GP=E/JLP 14 said: *"I ask my teachers about Grade 12 and they tell me I must start from AET level 2"*.

WC=B/JLP 4 said: *"I don't like it sometimes other people laugh at me when I answer questions in class"*.

The findings revealed that school C and school E have an unfavourable environment for academic learning, particularly for juvenile offender learners who have trouble concentrating or reading comprehension problems. The surroundings are noisy, filled with distractions, and almost completely lacking privacy. Access to a quiet place to study is often difficult or impossible for juvenile offender learners, placing one more obstacles in the paths of even most determined juvenile offender learners.

For example, in school C, juvenile offender learners mentioned that sometimes they do not attend owing to fights among them. Some juvenile offender learners are not interested in learning but idle around the surroundings of the school (it was observed).

KZN=C/JLP 8 said: *"It is difficult to concentrate on my studies also to listen on my teachers"*.

KZN=C/JLP 9 said: *"...want to study all days and be no absent in days of learning...sometimes I face some problems to be sick"*.

Learners in school G also experience similar challenges in the class:

FS=G/JLP 20 said: *“By writing in class when there’s teacher, is too much fight from gangster in section. I want support because they treat us like animals”*.

FS=G/JLP 21 said: *“Corruption in class because I can’t concentrate in class; I just proceed to learn avoiding doing corruption in the class”*.

Alike, findings from school F illustrated irregular attendance owing to juvenile offender learners’ illness and correctional procedures such as head count, search day, and shortage of staff. When there is shortage of security officers to escort them to school, they do not attend.

GP=F/JLP 16 said: *“Section is closed up early and we have to leave school for lunch there”*.

GP=F/JLP 17 said: *Sometimes I do not attend because of workshop with social worker.... On the day of search or memorial or meetings, the school we leave early or we do not attend and that disturbs me... I don’t understand maths I don’t have calculators...”*

It was illustrated from the findings that some juvenile offender learners lack motivation for learning and to improve in intellectual wellness. In the case of juvenile offender learners who have long sentences, several years of incarceration de-motivate them to participate in learning.

This was evident in school E; juvenile offender learners complained about the erratic class attendance. At this school, juvenile offender learners stay a month without attending classes. If they do attend, it can only be for three weeks or a month in a term. It was revealed from the findings that when juvenile offender learners who joined or belong to gangster groups meet at school, they instigate fights, which ultimately disrupts smooth running of the school. As a result, for security reasons, they are suspended from class attendance.

GP=E/JLP 15 said: *“We don’t attend every day sometimes teachers are not available sometimes there are fights at school. Only level 4 attend better sometimes”*.

GP=E/JLP 13 said: *"We attend school sometimes two weeks or a month in a term"*.

GP=E/JLP 14 said: *"We attend school sometimes maybe 3 weeks in a year"*.

From the seven schools, juvenile offender learners identified that they struggle with mathematics and bombastic words of English as barrier to learning because it makes it even more difficult for them to learn; they do not understand the language.

KZN=D/JLP 10 said: *"...bombastic words are my hindering barriers in learning but are fine it causes me to still learn"*.

KZN=D/JLP 11 said: *"Maths is a bit challenge but I am keeping on building the skills of understanding. I've come to school and feel drowse so I'm losing focus"*.

KZN=D/JLP 12 said: *"Some subjects are difficult to understand because some of us had quit school long time ago"*.

GP=E/JLP 15 said: *"...I don't perform well on English because we don't have a teacher. We have no teacher ... we don't write tests"*.

WC=A/JLP 3 said: *"I also struggle with Maths, have difficulties in other subjects because they are difficult"*.

WC=B/JLP 4 said: *"I like Afrikaans and understand isiXhosa English is difficult but I learn it until I understand"*.

FS=G/JLP 20 said: *"Maths is a bit challenge because is very hard subject but it needs time and understanding and EMS, not understand those two subjects"*.

FS=G/JLP 21 said: *"I make sure that I don't fail Maths and English"*.

KZN=C/JLP 7 said: *"I want well explanation of maths that thing is barrier to me. I do my best to understand maths but it is hard to me"*.

KZN=C/JLP 8: *"Maths is not easy to understand and pass but I will learn it my friends in section helps but is difficult"*.

Juvenile offender learners mentioned they are sometimes uninspired to attend classes because they have shortage of teachers in some subjects but tutored by juvenile offender learners who have obtained Grade 12 only not trained as teachers. Some juvenile offender learners reported being de-motivated in learning because they write tests and examination but they do not get progress reports on their learning performance. It was evident from the responses of participating juvenile offender learners when they uttered the following sentiments:

GP=E/JLP 15 said: *“We don’t write tests during the year but we write final November exams but we get no reports that de-motivate me. We have no teachers we are taught by tutors or other offenders”*.

GP=E/JLP 13: *“The learning barrier is our teachers. Sometimes they don’t come to school if they come here they do not teach us that is the problem that disturbs my learning”*.

From the seven schools, learners complained about insufficient time spent for learning at school. They fail to complete their class activities owing to inadequate time that is provided at school. At times, they have to leave early before school is adjourned, for lunch to section and they are not allowed to come back to school.

GP=F/JLP 18 said: *“Do not finish class work in time, I ask extra time from teachers to do the activity I failed”*.

WC=A/JLP 1 said: *“I have a lot of activities to write but I fail to finish in class, so I want extra time at school”*.

WC= B/JPL6 said: *“We do not finish class activities in time we need ask extra time from teachers to do the activity but security officials refuse we have to go back to section”*.

GP=F/JLP 16 said: *“Sometimes section is closed up early and we have to leave school for lunch there”*.

GP=F/JLP 17 said: *“On the day of search or memorial or meetings the school we leave early or we don’t attend and that disturbs me”*.

Lack of learning resources such as calculators, textbooks and other mathematical stationery is an additional challenge. It impedes good performance. They indicated that their challenges are that they do not have resources to learn it makes it difficult to understand maths and other subjects.

FS=G/JLP 20 said: *“I want textbooks for maths I want support...”*

FS=G/JLP 21 said: *“Textbooks are not available”*.

GP=F/JLP 18 said: *“Textbooks are not available we only get copies from the teachers in the class. We need textbooks and stationery because it’s difficult”*.

WC=A/JLP2: *“There are no resources but teachers make copies for us”*.

WC=B/JLP5: *“I could pass if I had textbooks for my subjects.”*

It can be assumed that the above-mentioned challenges negatively affect the process of juvenile offender learners’ learning and improvement in their intellectual wellness. At the same time, however, it is possible to observe that schools strongly foster intellectual wellness of juvenile offender learners. Deficiencies in the overall school safety, bullying prevention, absenteeism; create an environment in the school that would not allow juvenile offender learners to make adequate yearly progress.

To enhance **social wellness**, the challenge of gangsterism is rampant in the six schools namely A, B, C, D, E, and G. The findings discovered that fights erupt randomly when groups have conflicts. From observations, they give the impression of not trusting at each other. They stated that they communicate and try to solve problems and conflicts through discussions. If communications fail, fights erupt randomly.

GP=E/JLP 15: *“Teachers are good but not officials. Community here in the correctional centre we relate well but no communication because of fights and*

there too much gangsters. Yes, we communicate to solve problems and conflicts but sometimes there are fights”.

Also in school G juvenile offender learners experienced assault, aggressive behaviour from other juvenile offender learners but they protect each other. It was evident from the responses of juvenile offender learners when they echoed:

FS=G/JLP 21: *“Other inmates are bad, aggressive thing; you don’t live normal life. I avoid any conflicts and what challenging me. Community here in the centre, we live together and protect one another from aggressive people”.*

FS=G/JLP 20: *I was assaulted by other inmates when I arrive in prison. Constructive resolve of conflicts, discuss problems I like peace but inmates like fights. I need encouragement and motivation no one concern about me I need someone I can talk to”.*

The response from juvenile offender learners *“we live together and protect one another”* mean they join or belong to a group for protection from gangsters. This poses a challenge to juvenile offender learners who are vulnerable to bullies. It builds negative relationships and bad relations with others in the correctional centre school. The findings found that juvenile offender learners lacking social support suffer from depression, anxiety, loneliness, and demonstrate anti-social behaviour

WC=A/JLP 2 said: *“If others provoke me we fight back, officials are helping only when we are in class. We don’t fight in class but in section”.*

The challenge of gangster and conflicts among juvenile offender learners also prevails in school F even though is minimal. The findings revealed that housing learners who attend classes in same cell section minimises fights among learners and it assists them to support each other in their schoolwork and class activities.

GP=F/JLP said 18: *“Good with teachers but difficult with officials. Very good with other prison, they support me but sometimes there are conflicts...”*

GP=F/JLP 19: *"We come to school and stay together in same section. Fights depend on which section you come from."*

Juvenile offender learners mentioned not good relationship with officials that they sometimes feel treated badly and are not respected by security officials. At times, some juvenile offender learners feel undermined by the officials and others.

KZN=C/JLP7: *"Well relationship with teachers and centre officials not good, because occasionally they punish us with no reason".*

KZN=D/JLP 10: *"Others undermine me".*

Other juvenile offender learners articulated challenges of relating with their families. One pointed out that his parents are coming as far as Bloemfontein (+-500km from centre) and others are from Kimberley (+-700km from centre) so they do not visit frequently only once in a year. One juvenile offender mentioned that his parents have financial challenges because they are not working.

FS=G/JLP 19 said: *"...money to come visit me is a problem they don't have home is too far..."*

FS=G/JLP 21 said: *"My family I miss them because is long time I don't see them I fail even to phone them".*

Challenges on **physical wellness** have been influenced by the incarceration. For example, school E incarcerates juvenile offender learners who were involved in dangerous crimes such as murder, rape, high jacking, and robbery. They are in high security; therefore, sports or games are impracticable. Only one hour exercises a day to go outside their cells. Substances are not allowed but some juvenile offender learners use tobacco. Juvenile offender learners mentioned the use of substance. They use in the cell section not in the class but classes are adjacent to the section. It was proved by the following statements:

GP=E/JLP 13 said: *"There are no exercises here. I like soccer. I am a player that are used to participate at home. I do not think that the food is healthy. I do not think*

the people that cook food know about healthy enough. No resources available to support my physical wellness; it's only teachers and correctional officials".

GP=E/JLP 14 said: *"There is no physical exercise here; I don't think food is healthy because we get things in the food. I use tobacco only not drugs because other teachers and police advise us about it sometimes".*

GP=E/JLP 15 said: *"No exercise we go outside for only one hour every day. No games no soccer but some go to gym to lift there. I use tobacco but it is not allowed, I do drama but there are restriction of security we don't do any activities".*

School G also mentioned that substances are not allowed but some juvenile offender learners use tobacco. They echoed:

FS=G/JLP 19 said: *"I like to use tobacco, don't go playground I like church and school work only".*

FS=G/JLP 20 said: *"Yes I used tobacco..."*

School C also healthy lifestyle is minimal, juvenile offender learners mentioned that they do not participate in sport; they go to the gym sometimes by themselves without security officers. The use of substance is prevalent juvenile offender learners mentioned that sometimes they smuggle substance such as tobacco, alcohol and dagga to the cell section. Although juvenile offender learners understand the benefits of physical wellness, little is being done to support physical wellness. They echoed as follows:

KZN=C/JLP 8 said: *"I use tobacco".*

KZN=C/JLP 9 said: *"No, I don't use any drugs but some use dagga, I smoke cigarette only".*

Even though use of substance is not allowed also school A, B and D, juvenile offender learners use tobacco.

WC=B/JLP2 said: *"I smoke but I hide it only does it freely at the section".*

WC=A/JLP2 said: *“we almost all smoke here only few don’t smoke some sell cigarettes.”*

KZN=D/JLP 10 said: *“Tobacco only”*.

KZN=D/JLP 11 said: *“Tobacco”*.

KZN=D/JLP 12 said: *“Less tobacco because no alcohol and drugs are allowed here”*.

It was evident from the findings above that learners engage in unhealthy risk-behaviour such as smoking, excessive alcohol, which hampers physical wellness of juvenile offender learners.

Probing questions were posed to learners based on support of emotional wellness.

The findings revealed various responses from juvenile learners.

Even though some learners express feelings through discussions, they get involved in fights, which are aggravated by gangsterism in the correctional schools. Some challenges mentioned by learners are that they do not attend anger management courses. For the fact that some learners do not attend anger management courses, it aggravates the violent behaviour; because they do not have skills to manage their emotions and respect others. Resources and support structures are not readily available. However, teachers refer them to a social worker and psychologist. It takes a while for learners to consult psychologists.

WC=A/JLP 1 said: *“I don’t attend Anger Management courses. I am still waiting for the psychologist, and officer booked me it takes too long. I get angry fast and sometimes when they provoke me I fight back”*.

GP=E/JLP 14 said: *“I behave well but sometimes I lose my control. I have none resources to support emotional wellness”*.

GP=E/JLP 15 said: *"...We discuss issues sometimes we fail then fights start. I attended Anger Management courses for 7 days because I was getting angry fast. Now I don't do the anger courses"*.

GP=F/JLP 17 said: *"I have not consulted psychologist support is needed for regular visit to the social worker"*.

FS=G/JLP 20 said: *"I need someone closer who I can talk to understand my position"*.

KZN=C/JLP7 said: *"...I don't talk to other person to forget what makes me upset"*.

Emotional instability is a challenge, learners feel undermined by gangsters; they end up taking their frustration on wrong people.

KZN=D/JLP 10 said: *"Feeling depressed sometimes by the other gangs, like taking frustration on wrong people, I want someone to talk to about how I feel."*

Probing questions were posed to learners based on support of spiritual wellness.

The findings illustrated even though school have churches and allow juvenile offender learners to participate in different religions, which they like, still some juvenile offender learners do not belong to any religious group, and some are atheist. They mentioned that they do not like singing or rather go to church in general. Lack of spiritual support poses challenge to juvenile offender learners' wellness. The lack of spiritual support poses a challenge because it threatens their wellness, which is necessary for transcend morality, which is essential for rehabilitation, and avoid recidivism.

Some juvenile offender learners claim that it is because they have long sentences so they have no hope and believe in God while others claim that they have no support and they feel no need for spiritual support.

GP=E/JLP 15 said: *"I stopped attending me don't like church. No need for support..."*

WC=B/JLP 5 said: *"I am encouraged to go pray but don't believe it no hope I have long sentence here no change"*.

The responses above shows that juvenile offender learners lack spiritual support; it might causes resistance to change, feelings of hopelessness, self-centredness, spiritual conflicts with others and self of which it can exacerbate anxiety, anger, and depression of the juvenile offender learners.

WC=A/JLP 1 said: *"I believe in God but I don't practice spiritual singing or pray it's boring"*.

KZN=C/JLP 8 said: *"No spiritual practice, nothing only church choir"*.

From the above responses, juvenile offender learners show lack of spiritual support of which is a challenge; it illustrates deficiency of purpose and meaning of their life so that they can turn away from committing crime. They might be unsuccessful to recuperate moral values and reaching a state of inner peace and sense of wholeness, respect to their beliefs and values.

A probing question based on support of **occupational/career** wellness was asked.

The findings identified lack for **occupational/career** support from the seven correctional schools as challenges. Learners have no skills or training to compete for work when released back to society. For this reason, it might lead them to engage in criminal activities in the community when released.

FS=G/JLP 19 said: *"Nothing, I learn nothing for career; I don't know skills for creating business but there is training centre for medium B juvenile offender juvenile offender learners"*.

KZN=D/JLP 11 said: *"None skills to compete for employment after release"*.

Juvenile offender learners in school F concur that they do not get workshop training to learn new skills.

GP=F/JLP 16 said: *"No workshops are available, NCV course which I don't do."*

GP=F/JLP 17 said: *“SMME learning about running business its only theory no practical but nothing training”*.

GP=F/JLP 18 said: *“I learnt from home my family do sewing. No resources I make needle from wire”*.

Nothing much is learnt on skill development in school C either, only the FET and NCV college. They have the neighbouring college that support the centre to motivate juvenile offender learners on career wellness although it serves the FET levels.

KZN=C/JLP 9 said: *“Maybe after release I will have some skills, If teach me with electricity to do some practical and to have more knowledge”*.

Similar sentiments were heard from school E, juvenile offender learners lack unique skills or talents to compete for employment after release. They lack and they are not taught skills to run own business.

GP=E/JLP 13: *“I do not have skills to run own business to learn new skill so that I can look for employment after release”*.

Some juvenile learners come from poor families hence they committed crimes in an attempt to earn money for their personal needs since their parents lack financial support learners. Some have poor job skills, low education and a poor employment record, which is why they ended up imprisoned.

WC=A/JLP1: *“I was not working where I come from and now I don’t learn practical skills”*.

WC=B/JLP5: *“...do not learn any skills of running a business, don’t understand why I have to wait until in medium B section to learn business skills, and training vocational skills”*.

Lack of career/ occupational support poses a threat to learners’ wellness. The need for improving their skills and knowledge to compete for employment, which

allows them to fulfil personal and job commitments when released back to the community, is neglected.

5.4.3 Theme 3: Motivated, ambitious, have goals and desire to change

From the 21 juvenile offender learners who participated in the study, findings exposed that most have desires, dreams, goals, and ambitions to second chance in life, to change and rehabilitate so that they can contribute positively in the society. They have ambitions to succeed, study further and they have goals to achieve in life. They mentioned that their principal, teachers and some security officials motivate them.

Most juvenile offender learners from School A, B, C, D, F, and G showed an interest improving their **intellectual wellness**. They are intrinsically motivated to attend classes so that they can improve their life. They are ready to get new knowledge, improve reading and writing skills. Intrinsically motivated juvenile offender learners have ambitions of furthering their studies and get qualifications so to change their lives. It was evident from the statements echoed:

GP=F/JLP 16: *“I perform well but SMME not that well. For assistance, I ask from inmates in the cell section. I try to ask from those know better to help me I write class work in the class, assignment, projects and investigation, I write at the cell section. I do in the section and ask inmates when I do not understand. I get magazines from my family when they visit. I want to get some qualifications one day because I want to be a businessperson someday. Topics in SMME I like business plans”.*

GP=F/JLP 17: *“I want to be a changed person in my community. I want to own shuttle services travelling and learning new places. Teachers help me sometimes when I don’t understand”.*

GP=F/JLP 18: *“Understanding wanting to build my future and be someone someday and to learn how to read and write and supporting those who want but scared to learn. I have to focus on them because practice makes you better. I attend in classes all days I get motivated by the speakers who come here, never*

fail you can make a difference, if other are successful you can be one day. Maths I like to count I go for help from teachers and make own notes. I write in class”.

WC=B/JLP 5 said: *“I study to get new knowledge that will help me one day. Teachers give us time to practice and help me when I don’t understand so that I can perform best of my ability.”*

GP=E/JLP 15 said: *“I continue coming to school even though it’s not easy. I sometimes ask from other inmate when I get problems with maths. I perform well on maths because I like it.”.*

Some juvenile offender learners who are extrinsically motivated see schooling as an opportunity of going out of their cell section or and for Parole Board. Some perceive learning as an opportunity to get reduction of the sentence term. To some motivation that drives, those to participate in education are early release, good conduct time credits, better work assignments, and parole opportunities.

WC=B/JLP 4 said: *“Teachers encourage us to take education serious and let us compete with one another give praise or appreciation or reward those who excel in a class. I like when teacher come up with magazines, more especial encourage reading and also acknowledging and celebrating my birthday”.*

WC=B/JLP 6 said: *“I find ways using subject master to take my minds off the daily routine of prison ways and language. I listen to teachers; they help me to fit into the society outside prison”.*

WC=A/JLP 1 said: *“I do the best of my ability to perform well in my studies. Teachers help me to pass to understand what I learn. I ask from other inmates in section to help me sometimes.”*

WC=A/JLP2 said: *“I want to study further at UNISA to become a lawyer. Teacher encourages me to further my studies and he advises me about funders to assist with funding my studies”.*

WC=A/JLP 3 said: *“Our learning environment is not the same as external schools but I don’t wallow in self-pity and give up. I make the most of what we do have and try to do my best of it. I was not going to school when I was out, I dropped in Grade 8, this is a chance for me to change and get educated in life”*.

A question was asked about how and what they do to improve their performance and which ways to overcome learning barriers do they use.

Although, juvenile offender learners encounter learning barriers, they attempt to find strategies to overcome them. They have mentioned various strategies to overcome their barriers and challenges. Some of the methods and strategies of studying are seeking for help from classmates, request assistance from inmates who passed Grade 12 and teachers. When they do not understand they ask for assistance from their peer inmates from the section. They also attempt to write their tasks and activities in class during teacher’s presence to avoid disturbances in section.

KZN=C/JLP8 said: *“By making my time table to study each and every day. Writing what we have learnt. By making a mind map of what we have learn on that day. It is to concentrate on my studies also to listen on my teachers”*.

KZN=C/JLP9 said: *I have my timetable to study my subject but I study all subject. I make sure that I do all the work and do better. In addition, do better to my home works. Is that I study all days and be no absent in days of learning. Assistance is that to one of them who want to help can help”*.

KZN=D/JLP 10 said: *“Is to focus more in my learning areas History, European expansion, and French revolution. I study with understanding to know more about my country and the world past because I am learning history. I want bursary to complete my journey at being a lawyer. To overcome barriers to learning I operate my mind to flow with them, by getting a senior help from others who have done that in class.”*.

KZN=D/JLP said 11: *“This school help me a lot because it gives me hope that one day I will be the better man. Education is for success so it is important to know what your strength so that you can be able to achieve your goal. If you tell yourself that, you can do it and you can do it. I have a timetable on my own and we group one another to have a bargaining session to study. I am starting with sleep because I have come on school and feel drowse so am loosing focus when I am wake up it where am doing my work. When I arrive at my section before I start anything I start with my homework. Confidents and persistence drives me to achieve”.*

KZN=D/JLP 12 said: *“At school it’s where I feel free. Try to understand using a textbook and asking the subject teacher. I do assignments and homework before I watch my favourite soapy on TV with my roommates. In addition, I study in the morning after taking shower. I want to learn computers and improve technology. I get motivation from the school principal speech and schoolteachers. With teacher’s help, I manage adapting to understand. And I create study groups maybe 5 juvenile offender learners s each group and organise study time table”.*

FS=G/JLP 19 said: *“Books keep information and knowledge; I’m motivated to learn if I can pass. I read my books, write exams, take any books to read keep busy with books all the time, read newspapers, and get information. Yes, I have exercise book I write notes and read when I go to section room. To get information knowledge makes me to go to school every day”.*

FS=G/JLP 20 said: *“Because I want to be someone tomorrow knowing about everything in the world and being understanding wanting to build my future and be someone someday and to learn how to read and write and supporting those who want but scared to learn. I have to focus on them because practice makes you better I have to learn maths so hard and EMS if I read and write them I will overcome my problem English I do write class work in class but sometimes in section. By writing in class when teacher is there is too much fight from gangster section”.*

FS=G/JLP 21 said: *“To succeed and be someone in life who faces the challenges of life. I just proceed to learn avoiding doing corruption in the class because I know what I want in life. I make sure that I do not fail Maths Lit, and about learn how I should live my future healthy Perfect and making what takes to my future perfect. Making sure that I do my class works first before I do anything at class concentrating on them and make sure they are done in class. I need to pass go to UNISA when I am done with my Grade 12 I need bursary”*.

However, the findings illustrated that juvenile offender learners in school E depends on extrinsic motivation to learn. They rely heavily on teachers to motivate, encourage and assist them to learn and on security officials to impel them to attend classes. Most juvenile offender learners at this school are extrinsically motivated; they see attending classes as an opportunity to be out of cell section. Some attend classes to fulfil the pressure from court orders to participate in learning. Their response proved that when they said:

GP=E/JLP 14 said: *“Other people motivate us but others are not when we ask something they don’t give us just like calculators, just like me I want to learn accounting and business and economics but I don’t have resources”*. *I want to show my performance in the teachers and them they must show us care. Yes, because I want to be CA if I could do those subjects that I like to do my dream is to be a businessperson. I study well but they do not take us serious. I pass all my class works all the time I do my homework in the section because there is good and enough time there at school”*.

GP=E/JLP 13 said: *“Some teachers motivate us with good of education some don’t. I study very well when there’s no disturbance because I know what I want. Very well, every classwork that they give I sort it out. I did it well, good enough to make class teacher be proud of me, class teacher they care for us”*.

GP=E/JLP15 said: *“We write exams but we get no reports that de-motivate me. However, teachers motivate me sometimes. I do not study but I practice maths*

with my friends and I use my calculator. Class works and home-works I do it here with teachers, I sometimes do it in cell section with my friends”.

From the above responses of juvenile offender learners in school E, it was evident that they are pessimistic about chances of success. They have no desire to know more about their subject or learning. They demonstrated uncertainty and doubts on their abilities, anxious and tense to possible failure (from observation). This is because they are sentenced for over a period of 15 years; therefore, they lose hope.

A probing question based on **social wellness**.

Juvenile offender learners feel that they have transformed from bad behaviour they are kind to others and treat people well.

GP=E/JLP 13 said: *“I respect my teachers to know that I do respect them, if they say or ask me to do something I sorts it out”.*

GP=E/JLP 14 said: *“Is good because we behave well. Teachers and my centre officials know that I am a good man; I do not do bad things. They know that I respect them and everything they say I do. I behave well because I am a changed person. Relations with other people are good because I like chat and speak to anyone, I behave, and I am kind”.*

WC=B/JLP 5 said: *“I socialise with everyone in my group, I help them when they need help and school work we form groups to discuss”.*

They are able to form friendships and respect each other. One juvenile learner said that he is kind to other people and now wants to get an opportunity to apologise to those he offended. The majority of juvenile offender learners mentioned benefits of attending Anger Management courses to have assisted them to control anger, cope with stress and able to get along with other people.

GP=F/JLP 16 said: *"I want to be given an opportunity to talk to those I have wronged. It is good to help each other. Yes, relationship is excellent. It depends on which cell you come from there are conflicts or not"*.

GP=F/JLP 18 said: *"Sometimes I am kind to other people, very good with other juvenile offender learners"*.

WC=B/JLP4 said: *"I behave well since I attend Anger Management courses, I don't fight, and I interact well with other people"*.

Anger Management courses trained them on how to resolve conflict through communicating and discussing problems. It was evident from the responses of juvenile offender learners when they echoed as follows:

FS=G/JLP 20 said: *"I follow laws and rules in prison, have friends some are from Bloemfontein. I relate nicely with officials, I am patient and respect teachers. My relationship with family is well; only mother and little brother they keep on visiting me"*.

FS=G/JLP 21 said: *"I wish to have good family like other people to live healthy life"*.

Although juvenile offender learners countenance difficulties with resolving conflicts they at least try talking about how to resolve them amongst themselves, they try finding ways of handling conflicts through communication amongst themselves and tell teachers about it. The juvenile offender learners state that they are kind to one another and have good relations towards each other which results to the peace and positivity they have among them.

KZN=C/JLP9 said: *"To my family is that I will be excellent one day. My community helps me to things that I face"*.

Juvenile offender learners seem to have a great relationship with their families and are excited when they pay visit to the correctional centre, even though it takes over long period before they visit. Remaining kind and humble work for most juvenile

offender learners and brings them together to bring peace and harmony among them. Juvenile offender learners feel they have the need to be given a chance to talk to their victims.

KZN=D/JLP 10 said: *"To be given an opportunity to ask for forgiveness those I harmed"*.

KZN=D/JLP 12 said: *"I respect, I treat other inmates like my brothers show kindness"*.

WC=A/JLP 2 said: *"I don't fight anymore I learnt to respect other people; I want to apologise to my parents for my wrong doing in the community"*.

WC=A/JLP 1 said: *"I learnt to change and I want to be good to my community when I go back"*.

A question based on what motivates juvenile offender learners to participate in **physical wellness** was asked.

The findings from all the seven schools indicated that SRAC facilitator motivates them to engage and participate in sports, games, drama, art, and other physical activities.

Most juvenile offender learners participate in sports and like extramural activities such as playing table tennis, dance and drawing. They mentioned that it gives them a sense of purpose, self-worth and success. Sports encourage them to read newspapers and articles about sports news of which it improves their reading skills. They organise sports desk in the library with all information on sports.

GP=F/JLP 16 said: *"I play soccer and table tennis. I have improved in it I didn't know it before"*.

GP=F/JLP 17 said: *"I like drawing...I was fat and lazy before, physical activities keep us fit it improved my health"*.

GP=F/JLP 18 said: *“I play soccer and athletics, since I was young I liked it but I improve my talents more now. All I need is to get more time of practicing a lot. I eat healthy meal with vegetables.”*

In school A, juvenile offender learners illustrated that support of physical fitness and nutrition increases self-awareness and self-image satisfaction.

WC=A/JLP 3 said: *“I like representing my school at the tournaments; it motivates me to play again and again and again”*.

WC=A/JLP 2 said: *“I want to organise and teach youth sports or boxing in the community”*.

Learners in school B appreciated to learn new skills in physical activities and they want to pass it on to other youth when released from the correctional centre. They echoed that motivation from teachers, security officials inspire them to in engage in various physical activities such as drama, play music for releasing stress and practice to be a DJ in the school studio.

WC=B/JLP 4 said: *“First time when arrived here I don’t know how to play guitar but now I know. I wish to buy one and teach people in my community when I released from here”*.

WC=B/JLP 5 said: *“Here I learnt to eat nutritious food, vegetables and fruits sometimes and to exercise”*.

WC=B/JLP 6 said: *“I was lazy to participate in sports but now I even know to play drums in music session in the art centre”*.

Juvenile offender learners practice a healthy lifestyle by exercises, eating nutritious food and they are fit. They emphasised the importance of engaging in physical activities to improve their life. At school G, juvenile offender learners identified benefits of physical wellness as enjoying to do gumboots dance during events, discovering their talents on arts and its importance to improve their life.

FS=G/JLP 19 said: *"I like push ups for body energy. Yes, I eat healthy food like spinach and pap. To get talent I got certificate I play all time and get energy."*

FS=G/JLP 20 said: *"Yes by lifting running and exercise. We must get fruits for healthy eating. Art because I love art I am an artist I need painting pencils because I like it much"*.

FS=G/JLP 21: *"Push ups and jogging, yes I eat vegetables, eggs, and carbohydrates. I do gumboots during events that take place here Yes, I have gumboots, overalls. I play soccer with my friends. Maybe one day I will do well and be a celebrity of my country"*.

Even though healthy physical lifestyle is minimally practised in school C, juvenile offender learners have dreams to be best player on television teams. They mentioned that they do not participate in sport. However, they would like to play soccer and rugby. At this school, they get a chance to go to the gym sometimes by themselves. They highlighted that gym helps them to avoid bad things (meaning stress, smoking and engaging in fights). A gym builds their mind and knows how to control anger.

KZN=C/JLP 7 said: *"Lifting and running to keep body well healthy and to see me in television best player in PSL. My goal is to be a best player on television teams"*.

KZN=C/JLP 8 said: *"Doing push ups each and every day to stay a healthy life also to not get illness easy and I know how to control my anger"*.

KZN=C/JLP 9 said: *"Yes, I have the time to exercise my body on the gym; I eat healthy food in the kitchen. I play soccer so that I can avoid myself to bad things, it build my mind new"*.

Meeting soccer celebrities and competing with community schools motivates the juvenile offender learners to participate in sports in school D. They wish to get a good coach and referee so that they can get opportunity to play professional soccer.

KZN=D/JLP 10 said: *“sports I like soccer and boxing, it has improved me with learning more skills from other mates. I wish to get a scholarship at boxing or soccer because I will get many opportunities.”*

KZN=D/JLP 11 said: *“Soccer it keeps me active, physical fit body healthy all the time and emotional fit. Is important because I know that keeps me out of stress”.*

KZN=D/JLP 12 said: *“...It has improved my life my body refreshment and more from section stress. My dream is to get a good coach and referee so we can play professional soccer”.*

On the contrary, juvenile offender learners in school E understand the security restrictions in their correctional school, but they desire to participate in physical activities. They need support to engage into sports. They also feel sport is key to help them improve their physical wellness and help them to stay discipline. They like soccer, drama and art but are not allowed going out to the playfield owing to security restrictions.

GP=E/JLP 13 said: *“There are no exercises here. I like soccer; I am a player I used to participate at home. If I can participate in sport, it will improve my life in a correctional centre, to make me discipline and respect others and to know people”.*

GP=E/JLP 14 *“There is no physical exercise here; I got certificate of soccer. I want to play for Premier Soccer League. I use tobacco only not drugs because other teachers and police advise us about it sometimes”.*

GP=E/JLP 15 said: *“...I want to play soccer if they can encourage us to do sport and allow us to go play...”*

Juvenile offender learners desire physical activities to positively deal with different stressors, physical health, and mental health brought by being incarcerated in the correctional centre.

A probing question about how they express feeling, control of **emotions** and behaviour.

The findings indicated that juvenile offender learners are able to express feelings by communicating and telling someone, teachers, or a friend when they have problems. They avoid conflicts by reading a book and staying calm. Most learners believe they have enough support structure on emotional wellness, social workers organise family day. Learners mentioned that their resources are psychologist for assistance but it is not enough some have not consulted.

GP=F/JLP 16 said: *"I talk to my class mates and I avoid conflicts. Something that gives me sense of success and purpose, I believe that I will have good future. Get help from social workers Yes, we have social worker, I am trained to control anger, nurses they help us a lot. Yes, first time when I arrive here I consulted psychologist"*.

GP=F/JLP 17 said: *"Yes I control anger school helps me to have hope in life. Social workers and different course on anger management, yes, help me to be calm or avoid conflicts. Support is needed for regular visit to the social worker. I have not consulted psychologist"*.

GP=F/JLP 18 said: *"Yes, I control anger; there are aggressive cases and I avoid them. Do my schoolwork and planning for the future helps me to have sense of purpose. We have people who come and teach us about Anger Management, life skills, and restorative justice, Cross Roads Handwork, Substance Abuse, and Pre-release courses. No help is available I do anger management course Yes, motivation"*.

It was observable from the learners a bolster sense of self-worth, talking over a problem, and providing encouragement or positive feedback.

WC=A/JLP 2 said: *"I have changed because I got a chance to do Anger Management course."*

WC=A/JLP 3 said: *"I want to talk to my community about positive living and teach young people that crime does not pay"*.

It was evident that emotional support manages psychological problems such as stress, anxiety, anger, and depression among the juvenile offender learners.

WC=B/JLP5: *"... social worker helped me to cope with the stress of prison, I was always sad but now I come to school. I am motivated to learn"*.

In school G, learners concurred that courses on anger management help them to control emotions and stop misbehaviour and be motivated to change their life to better.

FS=G/JLP 19 said: *"Yes, they giving me a lot of hope in life"*.

FS=G/JLP 20: *"...I realise that I must control my anger and most people understand me. Books that talk about anger management drugs, alcohol problems help me"*.

FS=G/JLP 21: *"...I learnt to control my behaviour by hard work and care. I am pulling back before I get into trouble, control feeling, and reaction before I do something wrong."*

Learners are able to express their feeling by laughing even though some have mentioned that they are feeling depressed.

KZN=D/JLP 11 said: *"I am able to control myself I laugh at all times it gives me courage to calm or avoid to shouting and go away"*.

KZN=D/JLP 12 said: *"Always playing and laughing with other learners"*.

GP=E/JLP 13 said: *"Schooling gives me sense of success and purpose and soccer too"*.

GP=E/JLP 14 said: *"I express my feelings with sing dance and reading school work or sometime sit alone do something or read magazine. I want to do something that will give me sense of purpose and success."*

GP=E/JLP 15 said: *"Yes, I express my feelings to my friends and inmates that come from same cell or that go to school with me. To tell someone that crime is*

not good because we hurt our family or people we robbed. Now I don't do the anger courses but I learn to be patient sometime I read my Bible to comfort me".

Learners who have attended Anger Management courses, declared that it granted them self-control, motivation, capability to control emotions and behave well; they feel better and lowered stress levels in the correctional centre schools.

A follow-up question on **spiritual wellness** was asked.

Juvenile offender learners also state that they feel comforted and **spiritually** inspired with the melodious songs they sing during church services. They feel the value of life as they are uplifted by prayer and the inspirational messages passed to them by pastors who often visit them.

WC=B/JLP 6 said: *"When I sing I feel better and get hope to change from the bad things I did".*

WC=A/JLP 3 said: *"The pastor inspires me to be a good person in my community. I want to be a pastor also and show young people not to do bad things to other people".*

KZN=C/JLP 7 said: *"I pray and meditate Yes, I feel proud about what I am now".*

KZN=C/JLP 9 said: *"I can sing songs and pray also to God to be a protector because I am a boy".*

They have mentioned that this gives them sense of value of being human and to respect other people.

KZN=D/JLP 10 said: *"I like to worship Jesus get comfort".*

KZN=D/JLP 11 said: *"Sing songs relief stress and we respect each other all the time".*

They mentioned that they like praying, singing songs for comfort and read spiritual uplifting verses for inspiration

GP=E/JLP 13 said: *"I like pray and sing for success in my life"*.

GP=E/JLP 14 said: *"I want to experience the other religious. I like to sing Christian songs because I feel good when I sing church songs and pray its life and to be good and respect others"*.

They are comfortable with the different society of spiritual groups they have in the school.

GP=F/JLP 16 said: *"I am Christian, comfortable with other religious group. Yes, I pray and attend church"*.

GP=F/JLP 17 said: *"It's important we sing, pray and read bible. I promote spiritual wellness"*.

FS=G/JLP 20 said: *"...I have value in life my family support me..."*

FS=G/JLP 21 said: *"I pray every morning and evening to know who you are and what you need in life and takes your talent to the next level of Redemption here in learn and to live like other people outside going to church every day and pray all the time. I am praying to God to give me long life like Nelson Mandela"*.

Based on the above findings, they have time for prayer and meditation. They value being human and still feel they have a second chance in life as they are motivated to change. That improves compassion and hope in life, relieves stress, anxiety and depression and chances of rehabilitating are high.

The question based on support of **occupational/career** wellness was asked>

Some juvenile offender learners want to learn the NVC skills, which are not offered to the level 1 to level 4 but to the medium sections. Juvenile offender learners need support lessons and encouragement from business people on how to run business. It is also worth emphasising that although the number of convicts who are interested in the improvement of their qualifications and in the continuation of their education and wellness enhancement, there are numerous problems that can be identified.

KZN=D/JLP 10: *"I like cameras and cell phones; I like directing a film and managing creative operating systems. Want to be given opportunity of showing them in that career my skills, my dream is to be a MD of SABC Try to prove them and learning hard as I can"*.

KZN=D/JLP 12: *"I want to have one or two, building or carpentry or maybe building and electrician courses"*.

WC=A/JLP 2: *"I know to write my CV but I don't have work experience or training to work. I want to be electrician; I will train when I pass level 4"*.

Some juvenile offender learners have skills on farming learnt from home they need support, more training in agricultural lessons. Some need to learn electrical skills in order to compete for work outside after they released.

KZN=C/JLP 7 said: *"I want to have a farm, yes, to do agriculture, protect animals to do farm have cows, goats, and sheep"*.

KZN=C/JLP 8 said: *"I want knowledge and skills of calculating that you make a loss or you gain profit. Moreover, to know faxing my CV, know Internet to fax CV. I can because charity begins at home; I am a fast juvenile offender learner"*.

Juvenile offender learners have fulfilment and enrichment gained from schoolwork particularly knowledge gained from arranging business corner at library. They need practical training on skill such as electrician. They have pre- knowledge from home of sewing.

WC=B/JLP 5 said: *"I have learnt how to start a business from SMME subjects, now I want to do it practically when I get home. I know the information is not enough for starting the business but next year I will train for practical skills"*.

GP=F/JLP 16 said: *"No I don't learn practical I want but I must be over 21years. I like to do my work I am happy. I want electrical engineering but nothing training. I want to be given an opportunity showing them. In this career I want skills"*.

GP=F/JLP 17 said: *“SMME learning are teach me about running business its only theory no practical I will try when I finish my school here. Talents not identified but I like music and choir”*.

GP=F/JLP 18 said: *“Sewing is my talent; I need some more course or classes on sewing and needles. Sewing I do it practically in section for other inmates and they pay me with cosmetics”*.

Juvenile offender learners have goals to learn new skills or courses that might be of assistance in starting own business after their release.

GP=E/JLP 13 said: *“I want to do engineering and to have a licence for job I want to learn new skill so that I can look for employment after release”*.

GP=E/JLP 14 said: *“I have skills of business because I used to do business at home my dream is to open my company”*.

GP=E/JLP 15 said: *“No, I don’t have skills I am in maximum c we don’t learn that. I want to do this things but I have to wait until I am in medium B cell section. Unique skill and talent that I have is only sewing clothes. I need courses that will help me to learn new skills”*.

The participants were positive that relevant knowledge and skills could contribute positively in their lives and contribute to the Parole Board then early release from correctional centre and smooth re-integration into society as better and changed citizens. The responses above showed that they need support, resources and assistance to learn skills to develop and run their business when they are released back to their communities.

FS=G/JLP 20 said: *“Yes I like woodwork; I already have a dream to work to please my family. Yes, I like work I have a certificate of woodwork. I’m an artist I like to draw on woodwork, cutting, and building”*.

FS=G/JLP 21 said: *“Yes I like to be a doctor one day, but I want welding to create things for my people, My dreams at school is to enrich to be something in life and having my own house and cars”*.

Juvenile offender learners learn the theory not practically on skills programme such as wood work, cutting skills, welding and art in school G. More importantly, they are motivated to create own jobs and look after their families.

5.4.4 Theme 4: Accessibility to resources and support structures

When asked about support structures accessibility to resources and what are their needs to support wellness, the findings revealed that access to resources that support wellness is inadequate in the seven correctional schools. Participating juvenile offender learners from the seven schools highlighted about the lack of access to resources as a hindrance to development of the six dimensions of wellness.

A probing question was asked about resources that promote **intellectual wellness**.

Juvenile offender learners identified that the only resources to expand knowledge are exercise books and pencils provided by the correctional centre. They do not have textbooks to acquire new knowledge and skills. Some juvenile offender learners mentioned that they get learning resources from their families, buy them some stationery and calculators. Some juvenile offender learners do not have stationery because their families are not visiting; therefore, no one buys for them. These juvenile offender learners depend only on exercise books provided by the correctional school to promote intellectual wellness.

GP=E/JLP 13 said: *“...pens, calculator and textbooks I have no support from my family because I am from far at KZN and here I have no support”*.

GP=E/JLP 14 said: *“...when we ask something they don't give us just like calculators, just like me I want to learn accounting and business and economics but I don't have resources.”*

GP=E/JLP 15 said: *“No resources but my family brought me a calculator. DCS give us books for writing only. I need resources for learning, my family come to visit and they give me resources, they bought me calculator. They support, but I don’t have a report to show my family how did I work or pass”*.

FS=G/JLP 19 said: *“...I have exercise books only I write notes and read when I go to section room. I want information and knowledge that’s why I go to school every day.”*

FS=G/JLP 20 said: *“I want textbooks for maths I want support because official treat us like animals”*.

FS=G/JLP 21 said: *“...I want dictionary, and textbooks I need to pass go to UNISA.”*

KZN=C/JLP8 said: *“...resources are not available I make a mind map of what we have learnt on that day. It is to concentrate on my studies also to listen on my teachers.”*

KZN=D/JLP 12 said: *“...no Calculators and textbooks...”*

GP=F/JLP 17 said: *“... I don’t understand maths so I ask and borrow calculators from friends ... I get stationery from outside visitors like ruler and calculator.”*

GP=F/JLP 18 said: *“Textbooks are not available; we only get copies from the teachers in the class. We need textbooks and stationery because it’s difficult for those who don’t have visitors.”*

WC=A/JLP 1 said: *“No resources we use newspapers and teachers make copies”*.

WC=A/JLP2 said: *“No resources, newspapers, and magazines can only be used in class and not in sections. DBE does not supply us with resources and DCS give us exercise books only”*.

WC=A/JLP3 said: *“...only teachers have access to the internet to do research for us.”*

WC=B/JLP4 said: "... teachers have resources like textbooks, TV, computers to use but for us some teachers come up with them".

From the responses above, it illustrated that the lack of resources to expand new knowledge is hindering the support of intellectual wellness.

Even though some schools have libraries, some juvenile offender learners indicated that they have never been to a library. Some libraries have no books, or juvenile offender learners are not given enough time to use the library.

For instance, juvenile offender learners in school C and E indicated that they have no library and have not been to a library before. School C has a library. However, it is not utilised it serves as a storeroom. Juvenile offender learners are not going in to borrow books. Consequently, juvenile offender learners do not participate in reading competitions or library club.

This was proved by the statements echoed:

KZN=C/JLP8 said: "... I don't go to Library at school and we also have no computers".

KZN=C/JLP9 said: "... No library we don't have it here".

GP=E/JLP 13 said: "...we don't have library here."

GP=E/JLP 15 said: "I don't know a library even in my community I have never used a library".

Participating juvenile offender learners from schools A, B, D, and F indicated that they have libraries but they do not get enough time to use it to expand their knowledge. They prefer doing homework, projects and assignments in the library.

WC=A/JLP 1 said: "We have library but we use it sometimes because of little time".

WC=A/JLP3 said: "I ask teachers to read in the library but they refuse, they don't have enough officers to take me there".

GP=F/JLP 18 said: *"I ask extra time from teachers to do the activity I failed in library."*

Some juvenile offender learners in school F pointed out that they use the library frequently for resources and they participate in reading competition and library club. Similarly, school A, B and D juvenile offender learners also mentioned that they participate in library reading club. However, they believe their time to use library is insufficient.

KZN=D/JLP 12 said: *"...always in library trying to understand using textbook and asking the subject teacher"*.

GP=F/JLP 16 said: *"I write classwork in the class, assignment, projects and investigation I write at the cell section and if I have time I do in library"*.

GP=F/JLP said 17: *"I like to be in the library always to do my project for SMME business corner."*

WC=B/JLP4 said: *"sometimes we short of security to take us to the library so we have no time for it."*

WC=B/JLP5 said: *"I like library there are many books I want to read stories but no chance to seat there and read"*.

WC=B/JLP 6 said: *"...we busy at school no chance for library"*.

School G identified that they have a library but it has no books and they are not allowed to use it.

FS=G/JLP 19 said: *"If we can go to library sometimes, I can read and write. I like stories and letter read the books if you some where you must be able to read the sign board"*.

FS=G/JLP 20 said: *"Teachers told me I cannot go to library there are no books. And I like arts and culture because I am an artist and I like English because I want*

to learn I study by reading and writing poems and reading about things that are happening in the world outside but no library.

A question about availability of support structures that promotes wellness and needs for support was asked.

Juvenile offender learners gave similar responses on their support structures that enhance wellness. It was established that to support wellness of juvenile offender learners the school requires more officers and stakeholders from other fraternities. Lack of support structure is one of the factors that impede the effectiveness of promoting wellness of juvenile offender learners. The support structures include the support from psychologist, social workers, doctors, and or NGO.

The findings revealed that the support structure to enhance intellectual wellness of juvenile offender learners in the seven schools is the DBE, DCS, NGO, and families. The DBE supports their intellectual wellness by registering them to write external level 4 exam. In addition, the DCS provides support since the officials accompany them to class. In some schools, juvenile offender learners mentioned that families are invited to give support. Some juvenile offender learners indicated that they participate in reading competition and library club, which promotes reading skills while other schools do not have.

For instance, juvenile offender learners stressed the importance of their teachers as the main support structure in promoting intellectual wellness. They also mentioned peer juvenile offender learners in the cell section as their support. Similar responses were heard from juvenile offender learners in school, A, B, C, D, E, F, and G:

GP=E/JLP 14 said: *“Department of education and correctional services and my family because I want to follow my dream. When I don’t understand in class I ask my friends for help in cell section.”*

GP=E/JLP 15 said: *“... taught by tutors or other senior offenders. DCS give us books for writing only. Families come to visit and they give me resources and*

support, but I do not have a report to show my family how did I work or pass. The support I need is if we could attend class everyday and get more resources to learn”.

GP=E/JLP 13 said: *“I have no support sometimes I hear nothing from my family because I am from far at KZN and here I have no support”.*

WC=A/JLP 1 said: *“...We help each other in cell section, teachers, support us sometimes I ask help from officers”.*

WC=A/JLP2 said: *“...Sometimes my family supports me but its far here...”*

WC=B/JLP5 said: *“... The DCS gives us support and teachers and senior juvenile offender learners”.*

WC=B/JLP 6 said: *“...We help each other, it’s better to go to school here in centre; the DCS helps us a lot. I was not going to school when I was at the community”.*

Support structures in school D are also NGO from the (NYA) that support with reading and recreation programmes.

KZN=D/JLP 10 said: *“... support structures are Department of Education and Correctional Services. And I want support on bursary to complete my journey of being a lawyer”.*

KZN=D/JLP 11 said: *“When I needed support I asked someone knows well I am keeping on asking class-mate until I understand. Department of Education and Correctional Services support us”.*

KZN=D/JLP 12 said: *“.... National Youth Agency (NYA) it helps and library club with reading; I need computers to improve technology”.*

Juvenile offender learners in school F indicated that those who attend school are housed in the same cell section. Therefore, they are able to support each other with schoolwork, assignments and other academic tasks.

GP=F/JLP 16 said: *“Get magazines from my family when they visit. My family support me Department of correctional services and officials support us I want to get some qualifications one day”*.

GP=F/JLP 17 said: *“On graduation my family come. My family is involved for my school graduation.”*

GP=F/JLP 18 said: *“Department of Correctional Services and my family”*.

Similarly, juvenile offender learners illustrated that community and families are invited once a year in school G as their additional support structures juvenile offender learners.

FS=G/JLP 19 said: *“...and to go to school every day but I need support like social workers”*.

FS=G/JLP 20 said: *“I want support because official treat us like animals – Department of Education because I am under it”*.

FS=G/JLP 21: *“I need to pass go to UNISA when I’m done with my Grade 12. I need bursary from the Department of Education. I have little support from my family and community”*.

The neighbouring NCV College is their support structure in school C. However, the college does not serve the AET level 1 to level 4 – only skill development and FET juvenile offender learners. The school C also has the ‘*Khari kude*’ NGO that supports juvenile offender learners with reading and writing skills.

KZN=C/JLP7: *“... families, maths because my brother helps me every day but it is hard to me but now I get some of information to do maths”*.

KZN=C/JLP8: *“... We need library also computers.”*

Inadequate access to resource materials and scarce resources in library impedes support of intellectual wellness of the juvenile offender learners.

A probing question was based on support structures for enhancing **social wellness was raised.**

The findings revealed that in some schools social worker and psychologist are available as support structure but insufficient consulting session. While in some schools, juvenile offender learners mentioned that they have never consulted any social worker or psychologist. The findings also indicate that some juvenile offender learners alleged that they have not yet had consultation with a social worker.

It was evident from what participating juvenile offender learners when they said:

GP=E/JLP 13 said: *“Support structures that promote my social wellness none if you can organise us for sporting education, television that’s all.”*

GP=E/JLP 14 said: *“Support structures none...”*

GP=E/JLP 15 said: *“Availability of support structures that promote social wellness is social worker; it is important to have family support. We need respect from officials and to understand us”.*

Social workers are available in school F to support and assist juvenile offender learners and organise family visits. Even though consultation is minimal, a psychologist comes to help them with social and mental problems. They are able to form friendship and respect each other.

GP=F/JLP 16 said: *“Social worker helps us a lot”.*

GP=F/JLP 17 said: *“I need support from Social worker and psychologist”.*

GP=F/JLP 18 said: *“Psychologist helps me when I have mental problems”.*

WC=B/JLP 4 said: *“Social worker is support structure that helps with social problems”.*

They mentioned that they have imperfect relationship with officials because they feel not respected. Support structure is available such as social worker and families but it is not enough.

It was evident from the responses of juvenile offender learners when they echoed:

FS=G/JLP 19 said: "No support structure not even from my family".

FS=G/JLP 20 said: *"My relationship with family is well; only mother and little brother they keep on visiting me"*.

FS=G/JLP 20 said: *"Support structures are teachers, Social workers and other people outside"*.

Gangsterism is considered as a support structure while a social worker is subsequent support structure, and sometimes families visit them. Some juvenile offender learners stated that they have good relations with teachers because they treat them like their own children.

WC=B/JLP 6 said: *"It is important to have friends here to survive, I also have friend they help me when I don't understand in class"*.

KZN=C/JLP 7 said: *"No support no social worker helps me nothing"*.

KZN=C/JLP 9 said: *"In my conflicts I tell someone to help"*.

The response from learner KZN=C/JLP9 *"tell someone to help"* means his support structure are the gang members of his group; they help him when there are conflicts and in class activities.

KZN=D/JLP 12 said: *"Teachers are a very good support structure; they are respectful because they treat us their children"*.

KZN=D/JLP 11 said: *"Support needed..."*

Support structure and resources are available but insufficient because the time to see a social worker is not enough. The social worker organises meetings with their families.

In school F, the **physical wellness** support structure SRAC organises games, tournaments with outside schools, and invites SABC, soccer celebrities to motivate juvenile offender learners. They have a sports desk, reading of sports newspaper, book club reading for fun and competitions on reading. They get sponsors from businesses that donate to the centre's SRAC.

GP=F/JLP 16: *"...Yes, we have equipment for physical activities... I have improved in it I didn't know it before"*.

GP=F/JLP 17: *"Everybody plays sports and I exercise ... have enough equipment for soccer. When we need soccer balls and boots, Mark Fish supports us"*.

GP=F/JLP 18 said: 1. *"Support structures that promote physical wellness are celebrity players from outside come to play with us here"*.

Support structures that promote physical wellness are available such as SRAC facilitator in school G. However, juvenile offender learners mentioned that they would like and need support from families and need more resources for physical support. Juvenile offender learners identified benefits of physical wellness such as enjoying to do gumboots dance during events, discovering their talents on art.

FS=G/JLP 19 said: *"Teacher is coaching us soccer"*.

FS=G/JLP 20 said: *"Soccer because I like it much Yes need support from family and friends because I want to be someone on future"*.

FS=G/JLP 21 said: *"I do gumboots during events that take place here Yes, I have gumboots, overalls. SRAC is our support structure the officials organises games and tournaments. The Mandela Boxing award is an encouragement for participating in boxing"*.

WC=B/JLP4 said: *"We participate in physical activities every Fridays; I always look forward to Fridays"*.

WC=A/JLP 2 said: *"I like participating in boxing as my sport, we get training every Friday. Sometimes we go to represent our centre in a Mandela Boxing Award."*

The SRAC support structure has minimal physical activities in school C. Although juvenile offender learners understand the benefits of physical, wellness little is done to support physical wellness. However, when it happens they go to the gym, they get support and coach by a teacher.

KZN=C/JLP7 said: *"Yes, Mr. Mkhize (teacher) helps us to do exercises"*

KZN=C/JLP9 said: *"I need that teachers can support us to give sports as its important doing sport"*.

The SRAC facilitator is available in school E but not much is done on physical wellness owing to security restrictions. The students do need support with getting involved in getting into sports. They also feel sports will be the key to help them improve their physical wellness and help them to stay disciplined. They get support from Department of Health, nurses come to the school often to check and give them treatment for TB, HIV/AIDS and other illness (from observation).

GP=E/JLP 13 said: *"No resources available to support my physical wellness it's only teachers and correctional officials. We need support because there is no physical support in here, we need sporting culture as well as culture and hip-hop activities. They can support us on soccer, basketball and tennis or they can help if bring some games for us"*.

GP=E/JLP 14 said: *"There is no physical exercise here; If you can try and bring us games"*.

GP=E/JLP 15 said: *"No support, No games no soccer but some go to gym to lift there. Nurses come to checking TB and HIV every time"*.

The support structure SRAC is active in school D, they invite celebrities and organise tournaments with outside and neighbouring schools to compete with juvenile offender learners.

KZN=D/JLP 10 said: *“Playing soccer Yes”*.

KZN=D/JLP 11 said: *“Sport and recreation soccer ball and boots”*.

KZN=D/JLP 12 said: *“Soccer jersey is available, soccer balls are also available. Outside celebrity players come to play with us here”*.

For enhancing **emotional wellness**, resources and support structures are not readily available. However, teachers refer them to a social worker and psychologist. It takes a while for learners to consult psychologists; once they have they feel better and helped with stress levels.

GP=E/JLP 13 said: *“Yes, I have consulted a psychologist; she helps me to phone my family, advice and guide me about importance of schooling”*.

GP=E/JLP 14 said: *“I have none resources to support emotional wellness. But Yes, I consulted a psychologist and she tells me about crime and smoking drugs”*.

GP=E/JLP 15 said: *“I attended Anger Management courses for seven days because I was getting angry fast now they stopped me. I need more Anger Management courses. For courses, they check the kind of crime you did then you get support like robbery, or murder. Yes, I do need help I have never consulted psychologist”*.

Some learners believe their support structure on emotional wellness that is available is a social worker who organises Anger Management course and family day. Learners mentioned that they have insufficient resources and inadequate consulting time; some have not consulted with psychologist for assistance.

GP=F/JLP 16 said: *“Get help from social workers Yes, we have social worker. I am trained to control anger, and nurses they help us a lot. Yes, first time when I arrive here I consulted psychologist”*.

GP=F/JLP 17 said: *“Support is needed for regular visit to the social worker. I have not consulted psychologist”*.

GP=F/JLP 18 said: *“We have people who come and teach us about Anger Management, Life Skills, and Restorative Justice, Cross Roads Hand work, Substance Abuse, and Pre-release courses. No Help is available I do anger management course Yes, motivation”*.

WC=A/JLP 3 said: *“I have anger management courses from social worker and not psychologist”*.

Learners have support structure such as social worker, psychologist but they need resources and more time to consult psychologist.

FS=G/JLP 20 said: *“I need someone closer who I can talk to understand my position. I take rest a bit truthful and have someone I can trust. Support structure is books that talk about anger management drugs, alcohol problems”*.

FS=G/JLP 21: *“No, I didn’t consult psychologist since I was here in prison.”*

Some mentioned that a social worker helped them on controlling attitudes and be able to talk to other people. Some have not consulted the psychologist –teachers and officials are their only support structure on emotional wellness.

KZN=C/JLP 7 said: *“No they are no psychologist, no support, I want to talk to other person to forget what make me upset”*.

KZN=C/JLP 8 said: *“No support DCS”*.

Support structure and resources like the Anger Management courses offered by the social worker, psychologist and families support them on their emotional wellness.

KZN=D/JLP 10 said: *“I need psychologist or getting a proper help or get someone to talk to about how I feel”*.

KZN=D/JLP 11 said: *“No support”*.

KZN=D/JLP 12 said: "We have people who come from outside they help us, teach us about emotional feelings and about Anger Management".

The support structures for **spiritual wellness** in the seven schools are the pastors from different denominations from the community. They even have inmate pastors who preach, meditate, pray, sing, worship, and support them in spiritual wellness. For spiritual guidance such as Bible study, a pastor comes over and conducts a Bible study. The resources available are Bibles, Quran and other spiritual material given to them by their pastors; some have and use their own bibles.

WC=B/JLP5 said: "*Support structure for my spiritual is the pastor in cell section, he preaches and prays there. Sometimes on Sundays we get pastors from outside to preach and they come with Bibles and Christian pamphlets to read*".

WC=A/JLP2: "*Every now and then pastors come here to preach pray and teach us to meditate so that we cope and release anger, learn to ask forgiveness from other and respect people*".

WC=B/JLP 6: "*every morning we sing and pray our pastor support us a lot*".

In school F their support structure are pastors from Alexander who come over to preach and pray with them. They also have their own pastors at the centre among them and praise and worship with them. They are given Holy Scriptures to read from and have classes.

GP=F/JLP 16: "*I have Bible. We get support from Alexander Pastor on every Saturday and visiting pastors*".

GP=F/JLP 17: "*I get support from inmate pastor. I promote spiritual wellness by attending church services. Resource I have is Bible*".

GP=F/JLP 18: "*We have inmate pastors that preach to us. Yes, I have resource Bible. Support structure is enough I get support from pastors outside*".

Some mentioned that they have a Bible study during Wednesdays and pastors visit them every Sunday for bible study, worship and church. Pastors bring resources such as the Holy Bible and Quran to support their spiritual wellness.

KZN=C/JLP 7 said: *“Yes, Muslim, Koran Quran pastor comes on Saturday”*.

KZN=C/JLP 8 said: *“Church choir and Pastor”*.

KZN=D/JLP 10 said: *“Support structure is bishop give a lot of prayer and a resource is Bible”*.

KZN=D/JLP 11 said: *“None Support needed”*.

KZN=D/JLP 12 said: *“Resources is Bibles nothing much”*.

FS=G/JLP 19 said: *“Yes, I pray Bible”*.

FS=G/JLP 20 said: *“My family supports me with prayer. I have Bible as my resource and pastor comes in and we have bible study.”*

GP=E/JLP 15 said: *“No need for support I have other offenders who help me; preachers from outside come”*.

From the above findings, the support structure available assists juvenile offender learners to value, express positive perception such as comfort, increased sense of empathy and increased insight and understanding of their purpose in life which is required for rehabilitation.

The findings revealed that in all the seven schools, access to resources to support **career/occupational wellness** is unavailable. The 21 participated juvenile offender learners want to learn and train the National Vocational Education and Training get Certificate and skills, which are not offered, to the AET level 4. They indicated the need for practical training on skills development not theory only. The resources to support career wellness such as magazines, books, and newspapers that are available in some school libraries are not enough.

GP=F/JLP 18 said: *"I need some more course or class on sewing and needles. Support structure I have nothing"*.

GP=E/JLP 15 said: *"I need courses that will help me to learn new skills"*.

GP=F/JLP 16 said: *"In this career, I want skills that will be the support I need. NCV course which I do not do until I am in Med B section. Business plan lessons I need"*.

WC=A/JLP 2 said: *"No resources to develop careers our teacher just tell us from the books no practical; I want to do practical like the learners in medium B."*

They emphasised the need for support and encouragement from business people on how to run a business, enhance their skills and knowledge through their work and having work life balance, which allows them to fulfil personal and job commitments when released back to the community.

WC=B/JLP 4 said: *"I want lessons from business people to show me how to start my business when I leave prison"*.

KZN=D/JLP 10 said: *"Creative operating systems, TV and radio to be given opportunity of showing them in that career my skills that is the support I need"*.

KZN=D/JLP 11 said: *"Support needed"*.

Nothing much is learnt on skill development only the FET and NCV College learn the career skills and computers.

KZN=C/JLP 8 said: *"Not available but Yes because there is a college where we get information not practices"*.

They need practical training on skill such as electrician. Teachers support by collecting material from outside for them to organise the business corner in the library.

GP=F/JLP 17 said: *"No support structure to enhance occupational wellness, only theory from the class teachers"*.

WC=B/JLP6 said: *“Learning skills from library is not enough for me because I like to do by hands and see what I created”*.

GP=E/JLP 13 said: *“I do not have skills to run own business”*.

GP=E/JLP 15 said: *“I need courses that will help me to learn new skills”*.

FS=G/JLP 21 said: *“To learn harder and proceed to grade 12 and I will promote my career wellness in Colleges and UNISA”*.

Support structure and resources are not available for level 4 classes but there is training centre for Medium B offenders. Learners in level 4 have to pass and obtain NQF level 1 qualification prior to applying for vocational training at UNISA or other higher institute of learning or colleges.

5.4 INTERPRETATION FROM OBSERVATIONS

It was of paramount importance to observe the infrastructure of the correctional schools and observe juvenile learners and teachers in their natural surrounding during the interviews and completion of the questionnaires. In order to substantiate the data collected and this will help with recommendations and development of framework that will enhance the support of wellness for juvenile offender learners. The analysis was done using the designed checklist (appears in Appendix H). Themes that emerged from observations are discussed as follows:

5.4.1 Theme 1: infrastructure of the correctional schools

School A is located at Western Cape Province; it incarcerates male juvenile offender learners. It was observed that the classrooms are metres away from the cell section (approximately 500 metres from cell section) which makes it conducive environment for teaching and learning. The infrastructure is in good condition with six classrooms and basic equipment to facilitate teaching and learning. The classrooms size can accommodate 30 juvenile learners. The teachers' staffroom and principal's office of the school is next to the classrooms for better monitoring of juvenile learners.

School B is situated approximately 300 kilometres on the outskirts of Cape Town at Western Cape Province. It has nine classrooms that accommodate more than 40 learners in per group. The building is conducive for teaching and learning needs.

Correctional centre **school C** is located in an area that is near the village and close to a TVET college at Kwa-Zulu-Natal. The buildings are conducive for teaching and learning needs. The classroom sizes can accommodate 40 learners per group. However, it was observed during the study that juvenile learners idle outside the classrooms during lessons.

School D is located in Kwa-Zulu-Natal Province. The environment is safe for teaching and learning. The classrooms are far from cell section but close to library, staffroom, and principal's office. The classrooms sizes accommodate 40 or more juvenile learners.

The infrastructure of **school E** at Gauteng Province has five classrooms. The classrooms adjoin the cell section. The positioning of classrooms is not conducive for teaching and learning; too much noise from those who are not attending lessons was observed. Facilities to enhance wellness such as library, computer centre, playfield or gym centre were not observed in the school.

School F is situated at Gauteng Province; it has eight classrooms positioned away from the cell section of which makes it conducive for teaching and learning. The

school has functional Library and one computer centre, playground for sports to support physical wellness was observed.

School G is located at Free State Province. It has four classrooms; at the time of research visit, it was newly established and registered as a formal school. The classrooms are positioned far from cell section. This makes it to be in a conducive environment for learning and teaching. Classrooms size can accommodate 30 to 40 juvenile learners. Classroom environment is clean and well ventilated. The staffroom is only one room and the other room is principal's office; no library and no computers centre.

5.4.2 Theme 2: Visibility of resources to enhance wellness

In School A, facilities to enhance physical wellness such as playground were observed. To enhance intellectual wellness, the researcher observed posters and different teaching resources on the walls of the teachers' staffroom but nothing in the classrooms. The posted notices on the notice board were observed in the principal's office. The school has a library and computer facilities. The school has one computer centre with eight computers that are used for level 4 LO practical.

School B The researcher observed teaching and learning support material pasted on the walls of every classroom. In addition, in the staffroom and the principal's office notice board had notice articles. There is a library; computer centre utilised for FET (Grade10-12). To enhance intellectual, physical, social, emotional, and occupational wellness the researcher observed art centre, broadcasting studio, music equipment, and playfields.

School C has no library but one room is used as a storeroom to keep books, and some outdated books are stored in unopened boxes. The computers centre is not utilised for Level 4 but by FET band juvenile learners. No learning and teaching resources were observed on the classroom walls.

Juvenile offender learners in **School D** have access to the library that is fully packed with books, newspapers and magazine. They can settle in and borrow books to read for expanding knowledge. Teaching and learning resources on the

classroom walls are not available. However, the notice board and posters were observed in the staffroom and the principal's office. A playground to promote physical wellness is close to the school.

In **school E**, teaching and learning resources or posters on the walls of the classrooms are not available.

The classroom walls at **School F**, posters, or learning and teaching support materials were unavailable. However, the library has collection of books and newspapers to enhance wellness.

There was no notice board on classroom walls in school G. Furthermore,, walls had no teaching and learning support material to enhance wellness.

5.4.3 Theme 3: Safety measures and Interaction of juvenile offenders, teachers, and officers

School A, safety measures in the correctional school is of paramount, juvenile offender learners are escorted from the cell section to classrooms and during learning periods by security officers. In addition, safety of visitors is crucial the security officers escort them to the classrooms. It was observed that teachers are not escorted into the classroom; they interact freely with juvenile offender learners. In addition, juvenile offender learners interact freely among themselves in the classroom.

School B, The security officers are available escorting learners to the classrooms and to cell section after learning sessions. It was observed that learners move from one class to the next according to the subject they attend every period. Teacher have table and chairs in the classrooms learners come to them. They interact liberally with teachers during lessons.

In **School C**, the researcher observed learners idle the surrounding of the school without escort of security officers or teachers. However, for safety measures of visitors at the correctional school, the security officers accompany the researcher from the gate to the classrooms and during their stay until they leave. Juvenile learners interact liberally with teachers, security officers and amongst themselves.

It was observed in **school D** that learners interrelate freely around the school premises. The security officers escort juvenile learners from the cell section to the classroom for safety measures. They move around monitor through windows during lesson when teachers present lessons. During the research process, it was observed that learners often glance at security officers. Juvenile learners communicate freely with teachers than with security officers.

The interaction in the environment of **school E** was uneasy since these learners were perceived as high security. It was observed that juvenile offender learners were edgy and showing signs of mistrustful among each other. When completing the questionnaire, they wanted to check with others first how and what to respond of which was not allowed because of research ethical measures. They rarely communicate with teachers or security officers. The security officers escort juvenile learners from the cell section to the classroom for safety measures. They move around monitor through windows during research process.

It was observed in **school F**, that positive interaction, communication among juvenile learners, security officers and relationships with teachers and learners were positive.

The researcher observed that security officers escort juvenile offender learners from the cell section to classrooms to attend lessons at **school G**. The juvenile learners interrelate freely among themselves, teacher, principal and the security officers.

5.5 SUMMARY

This chapter analysed and interpreted the data presented on rich description provided by the participants from the open-ended questionnaire, interviews and observations with regard to the support of juvenile offender learners in the correctional schools in South Africa. The next chapter presents a detailed discussion of the findings of the study substantiated with literature and theoretical frameworks.

CHAPTER 6

DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

The previous chapter presented the interpretation of findings relating to the support of juvenile offender learners in correctional centres schools: a wellness perspective. In this chapter, the discussion of the research findings that focused on the themes that emerged from the previous chapter is presented. Literature control is conducted using previous studies and the integrated frameworks of Ubuntu and wellness theories to support or refute the findings. The discussion is presented thematically.

6.2 DISCUSSION OF FINDINGS

6.2.1 Theme 1: Insufficient support and challenges threatens wellness

Although Hettler (1980) believes that wellness is an active process through which people become aware of, and make choices toward a more successful existence, the "person in totality" in improving quality of life proactively and positively. The findings from the 12 teacher participants in the seven correctional schools (A, B, C, D, E, F, and G) revealed that learners are inadequately supported on the six dimensions of wellness owing to the challenges experienced in the correctional schools.

The main aim of the study was to examine the state of the support of juvenile offender learners in correctional centre schools from a wellness perspective

Intellectual wellness

According to findings in the current study, the environment of correctional schools is not conducive for teaching and learning; it is hostile and volatile. The findings from the 12 participant teachers mentioned that they try to support juvenile

offender learners even though their support is insufficient because of the challenges they experience.

The findings revealed that the correctional centre systems inconvenience teaching and learning because of continual search, headcounts, and staff shortages, which frequently disrupt classes. These findings are similar to the study of Matshaba (2017), who found that the correctional centres secure their environment by doing regular check searches of their units and headcounts continuously. This disrupts classes ultimately adding to truancy or absenteeism of learners from class.

Another challenge discovered in the current study is that juvenile offender learners have to be escorted to classes, and when there is a shortage of staff to escort them, they do not attend classes. The findings illustrated that teachers perceive absenteeism, late coming to classes, security systems as a negative impact on teaching and learning because they fail to complete Annual Teaching Plan (ATP) provided by the DBE.

The findings indicate that another threat to enhance intellectual wellness of learners is the juvenile learners coming from dysfunctional families; they lack interest in learning, do not perform well in learning and subsequently, they are always absent. This findings supported by the findings of Magano (2016) who also discovered that juvenile learners with history of poor learning tend to lack motivation to attend classes ultimately they drop-out of school.

The findings also revealed that the environment of correctional centres consists of gangsters who cause violence in the classrooms; it negatively affects the smooth learning. The gangsters intimidate other learners through threats, physical violence and cause conflicts, which affect their emotional, physical and social wellness. The current findings are similar to various findings of researches in correctional schools. Likewise, Manganye (2016); Moshoeu, (2010) and Fakude, (2012) also, cautions that when the correctional school fail to monitor and support the juvenile learners' wellness, they tend to opt to learn social illegal survival mechanism, which is linked to violence and all harmful practices. Some vulnerable juvenile

offender learners tend to join the gangs for protection (Fakude, 2012). Therefore, there is a constant threat to support of juvenile offender learners' wellness in the correctional schools.

Moreover, it is essential for juvenile learners to practice Ubuntu, for instance, this findings illustrates lack of Ubuntu amongst learners, which is detrimental to the learning environment. The findings are similar to the research from the Zimbabwean study by Muzvidziwa and Muzvidziwa (2012) illustrated that the lack of Ubuntu values has a detrimental effect on juvenile learners' discipline. It was discovered that correctional schools that lack Ubuntu values lead to moral and communal decay, which is a decline in physical, spiritual, emotional, moral qualities, and ethical systems. Consequently, it becomes extremely hard for any attempt to teach and rehabilitate the juvenile offender learners.

From the findings, it was clear that there are more correctional services operations than educational principle practices; this learning environment is not conducive for teaching and learning. The findings are in contrast with Ubuntu theories that reiterate the fact that juvenile offender learners should be provided classes freely which are made available to all learners from the earliest days of incarceration (Ramose, 1999).

Despite all the correctional centre challenges and the hostile learning environment, learners have to be supported, and there has to be the assessment for learning which subsequently demonstrates outcomes of their learning. The Ubuntu principles embrace sharing of knowledge, strength and expertise to support juvenile learners and teach them caring for others continually and to assess the responsibilities taught and inculcated by the correctional school so that learners ultimately, demonstrate that there is the outcome for learning (Mulaudzi, 2014).

The findings revealed that the support for assessment is insufficient; it is noticed on juvenile offender learners' performance. Findings from the participating teachers revealed that it is essential to assess and frequently give feedback on the assessment to juvenile learners since they have special needs in the correctional

schools. However, it is insufficient owing to the correctional systems and environment of the correctional centre. Athanasou and Lamprianou (2009) argue that in a learning environment, there must be the assessment of learning and evaluation for learning of which is the crucial act intended to determine progress, measuring achievement and performance concerning the learning outcome of the curriculum in the correctional schools. The findings revealed that outcomes from the assessment of learning and assessment for learning, as demonstrated by juvenile offender learners were as follows:

- They do not complete their learning programmes due to security reason.
- Those coming from dysfunctional families do not perform well in learning.
- Some misbehave and lack respect for other juvenile offender learners and teachers.
- Bad attitude, lack of respect, and instigate fights.
- Lack of interest in learning subsequently – they are always absent or drop out.

Judd and Bruce (2011) reiterate that the assessment of learning in general education can have beneficial outcomes such as intellectual, social-emotional, spiritual, physical and occupational wellness that are needed to support juvenile offender learners.

The current study findings revealed that the challenges on the performance of learners posed a threat to intellectual wellness. For instance, the findings illustrated a challenge of poor performance in class work, homework, tests and other academic activities of juvenile offender learners' schoolwork. From the literature, Judd and Bruce (2011) emphasise the assessment of knowledge, skills and competency outcomes expected from all learners who attend teaching and learning in the correctional schools. The participants mentioned that juvenile offender learners perform differently, depending on which subjects they like most, and their previous learning background and behaviour in class pose a challenge in their learning.

Assessment of learning is vital because it illustrates the goals and learning outcomes of the curriculum provided; respond to the activities that ensure that the educational environment leads to learners' achievement.

Physical wellness

From the findings, in most schools (A, B, C, F, and G), teacher participants indicated that they educate and support the juvenile learners to stay healthy; they are given physical self-care, nutritional needs and use of medical services. Furthermore, the findings revealed that they advocate abstinence from substance abuse in the correctional centre schools. However, the findings discovered that in some correctional schools, the state of physical support in regards to unhealthy risk-behaviour such as smoking and alcohol consumption is a challenge. They indicate that juvenile offender learners are prohibited from using substances. Nevertheless, they find a way to smuggle substance into correctional schools.

Even though learners participate in sports, regrettably some juvenile learners do not engage in sports owing to the security systems of the correctional centre. On the contrary, the findings differ with the wellness theoretical framework of Hettler (1980). He describes physical wellness as a state in which a person is aware of self-care, lack of illness, participating in physical activities and exercises, abstaining from substance abuse and eating nutritious food.

The findings disclosed that there are insufficient ways of monitoring and encumber juvenile offender learners from using substances. In some correctional centre schools (D, E, F and G), teachers indicated this as a challenge because juvenile offender learners smuggle substances into the centre schools despite being prohibited from doing so. These findings are similar to the research by Magano and Ramnarain (2015) that discovered that instead of participating in sports, juvenile learners participate in substance abuse such as smoking and alcohol even though it is prohibited in the centre. It was revealed that once learners are under the influence of substances, they are more likely to engage in violent acts in the

correctional schools. Violence hinders supporting the wellness of juvenile offender learners in correctional schools. Internationally, studies have shown that many correctional schools experience various degrees of violence, criminal behaviour that includes bullying, substance abuse, verbal abuse, and vandalism (Sathiparsad, 2003).

All these above violent activities are posing unsafe concerns for improving the wellness of the juvenile offender learners in the correctional schools. It suffocates their wellness and dreams and reduces learning and teaching experiences. Instead of learning, they battle for survival rather than academic achievement and rehabilitation processes.

According to the findings from school E in Gauteng, it was apparent that physical support is minimal since teachers indicated that they lack infrastructure (from observations) for physical activities and security measures restrict engagement of physical activities. From the findings, it could be deduced that a healthy lifestyle is not a priority here because juvenile learners are in Medium B prison, which is the high-security restriction. Juvenile learners do not go out to the playfield.

The findings discovered that SRAC facilitator is available but owing to security restrictions, only one-hour exercises a day to go outside their cells section is allowed. Therefore, teachers do not have much to support physical wellness. Kobau, Safran, Zack, Moriarty and Chapman (2004) caution that lack of physical support leads juvenile offender learners to adopt unhealthy risk-behaviour such as smoking, excessive alcohol consumption and overeating or malnourish themselves.

From the above findings, it was clear that insufficiency of physical support is related to many emotional problems such as anger, stress depression, anxiety, more inferior mental health status and social problems.

Social wellness

According to Ubuntu, a human being is regarded as a human being only through his relationship to other human beings. Hence the saying "*Umuntu ngumuntu*

ngabantu” (in isiZulu) or “*motho ke motho ka batho*” (Sepedi) meaning a person is a person through others (Tutu, 2000). The findings from the seven schools revealed that social wellness of juvenile offender learners is faced with challenges. Juvenile offender learners without social skills have a tendency of being bullies and threaten others or get involved in violent acts.

In the current study, teacher participants prove that there is insufficient regulation or ways of eradicating gangsters in the schools since they do start conflicts. According to Moore and Mokhele (2017), most juvenile offender learners live in fear of gangsters, bullying and anger for being in the correctional environment. Hence, they experience immense psychological strain and emotional pain (Moore & Mokhele, 2017). Participants showed that social support is needed to assist juvenile learners to live in harmony with others and avoid joining gangsters and violence in the school.

From the findings above, it shows that gangsters pose a threat to social wellness of juvenile offender learners. The gangsters have an immense influence on the behaviour, values, and it hampers social wellness of juvenile offender learners. The findings of this study deviate with those of Yasin and Dzulkifli (2010) who found that social support is a strong aspect that helps a juvenile learner to build positive relationships and relate well with others in the correctional centre school.

Emotional wellness

According to the framework of this current study, Hettler (1980) considers emotional wellness of the juvenile offender learners to be a continual process that included awareness and management of feelings, and a positive view of self, the world and relationships.

On the other hand, the findings in the current study indicated that insufficient emotional support is linked to social wellness of juvenile offender learners. The findings revealed that juvenile learners pose a challenge regarding discipline, obeying class rules and instructions of teaching and learning ultimately disturb the

classroom. In the current study, the findings highlighted that angry juvenile offender learners bunk class. It is difficult for them to attend class because they are worried about aggression, bullying or threats by fellow juvenile offender learners. As well, researches by Magano (2015) and Manzini (2015), concur that angry individual juvenile offender learners might bunk a class or be difficult for them to attend a class if they worried about aggression, bullying or threats by fellow juvenile offender learners or teacher sarcasm.

From the findings, the participants indicated a challenge with juvenile offender learners who fail to open up; they do not succeed to handle frustration and not cope. They do not succeed to persevere and persist in their learning. Teachers revealed that learners need support because they are stressed by the crime they committed, coupled with their arrest and the correctional systems or routines in the correctional centre.

Equally, these findings relate to Dollete, Steese, Phillips and Matthews (2004) who emphasise that juvenile offender learners who fail to cope and handle the frustration of not passing and afraid of being teased might not succeed to persevere and persist in their learning (Osher et al., 2008). Lack of emotional support in correctional schools is one of the factors that increase anxiety, anger, lower self-esteem, and depression of juvenile offender learners. Therefore, teachers should create a conducive learning environment to support juvenile learners in their emotional wellness.

Spiritual wellness

Wellness theory explicates that spiritual wellness is the process of seeking meaning and purpose in existence (Hatch, Burg, Naberhaus, & Hellmich 1998; Pargament, 1999). With the findings with regard to spiritual wellness, participants mentioned that spiritual participation depends on the juvenile offender learners' family background and some juvenile offender learners do it for changing their behaviour while others do it to impress friends or teachers. The findings indicated that there is insufficient participation in spiritual activities by some juvenile learners.

Some juvenile learners are not like normal society. Owing to gang activities, they stop participating in spiritual activities. This challenge jeopardises positive morality and positive learning environment, which are essential for learning and rehabilitation. While McConnell, Pargament, Ellison and Flannelly (2006) highlight that lack of spiritual support causes resistance to change, feelings of hopelessness, self-centredness, spiritual conflicts with others and self of which it can exacerbate anxiety, anger, and depression of the juvenile offender learners. The findings oppose the theory of Ubuntu that explain spiritual wellness as a guiding voice that protects and guides the juvenile learner into moral ways of living, dignity, respect and pride shared with other people (Mucina, 2011).

Career/ occupational wellness

The findings from the current study revealed that correctional centre schools have insufficient support for occupational wellness. Juvenile offender learners in AET level 4 do not learn about skills for jobs only after they have passed to Grade 10 or FET band. The acknowledgement of the Ubuntu conceptualisation of occupational wellness clarifies it as closely linked to intellectual wellness since it needs the juvenile learners to prepare and set goals for their life (Mucina, 2011).

Participant teachers showed dissatisfaction on lessons that teach career theory only while there is a lack of resources and teaching materials. The findings indicated that the curriculum is irrelevant to juvenile learners in correctional schools; hence, they need practical learning or vocational learning. On the contrary, Boderick's study (2015) has shown that some juvenile offender learners have poor job skills, low education and a poor employment record, which is why they ended up imprisoned. Therefore, it is crucial to create sufficient learning environment for career/ occupational wellness to support and teach learners skills and knowledge to start their own business and be positive to find work after release.

6.2.2 Theme 2: The role of teachers is supportive, encouraging and motivates juvenile learners

Research question three in Chapter 1 is based on the views of teachers' role in supporting juvenile offender learners' wellness in correctional schools. Participants gave descriptions that contain various views on the roles they play to support juvenile offender learners in correctional schools. However, they did not fully realise that they are supporting the wellness dimensions. The description of the teachers' role to support was within the Wellness and Ubuntu frameworks. The description within Ubuntu framework entails collective responsibility of all community members and interdependency of kinship and extended family to support juvenile learners, simply put as 'it takes a village to raise a child' and or the saying, 'my child is your child and your child is my child' (Mbigi, 1997).

The findings of the current study indicated that participants do teach not only juvenile learners but also play various roles within the correctional centre schools to support the wellness of juvenile learners. For instance, in most schools, the findings confirmed that participants play a role of a mother figure, father figure, encourage, motivate, and give guidance to rehabilitate and assist at the school to balance the learning and teaching. This was an indication of Ubuntu framework that emphasises shared responsibility to support juvenile offender learners' wellness (Mbiti, 1969).

The findings showed that even though teachers experience challenges of juvenile learners with special needs and learning problem, they attempt to assist them to improve knowledge, skills and abilities. It was discovered that teachers use innovative teaching strategies that motivate them to learn while it promotes intellectual, social, physical, emotional, spiritual, and occupational wellness skills and knowledge. The findings included hereunder are the descriptions of teachers' roles underpinned on the six-wellness dimensions.

Intellectual wellness

With regards to intellectual wellness, the findings from some of the correctional schools revealed that the role of teachers is to motivate juvenile learners to be lifelong learners and engage in creative learning regularly. Participating teachers described role to support intellectual wellness of the juvenile learners as through encouraging them to attend classes regularly, being punctual to classes, engaging in stimulating class activities and avoid omitting lessons. These findings are congruent with Hettler's (1980) assertion when he suggested that a juvenile learner should commit to lifelong learning, make an effort to share knowledge with others, and development of skills and abilities to achieve a more satisfying life.

However, the findings in few correctional schools revealed that the role of teachers in motivating juvenile learners to attend classes regularly is ineffective owing to lengthy sentences (12 and more years) they serve. Teachers mentioned that even though they motivate them, they are not keen to attend classes. These findings showed a threat to intellectual wellness in correctional schools. The current findings are congruent to the international research findings in the United Nations Office on Drugs and Crime (UNODC) (2017). It also revealed that juvenile learners who serve long sentences experience psychological problems and negative attitude towards attending educational classes in correctional schools (UNODC, 2017). For this reason, the teachers' role is to design an educational programme that is coupled with psychological assistance from a psychologist perspective.

The findings revealed that teachers' role is to bring the outside world to juvenile learners while behind bars to make learning enjoyable and to be in parity with mainstream schools. They coordinate and invite various stakeholders, invite motivational speakers, parents, the DBE district officials, and juvenile learners who successfully obtained certificates when they attended classes in correctional centre schools. The findings confirm the mission statement of the DCS that urge that they collaborate with experts of various fields and government departments who are able to motivate, encourage and train juvenile learners in the correct measures within the correctional centre context (DCS, 2018). Hence, this

collaboration embraces Ubuntu expression 'it takes a village to raise a child' (Mbigi, 1997). The aim was to encourage juvenile learners to be educated and improve their intellectual wellness, rehabilitate, realise chances to change for a better life and avoid recidivism.

For the fact that there is a shortage of learning material and resources in the correctional schools, the findings revealed that it was teachers' roles to acquire from other schools or develop learning material and resources that suit the particular needs of juvenile learners in the correctional schools. Some of the teachers use their means and money to buy teaching and learning materials to support juvenile learners. The findings confirm the research studies by Magano (2016), Manzini (2015) and Ngozwana (2017) who found that correctional schools experience a shortage of LTSM, this has a negative impact on supporting intellectual wellness of juvenile learners. Hence, it is the teachers' role to acquire appropriate learning materials and resources to enhance juvenile learners' intellectual wellness in correctional schools.

The findings in this current study based on the role of teachers in the correctional schools revealed that they encounter with juvenile learners who do not know how to read and write. Hence, they were embarrassed to read in front of others. Therefore, in some schools, the findings revealed that teachers established "Read for Fun" competition to encourage reading and also gave incentives for participating in class and reading well. They also plan their lessons in such a way that they channel and encourage them to use library resources. These findings are congruent to Durlak's (2000) intellectual wellness model. It emphasises the development of talents and abilities, expansion of knowledge, learning how to learn, read and write, and higher-order thinking skills (Johnson, 2015).

The findings also revealed that the role of teachers in correctional schools is to not only teach in class but also to administer the class assessment and final examinations, monitor performance and encourage juvenile learners to continue attending classes to pursue studies further in a university (UNISA). Those who did well are encouraged, applauded and awarded certificates in the presence of their

parents during the awards ceremony. Similarly, the findings of this study concur with Black and William (2010) who argue that to support juvenile offender learners on teaching and learning, teachers should use a wide range of assessment appropriate for correctional schools, such as diagnostic, learner self-assessment, continuous, and formative assessment. They add that it is essential to monitor and frequently give feedback on the assessment of learners with special needs. This helps the teachers to plan, develop strategies to close the learning gaps and ultimately provide specialised learning and teaching methods tailored for them. Equally, research has shown that when learners are fully involved in the process of assessment, they are able to track their progress over time and enhance confidence and ability to succeed in promoting intellectual wellness (Black & William, 2010).

Physical wellness

With regards to teachers' roles on the support of physical wellness, the findings found in some correctional schools that through Life Orientation subject, they design lessons and develop teaching and learning strategies that motivate and encourage learners about the importance of improving their physical wellness. These findings are within the wellness framework of Hettler (1984) who described physical wellness as a state which a person is aware of self-care, lack of illness, participating in physical activities and exercises, abstaining from substance abuse and eating nutritious food (Witmer, Sweeney, & Myers, 1998). SRAC organises and engages juvenile learners in recreational and physical wellness. Consequently, a teacher's role is to teach, develop skills, knowledge, and attitudes necessary for participating in active and healthy living, and teach about the importance of:

- Eating nutritious food and its functions in their body.
- Shun substances, its destructive risk, and shortcomings and persuade them to discontinue using it.

- Encourage participating in physical activities and games designed in SRAC programmes.
- Take the prescribed medical treatment and stay healthy.
- Bath, wear clean clothes and stay in a hygienic environment.

Various studies such as Johnson (2015), Ballentine (2010), and Ngozwana (2017) support the findings of this study when they found that juvenile offender learners with higher fitness scores are much more likely to attend classes frequently and they are keen to learn.

On the contrary, it was noted from the findings that in few correctional schools, teachers' role of supporting physical wellness were apparently minimal. The participating teachers indicated that the school lacks infrastructure for physical activities and games owing to high-security restrictions. They also mentioned that even though SRAC facilitator is available, security measures restrict the engagement of physical activities only one-hour exercises a day to go outside their cells section. Therefore, a teacher's role in motivating and supporting juvenile learners to participate in physical wellness is futile. These security measures contradict Warburton, Nicol and Bredin (2006) since they highlighted that lack of physical activities imposes a threat to juvenile learners' physical health-related fitness, decreases self-efficacy and mental health (Warburton et al., 2006).

Social wellness

About the teacher's role in supporting social wellness, they align their lesson plans to the curriculum standard that meet social wellness requirements. Teacher participants in the seven schools indicated that they recognise the needs of individual juvenile learners and group at large. Then they offer support as needed using flexible teaching and learning strategies such as group discussions, debates, peer group learning in which the learners become increasingly self-directed, and other differentiate forms of teaching. This is an indication of Ubuntu values that encourages togetherness and helping each other to achieve anticipated learning goals (Mugumbate & Nyanguru, 2013). They also encourage support and create a sense of belonging through meaningful connections in order to strengthen their

social wellbeing. These group learning teaching strategies encourage juvenile learners to share solidarity energy into positive instead of joining gangsters but teach other productively.

The findings from the current study also revealed that teachers encourage juvenile learners to interact, collaborate and be positive role models among themselves. They use the strategies to prepare juvenile learners to form study groups to discuss learning topics, then they report from what they learnt. The strategies motivate them to excel in their learning, and they demonstrate team spirit. They enhance social wellness by giving juvenile learners the opportunity to tutor, which makes them be free, independent and learn in different learning styles. Similarly, the findings sustain Fleche's (2015) emphasis that to support learners' needs particularly those who are struggling with the curriculum content, a variety of teaching methods, including collaborative teaching and learning, individualised learning paths, demonstrations, textbooks, taped texts can be used while considering and aligning their education levels (Fleche, 2015). In contrast, within the social wellness framework, Astin (1993) advocates interaction with a peer group to be the most significant factor contributing to juvenile offender learner's learning success. In addition, Rees and Freeman (2009) concur with the findings of this study; they also declared that group learning and participate in-group work increases confidence, motivation and togetherness in schools.

According to the findings from the participating teachers, they expressed that it is vital for them to promote social wellness because they have juvenile learners who demonstrate different behaviours. Some juvenile learners are vulnerable, violent and bully. As a result, their role is to maintain discipline in class, protect vulnerable juvenile learners from bullies, and make the class be enjoyable for all to learn. They encourage good behaviour by occasionally giving rewards such as cosmetics deodorants or toothpaste as an incentive for good behaviour. The findings signify that teachers apply Ubuntu principles that advocates for good values, respect, reciprocity, dignity, harmony, and humanity in the interest of building and maintaining a just and mutual caring community in the correctional centre school (Nussbaum, 2003).

Emotional wellness

Describing the role of teachers to support emotional wellness of juvenile learners, the participants indicated that they refrain from calling them names ('sboshwa' meaning convict). Their role is to acknowledge and respect the individual emotional challenges of each unique learner. Moreover, the findings revealed that when they treat juvenile learners with dignity and respect, they behave well and open up to divulge their emotional difficulties. A participant expressed that their role is to listen, help and value that every learner is different and unique. Those differences are understood and respected. These findings on the roles of teachers to support emotional wellness of juvenile learners in the correctional schools are within the framework of Ubuntu values that promote respect, compassion, empathy, sympathy, and dignity for others (Broodryk, 2006; Mugumbate & Nyanguru, 2013). Furthermore, the findings of this study are supported by Konyana (2013), who asserts that juvenile offender learners who have more Ubuntu qualities have a greater desire to learn, rehabilitate and lead a well-balanced life.

In addition, the findings in some schools revealed that teachers' role in promoting emotional wellness is to teach stress management skills so that they can deal with different stressors brought by being incarcerated in the correctional centre. They encourage them to learn, identify and express their feelings and build good relationships with the teachers and other juvenile learners in order to feel a sense of peace and to belong in the school and in the group of juvenile learners. This is in line with the wellness model developed by Hettler (1980) who considered emotional wellness of the juvenile offender learners to be a continual process that included awareness and management of feelings, and a positive view of self, the world, and relationships.

The findings on the role of teachers to support emotional wellness of juvenile learners revealed that it has a paramount impact on reducing anxiety, depression and lowers their emotional problems while it develops self-esteem and deeper social relationships. The findings of this concur with those of Dollete, Steese,

Phillips, and Matthews (2004) who highlight lack of emotional support as one of the factors that increase anxiety, anger, lower self-esteem, and depression of juvenile offender learners in the correctional centre schools. While Broodryk (2006) emphasises Ubuntu qualities value for brotherhood, shared problems are half the problem.

The findings of this study revealed that a teacher's role is to identify juvenile learners with problems, calm them, and execute counselling if possible before referring to social workers. They assess, identify those who struggle in learning, emotional trauma, grief, behavioural problems, depression and anxiety then refers them to the correctional centre psychologist and or social workers. Dhillion (2015) also supports the findings and asserts that allowing juvenile learners to feel a sense of belonging and possible to talk about problems without stigmatising them help them to cope in the environment of confinement supports this.

Spiritual wellness

Concerning a teacher's role to enhance spiritual wellness, the findings revealed that in some schools, teachers play a part in being positive role models to the juvenile learners. They support the spiritual wellness of juvenile learners by setting a good example and participating in spiritual activities with them. For example, in some schools, teachers expressed that they worship, read the Bible, sing, and pray with the juvenile learners every morning before classes commence. The participants believe that when they support juvenile learners on spiritual wellness; it recuperates moral values and reaching a state of inner peace and a sense of wholeness. These findings demonstrated the fundamental of Ubuntu on the basis of values, morals and behaviours as an integral part, caring for another and that binds all community members together (Mulaudzi, 2014). Therefore, it is important for teachers to emphasise the positive moral values to juvenile learners to enhance their spiritual wellness and rehabilitation.

It was noted in the findings that the role of teachers is to teach and encourage juvenile learners to embrace positive perceptions such as humanity, comfort,

morals, increased sense of empathy and increased insight and understanding of their purpose in life, which is required for rehabilitation. The findings are within the spiritual wellness framework that advocates harmony with the self, and with others and the search for a universal value system including the formation of a worldview that gives unity, purpose and goals to thoughts and actions (Hettler, 1980).

The findings further revealed that teachers' role of supporting spiritual wellness of juvenile learners is crucial for the reason that it helps them to change and rehabilitate. They expressed that juvenile learners who do not attend or belong to any spiritual groups in most cases are reluctant to change, show feelings of hopelessness and selfishness. These findings resonate with a study by Childs (2014), who found that spiritual support has a positive link with coping effects. He articulates that providing spiritual support helps juvenile offender learners with protective psychological factors, which assist in enhancing their coping skills. Therefore, teachers play a crucial role always to teach, encourage and support spiritual wellness since it assists to have a positive outlook and cope more effectively in the correctional schools.

According to the findings, teachers encourage juvenile learners to respect their beliefs, values and to value being human and respect other people in life. They assist them to get answers to their real questions regarding life struggles and make meaning of their life experiences. Participant teachers expressed that they have observed significant changes from juvenile learners who attend spiritual support in the correctional schools. They have changed since they arrived here – they are not wild anymore but the calm and improved concentration in lessons. These findings support the research findings of Ballentine (2010), who assert that learners with higher levels of spirituality have improved social relationships and coping skills. In addition, those learners who are not happy with their spirituality have more trouble concentrating in the classroom and therefore could have a decline in academic success. As a result, teachers need to teach and encourage juvenile learners to respect their beliefs, values and to value being human and

respect for others in life. These values are crucial for learning to tolerate other people and understanding the moral values needed for rehabilitation.

The findings revealed that as teachers encourage juvenile learners to belong to one of the religious groups, their role is not to propel juvenile learners to join Christianity only. However, they encourage them to belong to a spiritual group of their choice because it gives them hope in life and reduce anxiety, anger and depression. This was reaffirmed by Graham (2001) who concurs that juvenile offender learners who get spiritual support have a positive outlook and cope more effectively in the correctional schools. It shows that the role of teachers of motivating juvenile learners to participate in spiritual activities helps them to minimise conflicts with others and self; of which might aggravate anxiety, anger and depression.

The significance of spiritual support was observed in one of the schools when the participant teachers after the interviews invited the researcher to witness the juvenile learners singing. From the researcher's observation, juvenile learners seem to be in peace, harmony and the songs gave juvenile learners comfort. For this reason, the correctional centre should support spiritual wellness by offering religious studies programmes, allowing pastors to come to preach and allowing juvenile learners to belong to different beliefs and religions that can support their spiritual wellness.

Occupational/ career wellness

According to the findings of the current study, teacher participants view their role of supporting occupational/ career wellness as to teach, guide juvenile learners about careers, value the importance of work, and be able to create their jobs when they released back to the community. They teach career choice and career guidance from the Life Orientation subject. These findings are within the wellness framework of Hettler (1980), who described occupational wellness as the level of satisfaction and enrichment gained by one's work and the expression of values. Occupational wellness includes the contribution of one's unique skills and talents to the

community in rewarding, meaningful ways, through one's attitude about work and the amount of personal satisfaction and enrichment gained from work (Hettler (1980). It is therefore important for teachers to inculcate an attitude of personal satisfaction from hard work, positive contribution to the society, rather than enrichment from criminal activities.

It was discovered from the seven schools studied in this research that classes from AET level 1 to level 4 do not offer a practical vocational lesson on skills development. They only teach juvenile learners about career choices and career guidance in Life Orientation subject. Participating teachers from all the seven selected schools A, B, C, D, E, F and G echoed a similar sentiment. A teacher's role is to design lessons and develop teaching and learning strategies that motivate and encourage learners about the importance to improve their career/occupational wellness, to set career goals and have a life plan for future and get direction in life when released. The findings were reaffirmed by Dzulkifli and Yasin, (2010), who emphasised that support offered to the juvenile offender learners to enhance their skills and knowledge through their work and having work-life balance, allows them to fulfil personal and job commitments when released back to the community.

The findings revealed that teachers assist juvenile learners to develop career/occupational wellness through teaching Economic Management Science (EMS) and Small Macro and Medium Enterprises (SMME) subjects in the AET level 4. Participants emphasised their aim of teaching the two subjects thoroughly; it is to persuade juvenile learners to use their talents and gifts, enhance business management skills and knowledge through work or self-employment skills, have work-life stability, job commitments, and avoid engaging in criminal activities. The study by Lewis (2006) affirms the findings that juvenile offender learners provided with occupational support are more likely to have aspirations for improving their future life and avoid recidivism. Moreover, occupational support assists them to be motivated, get direction in life (Lewis, 2006). Ubuntu encourages juvenile learner to attain enrichment in life through work. Hence the Sepedi saying "*Kodumela*

moepathutse ga go lehumo le tswago kgaufsi”, meaning one who wants success must work hard, wealth is not easily achieved (Rakoma, 1975). Therefore, it encourages juvenile offender learners to work hard in order to attain success rather than to commit the crime.

It was found in the study that in some correctional schools, teachers invite and engage the career guidance office from the Central Application Office (CAO) to guide juvenile learners about career choices. They also invite business people from the community to come to motivate our juvenile learners on business topics, how to improve writing skills of Curriculum Vitae (CV) in order to apply for employment and increase the opportunity of success when released back to the community. The findings support the Ubuntu principles that emphasise supporting juvenile learners as a shared responsibility of all community members, correctional centres, and families and is everybody's business (Mangena, 2016). Moreover, the findings reaffirmed that the teachers engage the national level support structures; therefore, the DCS collaborates with the DBE and other governmental departments, relevant NGOs, CBOs and academic institutions (DCS, 2018) to support juvenile learners to achieve optimum learning, rehabilitate and achieve optimal wellness.

It was also noted in this study that teachers structure lessons to encourage juvenile learners to create opportunities to organise a business corner in the library. They promote competition amongst juvenile learners to organise the best business exhibition corner in the library. They also facilitate lessons to persuade juvenile learners to read about, develop a business plan, skills of starting a business, and explore more knowledge on occupational / careers from the library resources. The findings incorporate the intellectual wellness that promotes the creative use of resources to expand knowledge and focus on the acquisition and development through stimulating activities (Hettler, 1980).

The study also found that teachers go the extra mile to support career/ occupational wellness of juvenile learners. They even bring from own means, learning and teaching resources such as magazines, books and newspapers to

support lessons to start a business and encourage to use the library. The findings are congruent to those of Roach's (2009) who encouraged teachers to use various LTSM, resources to stimulate favourable learning environment, senses of learning, reinforce teaching and learning as well as a guide to self-discovery of new knowledge, and gain satisfaction on work is done.

In some correctional schools, the role of teachers is to encourage juvenile learners to make the best use of their potential hidden talents and creativity to create prospect jobs for the future. For instance, the findings revealed that teachers offer various artistic activities such as music, drama, dance, visual art, broadcasting studio skills of which they can make a living. They emphasised that the aims of encouraging juvenile learners to advance use talent and creativity are that they can start a business in producing music or writing scripts for drama on TV. Similarly, the findings concurred with the study conducted in Scotland by Lyn, Kirsten, Fergus, Katie, and Richard (2012) that learning activities such as creative writing, playwriting and performance improve literacy skills, development of better relationships between juvenile learners and encourage self-expression and development of skills for job prospects in future.

However, the findings in other correctional schools were juvenile offender learners serve long sentences from 12 years and more; teachers pronounced that they make an effort to encourage them to learn about skill development, discover their talents and encourage a positive attitude about work but they are not interested. These findings show a threat to support of occupational wellness since lack of job skills might lead them to do criminal activities.

6.2.3 Theme 3: Availability of support structures

This theme discussion attempts to answer the research question in Chapter one: What relevant support structures are available to promote the wellness of juvenile offender learners?

Drawing from the data analysis in Chapter 5, section 5.3.3 the description of support structures from the teachers is within the wellness and Ubuntu frameworks. According to the findings from the participating teachers, support

structures are available to support juvenile learners' wellness in the correctional schools. However, they are insufficient, and some are inaccessible. The findings revealed that the availability of support structures in some correctional schools is inadequate while in other correctional schools were available but inaccessible or insufficient. Teachers mentioned that it is crucial to have support structures that assist them in supporting juvenile learners in promoting their wellness. They understood support structures in the correctional schools as various groups of professionals offering assistance, advice and skills to help the wellness and general education of juvenile learners with barriers to learning and development (Smith, 2010). Figure 1 below classifies the support structure within the six-wellness domains.

Figure 6.1: Support structures promoting wellness



Source: (findings from teachers & juvenile learners)

Figure 6.1 illustrates that there are support structures to enhance the wellness of juvenile learners in the seven selected correctional schools participated in the current study. The findings revealed that there are different support structures available in correctional schools such as NGOs, CBO, FBOs, and collaboration with other governmental departments. Even though the findings revealed there are support structures in the correctional schools, some services are provided insufficiently to support the needs of juvenile learners. Participating teachers

identified that they collaborate with various support structures such as NGOs, CBOs, FBOs and other government departments in different levels (national, provincial district and institutional) to support the juvenile learners' wellness in the correctional schools. This support from various departments resonates to Ubuntu framework that emphasises that it is the responsibility of everyone to support the juvenile learners "it takes a village to raise a child" and "every child is my child." Through Ubuntu principles, communities and all other stakeholders put their resources together to help and support juvenile learners to learn, rehabilitate, promote their wellness and communal belonging which in turn promotes social cohesion between learners, the schools and the community members at large (Mangena, 2016).

The participating teachers from the seven schools (A, B, C, D, E, F, and G) presented different views about support structures that enhance the six wellness domains, namely, intellectual, physical, social, emotional, spiritual, and occupational/ career wellness.

Intellectual wellness

For instance, support structures that promote intellectual wellness findings revealed that the DBE at DBST level invites teachers to support them; they provide in-service training and promote collaboration with other teachers from mainstream schools on how to improve on teaching content in their different subjects.

It further found that the DBST level provides all the nine subjects taught in AET Level 4 correctional schools with the National Curriculum and Assessment Policy Statements (CAPS), which is similar to mainstream schools. The findings from teachers also clarified that the DBE has subject advisor/specialist that monitor, evaluate and moderate their schoolwork. This resonates with the DBE (2013) that stipulates that subject advisor which are curriculum specialist from district level should assist institution of learning to promote intellectual wellness by facilitating the implementation of the dynamic and flexible curriculum on whether it adapt to teaching practices that maximise successful learning and teaching.

The findings in the study discovered that the DBE at the national level is their support structure with regards to administering end of the year examinations question papers for AET level four (4). This finding is in line with the policy of the DBE (2016). The Policy of Learner Performance Support Document Focused on Curriculum and Assessment Support emphasises that juvenile learners' performance in mathematics and literacy have to be measured through nationally standardised assessments that measure skills and knowledge they are expected to acquire as a result of learning and teaching based on the curriculum (DBE, 2016). The national level through national strategies, comprehensive policies and plans, develop curriculum and monitor programmes for assessment, teachers get support in assessing learners for final external examinations from the DBE (DBE, 2014).

Participant clarified the support structure at the institutional level that the DCS supports them with security officers to maintain order and discipline when teaching in classes. They escort juvenile learners from the cell section to attend classes and monitor them while teachers are presenting lessons in class. From these findings, it was evident that teachers in the correctional schools are not working in isolation, Ubuntu principle of solidarity, collaboration and team spirit is practised in the correctional schools (Etieyibo, 2014). In addition, these findings are in line with the literature of Farrington and Ttofi (2010) urge that a safe and caring learning environment help to create a positive learning climate and a sense of belonging for all juvenile offender learners. While Gresham, Hunter, Corwin, and Fischer (2013) concur that a safe learning environment can support juvenile offender learners who have experienced learning difficulties, socio-emotional distress, or disengagement in education. The collaboration with the security officers uplifts the correctional schools and maintains a conducive learning environment for all juvenile learners.

The findings from the seven correctional schools in this study revealed there is a widespread complaint about insufficient support in terms of LTSM. However, some teachers described that they manage this challenge even though not easy but established support structures with nearby mainstream schools from the

communities to assist them with learning resources and borrow textbooks. This resonates with Ubuntu framework of interdependence to the community in order to support juvenile learners' wellness and learning (Mbiti, 1969). For the fact that intellectual wellness is described as extending knowledge through reading, writing and sharing with others in the community at large (Hettler, 1984); then the support structures established by the teachers to partner with nearby schools are a way of improving intellectual wellness through collaboration with other schools.

According to the findings, teacher participants in some schools complained about the heavy workload, insufficient support in regards to qualified teaching staff in specific subjects such as Mathematics and Natural Science. The Correctional Services Annual Report (2018) confirmed that nationally the DCS had employed teachers to fill correctional schools. However, there is still a shortage of professional workers recruited in some correctional centres. This challenge of shortage of teachers and other professional staff impede the support of wellness and successful learning and teaching. Likewise, Du Plessis (2017) and Magano and Ramnarain (2015) from their research findings, substantiate the shortage of professional staff owing to continuous increasing numbers of incarcerated juvenile learners in correctional centres. This poses a challenge to support intellectual wellness and rehabilitation process since education is crucial in supporting juvenile learners' wellness.

According to the findings, it was clear that the correctional school in the study received support from various stakeholders. However, the participants complained about insufficient parental support to encourage juvenile learners to attend school. In some correctional schools, parents of juvenile learners rarely visit them to monitor their schoolwork and progress in rehabilitation. These findings digress with the framework of Ubuntu African law that points out that if the juvenile offender commits a crime, his family and extended family should take collective responsibility to discuss, monitor and remedy the situation and disputes (Naude, 2006). The findings also disagree with Wentzel (1998), who asserts that support from families, teachers and officials has significance related to juvenile offender

learners' wellbeing, educational success, and pro-social goals. Therefore, the lack of family as a support structure hampers the promotion of intellectual and social wellness. Hence, the correctional schools should encourage the involvement of parents and families of the juvenile learners as part of the support structure in their learning and teaching so that they can improve their wellness and they be part of their rehabilitation.

According to the findings from the current study, some correctional schools collaborate with NGO's such as Khulisa, Khari-Kude, Funda Mzantsi Book Club, and nearby mainstream schools in the communities. These support structures come to correctional schools to inculcate the importance of education to juvenile learners and discourage involvement in criminal activities. These findings from the teachers showed that they embrace the Ubuntu framework that reiterates that it is the responsibilities of every person in the communities to share knowledge, strength and expertise to support juvenile learners' wellness and to continually teach and assist them to rehabilitate (Ntseane, 2011).

The findings substantiate the DCS media briefing (2017) that says the DCS has a joint venture with the National Library of South Africa as part of the support structure to enhance intellectual wellness and creative building minds of juvenile learners by promoting book clubs and organising reading competitions at the national level (DCS, 2017). This is in line with intellectual wellness framework that emphasises and encourages juvenile offenders to use resources available in a correctional school to expand their knowledge on improving skills such as writing, reading and studying, commitment to lifelong learning as well as engaging in creative and stimulating activities (Durlak, 2000).

Physical wellness

The findings from the seven centre schools A, B, C, D, E, F, and G indicated that they have the support structure that promotes physical wellness of juvenile learners. Every school has an SRAC department that organises sports, games and other physical activities for the correctional centre. These findings resonate with

the wellness framework of the study, which accentuates that physical wellness denotes lack of illness, aware of self-care, participating in physical activities and exercises, abstaining from substance abuse and eating nutritious food (Witmer, Sweeney, & Myers, 1998). While Ubuntu principles uphold that, the physical wellness can be achieved through the assistance, support or mechanisms devised by the correctional centres, families and community (Hinton, 2015; Ramathate, 2013).

From the findings, most correctional schools revealed that they have the SRAC as their physical support structure. Participating teachers mentioned that it is the responsibility of SRAC support structure to assist juvenile learners in different sporting codes, including soccer, cricket, rugby, cricket, tennis, basketball and boxing. It also includes Arts Centre for creative arts; drama, music, dance, culture choral choir as well as the stocked library. This in line with the Standards Minimum Rules for the Treatment of Offenders in the Nelson Mandela Rules (UNOPS) (2016) that states that it is the responsibility of every correctional centre to provide and support to all juvenile learners with physical wellness services that are equivalent to services provided in outside communities.

However, in school E as indicated in Chapter 5, the findings discovered that SRAC facilitator is available but owing to security restrictions, they do not allow learners to go outside their cells section for more than one hour per day. Teachers explained that the centre is a high-security restriction; juvenile offenders require a high degree of physical security. The findings indicated that the main primary focus of the centre is on high security because most offenders here have committed serious crimes such as murder, high jacking, bank robbery etc. The school lacks infrastructure for physical activities, and security measures limit the engagement of physical activities. These findings are not in favour of the physical wellness framework that reiterates that a person should be aware of self-care, lack of illness, regularly participate in physical activities and exercises, abstaining from substance abuse and eating nutritious food (Witmer, Sweeney, & Myers, 1998;

Hettler, 1984). The findings also disagree with UNOPS (2016) that stress regular physical exercise, and recreational participation to eliminate risks of depression.

On the contrary, Wheeler and Wilkin (2007) warn that lack of physical participation is detrimental to mental health, physical health. Based on the above findings, it was apparent that physical support structures at this school minimal. However, on the day of the research, the Department of Health examined and gave health services to juvenile learners.

The findings revealed that most correctional schools in the study also have various support structures from the communities to promote physical wellness. Support structures such as NGOs (Khulisa) come to the correctional schools to educate juvenile learners about the dangers and disadvantages of substance abuse while they offer programmes that assist them to abstain from those substances and rehabilitate. The health clinic is also support structures in which sick juvenile learners are referred to as getting treatment and medical assistance. This proves the Ubuntu principles that emphasise the collective responsibility of all stakeholders to support juvenile learners in correctional schools (Ramathate, 2013). Furthermore, the findings revealed that in all the seven schools, juvenile learners eat nutritious diet three meals a day. Even more, some schools grow their own vegetable gardens to produce and provide fresh food to juvenile learners in order to stay healthy.

Social wellness

The findings based on social support structures demonstrated that in all the seven selected correctional schools, they have the social worker services as their support structure to enhance social wellness. Teachers refer learners to social workers when they observe any need for an assessment of social issues and challenges. The social workers provide supportive services within the centre and connections to resources in the community. The social support structure provides structured programmes on issues such as life skills, family care, alcohol and drug abuse, anger management, sexual offences and HIV/AIDS. However, the services are

insufficient since there is a shortage of social workers in some of the correctional schools.

From the above findings, it was evident that even though there is a shortage of social workers in some the correctional schools, the DCS strives to promote social wellness of juvenile learners in order to assist them to deal effectively with problems relating to social functioning and prepare them for reintegration into the society. They strive to heighten the Ubuntu principles of solidarity, interrelation and shared responsibilities by all communities to support juvenile learners (Mangena, 2016).

This was clear from the Annual Report of the Department of Correctional Services that confirmed that it recruited more social workers to provide support and services to juvenile learners facing challenges of social issues (DCS, 2018). Even so, the findings of the current study discovered that the support structure services of the social workers are insufficient.

According to the findings from the seven correctional centre schools, teachers echoed the need for additional social workers to assist and support them with the following challenges they experience:

- many juvenile learners demonstrate antisocial behaviours;
- the problem of gangsters which create an unfavourable learning environment;
and
- conflicts and fights in class cause learning barriers.

Similarly, various researchers such as Du Plessis (2017), Dlamini (2014), Maseko (2014), and Magano (2016) also found that there is a shortage of social workers services to promote social wellness of juvenile learners. There is a dire need for more professionals from the community, NGOs and other relevant stakeholders to assist and support juvenile learners on social issues.

Emotional wellness

Concerning the support structures that promote emotional wellness of juvenile learners, the findings revealed they are insufficient in all the seven selected correctional schools. Though, emotional wellness framework stresses the process of continual awareness and management of feelings, and a positive view of self, the world, and relationships in order to succeed in learning and rehabilitate successfully (Hettler, 1980).

Teachers remarked that the support structures they have in the correctional centre schools are the psychologist, social workers and various NGOs. At the correctional school level, the psychologist, as part of the support structure, collaborates with teachers and correctional centre management to support the identified juvenile learners. This is in line with the report in the DCS (2018) that emphasises that the psychologist offers anger management programmes and implements appropriate evidence-based interventions to improve the emotional wellness of the juvenile learners at the schools in order to cope in the environment of confinement; to rehabilitate and to improve in their learning difficulties (DCS, 2018). However, it was also disclosed that juvenile learners and teachers have insufficient consultation with the psychologist. Like in most professions recruited, there is also a shortage of psychologist in the correctional schools to support emotional wellness of juvenile learners.

For this reason, some schools have initiated emotional support structures to help and assist them to cope with emotional issues. The findings of the current study revealed that in some schools, teachers initiated bereavement committees to support their emotional challenges in the correctional school. The committees consist of teachers and officers in order to work together to support the emotional challenges of the juvenile learners, staff members and personnel officers. These findings related well to the Ubuntu framework of the current study that reiterates that when people at the correctional centre collectively share grief or sympathy, it goes a long way in helping them cope with stress (Creff, 2004).

While these findings agree with Ballentine (2010), who revealed that coping strategies help juvenile offender learners to be able to handle frustration, control emotions, get along with other people, and academically succeed.

Spiritual wellness

Support structures to enhance spiritual wellness are available in the seven correctional schools. The participating teachers allude that they have various denominations such as Shembe, Roman Catholic Church, African Christian Zion, and Muslims etc. as part of spiritual support structures represented in the correctional schools. They revealed that the correctional school invites pastors and other spiritual care services, motivational speakers and different religious organisation to encourage, motivate and teach moral lessons and to enhance the spiritual wellness of the juvenile learners in the correctional schools. These findings resonate with the framework of Ubuntu spiritual wellness that accentuates the basis of values, morals and behaviours as an integral part caring for another and that binds all community members together (Mulaudzi, 2014). In addition, other support structures include Bible colleges, Heartlines or Kuphula to guide and teach juvenile learners morals, values prayers, meditation and other forms of the intermediary through correspondence until they receive certificates. These findings are supported by Gold (2010) who emphasises that supporting spiritual wellness in the correctional centre schools benefits positive morals of juvenile offender learners. It also enables them to enhance transcended morality, which is essential for rehabilitation. Moreover, juvenile offender learners need to get meaning and purpose to their life so that they can change and avoid recidivism.

From the above responses, it was clear that correctional schools have the support structure that promotes the spiritual wellness of learners. The schools value the spiritual support as a rehabilitation programme that plays a vital part in bringing about the behavioural change of learners. Similarly, a study by Specht, King, Willoughby, Brown, and Smith (2005) concurs that juvenile offender learners provided with spiritual support exhibit lower levels of anxiety, stress and depression.

Occupational wellness

The findings discovered that support structure to promote occupational wellness of juvenile learners in AET level 4 is not available in the seven correctional centre schools. Teachers clarified that learners in AET Level 1-4 classes learn about careers only in Life Orientation, SMME and EMS subjects. They do not have practical development for skills on careers or occupational development, but only support structure for offenders who completed AET level 4 and medium B centres. These findings refute what the Ubuntu framework of occupation/ career wellness that emphasises that juvenile learner should be able to work and earn assets for sharing with other members of the family or society and thereby enhancing their status within the local communities (Mucina, 2011).

The occupational wellness is closely linked to intellectual wellness since it needs the juvenile learners to prepare and set goals for their life. Ubuntu encourages juvenile learner to attain enrichment in life through work.

Based on the above on these findings, support structures to enhance juvenile learners in AET level 4 are inadequate. These findings show that learners are not equipped for productive labour after release. They are inadequately supported to learn work ethics that promote the change of behaviour of which might positively affect the tendency towards recidivism practices.

6.2.4 Theme 4: Developmental needs and enrichment to support wellness

The theme attempts to answer the research question in Chapter 1:

What are the needs for development and empowerment to support and address the wellness of juvenile offender learners in the correctional centre?

Intellectual wellness

The findings noted that operational time of correctional schools is similar to mainstream schools. In contrast, the educational needs of juvenile learners in correctional schools are dissimilar to mainstream learners. Furthermore, the findings revealed that there is a need for an additional time into educational

programmes to address barriers to learning, needs and improve abilities of juvenile learners with special needs in correctional schools. Moreover, the findings revealed that most learners in correctional schools have special needs; some had learning barriers and dropped out of mainstream schools before imprisonment.

According to the findings, participating teachers from the seven schools emphasised the need for in-service training to be equipped with the necessary skills and knowledge to handle juvenile offender learners since they are a particular case. There is a need to attract more teachers and librarians to address the intellectual needs of juvenile learners. The findings indicate a need for more books and extra time to use the correctional libraries to improve reading skills and enhance intellectual wellness of juvenile learners.

Physical wellness

On the question about **physical wellness** needs and empowerment, the findings indicated a lack of sponsors to support physical wellness. In school C, D and E, teachers indicated the need for more staff, trained coaches and more time to engage in physical activities. In school E, participants indicated that they lack time to engage in physical activities owing to security measures. However, they emphasised the hardship of keeping juvenile incarcerated without exercises as depressing.

Social wellness

The findings indicated a need for development and necessary training to be equipped with specific skills on how to handle the learners' social and emotional needs since they have a shortage of professional social workers and psychologist. Furthermore, the findings indicated that social wellness of juvenile learners has a strong link to intellectual and emotional wellness. If social wellness is not taken care of, it affects emotional wellness and has a negative effect on their school performance. Hence, teachers suggest basic in-service training and development to handle the emotional and social issues of juvenile learners.

Emotional wellness

The findings revealed that conditions in correctional centre schools are demoralising, and learners come to classes depressed by their criminal cases. Teachers indicated that most learners are depressed and stressed owing to the correctional environment, and some have social problems and emotional issues. These affect their performance in class. Hence, they refer to a large number of juvenile learners to social workers and psychologist, but it takes long to consult. Teachers indicated that they struggle and have insufficient knowledge to handle these special needs of juvenile learners.

Occupational/ career wellness

The findings on career /occupational wellness found that AET Level 4 juvenile learners are not equipped for the world of work; they only learn it theoretically. The findings also indicated a strong need to introduce the Level 4 juvenile learners in the workshop in order to equip them for the world of work. To prepare them for their release so that they can be employable and be able to use their talents to create their jobs or start a business to avoid recidivism.

From the findings, teachers suggested the need for more skilled staff in vocational programmes in order to equipped juvenile learners in AET level 4 and promoted occupational wellness so that they can be productive citizens. From the above findings, the 12 participating teachers in correctional schools need assistance and empowerment to be able to cope with the special needs of juvenile learners to enable them to reach their full potential. They need continuous staff development with devoted times created for staff learning. The in-service training needs to be provided through attending special training events and relevant courses so that it can enhance the support of juvenile offender learners' wellness in the correctional schools.

6.3 DISCUSSION OF THEMES EMERGED FROM OPEN-ENDED QUESTIONNAIRES

6.3.1 Theme 1: Perception of juvenile offender learners in supporting wellness

Intellectual wellness

According to the findings, it was discovered that some juvenile offender learners perceive the attendance of classes to enhance their intellectual wellness differently. Some juvenile offender learners perceive attending classes as a means to second chance to change their lives and improve intellectual wellness. Findings are supported by Johnson (2015) who found that juvenile offender learners with positive learning experience before incarceration are motivated to continue to participate in educational programmes in the correctional schools for self-improvement and rehabilitation.

On the contrary, some perceive learning as an opportunity to get a reduction in the sentence period. To some, what drives them to participate in education is early release, proper conduct time credits, better work assignments and for parole board or parole opportunities. While other juvenile offender learners perceive attending school as an opportunity to take a break away from their cell section, they feel free and safe at school than in the section. These findings in the current study were reaffirmed by Boderick (2015) who found that some juvenile offender learners participate in education owing to pressure from court orders to participate and for reduction of the sentence term.

It was noted in the findings that they like subjects such as EMS, SMME, Life Orientation and Tourism. In those subjects, they have topics they like the most. In Tourism subject, they like to learn mostly about travelling and expanding knowledge about their country. In EMS, they like learning about how to start a business since they have dreams, goals and intentions to start a business when they are released back to their communities. In Life Orientation subject, they like to learn about how HIV/AIDS can be spread, how to take care of themselves and

respect the rights of other citizens. They mention that in SMME, they like to develop business plans, drafting their own Curriculum Vitae (CV), and about how to draft a budget.

Furthermore, they like the topic of fractions and solving for x in Mathematics, but they struggle. According to juvenile offender learners, solving for x helps them to learn problem-solving skills in life. The findings are within the wellness framework by Hatfield and Hatfield (1992) they reiterate that to stimulate the juvenile offender learners' intellectual wellness; stimulation can come from reading, studying, travelling, problem-solving activities and the exposure to media (Hatfield & Hatfield, 1992).

From most of the juvenile learners, the findings revealed that they are aware of their low performance in class and find ways to improve performance, overcome learning barriers and enhance their intellectual wellness. The findings revealed that they perform moderately on the subjects they like, but very poor in Mathematics although they like it. Inquiring more knowledge on these subjects is what gives them the drive to attend classes, gives them hope as they feel they have a bright future lying ahead of them. The findings support the research by Johnson (2015) who argues that juvenile offender learners with positive learning experience before incarceration are motivated to continue to participate in educational programmes even though they are not performing well in the correctional schools for self-improvement.

Physical wellness

According to the findings, juvenile offender learners perceive physical support as a key to improve physical, mental, emotional, and social wellness. It was noted from the findings that juvenile learners who learn and participate in physical activities are more disciplined and calm in class. They are also more relaxed from stress brought by being incarcerated. Therefore, the DCS needs to improve the calming effect that is conducive for learning and improve their concentration. The findings indicated that some have learnt to live a healthy lifestyle, unlike those who ignore

and not keen to participate in physical activities. Besides, it was illustrated from the findings that some juvenile learners are aware of healthy eating and avoiding substance abuse and allocated in substance abuse programmes.

These findings indicated that juvenile learners perceive physical support within the physical wellness framework illustrated by Seo, Nehl, and Ma (2007). They advocated that physical wellness means maintaining a healthy diet and becoming in tune with how the body responds to various events, stress and feelings by monitoring internal and external physical signs is essential. It includes seeking medical care when appropriate and taking action to prevent and avoid harmful behaviours and detect illnesses (Hettler, 1980).

Social wellness

The findings indicate that some juvenile offender learners perceive social support as a way of survival in the correctional schools. They create study groups and organise study timetable to assist each other in their learning, particularly when others do not understand a topic learnt in class. Building teams or social groups of juvenile learners who rely on each other for information, assistance, and other forms of support can help them succeed in schools (Sweet & Pelton-Sweet, 2008). Therefore, it enhances their social and intellectual wellness.

It was illustrated from the findings that they respect each other, communicate and try to solve problems and conflicts through discussions when they are at school. However, it was noted that if communications fail, fights erupt randomly. From the findings, it was notable that juvenile offender learners appear to work together as a team. As indicated in Chapter 5, this was observed in most of their responses where they perceive converse as “we” instead of “I”. These findings signified Ubuntu principles of solidarity, sense of belonging, collaboration, and consensus (Gyekye, 1997).

According to the findings, juvenile offender learners perceive good relations with teachers because they feel well treated like their children and respected. It was noted from the current study that they learnt humility, optimism and respectful

towards their teachers and can ask for assistance when they find difficulties in their learning. Moreover, they learnt good ways of handling conflicts by sharing and communicating with teachers about their feelings. Steinberg and Darling (1994) concur with the findings that social support has a significant impact on the academic achievements of juvenile offender learners.

It was found that the juvenile learners' relationship with security official is not good; they feel undermined, ill-treated, and disrespected. The findings refute those of the studies by Goodsell (1993) who cautioned that social relationships affect not only overall juvenile offender learner's intellectual wellness but health and persistence in correctional centre schools' education as well. Isaksson, Lexell and Skar (2007) have shown that promoting social support in the correctional centre schools can benefit juvenile offender learners positively. Therefore, it is crucial for all members of the correctional centre community to have knowledge and understanding of how to enhance the social wellness of juvenile offender learners in correctional schools.

Emotional wellness

The findings of this study revealed that some juvenile learners perceive emotional support as a critical element that enables them to express their feelings, communicate about their problems to teachers or friends in the correctional schools. The findings indicated that most juvenile learners who attended Anger Management programmes, could avoid conflicts, control and manage anger through communication and solve problems. It is noted in this study that some juvenile learners avoid conflicts, decrease stress, and get hope in life, and stay calm; they read a book borrowed from the library. Osher et al. (2008) reaffirmed this finding by saying that emotional support improves emotional matters, such as the ability to manage their own emotions and relationships with the teachers and other juvenile offender learners.

It was revealed that only a few juvenile learners believe they have enough support for emotional wellness. Most of them feel they lack support. Only a few had an opportunity to consult the psychologist or social worker. Equally, the juvenile

offender learners who fail to cope and handle the frustration of not passing and afraid of being teased, they might not succeed to persevere and persist in their learning (Osher et al., 2008). Therefore, there is a high need to support emotional wellness of juvenile learners in order to assist them in learning and rehabilitate in correctional schools.

Spiritual

From the seven schools, the findings revealed that juvenile offender learners belong to different spiritual and religious groups such as Muslim, Christian, Shembe, Apostolic Zion, and other religions. They indicated in these findings that they are comfortable, tolerant and respectful each other's religions. It was noted that they are spiritually uplifted with the melodious songs, prayer and meditation and attending church services. It was discovered that the inspirational messages from the Bible inspire, gives hope, feels the value of life, the value being human, and still feel they have a second chance in life as they get the motivation from their pastors and teachers. Therefore, spiritual support gives them growth, relieves stress, anxiety, depression of being incarcerated, and enhances their spiritual wellness. A study by Childs (2014) has found that spiritual support has a definite link with coping effects. He articulates that providing spiritual support helps juvenile offender learners with protective psychological factors that assist in enhancing their coping skills.

Career/ occupational wellness

The findings of the current study from the 21 participating juvenile learners in AET level 4 revealed that career/occupational wellness is inadequately supported. The participants indicated that they learn theory on business management, skills to start a business and compiling Curriculum Vitae (CV) to apply for employment from the SMME and EMS subject. However, they stressed that it is not enough; they want to learn practical skills, not theory only. These findings are similar to the American study by Spycher, Shkodrian, and Lee (2012) who also reported that

most correctional schools offer a curriculum that is irrelevant to the socio-economic needs and the skills level of juvenile learners.

It was noted from the current study that even though the correctional schools offer vocational programmes that consist of technical studies and skills development, they are not offered in AET level four learners but in FET learners. Because of the lack of vocational subjects in AET level 4, juvenile learners fail them to keep pace with the ever-changing labour market and promote their occupational wellness.

6.3.2 Theme 2: The challenges that threaten wellness

The findings revealed that even though juvenile learners attend classes, in some correctional schools, they encounter various challenges that impede their support of wellness and rehabilitation. Learning at the correctional school comes with a long list of challenges, complications and barriers to learning. The utmost of these challenges is such as:

- the unfavourable learning environment;
- erratic class attendance;
- lack of learning resources;
- shortage of teachers;
- the violence disrupts classes; and
- Fights from the gangster.

Intellectual wellness

It was noted from the findings that juvenile learners perceive the correctional schools to be an unfavourable learning environment, particularly those who have comprehension difficulties, concentrating and reading in class. The findings revealed that surroundings are noisy, filled with distractions, and almost wholly lacking privacy. Access to a quiet place to study is often difficult or impossible for juvenile offender learners who are determined to learn. These disturbances are some of the reasons they fail to concentrate. Hence, the UNOPS (2016) based on the Standards Minimum Rules for the Treatment of Offenders in the Nelson

Mandela Rules has reiterated that the educational programmes should be conducted outside the juvenile learners' cell section or detention area to allow conducive learning environment.

In some schools, the findings revealed that juvenile offender learners complained about erratic class attendance. Some are not sure at what time they start because they stay a month without attending classes if they do, it can be for three weeks or a month in a term. It was established from the findings that when juvenile offender learners who joined or belong to gangster groups meet at the school, they instigate fights and ultimately disrupt the smooth running of lessons. As a result, they are suspended from class attendance for security reasons. It was also noted that erratic attendance was also increased by the security systems such as shortage of security officials to escort them to classes, regular security checks and headcounts in the correctional centres. Similarly, the findings in the current study corroborate with the study by Matshaba (2017) and Dlamini (2014) who also found that the correctional centre system secure environment by doing regular checks, searches of their units and continuous counting of learners. Therefore, these various predicaments add to the hindrance of support of juvenile learners' intellectual wellness in the correctional schools.

From the seven schools, the findings revealed that juvenile learners complained about insufficient time spent on learning at school. They fail to complete their class activities owing to the short time that is provided at school. At times, they have to leave before school is out for lunch to section, and they are not allowed to come back to school.

The findings of this study equally revealed that in some correctional schools, juvenile offender learners are not learning all prescribed subjects for AET level 4. It is because the correctional schools experience a shortage of Mathematics and natural science teachers. The findings confirmed the DCS Annual Report (2018) that reported that even though they have recruited professional workers (teachers), there is still a shortage of staff members in some correctional centres.

The findings revealed that they are not sure of their performance in those subjects since there is lack of content development or assessment on those subjects and no support for individual learning. It was noted that some juvenile offender learners identified de-motivation in learning because they write tests and examination, but they do not get progress reports on their learning performance. The findings illustrated destruction to support of intellectual wellness of juvenile learners in the correctional schools. Judd and Bruce (2011) proved that they pointed out that the assessment of learning is vital because it illustrates the goals and learning outcomes of the curriculum provided. Athanasou and Lamprianou (2009) support that the point that evaluation and assessment of learning are the act intended to determine progress, measuring achievement and performance concerning the learning outcome of the curriculum in the correctional schools.

The findings from the seven schools identified that juvenile offender learners struggle in Mathematics and English as a barrier to learning. They find it to be challenging to learn because they do not understand the language. As a result, it leads to a lack of interest in general learning and weakens confidence. Hence, Diez, Gatt and Racionero (2011) suggest a multilingual classroom that supports juvenile offender learners' abilities strengthen cognitive skills and better success in school. Therefore, teachers should support and appreciate juvenile offender learners' home language while teaching to engage them in learning and improve their intellectual wellness and self-esteem.

From the findings, the above-mentioned challenges negatively impinge on the process of learning and support of intellectual wellness. At the same time, however, it is possible to observe that juvenile offender learners attempt to participate in educational activities to improve their intellectual wellness. However, the correctional environment hinders the smooth process of learning and teaching.

Physical wellness

From the findings, it was indicated that there are challenges that impede the physical wellness of juvenile learners in correctional schools.

It was also noted that some juvenile learners engage in unhealthy risk-behaviour, such as:

- Reluctant to participate in physical activities and sports;
- Smuggle substances to school premises;
- Engage in excessive smoking of cigarettes and dagga; and
- Drink alcohol in school premises.

These findings pose a threat to the physical wellness of juvenile learners in correctional schools. Wheeler and Wilkin (2007) warned that lack of physical support and participation deficiency is one of the factors that lead to mental health, physical health, and risks of depression and lack of concentration in class. Also, insufficiency of physical support might lead juvenile offender learners to be physically inactive as a result that can reduce their physical well-being, diminished self-efficacy, increase pain intensity, more inferior mental health status (Peck, Kehle, Bray & Theodore, 2005).

For this reason, juvenile learners must participate and engage in physical activities, sports and extramural activities organised in correctional schools to enhance their physical wellness that is also linked to intellectual, social and emotional wellness.

Social wellness

From the findings, it was revealed that a challenge of gangsterism is rampant in the six schools, namely, A, B, C, D, E, and G, as indicated in Chapter 5. It was discovered that even though communications to try to resolve problems and conflicts from the cell section, however, fights erupt randomly when groups meet in class. It was noted that the gangsters intimidate vulnerable juvenile offender learners through threats, physical violence and cause conflicts this affect their learning, physical and social wellness. From observations, the impression of distrust was noticeable among juvenile learners. The findings concur with research findings of Matshaba (2017) who found that the environment of the correctional school is full of gangsters who cause violence of which it negatively affects the

safe and caring learning environment. Nouwen, Clycq, Braspenningx, and Timmerman (2016), advocate for a safe and caring learning environment supports positive relationships for and between teachers, security officials, and juvenile offender learners in the correctional schools.

In school, F, as indicated in Chapter 5, the findings revealed that though the challenge of gangster and conflicts amongst juvenile offender learners prevails, it is minimal. It was noted from the findings that the correctional school places juvenile learners who attend classes in the same cell section minimises fights among learners and assist them in supporting each other in their schoolwork and class activities. Friedlander, Reid, Shupak, and Cribbie (2007) support these findings; they assert that social support is geared towards assisting the juvenile learners in living in harmony with others and avoiding joining gangsters and violence supports these findings. It involves making them feel they belong and respected as human beings in the correctional school.

The findings found that juvenile offender learners lacking social support suffer from depression, anxiety, loneliness, and demonstrate anti-social behaviour. It was noted that they experienced assault, aggressive behaviour from other juvenile offender learners. As a result, the vulnerable juvenile offender learners join or belong to a group for protection from gangsters. It poses a challenge to those who are vulnerable to bullies. It builds negative relationships and bad relations with others in the correctional schools. Yasin and Dzulkifli, (2010) support the current findings of the study, they also found that juvenile offender learners lacking social support suffer from depression, anxiety, loneliness, and demonstrate anti-social behaviour support the findings. Social support helps in building positive relationships in the correctional centre schools that minimise anti-social behaviour and promotes the behavioural change of juvenile offender learners.

Emotional wellness

The findings revealed that even though some juvenile learners express feelings through discussions, they get involved in fights that are aggravated by gangsterism

in the correctional schools. It was illustrated from the current study that juvenile learners who lack anger management skills demonstrate violent behaviour, bully and provoke fights with vulnerable juvenile learners. Some juvenile learners indicated that they live in constant fear from gangsters, depressed, fail to cope, and concentrate in class. Similarly, Dollete, Steese, Phillips, and Matthews (2004) found that lack of emotional support has been one of the factors that increase anxiety, anger, lower self-esteem, and depression of juvenile offender learners in the correctional centre schools.

Spiritual

The findings illustrate that some juvenile offender learners participate in different religions; still, some of them do not belong to any religious group, and some are atheist. It was noted from the findings that some do not like to sing or attend church in general. Lack of spiritual support poses a challenge to juvenile offender learners' wellness. Some juvenile offender learners claim that it is because they have long sentences, so they have no hope in life the meaning and purpose of existence. McConnell, Pargament, Ellison, and Flannelly (2006) highlight that lack of spiritual support causes resistance to change, feelings of hopelessness, self-centeredness, spiritual conflicts with others and self of which it can exacerbate anxiety, anger and depression of the juvenile offender learners. This behaviour toward spiritual support poses a threat to transcend morality that is essential for rehabilitation and avoid recidivism. They might be unsuccessful to recuperate moral values and reaching a state of inner peace and sense of wholeness, respect to their beliefs and values.

It is, therefore, crucial to belonging in the spiritual support that will assist them in getting answers to their existence questions regarding life struggles and making meaning of their life experiences.

Occupational wellness

According to the findings, the participating juvenile learners revealed challenges that threaten occupational wellness such as low education, poor employment

record, lack of job skills, lack of job knowledge and experience, lack knowledge on how an attempt to earn money from unique personal talents and lack of family support and motivation to learn. The findings show a threat that might lead them to engage in criminal activities when released back to their community. The findings are inconsistent with the Ubuntu framework that reiterates that juvenile offender learners should be able to work and earn assets for sharing with other members of the family or society and thereby enhancing their status within the local communities (Mucina, 2011).

6.3.3 Theme 3: Motivated, ambitious, have goals and desire to change

From the 21 juvenile offender learners who participated in the study, the findings revealed that most have desires, dreams, goals, and ambitions to a second chance in life, to change and to be rehabilitated so that they can contribute positively in the society. Only a few were not sure particularly those who serve an imprisonment of longer than 15 years. Nevertheless, most are ambitious and have goals to achieve in life. They mentioned that their principal, teachers and some security officials motivate them. The findings are within the Ubuntu framework, that postulates the Sepedi proverb "*rutang bana ditaola le se ye natso badimong*" meaning old generation share knowledge or teach juvenile offender learners morals, values and to practice acceptable ways within the community moral standards (Rakoma, 1975).

Intellectual wellness

Even though there are challenges in the correctional school mentioned in theme two above, the findings revealed that most juvenile offender learners from School A, B, C, D, F and G showed an interest improving their intellectual wellness. They are intrinsically motivated to attend classes so that they can improve their life. They are ready to get new knowledge and improve reading and writing skills. Intrinsically motivated juvenile offender learners have ambitions of furthering their studies and get qualifications so to change their lives. They declare that they want bursary to complete their journey of being a lawyer. The findings are supported by Marphatia, Edge, Legault and Archer (2010) who articulates that intellectual

support provided to the juvenile offender learners, raises motivation, it enhances enthusiasms of learning among them and perform better academically. Furthermore, when juvenile offender learners know that others are supporting their intellectual needs, they are more inspired to be rehabilitated and successful academically.

Physical wellness

From the findings from the 21 juvenile learner participants, some indicated to be motivated ambitious and desire to progress in games arts activities, sports and other tournaments organised in the correctional schools. It was noted from some juvenile learners that participating in physical activities gives them a sense of purpose, self-worth and success in learning.

It was noted that some juvenile learners are encouraged and motivated in reading sports news from newspapers and articles, reading about sports celebrities and personality of which it improves their reading skills. They also manage a sports desk in the library concerning sports information and news. Some indicated that they wish to teach or impart the physical skills and knowledge learnt in the correctional schools to youths in mainstream schools. From these findings, it was noticeable that physical support has significant part; it cultivates better interpersonal relationships among juvenile offender learners, and they can create teams, which helps them to develop social skills (Eskin, 2003). The physical support teams can produce supportiveness from the peer juvenile offender learners, create a fun, harmonious and safe way for learning, developing social skills, and foster accountability behaviour (Miczo, 2004).

Social wellness

The findings illustrated that some of the juvenile offender learners who managed to attend anger management courses had benefited immensely. It was revealed that they have learnt to control anger, cope with stress and able to get along with other people at the schools. The findings revealed that they have learnt to avoid getting involved in conflicts or fights, which is a positive social behaviour needed in class

and for rehabilitation. The remaining kind and humble work for most juvenile offender learners and brings them together to bring peace and harmony among them. The current findings concur with Loersch, Aarts, Payne and Jefferis (2008) who assert that juvenile offender learners who can form lasting social relationships are more likely to be successful in improving academically, self-esteem, sense of well-being, and develop social wellness.

According to the findings, it was discovered that even though it takes a long period before their families pay a visit, they are excited when they come to examine their schoolwork and celebrate their academic achievement at the correctional schools. However, the findings identified that some juvenile learners are hardly ever supported by their families owing to financial constraints and long distances from home. As a result, parents are not involved in learner's education. Equally, Wentzel (1998) asserts that social support from families, friends, inmates; teachers and officials have significance related to juvenile offender learners' wellness and pro-social goals.

It was discovered that they learnt to be kind to other people and now need to get an opportunity to apologise to their victims. Consequently, they learnt to realise their wrongdoing towards the society, accept their mistakes and apologise, therefore, rehabilitation. Similarly, the study shows the significance of Ubuntu laws as reiterated by Tutu (2000) who emphasised that juvenile offender learners need to confess their wrongdoing and compensate the victim of the crime for reconciling and restoring a harmonious societal relationship.

Emotional wellness

According to the findings, juvenile learners who had emotional support bolster the sense of self-worth, want to talk to their community about positive living and teach young people that crime does not pay. It was evident that emotional support manages psychological problems such as stress, anxiety, anger, and depression among juvenile offender learners. Dzulkifli and Yasin (2010) confirm that emotional support is an element that helps juvenile offender learners to reduce the amount of

stress experienced as well as to help them cope better in dealing with stressful situations in the correctional centre schools.

Spiritual

The findings indicated that juvenile offender learners feel comforted and spiritually uplifted with the melodious songs they sing during church services. Prayer and the inspirational messages from pastors who often visit them inspire them; they feel valued in life. The findings illustrated that spiritual wellness gives them a sense of hope, the value of being human and to respect other people. Similarly, Dzulkifli and Yasin (2010) found that supporting juvenile offender learners assists them to recuperate moral values and to reach a state of inner peace, sense of wholeness and respect, beliefs and values and relieves stress, anxiety, and depression.

Based on the above findings, supporting juvenile learners' spiritual wellness improves compassion and hope in life, relieves stress, anxiety, depression, and chances of rehabilitating are high.

Occupational wellness

From the findings, it was discovered that some juvenile offender learners want to learn the NVC skills that are not offered to the level 1 to level 4 but the medium sections. Some are motivated to attend classes and proceed to Grade 12 then apply for university qualification and careers such as lawyers, motivational speakers, life coaches, entrepreneur, engineers, and agricultural specialist. They are keen to improve their occupational wellness and contribute positively to their society. Similarly, the findings supported by Rakoma (1975) encourage juvenile offender learners to work hard, has the vision, plans for success, life goals to attain success rather than to commit the crime. Hence the Sepedi proverb "*Kodumela moepathutse ga go lehumo le tswago kgaufsi*", meaning one who wants success must work hard to achieve, wealth does not come easy (Rakoma, 1975).

6.3.4 THEME 4: ACCESSIBILITY TO RESOURCES AND SUPPORT STRUCTURES

Intellectual wellness

The findings of the current study revealed a lack of support on learning resources such as calculators, textbooks and other mathematical stationery as an additional challenge. It impedes excellent performance and intellectual wellness. Some juvenile learners indicated that parents or families provide learning resources. Those who lack support from families struggle to access learning resources. It was indicated that their challenges are that they do not have resources to learn, and it makes it challenging to understand maths and other subjects. Similarly, the findings resonate with those of Ngobeni, (2015) and Marphatia, et al. (2010) researches; they also discovered that shortage of learning materials and resources are learning barrier in the correctional schools. Hence, they recommend that correctional school needs to increase the budget for learning material such as stationery, textbooks, calculator to enhance the performance of the juvenile offender learners to achieve high pass rate and Intellectual wellness.

Physical wellness

According to the findings, juvenile offender learners indicated from other schools that there is access to resources to support physical wellness, while in some correctional schools, physical support is inaccessible and insufficient resources. The findings revealed that juvenile learners in some school enjoy participating in physical activities organised by the SRAC support structure. The SRAC organises games, tournaments to compete with outside schools, and invites SABC, soccer celebrities to motivate juvenile offender learners and enhance their physical wellness.

The findings indicate that for health treatment, they get support from various NGO and Department of Health; nurses come to the school often to check and give them treatment for TB, HIV/Aids and other illness.

The findings reaffirmed the DCS Annual Report that every correctional centre has assigned professionals that oversee the SRAC programme that support juvenile learners with recreation, arts and physical activities (DCS, 2018). Accordingly, this an indication that the SRAC is the strong support structure to enhance physical wellness of juvenile learners in the correctional schools.

It was also noted from Western Cape correctional schools that juvenile learners have access to resources and types of equipment for physical activities such as drama equipment, music instruments, arts centre, broadcasting studio, gymnasium and sports ground. The findings revealed that they release stress; learn new skills and knowledge in participating and using these resources available in the correctional schools. Besides, the findings revealed that some juvenile learners in Western Cape correctional schools compete in provincial competitions such as Mandela boxing tournaments and national choir competitions. Therefore, it motivates them to engage in physical activities and enhances physical wellness. The findings are in line with the Standards Minimum Rules for the Treatment of Offenders in the Nelson Mandela Rules. It emphasises that it is the correctional centres' responsibility to provide suitable space for different sports activities, recreational activities, pieces of equipment for indoor and outdoor activities, and to engage juvenile learners to participate in physical activities available in local communities (UNOPS, 2016).

Emotional and social wellness

The findings revealed that resources and support structures to promote emotional and social wellness are not readily available. Furthermore, the findings indicated that teachers refer them to the social worker and or psychologist for emotional support. However, it takes a while before they could consult owing to a shortage of capacity. However, juvenile learners indicated that they rely mostly on teachers for counselling and release stress levels. The findings indicated that teachers support emotional wellness through Ubuntu values based on respect, fairness, justice, equality, and understanding differences and sets a culture that values all learners. Furthermore, they indicate that teachers make them feel have a sense of

belonging, and are possible to talk about problems without stigmatisation. Therefore, they are able to cope in the environment of confinement.

Even though the consultation is minimal, a psychologist comes to help them with social and mental problems. According to the study, other resources to support emotional wellness are NGO, CBO from outside the correctional schools.

The findings are in line with the research by Dhillion (2015) who found that those who consulted social worker or a psychologist for emotional support, they improved emotionally; advised and guide about the importance of schooling, able to realise harmful acts of crime and substance abuse. Therefore, it is crucial to enhance the emotional wellness of juvenile learners to assist them in coping in the learning environment.

According to findings, the support structures for **spiritual wellness** in the seven schools are the pastors from different denominations from the community. They even have inmate pastors who preach, meditate, pray, sing, worship, and support them in spiritual wellness. The findings illustrated that they have resources to support spiritual wellness such as Bibles, Quran and other spiritual material given to them by their pastors. It was noted in some correctional schools that they sing and pray with their teachers before class commence. In addition, sometimes on Sundays, they get pastors from outside to preach, they also provide Bibles and Christian pamphlets to read. These findings illustrated the Ubuntu principles that stress spiritual wellness as an integral part of caring for others, and that binds all community members together based on values, morals and behaviours (Mulaudzi, 2014). The simplified spiritual wellness in Ubuntu principles is "if you believe and I believe we together pray, Holy Spirit come down and we will together be saved", have shared humanness, content, rehabilitate, and succeed in learning.

The findings revealed that in all the seven schools researched in the current study, access to resources to support career/ occupational wellness to the AET Level 4 juvenile offender learners is insufficient. In some correctional schools, the resources to support career wellness are magazines, books, and newspapers that

are available in some school libraries. The findings also revealed in some schools that they invite business owners and or higher institute of learning or colleges from the communities to encourage and build interest to learn about creating own business when they released back to the community and avoid reoffending. Moreover, the findings illustrated that juvenile learners rely on teachers for occupational wellness support. They collect LTSM from outside for them to organise the business corner in the library to improve knowledge and enhance occupational wellness. These current finds were confirmed by Ngobeni (2015) who concurred that correctional schools lack resources and materials, insufficient budget to enhance occupational wellness of juvenile learners. In addition, he recommended that the DCS policies on funding vocational programmes for juveniles should be reviewed and includes all learners who want to participate in vocational learning programmes to equip them with knowledge and skills needed for employment when released back to the community and avoid reoffending.

6.4 SUMMARY

The chapter discussed the findings of the study presented in line with the themes that emerged from Chapter 5. The findings discussed are the perceptions of teachers and juvenile learners, views, experiences, and roles of teachers who participated in the study substantiated by the literature review presented in Chapter 3 and the theoretical frameworks in Chapter 2. Observations confirmed some of the themes. The discussion focused on the support of juvenile offender learners' wellness in correctional schools. The wellness dimensions that were discussed are intellectual, physical, social, emotional, spiritual, and occupational wellness. The literature review confirmed some of the findings, while some findings are refuted with the literature. The next chapter presents the proposed wellness framework to support juvenile offender learners in the correctional schools

CHAPTER 7: THE WELLNESS FRAMEWORK FOR THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN THE CORRECTIONAL SCHOOLS

7.1 INTRODUCTION

In the previous chapter, the researcher was able to discuss the findings of the study presented in line with the themes that emerged from Chapter 5. The current chapter focuses on the formulation of the framework for the support of juvenile offender learners in correctional schools. The framework describes the insight into the study on how juvenile offender learners' intellectual, physical, social, emotional, spiritual, and career/occupational wellness can be supported in the correctional schools. It also discusses the implementation of the wellness framework by the stakeholders.

7.2 THE WELLNESS FRAMEWORK FOR THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN THE CORRECTIONAL SCHOOLS

The objective of research question six in Chapter 1 is to formulate an appropriate wellness framework that can be integrated into the rehabilitation programmes, which can support juvenile offender learners' wellness in correctional schools.

The findings of the study led to the formulation of the wellness framework for the support of juvenile offender learners in correctional schools. The framework describes the insight into the study on how juvenile offender learners' intellectual, physical, social, emotional, spiritual, and career/occupational wellness can be supported in the correctional schools. Also, the chapter suggests how the framework can be incorporated into the rehabilitation programmes that are currently in place in order to enhance the support of juvenile offender learners' wellness in correctional schools.

Through interventions and empowerment strategies, the teachers collaborate with various mainstream schools from local communities, NGO stakeholder, and other governmental departments. The teachers' predicament of supporting and

enhancing the wellness of juvenile offender learners in the environment of confinement can be alleviated.

The researcher discovered that the seven schools sampled in this study operate independently and lack standardised support structures that support teachers and juvenile learners' wellness. Moreover, the DCS, other governmental departments, and other non-governmental stakeholders (FBO & CBO) provide support independently. The support structures should interact and complement each other so that they can strengthen their support to teachers and juvenile offender learners without reduplicating the services to the same school and same juvenile offender learner while neglecting to provide support to other correctional schools. The findings and the reviewed literature led the researcher to propose the wellness framework for the support of juvenile offender learners in correctional schools. Against this background, the researcher decided to name this framework, Collaborative Intervention Support for Wellness (CISW) Framework. The CISW framework is entrenched in Ubuntu and wellness theories. The proposed framework aims to streamline the support services provided by each support structure to promote synergistic potential, as illustrated diagrammatically in Figure 7.1.

Figure 7.1. The proposed wellness framework model for the support of juvenile offender learners in the correctional schools

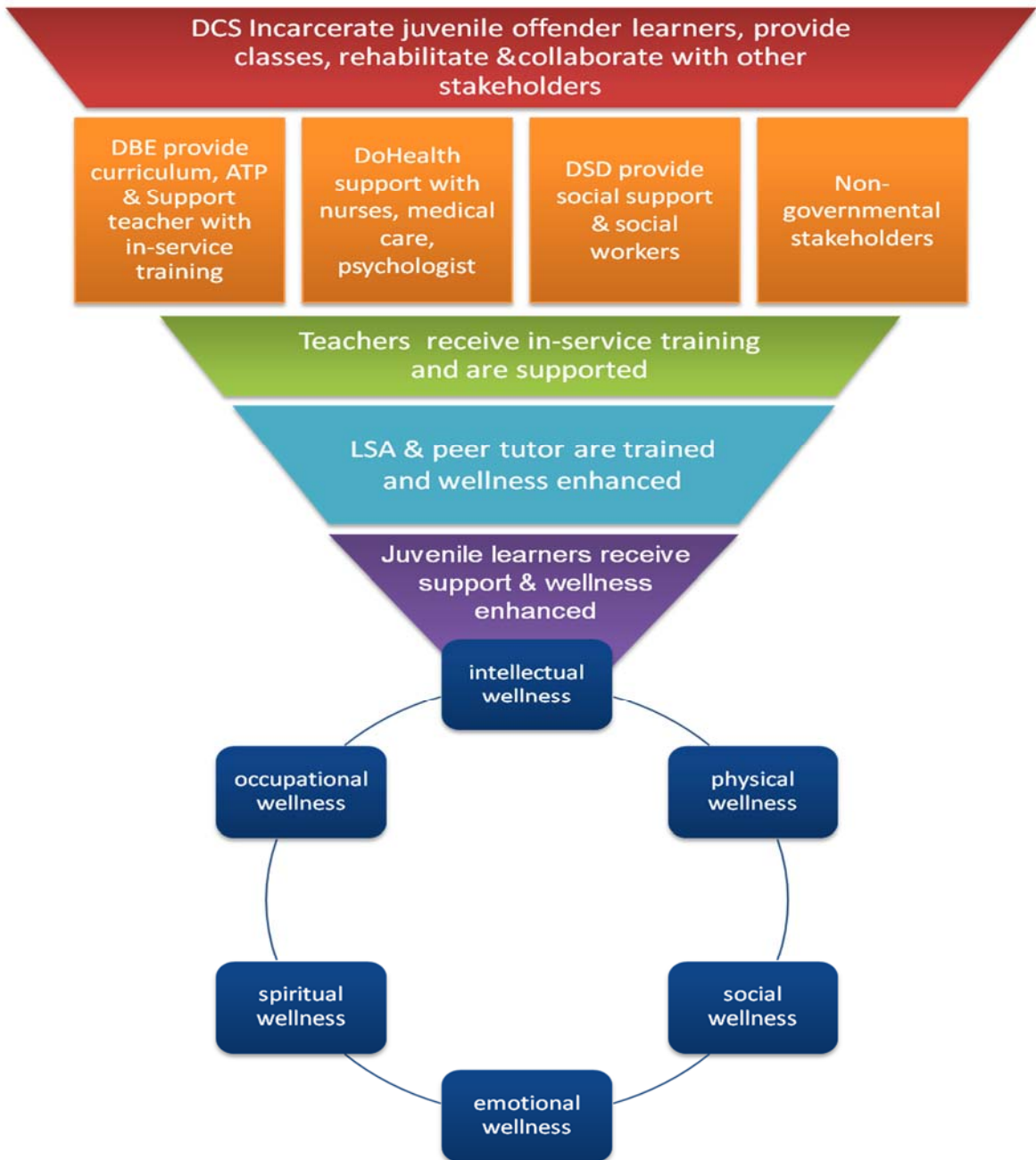


Figure 7.1 Source: (synthesised from Hettler, 1980 & Mbiti 1969)

The framework above envisaged in the study consists of five strategic support structures (DCS, and other government departments, NGOs, LSA, and PE) that are to work with the teachers in the correctional schools to support and enhance the juvenile offender learners' wellness.

7.2.1 The Department of Correctional Services

To support juvenile offender learners' wellness, the DCS should promote Ubuntu through collaborating with other stakeholders and other government departments since 'it takes a whole village to raise a child'. In this way, the Ubuntu theory will be realised in supporting juvenile learners in correctional schools.

The wellness theory encourages all correctional officer members in the correctional centre to attain proper training on support of wellness to effectively assist all juvenile offender learners. Therefore, the DCS should support juvenile offender learners' wellness through

- providing classes for teaching and learning and appropriate LTSM;
- continually train teachers to be able to handle the special needs of juvenile learners in the environment of correctional centre; and
- provide in-service training to all the staff in the correctional centre, which in turn can rehabilitate the juvenile learners to be law-abiding citizens.

Moreover, the DCS should create posts and recruit LSA and non-teaching staff who can work closely with teachers and juvenile offender learners. To effectively support and provide emotional, social, intellectual, and career/occupational needs of juvenile offender learners within the correctional schools since they lack regular parental support from families. Furthermore, as a prerequisite, the DCS should provide vocational training education to all AET Level 4 juvenile learners for skill and career development to enhance career/occupational wellness.

7.2.2 The Department of Basic Education

The DCS should provide curriculum, Annual Teaching Plan (ATP) and LTSM that takes into cognisance of the environment of confinement. Furthermore, the DBE should frequently support teachers with in-service training, monitor the quarterly performance of juvenile learners' assessment. Wellness integrated across all curriculum and subjects, to enhance the intellectual, emotional, social and occupational wellness of juvenile learners.

7.2.3 The Department of Social Development

This department should work together with other stakeholders such as the NGOs to provide support of social services and social needs of juvenile learners. The DSD should provide necessary training to the LSA to assist and link teachers, juvenile learners, and social workers in providing social services within the correctional schools since the DCS has a shortage of social workers. The LSA should carry out social needs assessment as well as monitoring the learning progress of the juvenile learners. It will encourage early detection of social needs, address in time and enhance the social wellness of the juvenile offender learners in the correctional schools.

7.2.4 Department of Health

In this CISW Framework, experts from the Department of Health (nurses, doctors, and or psychologists) would work intensely on developing and empowering teachers, PE and LSA on knowledge and skills about the importance of physical, social and emotional wellness. The promotion of health encourages juvenile learners to take care of their clean environment, eating a healthy diet, avoid substance abuse, provide knowledge on medical care, and stay free from illnesses and physical fitness. Also, the Department of Health needs to support emotional wellness through collaborating with psychologists to share knowledge and skills on how to support the emotional needs of juvenile learners and avoid violent acts in correctional schools.

7.2.5 Non-governmental stakeholders: NGOs, CBOs, FBOs

These non-governmental stakeholders should collaborate with other stakeholders so that they can avoid duplication of services to the same school or same juvenile learners but spread their services uniformly to other correctional schools. The availability of different support structures in the correctional schools can provide a favourable environment for intellectual, physical, social, emotional, spiritual, and career/occupational wellness. The social workers, nurses, psychologist, chaplain, and counsellors based in correctional schools need to provide the necessary support for the six-wellness dimensions. Visits by FBOs such as pastors in the

correctional schools can support and enhance the spiritual wellness of juvenile learners. The CISW framework recommends that correctional schools engage in a daily or regular teaching on the importance of morals, values, purpose in life because it is crucial for rehabilitation and enhancement spiritual wellness. It can be in a daily schools programme such as morning assembly.

CBOs such as entrepreneurs from the community can provide support on skills development that can enhance careers/occupational wellness. The CISW framework suggests that correctional schools should collaborate with the local colleges and universities for support on intellectual, social, and career/occupational wellness. All these stakeholders can be included in the intervention programme of the official SBST to support the wellness of juvenile offender learners. In this way, the Ubuntu principle 'it takes the whole village to raise a child' can be accomplished.

7.4.6 LSA and PE

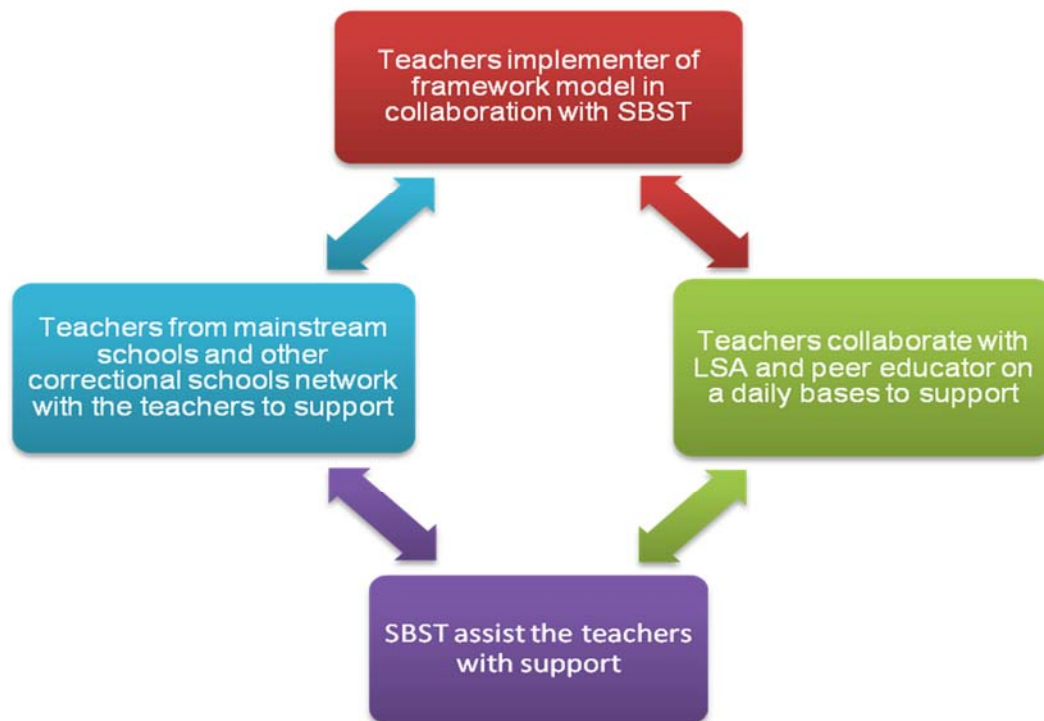
The CISW framework encourages the DCS and sister governmental departments and all other stakeholders to develop and support LSA. The LSA should receive training on fundamental expertise to support learners' needs, meet specialised expertise in understanding the juvenile learners, families, and correctional centre systems, and link the teacher with other stakeholders and promote wellness. The LSA should receive a certificate as evidence of training. They work closely with teachers, administrators, parents, stakeholder, and SBST to provide coordinated interventions and support wellness.

Moreover, the involvement of Peer Educator (PE) – these are juvenile learners on voluntary basis consent to support and tutor fellow learners in the class, should promote wellness. They should be trained to tutor their peers about the importance of promoting wellness in correctional schools. They need to work closely with their peer juvenile learners and teachers to promote wellness in the correctional schools. Training will assist them to be proficient and knowledgeable to support other juvenile learners effectively and promote their intellectual, physical, emotional, social, spiritual, and occupational/career wellness. Therefore,

supporting the PE and training them on six-wellness dimensions of juvenile learners by all stakeholders will create an opportunity for successful rehabilitation and transition from the correctional school to the society when released. Therefore, the Ubuntu principle of “*simunye* or solidarity will be fulfilled. Next section, the researcher discusses the roles of teachers and all the stakeholders in implementations of the CISW framework.

7.3 IMPLEMENTING OF THE COLLABORATIVE INTERVENTION SUPPORT FOR WELLNESS FRAMEWORK

7.5 Implementation of the *Collaborative Intervention Support for Wellness Framework*



Source: (Implementation of collaborative intervention wellness framework)

7.3.1 The role of teachers in implementing of the CISW framework

Teachers are the leading role players in implementing the CISW framework in correctional schools to support juvenile offender learners' wellness. Their role in implementing the collaborative intervention wellness framework in the correctional schools is of paramount importance since they are interacting with juvenile

learners daily. If teachers can teach, practice and apply Ubuntu principle of respect, they will learn to respect all members of the society to be rehabilitated and avoid recidivism.

Teachers' role in implementing the CISW is daily, being responsible for classroom learning and teaching, develop the knowledge, skills and attitudes needed to ensure that intellectual, physical, social, emotional, spiritual, and career/occupational wellness is supported. Equally, the teachers work with other teachers within the correctional schools such as vocational instructors, SRAC instructors, and FET band teachers. Teachers also actively involve LSAs and PE daily to support juvenile learners and enhance their wellness. They need to invite parents of juvenile learners to come to motivate them to learn and rehabilitate. The teachers also need to form partnerships with the mainstream teachers who teach a similar subject and for LSTM support.

Within the correctional schools, the teachers are actively collaborating with professional and non-professional SBST, which consists of a psychologist, social workers, nurses, chaplain, FBO, NGO, CBO, and other stakeholders. All these members of the SBST play a crucial role in supporting the six dimensions of wellness of juvenile learners.

For instance, psychologists play a role in addressing the emotional needs of juvenile learners. The social workers take care of and address the social needs of juvenile learners. The correctional schools' nurses ensure that knowledge and awareness of healthy eating, healthy behaviour, avoid substance abuse, avoid violence, and other physical needs are attended. The SRAC facilitators make sure that they take care of the physical fitness needs of juvenile learners. The correctional centre chaplains and FBO play a role of ensuring that the moral regeneration, values and spiritual needs of the juvenile learners are addressed.

7.3.2 Roles of the School-Based Support Team (SBST)

The support of juvenile learners' wellness goes beyond the walls of a classroom; it links the dimension of wellness across all SBST the correctional school and the

communities. Furthermore, the SBST needs to support and enhance juvenile learners' wellness which involves a coordinated effort among juvenile learners, teachers, administrators, parents, all stakeholders, and correctional centre community members as a whole. The professional include DBE such as CI, district managers, LSA, and PE. The CIs should monitor the implementation of the correctional centre curriculum to ensure that the framework is well implemented and enhance intellectual wellness. The district managers are the key players in linking with other governmental departments, NGOs and CBO to strengthen existing referrals and train the LSA to implement the CISW framework. The LSAs are crucial role players since they link the juvenile learners with the correctional centre teachers, administrators, families, social workers, NGOs, CBOs, and other stakeholders to ensuring the implementation of the model.

The DSD provides adequate in-service training to teachers and LSA to confer basic counselling or necessary social support needed on a daily bases by juvenile learners in the correctional schools. The Department of Health is also key role players in providing necessary support on health treatment, health promotion, creating prevention and awareness campaigns on substance abuse, rehabilitation, and counselling services in the correctional schools. This study has depicted that the support structures and SBST provide services inconsistently in the seven correctional schools researched. Hence, the need for this proposed CISW framework.

7.3.3 Role of Learner Support Assistant and Peer Educator on implementing the framework

The role of LSA is vital in implementing the CISW framework, in the sense that they interact with the juvenile learners and teachers on a daily bases. They can reduce teachers' workload to enable them to focus on teaching effectively. The LSAs will be able to identify early signs of wellness needs and make referrals to appropriate existing SBST officials. They can establish or strengthen correctional schools SBST for support, also creates an awareness campaign on promotion of the six-wellness dimensions in the correctional schools.

The role of PE in implementing the framework is vital since juvenile learners are in a similar situation of incarceration in correctional schools. Well-trained PE has a lot quicker, easy access to tutoring, providing support to their peers and spreading valuable information, skills and knowledge on the importance of promoting wellness in the correctional schools without involving extra financial burden to the DCS.

7.6 SUMMARY

This chapter focused on developing the wellness framework to support of juvenile offender learners in the correctional schools. The implementation of the framework by various stakeholders was also discussed. The next chapter discusses the strength, contribution of the study, conclusion, and recommendations.

CHAPTER 8: CONCLUSIONS, LIMITATION AND RECOMMENDATIONS

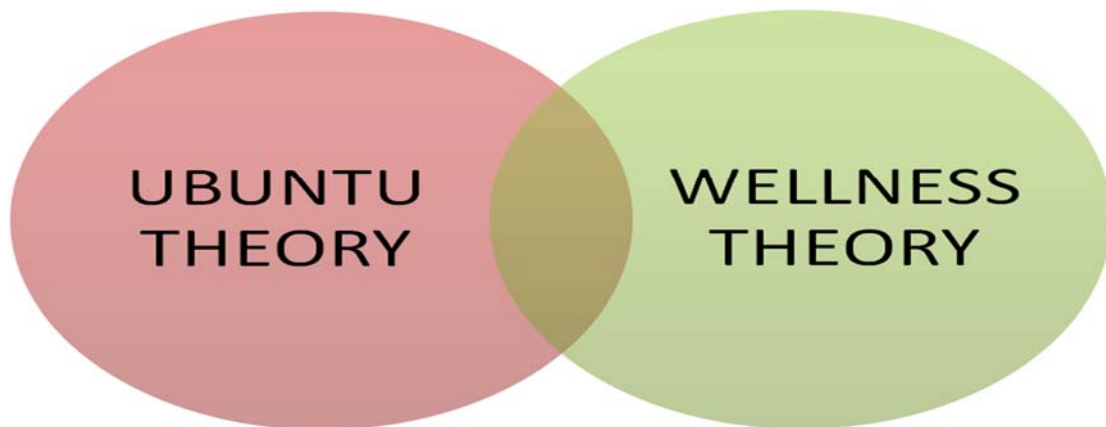
8.1 INTRODUCTION

The previous chapter presented the development and the implementation of the proposed Collaborative Intervention Support for Wellness (CISW) framework to support juvenile offender learners in correctional schools. This chapter discusses the strength of the study, the contribution of the study to the body of knowledge, limitations, and makes recommendations for practice and further research.

8.2 THE STRENGTH OF THE STUDY

The two lenses theoretical framework

Figure 8.1 the two lenses theoretical framework



The study utilised the two lenses as the theoretical framework, which integrated the Ubuntu and Wellness theories as depicted in the diagram above. In the study, Ubuntu is aligned with the wellness theory. It assisted in exploring, determining and understanding the role of teachers and other stakeholders in supporting the juvenile learners' wellness. The integration of Ubuntu theory and wellness theory helped the researcher to observe how Ubuntu principles influence the support, promotion and development of wellness of juvenile learners in teaching and learning. Also, the frameworks enable the researcher to observe how support

might change, develop, and if necessary, be rectified. Therefore, the theories overlap with each other, as indicated in the diagram.

The wellness theory emphasises the active process, through which people become aware of, and make choices toward a more successful existence in improving the quality of life in proactive and positive ways (Hettler, 1984). This theory also enabled the researcher to observe how juvenile learners are supported on the process of improving quality life in positive and proactive ways. Also, the theory was used to gain knowledge on how teachers view and perceive support of intellectual, physical, social, emotional, spiritual, and occupational wellness in correctional schools. In intellectual wellness, teachers hinted on insufficient resources and support structure in some schools. These insufficient support structures to some correctional schools hinder the promotion of the six dimensions of wellness. However, in some correctional schools, teachers emphasise the Ubuntu principles through the spirit of mutual support and the principle of caring for juvenile learners through making means to support learners' wellness from their own money, buy learning resources for them. In social and emotional wellness, teachers indicated a shortage of consultation from the social workers and psychologist. Hence, they apply Ubuntu principle of compassion – they provide counselling, motivate, and encourage them to learn, rehabilitate, and smoothly reintegrate in society. In occupational/ career wellness, the theory highlighted that teachers perceive the support of juvenile learners in correctional schools to be inadequate. They emphasise the need for introducing skills development courses in AET Level 4 classes so that juvenile learners can develop career skills as early as they enter the correctional schools to be ready for the world of work and contribute positively in the society. For spiritual wellness, teachers emphasise teaching and learning on moral regeneration, values, positive behaviour, and have a purpose for life through rigorous spiritual support. Thus can teach juvenile learners to learn tolerance, humanity, respect, and compassion for others in the society; and decrease recidivism.

Ubuntu theory emphasises the collective responsibility of all stakeholders in supporting juvenile offender learners' wellness, rehabilitate, and reintegrate smoothly in their society. Hence, it underscores the responsibility of every person in the correctional schools "it takes a whole village to raise a child" to support juvenile learners' wellness. These theoretical frameworks enabled the researcher to explore and understand the support of juvenile offender learners' wellness in correctional schools.

8.3 CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE

The study contributes to the existing body of knowledge in terms of policy, theory and practice as discussed below.

8.3.1 Policy

The study sensitises the policymakers in the DCS and the DBE to mind the gaps in the policies on the support of intellectual, social, physical, emotional, spiritual, and career/ occupational wellness.

The White Paper for Corrections (2005) and the Department of Correctional Services Act, No. 111 of (1998) seek to rehabilitate juvenile learners of offending behaviour, human development and promotion of social responsibility and values. It rehabilitates through providing educational and training programmes and activities. However, none of the policies uses a Wellness model in addressing rehabilitation, teaching and learning, and support of juvenile offender learners in the correctional schools.

Currently, the correctional schools use educational policies from the DBE, which are unrealistic in the correctional centre environment. Moreover, the policies in the DBE are silent about the support of juvenile learners in correctional schools. The White Paper 6 in the Department Of Education declare support and inclusive education to cater for individual needs of vulnerable learners, but it is silent about vulnerable juvenile learners in the correctional schools (DoE, 2001). In addition, other policies such as the South African Schools Act (1996), Policy on Screening,

Identification, Assessment and Support (SIAS) (DBE, 2014) only mention providing support to the learners at the mainstream schools. However, they mention very little about support to juvenile learners at the correctional schools. These policies generally indicate that learners require more intensive and specialised forms of support to develop to their full potential.

The study has revealed that juvenile learners at the correctional schools do not get full support from the DBE and the DCS. The researcher proposes a CISW framework that encapsulates broader policies that could support juvenile learners' wellness in correctional schools. Theoretical lenses used in this study are the wellness model and Ubuntu theory. The researcher hopes that the proposed framework and recommendations could assist policymakers and curriculum developers to adopt some of the recommendations and amend the policies and the curriculum to suit correctional centre schools.

8.3.2 Theory

The study contributes to formulating a CISW theory. This theory integrates the wellness theory and Ubuntu theory. The wellness theory emphasises a balanced state of intellectual, physical, emotional, spiritual, and career/occupational well-being that enable the juvenile learners to reach their full potential of learning and teaching, rehabilitating and improve wellness in the correctional schools. The theory further enforces the need for active process in improving the quality of life, through which juvenile learners become aware of, and make choices toward a more successful existence proactively and positively.

The Ubuntu theory encourages collective responsibility of all stakeholders to teaching and learning, rehabilitate and support juvenile offender learners' wellness while they reintegrate in their society; hence the saying, 'it takes a whole village to raise a child'. The theory further reinforces Ubuntu values that express interconnectedness, common humanity, compassion, reciprocity, dignity, and mutuality in the interest of building and maintaining communities with justice and mutual caring. It also underscores the responsibility to each other that profoundly

flows from the deeply felt connection among the community members in supporting juvenile learners' wellness.

8.3.3 Practice

The study contributes to the practice in the following forms:

- The researcher hopes that the framework and recommendations will guide teachers on teaching methods and strategies relevant to correctional centre schools to apply to teach practices that support juvenile offender learners' wellness.
- From the recommendations of the study, teachers can identify opportunities for collaboration and development to counteract challenges experienced in the correctional schools that are barriers to teaching and learning of juvenile offender learners.
- The DBE will use the recommendation to support correctional schools, frequently monitor assessment, and provide adequate LTSM.
- The DCS will utilise the recommendations, integrating the framework model into its rehabilitation programmes, and improve the support of juvenile learners' wellness.
- Collaborative efforts require the dedication and commitment of all correctional school staffs and the stakeholders to promote learning, enhance wellness and sufficient time to implement the framework model continually.

Through engagement and involvement of teachers in supporting juvenile learner wellness, the study resonates with the Ubuntu principles of respect, collectiveness, compassion, and humanity. Moreover, it unearthed the Ubuntu saying 'it takes a whole village to raise a child'; thus, there is hope in strengthening and implementing Ubuntu practices in the correctional schools.

8.4 LIMITATIONS OF THE STUDY

The researcher identified limitation of the study as follows:

- The study was broad; it focused on six dimensions of wellness. Therefore, it unearthed several unanticipated developments, mainly to explore deeper in spiritual wellness, emotional, social, and career wellness. Therefore, there is a need for further research to focus on each topic.
- Moreover, the study did not focus on the effectiveness of the wellness practice in correctional schools. Consequently, it leads to a need to focus on further research.
- Though the researcher gave a clear explanation on the purpose of the study, the participants could have mistaken the researcher for a parole board member and as a result, provided answers based on authority advantageous over and above trustworthy and credible answers.
- No female juvenile offender learners were participating in the study; all learners were males. Findings might have been different had there be females. Therefore, the findings cannot be generalised to other female correctional schools in South Africa.

8.5 CONCLUSIONS

The study concludes that teachers make an effort to support juvenile offender learners' wellness in correctional schools. Teachers practice Ubuntu through proving support from their means. However, there are gaps in terms of policy, theory, and practice on how they can effectively support juvenile learners. The major impediment is that teachers are trained to teach in mainstream schools and not the environment of imprisonment. From the seven schools, teachers need in-service training to be equipped with the necessary skills and knowledge to handle offender juvenile learners' special needs. Therefore, the DCS and DBE have to provide skills and theoretical background to handle the frustration of teaching in correctional schools.

The DBE is not adequately providing support to schools on issues of curriculum adaption that suits the environment of confinement and making assessments that take into account the sentence period of juvenile learners. The district officials and CI are not providing sufficient support to correctional schools that are in remote areas. Additionally, the DBE is not providing enough support in terms of LTSM and resources in the correctional schools. The DCS provides LTSM from their budget, which makes it difficult for teachers to have enough resources since the DCS does not prioritise education. Therefore, the study realises that it is essential for teachers to collaborate and network with mainstream teachers for support and assistance to promote the wellness of juvenile offender learners.

The study emphasises that the DCS need to collaborate with various structures such as universities, Bible colleges, and NGOs to guide and teach juvenile learners morals, values, and enhance their wellness and avoid reoffending. The CISW framework proposes an approach to address and support the dimensions of wellness in the teaching and learning situation through the active learning of juvenile learners in correctional schools.

8.6 RECOMMENDATIONS

The recommendations suggested here are presented within the Ubuntu and wellness dimensions, as discussed in Chapter 1, section 1.5 and Chapter 2. Additionally, the recommendations were made according to the dimensions of wellness (intellectual, physical, social, emotional, spiritual, and occupational wellness), which have been highlighted in the previous chapters.

Throughout the teachers' interviews, open-ended questionnaires and observation, it was clear that providing support to juvenile offender learners' wellness could contribute effectively to their teaching and learning. For this reason, the study makes the following recommendations:

The study recommends that teachers, LSA, PE and security officials be trained on how to identify intellectual, physical, social, emotional, spiritual, and career challenges of juvenile learners and address them in order to improve their learning

as part of their rehabilitation. The DCS can do this through collaboration with various stakeholders who have knowledge and expertise in the six-wellness dimensions through providing training courses, workshops, developing programmes, and provide in-service training.

8.6.1 Recommendations on intellectual wellness

- The study recommends that the policymakers of DCS and DBE provide adequate support to correctional schools, especially in terms of increasing the budget to provide adequate LTSM and resources to enhance intellectual wellness.
- Teachers should continuously collaborate with the DBE and mainstream schools to be abreast with the change in education. The DCS needs to collaborate intensively with DBE and support the correctional schools to ensure active learning and teaching. This collaboration can be done through DBE taking full responsibility for formal education in the correctional schools; regular monitoring and moderation of assessment of all AET learners from level 1-4 to enhance and support learning
- To overcome low/poor performance and low results, the DCS should add extra time in the educational programme from 8h00 to 14h00 in correctional schools. Moreover, the DCS needs to encourage families to be involved and support juvenile learners' learning through creating a book review day. That will encourage juveniles who have long sentences to participate in educational programmes.
- The School-Based Support Team (SBST) approach is vital in ensuring effective implementation of the wellness framework. Trained support security officers, LSA, and PE must assist the teachers in addressing some of the learning barriers while addressing various wellness dimensions, especially in terms of library usage, design programme for library usage daily, create reading for fun competitions to improve reading and writing skills.

8.6.2 Recommendations on Social and emotional wellness

- The DCS should consider to house learners who are in the same AET levels or grade in the same cell section. It will encourage those who are keen on learning to support each other and to support those who have learning challenges to succeed. Moreover, it might eliminate the challenges of gangsters, discourage bullying, create a conducive learning environment, and build a team spirit that relieves stress and promote social cohesion. Furthermore, it will inculcate Ubuntu principles; harmony and togetherness respect for others (*'Umuntu ngumuntu ngabantu'*).
- The DCS must recruit LSA to close the gap of shortage of teachers, social workers and psychologists. The LSA should undergo training, be taught and guided on communication, behavioural challenges and counselling skills to juvenile learners and support teachers.
- Teachers encourage positive words to rehabilitate juvenile learners not to call them names (Sboshwa). The DCS need to provide in-service training to teachers to be equipped on how to handle the emotional issues of learners.

8.6.3 Recommendations on Spiritual wellness

Through the voices of teachers and juvenile learners, the study recommends that correctional schools need to adopt a church from different denominations that will support them on spiritual issues. They also need to encourage choral competitions to uplift a sense of hope, relieve stress, anxiety, and depression.

8.6.4 Recommendations on occupational wellness

Through the voices of juvenile learners, the study recommends skills development and vocational training as a prerequisite for career/ occupational wellness. Skills and vocational training should be encouraged and provided to all juvenile learners in AET level 4 to engage in skills of their interest and ability. Additionally, the DCS should collaborate with the successful entrepreneur from the communities to motivate and advise them on possible careers, business knowledge and skills. Moreover, the DCS should consider increasing the budget to offer vocational

programmes to all offenders. It will also advantage juvenile who struggle in reading and writing.

Therefore, the study recommends that the correctional schools need to focus on using the CISW framework to support juvenile offender learners in correctional schools.

The study provides a framework for further study on supporting juvenile offender learners in correctional schools. In this study, it was the voices of the juvenile learners and teachers on their knowledge of challenges encounter concerning support of the learners.

8.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The study provides a framework for the study to support juvenile offender learners' wellness in correctional schools. In this study, it was the voices of teachers and juvenile learners on their knowledge of the challenges they encounter while learning and supporting wellness.

- Future studies must focus on the voices of participants who are incarcerated, how they feel, and their proposals on implementation of the framework to support their wellness.
- Emphasis on future studies must also focus on the evaluation of the CISW framework formulated in this study. It would help to evaluate the effectiveness of the framework and identify how it could be improved further.
- Further studies could explore monitoring and evaluation effectiveness of the LSA and PE as support structures in implementing the framework. They could identify gaps and needs to empower and develop them to strengthen the implementation of the framework in order to support juvenile learners in South African correctional schools.
- Future studies must also focus on a quantitative evaluation of the implementation of the CISW framework in correctional schools.

REFERENCES

- Abaunza, M.M. (2013). *Ubuntu Potential for Further Development in the South African Education System*. MA Dissertation: Georgetown University: Washington, D.C.
- Achebe, C. (1986). *Things Fall Apart*. Oxford: Heinemann.
- Adams, T., Bezner, J. and Steinhardt, M., (1997). The conceptualization and measurement of perceived wellness: Integrating balance across and within dimensions. *American Journal of health promotion*, 11(3), 208-218.
- Adler, A., (1933). Advantages and disadvantages of the inferiority feeling. *Superiority and Social Interest*, 50-58.
- Akey, T.M. (2006). *School Context, Student Attitudes and Behaviour, and Academic Achievement: An Exploratory Analysis*. New York: MDRC.
- Alberta Education (2008). *Framework for kindergarten to grade 12 wellness education*. Retrieved from <http://education.alberta.ca/teachers/program/pe.aspx>. on 28 April 2019.
- Anspaugh, D., Hamrick, M. & Rosato, F. (2004). *Wellness: Concepts and Applications "Wellness and Fitness for life"* (6th ed.). Boston: McGraw Hill.
- Astin, A. (1993). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. Phoenix, AZ: Oryx Press
- Athanasou, J.A & Lamprianou, I. (2009). *A Teacher's Guide to Educational Assessment*. European University-Cyprus: Manchester, UK. Retrieved from: DOI: <https://doi.org/10.1163/9789087909147029> retrieved on 28 April 2018
- Babbie, E & Mouton, J. (2012). *The practice of social research*. Cape Town: Oxford University Press.

- Badenhorst, C. (2011). *Overview of the Implementation of the Child Justice Act, 2008 (Act 75 of 2008). Good intentions, questionable outcomes*. Criminal Justice Initiative of Open Society Foundation Publisher: Pinelands, South Africa.
- Ballentine, H.W. (2010). *The Relationship between Wellness and Academic Success in First-year College Students*. PhD Dissertation Virginia: Virginia Polytechnic Institute and State University.
- Bayes, H. (2000). "The Age of 'Agendas' for Children". *International Children's Rights Monitor*, 13, (2)10.
- Beauchamp, T.L. & Childress, J.F. (1994), *Principles of Biomedical ethics*. 4th ed. New York: Oxford.
- Berman, A.H. (2004). *Enhancing Health among Drug Users in Prison. Health Equity Studies No.3 Centre for Health Equity Studies (CHESS)*. Unpublished PhD thesis, Stockholm University/ Karolinska Insitutet.
- Bhengu, M.J. (1996). *Ubuntu: The Essence of Democracy*. Novalis Press: Cape Town
- Black, P., & William, D. (2010). Inside the Black Box: Raising Standards through Classroom Assessment. *Phi Delta Kappan*, 3(1) 92-81.
- Bless, C. & Higson-Smith, C. (2000). *Fundamentals of Social Research Methods: An African Perspective*. (3rd ed). Lansdowne: Juta Education.
- Boderick, M.B. (2015). *An Offender's Perspective of Correctional Education Programs in South Eastern state*. Unpublished PhD thesis, Walden University.
- Bojuwoye, O., Moletsane, M. Stofile S. & Moolla, N. & Sylvester, F. (2014). Learners' experiences of learning support in selected Western Cape schools.

- South African Journal of Education*, 34 (1)1-15 Retrieved: 12 March 2019:
<http://www.sajournalofeducatio.co.za>
- Bracken, C. (2011). *Bars to Learning: Practical Challenges to the Working*
- Braggins, J. & Talbot, J. (2006). *Wings of Learning: The role of the Prison officer in supporting Juvenile offender education*. London: The Centre for Crime and Justice Studies.
- Brazzel, D. Crayton, A. Mukamel, D., Solomon, A. & Lindahl, N. (2009). *From the classroom to the community: Exploring the role of education during incarceration and re-entry*. Urban Institute Report. Retrieved: 15 March 2019:
<http://www.urban.org/center/jpc/returning-home/index.cfm>.
- Broodryk, J. (2006). *The challenges of Ubuntu Education today*. Paper delivered at international Education Conference: Bela-Bela: Ubuntu School of Philosophy.
- Burrell, G., & Morgan, G. (2003). *Sociological paradigms and organisational analysis* (12th Reprint ed.). Ashgate: Aldershot.
- Butts, J. Mayer, S. & Ruth, G. (2005). *Focusing Juvenile Justice on Positive Youth Development*. Chapin Hall Center for Children: (Issue Brief, 105)
- Childs, C.Y. (2014). *Exploratory Factor Analysis of the Spiritual Wellness Inventory*. Unpublished PhD Thesis. Cleveland: State University.
- Chilton, E.J., (2012). Identifying the role of the special school learning support assistant: a case study evaluation. Unpublished Doctoral thesis. University of Manchester.
- Clark, R.M. (1990). Why Disadvantaged Children Succeed. Public Welfare (Spring): *Journal of Consulting and Clinical Psychology*, 17-23. Retrieved 22 February 2018, from <http://www.apa.org/journals/ccp>.

- Clements, P. (2004). The rehabilitative role of arts education in prison: accommodation or enlightenment. *International Journal of Arts and Design Education*, 23(2), 169-178.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th ed.). London & New York: Routledge.
- Colby, I., & Diegielewski, S. (2004). *Introduction to social work: The people's profession* (2nd ed.). Chicago, IL: Lyceum
- Constitution of South Africa (1996). Constitution of the Republic of South Africa, Act 108 of 1996. Pretoria: Government Printer
- Conway, C. (2017). *Teachers' perspective of learner support in a full-service school –a case study*. Unpublished M.ED thesis, Stellenbosch University.
- Costelloe, A. & Langelid, T. (2011). Correctional Centre Education and Training in Europe – a review and commentary of existing literature, analysis, and evaluation: Directorate General for Education and Culture: *European Commission, GHK*. (Retrieved on March 2017). Retrieved from: [www.http//ec.europa.eu/justice/news/consulting_public/0012/fullreport_en.pdf](http://ec.europa.eu/justice/news/consulting_public/0012/fullreport_en.pdf)
- Costelloe, A. & Warner, K. (2008). *Beyond Offending Behaviour: The Wider Perspective of Adult Education and The European Prison Rules*. In Wright, R (Eds). In *The Borderlands: Learning To Teach In Prisons And Alternative Settings*. (3rd Edn.) San Bernardino: California State University.
- Cowan, K.C., Vaillancourt, K., Rossen, E. & Pollitt, K. (2013). A Framework for Safe and Successful Schools [Brief]. *Bethesda, MD: National Association of School Psychologists*. (Retrieved on 18 march 2018) from <https://www.nasponline.org/resources-and-publications/resources/schools-safety-and-crisis/a-framework-for-safe-and-successful-schools>

- Creff, K. (2004). *Exploring Ubuntu and the African Renaissance: A Conceptual Study of Servant Leadership from African Perspective*. Research Roundtable, Regent University.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Cruse, R., Nicholas, D.R., Gobble, D.C., Frank, B. (1992). Gender and wellness: A multidimensional systems model for counselling. *Journal of Counselling And Development*, 77, 149-156.
- Cullen, F.T. (2007). Make Rehabilitation Corrections' Guiding Paradigm. *Criminology and Public Policy*, 6(4), 717-728.
- Davis, R. (2015). *Matric in the New Orange. Department of Correctional Services, Newsletter*. Cape Town, South Africa
- De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. (2007). *Research at Grass Roots: For the social sciences and human service professions* (3rd ed.). Pretoria: Van Schaik.
- Dearing, E., Kreider, H., Simpkins, S. & Weiss, H.B., (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98(4): 653.
- Denzin, N.K., & Lincoln, Y.S. (2005). The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed). 1-32. Thousand Oaks, CA: Sage.
- Department Of Basic Education (2008). Guidelines to Ensure Quality Education And Support In Special Schools As Resource Centres. Pretoria: Government Printers

Department of Basic Education (2010). Policy on Learner Attendance. *National Education Policy Act 27 of 1996*. Notice 361, 36324: Pretoria: Government Printers.

Department of Basic Education (2011-2016). *Learner Performance Support Documentation focused on Curriculum and Assessment Support*. Pretoria: Government Printers.

Department of Basic Education (2013a). Policy on the organisation, roles and responsibilities of education districts. *National Education Policy Act 27*. Notice 300.

Department of Basic Education (2013b). *National strategy for the prevention and management of alcohol and drug use amongst learners in schools*. Pretoria, South Africa: Government Printers.

Department Of Basic Education (2014). *Policy on Screening, Identification, and Support*. Pretoria: Government Printer

Department of Basic Education (2016). *Programmes supporting the turnaround strategy to address learner pregnancy*. Together moving South Africa forward through quality education and skills development. Kwazulu-Natal Province: Pietermaritzburg

Department of Correctional Services (2003). *“A Collective Social Responsibility” Report of the Proceedings of the 1st National Symposium of Correctional Services 2000*. DCS, Pretoria: SCO Publications.

Department of Correctional Services (2005). *White Paper on Corrections in South Africa* [online]. (Retrieved on 23 march 2017) from <http://www.dcs.gov.za>

Department of Correctional Services (2013) *Ex-Offenders Ask for a Second Chance*. Newsletter: Pretoria, South Africa: Government Printers.

Department of Correctional Services (2014) *Youth offenders debate how to mend their ways*. Newsletter: Pretoria, South Africa: Government Printers.

Department of Correctional Services (2018). *Correctional Services Annual Report 2017/2018*. Pretoria: Government printer

Department of Correctional Services, (2008).*The Judicial Inspectorate for Correctional Services. The Department of Correctional Service's Management and Information System (MIS)*. Pretoria, South Africa: Government Printers.

Department of Correctional Services, (2009). *The Judicial Inspectorate for Correctional Services. The Department of Correctional Service's Management and Information System (MIS)*. Pretoria: Government Printers.

Department of Correctional Services. (1998). *Correctional Services Act 111*. Pretoria. Government Printers.

Department of Correctional Services. (2015). *Minister Michael Masutha: Media statement on Correctional Services Dept budget vote 2015/16*. Pretoria, South Africa: Government Printers.

Department of Correctional Services. (2017). *Department of correctional services annual report for 2016/17*. Pretoria, South Africa: Government Printers. Available from <http://nationagovernment.co.za/departments/176/2017-department:-correctional-services-annual-report.pdf>. Retrieved on 19 November 2018.

Department of Education (2001). *Education White Paper 6: special needs education, building an inclusive education and training system*. Pretoria: ELSEN Directorate, Department of Education.

Department of Education (2003).*National Curriculum Statement Grades 10-12 (General) - Life Orientation*. Pretoria: Government Printers.

- Department Of Education (DoE). (2001). *Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System*. Pretoria: Government Printer
- Department of Education and Training (2018). Student support services handbook: State of Victoria.
- Desforges, C, & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: a literature review*. United Kingdom: Queen's Printers
- Dhillion, J. (2015). What do we mean by student support? Staff and students' perspectives on the provision and effectiveness of support for students. *Article Source, Learning and Teaching Projects*. Retrieved 16 May 2019: <https://www.researchgate.net/publication/32116261>
- Diez J., Gatt, S. & Racionero, S. (2011). Placing Immigrant and Minority Family and Community Members at the School Centre: *The Role of Community Participation. Europe Journal of Education*. 46(2) 184-196.
- Dissel, A. (1996). *South Africa's correctional centre conditions: The inmates talk*. In imbizo, (2). Retrieved 21 March 2018 from: <http://www.csvr.org.za/index.php/publications/1364/-south-africas-prison-conditions-inmates-talk.html>.
- Dlamini, F. (2014). *A preliminary Assessment of the Implementation of the Rehabilitation Programme for Offenders in Boksburg Management Area*. Unpublished Master's thesis. Stellenbosch University, Cape Town
- Dollette, M., Steese, S., Phillips, W., Hossfeld, E., Matthews, G. & Taormina, G., (2006). Understanding girls'circle as an intervention on perceived social support, body image, self-efficacy, locus of control, and self-esteem. *Adolescence*, 41(161).

- Donald, D., Lazarus, S. & Lolwana, P. (2010). *Educational Psychology in Social Context (4thed)*. Cape Town: Oxford University Press.
- Doob, A. N. & Carla C. (2004). *Responding To Youth Crime in Canada*. Toronto: University of Toronto Press.
- Downes, P. (2011). *Multi/ Interdisciplinary Teams For Early School Leaving Prevention: Developing A Europe Strategy Informed by International Evidence and Research*. Neset Research Paper.
- Du Plessis, J. (2017) *Optimising Rehabilitation and Unit Management in the Department of Correctional Services in the Bethal Area: A Social Work Perspective*. Unpublished PhD Thesis. University of Pretoria, South Africa.
- Dunn, HL (1961). *High level wellness*. Oxford, England: RW Beaty.
- Durlak, J. (2000). Health promotion as a strategy in primary prevention. In D. Cicchetti, J. Rappaport, I. Sandler, & R. Weissberg (Eds.), *The promotion of wellness in children and adolescents* (221–241). Washington, DC: Child Welfare League Association Press.
- Dzulkifli M. A. Yasin Md A. S. (2010). The Relationship between Social Support and Psychological Problems among Students. *International Journal of Business and Social Science* 1(3), 110-116.
- Edries, N. (2009). *Employee Wellness Programme In Clothing/Textile Manufacturing Companies: What Are The Effects?* Unpublished Master's thesis. Cape Town, University of Cape Town.
- Edwards-Willey, T. & Chivers N. (2005). Inmates Student's Ability to Succeed. *The Journal of Correctional Education*, 56, 65-74. Retrieved from <http://www.ceanational.org/Journal/>
- Einat, T. (2005). "Soldiers", "Sausages" and "Deep Sea Driving." Language, culture, and Coping in Israeli Prisons: Canada.

- Erismann, W & Contardo, J.B. (2005). *Learning to Reduce Recidivism: A 50-state Analysis of Postsecondary Correctional Education Policy*. Washington, DC: The Institute for Higher Education Policy. Retrieved 20 May 2018 from: <http://www.ihep.org/assets/files/publications/g-LearningReduceRecidivism.pdf>.
- Eskin M. (2003). Self - reported assertiveness in Swedish and Turkish adolescents: A cross-cultural comparison. *Scandinavian Journal of Psychology*, 44 (2003) 7-12.
- Etieyibo, E. (2014). Postmodern Thinking and African Philosophy. *Filosofia Theoretica: A Journal of African Philosophy, Culture and Religions*, 3(1), 67-82.
- European Forum on the Rights of the Child, 8th. (2013). *The Role of Child Protection Systems in Protecting Children from Bullying and Cyber-bullying*. Brussels.
- Eurydice & Cedefop/ European Commission/EACEA (2014). Tackling Early Leaving From Education and Training in Europe: Strategies, Policies and Measures. Eurydice and Cedefop Report. Luxembourg: Publications Office of the Europe Union.
- Fabelo, T. (2002). The impact of correctional centre Education on Community Reintegration of Inmates. *The Texas Case*. 53 (3) 182-190: Texas
- Fakude, A.S. (2012). *Exploring the Management of Offenders' Education for Optimum Rehabilitation: A Case of a Correctional Centre in Gauteng*. Unpublished master's dissertation, University of South Africa.
- Farrington, D.P. & Ttofi, M. (2010). *School-Based Programs to Reduce Bullying and Victimization: A Systematic Review*. The Campbell Collaboration.
- Farrington, D.P. & Welsh, B.C. (2007). *Saving Children from a Life of Crime: Early Risk Factors and Effective Interventions*. Oxford: Oxford University Press.

- Ferguson, R. & Roux, C. (2003). Teacher participation in facilitating beliefs and values in life orientation programmes: Reflections on a research project. *South African Journal of Education*, 23(4), 272-275.
- Fleche, R. (2015). *Successful Educational Action for Inclusion and Social Cohesion in Europe*. New York: Springer Publishing Company.
- Foster, D. A. (2006). *Validation of individual consciousness in strong artificial intelligence: An African theological contribution*. Unpublished Doctoral dissertation, University of South Africa.
- Francis, T. N. (2010). *The Effect of Education Programs on Juvenile Offender Recidivism in Michigan*. Unpublished MA. Dissertation: Northern Michigan University.
- Frantz M. J. (2017). *Offender Reintegration: A Challenge to the Uniting Reformed Church in SA, Porterville, In Its Ministry Of Reconciliation, Restoration and Healing To the Released Offender in the Local Community*. Unpublished M thesis University of Stellenbosch Cape Town.
- Frederickson, B. L. (2009). *Positivity: Groundbreaking research reveals how to embrace the hidden strength of positive emotions, overcome negativity, and thrive*. New York: Crown Archetype.
- Friedlander, L.J., Reid, G.J., Shupak, N. & Cribbie, R. (2007). Social Support, Self-Esteem, and Stress as Predictors of Adjustment to University among First-Year Undergraduates. *Journal of College Student Development*, 48 (3), 259-275.
- Garcia, D. (2013). *An Evaluation of the Correctional Centre Education Project at the California Institution for Women*. Pomona: California State Polytechnic University.
- Gasiewski, J.A., Eagan, M.K., Garcia, G.A., Hurtado, S. & Chang, M.J. (2012). From Gate keeping to engagement: A multi-contextual mixed method study of

- student academic engagement in introductory STEM course. *Research in Higher Education*, 5(3) 229-261. Retrieved from Doi: 0.1007/s11162-011-9247-y on 28 January 2018.
- Gates, G. & Wolverton, M. (2007). *Emerging Thought and Research On Student, Teacher And Administrator Stress And Coping*. Information Age Publishing Incorporated CT. Retrieved from <http://www.RISEnetwork.org>. on 28 January 2018
- Glaser, B. & Strauss, A. (1997). *The discovery of grounded theory strategies for qualitative research*. New York: Aldine Publishing Company
- Glaze, L. E. & Kaeble, D. (2014). *Statistics of juveniles in prisons. Correctional Populations in the United States*, (NCJ 248479). Published: Bureau of Justice Statistics (BJS). United States.
- Gold, J.M. (2010). *Counselling and Spirituality: Integrating Spiritual and Clinical Orientations*. Upper Saddle River, New Jersey: Merrill.
- Goodsell, C.T. (1993), 'Reinvent Government or Rediscover it?' (Review of Osborne and Gaebler's Reinventing Government) *Public Administration Review*, 53(1),85-7.
- Graham, S., Furr, S. Flowers, C. & Burke M.T. (2001). Research and Theory: Religion and Spirituality in Coping with Stress. *Counselling and Values*, 4(6), 2-13.
- Gresham, F.M., Hunter K.K., Corwin, E.P., & Fischer A.J. (2013). Screening, Assessment Treatment and Outcomes Evaluation of Behavioural Difficulties in an RTI Model. *Exceptionality: A Special Education Journal*, 21(1),19-33.
- Guba, E. G. & Lincoln, Y.S. (1989). *Fourth Generation Evaluation* Newbury Park, CA: Sage Publications.
- Guba, G.E. & Lincoln, Y.S. (1988). *Effective Evaluation*. San Francisco: Jossey-Bass Publishers.

- Gurung, R.A.R (2006). *Health Psychology: A Cultural Approach*. Belmont CA: Thomson Wadsworth.
- Gyekye, K. (1997). Tradition and modernity. Philosophical reflections on the African experiences. Oxford university press: New York.
- Gyekye, K. (2002). Person and community in African thought. In P. Coetzee, & A. Roux, *Philosophy from Africa* (2nd ed.). Oxford: Oxford University Press.
- Hales, D. (2005). *An Invitation To Health, "An Invitation To Health For The Twenty-First Century"*. (11th edn.). Belmont, CA: Thomson & Wadsworth.
- Hall, R. (2006). *Voices Behind Bars: Correctional Education from the Perspective of the Prisoner Student*. Master's Thesis. New Orleans, LA: University Of New Orleans.
- Halvorson, A., (2010). Understanding the military: The institution, the culture, and the people. *Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment Partners for Recovery Initiative*.
- Harden, R.M. & Crosby J.R. (2000). The good teacher is more than a lecturer – the twelve roles of the teacher: AMEE Education Guide No 20: *Medical Teacher*, 22(4): 334-347.
- Hatch, R.L., Burg, M.A., Naberhaus, D.S. & Hellmich, L.K., (1998). The spiritual involvement and beliefs scale. *Journal of Family Practice*, 46(6), 476-486.
- Hatfield, T. & Hatfield, S.R., (1992). As if your life depended on it: Promoting cognitive development to promote wellness. *Journal of Counseling & Development*, 71(2), 164-167.
- Hawk, D. (2012). *The Lives and Voices of "Those who are sent to the Mountains"*. (2nd ed). Committee for Human Rights in North Korea. ISBN 0615623670. North Korea.

- Hayes, F.J. (2009). *Prison Education And Training In Europe- A Review And Commentary Of Existing Literature, Analysis And Evaluation*. Europe: Directorate General And Culture, European Commission.
- Heimer, R.Catania, H. Newman, R.G., Zambrano, J., Brunet, A. & Ortiz, A.M. (2006). Methadone Maintenance in Prison: Evaluation of a Pilot Program in Puerto Rico. *Drug and Alcohol Dependence*, 83: 122-129.
- Henning, E., Van Rensburg, W., & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik Publishers.
- Hermon, D.A. and Hazler, R.J., (1999). Adherence to a wellness model and perceptions of psychological well-being. *Journal of Counseling & Development*, 77(3), 339-343.
- Hesse-Biber, S. (2010). *Analysing Qualitative Data: With or without software*. Boston College: Chestnut Hill.
- Hettler, B. (1977). *Six Dimension Model*. Stevens Point, WI: National Wellness Institute.
- Hettler, B. (1980). Wellness promotion on university campus. Family and community health. *Journal of Health Promotion and Maintenance*, 3(1), 77-95. Retrieved 05 June 2017 from: <http://www.hettler.com>.
- Hettler, B., (1984). Wellness: encouraging a lifetime pursuit of excellence. *Health values*, 8(4), 13-17.
- Higgins, K. (2013). *Reflecting on the MDGs and Making Sense of the Post-2015 Development Agenda*. Research Report. The North-South Institute (NSI): Canada.
- Hinton, S. (2015). *The connection Between Ubuntu Indigenous Philosophy and the Gacaca Traditional Judicial Process in Rwanda*. Eastern Kentucky University:

Richmond, USA. *US-China Education Review B*, 5(1) 392-397
doi:10.17265/2161-6248/2015.06.005

- Hodges, S. (2002). Mental Health, Depression and Dimensions of Spiritual and Religion. *Journal of Adult Development*, 9 (2) 109-115.
- Hollingsworth, M. A. (2009). *Wellness and academic performance of elementary students*. Paper based on a program presented at the American Counselling Association Annual Conference and Exposition: Charlotte, NC.
- Holtzhuasen, L. & Makhabela, P. (2000). *Discussion document on the social work policy development process of the Department of Correctional Services*. Pretoria: Department of Correctional Services. Retrieved 21 April 2018 from http://odin.dep.no/kd/english/doc/white_paper/045051-040003/dokbn.html
- Hurry, J.; Rogers, L.; Simonot, M & Wilson, A. (2012). *Inside Education: The Aspirations and Realities of correctional centre education for under 25s in the London area*. A report for Sir John Cass's Foundation. Centre for Education in the Criminal Justice System Institute of Education: University of London.
- Irish Advocacy Network. (2008). *Current Education and Training Provision in Irish Prisons*. In European Resettlement Training & Education for Prisoners (ESTep). Project Number: 133925-LLP-1-2007-1-UK-GRUNDTVIG-GMP. Ireland: Irish Advocacy Network.
- Isaksson, G., Lexell, J. Skar, L. (2007). Social Support Provides Motivation And Ability To Participate In Occupation. *Occupational Therapy Journal of Research: Occupation, Participation And Health*, 27(1):23-30.
- Jeynes, W.H., 2005. Effects of parental involvement and family structure on the academic achievement of adolescents. *Marriage & Family Review*, 37(3), 99-116.

- Johnson, L.R., (2015). *Offenders' perceptions of correctional education programmes in the correctional facilities of Tshwane*. Unpublished D.Ed. Thesis, University South Africa, Pretoria.
- Jones, G.A. (2014). *Articulating a Vision: A Case Study of Democracy, Education and Prisoner Rehabilitation in a Day Reporting Centre*. Electronic Theses, Projects And Dissertations Paper 63.
- Judd, T. & Bruce, K. (2011). *Student learning outcomes assessment at the program and institutional levels: Handbook on measurement, assessment, and evaluation in higher education*. Routledge printers. Retrieved on 29 april 2018 from <https://www.routledgehandbooks.com/doi/10.4324/9780203142189.ch3>
- Judicial Inspectorate for Correctional Services. (2018). *Annual Report 2017/2018 Financial Year*. Pretoria: Government Printers.
- Judicial Inspectorate of Prisons (2003/2003). *Annual Report (Prisoners and Prisons)*. Pretoria: Government Printers.
- Jurich, J.D.S. & Estes, S. (2001). *Raising Minority Academic Achievement: A Compendium of Education Programs and Practices*. Washington, DC: American Youth Policy Forum.
- Justice and Correctional Services, (2011). *Pocket Guide to South Africa 2010/11*. Pretoria: SCO Publications.
- Kathryn M. C. (1989). *Rehabilitation Theory*. 831 *Misretta v. U.S.* No.87-7028. 488 US 361.
- Keevy, I. (2008). *African Philosophical Values and Constitutionalism: A Feminist Perspective on Ubuntu as a Constitutional Value*. Doctoral dissertation. Bloemfontein: University of the Free State.

- Kennelly, L. & Monrad, M. (2007). *Approach to dropout prevention: Heeding early warning signs with appropriate interventions*. National high school centre, American institutes for research.
- Khoza, S., (2006). Extrapolating from South Africa's jurisprudence on the right of access to adequate housing, health care and social assistance. *Borghi M en Blommestein LP (reds) The Right to Adequate Food and Access to Justice (Schulthess Geneva 2006)*, 151-178.
- Kobau, R., Safran, M.A., Zack, M.M., Moriarty, D.G. and Chapman, D., (2004). Sad, blue, or depressed days, health behaviors and health-related quality of life, Behavioral Risk Factor Surveillance System, 1995–2000. *Health and Quality of Life Outcomes*, 2(1) 40.
- Konyana E. G. (2013). Hunhu/ Ubuntu Philosophy incompatible with Business Ethics? Reflections on business viability in rural Shona communities in Zimbabwe. *Journal of Humanities and Social Science (IOSR-JHSS)*, 10 (2)67-71 accessed www.iosrjournals.org
- Korobkin, D. (1989). *Humor in the Classroom*. *College Teaching*, 36, (4), 1989, 154-58.
- Kunkle, A.C. (2016) *Effective educational leadership support structures and their implications on second-order change*. PhD thesis, University of Carson-Newman: New Canada.
- Lakey, B. & Cohen, S., (2000). Social support and theory. *Social support measurement and intervention: A guide for health and social scientists*, 29.
- Langelid, T., Mäki, M., Raundrup, K., Svensson, S. (Eds.) (2009) *Nordic Correctional Centre Education: A Lifelong Learning Perspective*. Retrieved 27 July 2013 from <http://www.norden.org/is/utgafa/utgefid-efni/2009-536>.

- Leafgren, F. (1990). Men on a journey. In D. Moore & F. Leafgren (Eds.), *Problem solving strategies and interventions for men in conflict* (pp. 3-10). Alexandria, VA, England: American Association for Counseling.
- Lewis, J. (2006). Correctional Education: Why It Is Only "Promising." *Journal of Correctional Education*, 57(4), 286-296. Retrieved on 26 April 2017, from <http://www.ceanational.org/Journal/EBSCOhost>
- Lincoln, Y. S. & Guba, E. G. (2005). Paradigms and perspectives in contention. In N. Denzin and Y. Lincoln (eds.), *Handbook of Qualitative Research* (3rd ed., pp. 183- 190). Thousand Oaks, CA: Sage.
- Lobuglio, S. (2009). *Exploring the Role of Education during Incarceration and Re-Entry*. Department Of Correction and Rehabilitation of Pre-Release and Re-entry Services: Montgomery County, Maryland.
- Loesch, c., Aarts, H., Payne B.K., Jefferis, V.E. (2008). The Influence of Social Groups on Goal Contagion. *Journal of Experimental Social Psychology*, 44(6): 1555-1558.
- Louw, D.J. (2002). A practical theological ecclesiology of relocalisation and globalisation from below: towards a viable African Renaissance. *Journal of theology for Southern Africa*, 11(2), 69-87.
- Lyn, T., Kirsten A., Fergus, M, Katie O. & Richard, S. (2012) Learning, Rehabilitation And The Arts In Prisons: A Scottish Case. *Studies in the Education of Adults*, 44 (2), 171-185.
- M. Eskin (2003). Self - reported assertiveness in Swedish and Turkish adolescents: A cross-cultural comparison. *Scandinavian Journal of Psychology*, 44 (2003) 7-12.
- Magano, M. D. (2015). Empowering Educators Who Work with Juveniles in Correctional Centres: A Wellness Perspective. *Kamla-Raj J Psychology*, 6(1), 49-56.

- Magano, M.D. & Ramnarain, U. (2015). *Including the Excluded: Educating the Vulnerable in the 21st Century*. Cape Town: Pearson publishers.
- Magano, M.D. (2011). The New Kind of a Teacher, to Handle the New Subject-Life Orientation, in a Township High School in South Africa. *J SocSci*, 28(2), 119-127.
- Magano, M.D. (2016). Research Report: The Academic Wellness and Educational Success of Juvenile Offender Learners in a Gauteng School. *Education Research for Social Change (ERSC)*, 5(1), 148-152.
- Makhalemele, T. & Nel M. (2016). Challenges experienced by district –based support teams in the execution of their functions in a specific South African province. *International Journal of Inclusive Education*. 20(2), 168-184. DOI: 10.1080/13603116.2015.1079270
- Makhurane, F. (2014). *Inclusion as a Strategy for Promoting Social Wellness of Juveniles Gauteng Correctional Centre*. Unpublished MEd Dissertation. Pretoria: University of South Africa.
- Makorios, M. & Travis, L.F. (2010). From the classroom to the community. *Criminal Justice and Behaviour*, 37(12), 1377-1391.
- Mallad, F.J. (2007). *La Ausencia a Clase*. University of Antonio: Nebrija.
- Mandela, N. (1994). *A long walk to freedom*. Boston, Little Brown.
- Manganye, P.M. (2016). *Perceptions of offenders and correctional officials on the rehabilitation programmes in maximum correctional centres*. Unpublished thesis, North West University: Mafikeng.
- Mangena, F. (2016). African Ethics through Ubuntu: A Postmodern Exposition. *The Journal of Pan African Studies*, 9(2)

- Manzini T.L.B. (2015). *The Experiences of Teachers in Addressing the Academic Wellness of Juvenile Offender Learners*. Unpublished MEd thesis. Pretoria: University of South Africa.
- Marphatia, A.A., Edge, K., Legault, E., & Archer, D. (2010). *Politics of participation: Parental support for children's learning and school governance in Burundi, Malawi, Senegal and Uganda*. Retrieved on 2018 February 19 from http://www.actionaid.org/sites/files/actionaid/ilops_parents_final.pdf
- Martinez, J.S., Smith, T.B. & Barlow, S.H. (2007). Spiritual intervention in psychotherapy: Evaluation by highly religious clients. *Journal of Clinical Psychology*, 63, 943-960
- Maseko, T.W. (2014). *Prison inmates' socio-economic rights in South Africa*. Unpublished Doctoral dissertation. Pretoria: University of South Africa.
- Mashau, S., Steyn, E., Van der Walt, J. & Wolhuter, C. (2008). Support services perceived necessary for learner relationships by Limpopo educators. *South African Journal of Education*, 2(8), 415-430. Available at <http://www.scielo.org.za/pdf/saje/v28n3/a09v28n3.pdf>. Accessed 9 April 2019.
- Matshaba, T.D. (2017). Youth offenders' perceptions on the component of unit management approach: A case study of youth development centre in South Africa. *Acta Criminological*, 39(4), 45-73
- Maxwell, J. A. (1992). Understanding and Validity in Qualitative Research. *Harvard Educational Review*; Fall 1992; 62, 3; Research Library Core pp. 279
- Mbigi, L. (1997). *Ubuntu: The African Dream in Management*. Randburg (South Africa): Knowledge Resources.
- Mbiti, J.S. (1969). *African religions and philosophy*. London: Heinemann.
- Mbiti, J.S. (1992). *African Religions and Philosophy*. London: Heineman.

- McAllister, P. (2009). *Ubuntu – B beyond Belief in Southern Africa* sites: new series– article –6 (1).
- McCann, Jr. C.R. (2002). “F.A. Hayek: The Liberal as Communitarian.” *The Review of Austrian Economics*, 15(1), 5–34.
- McConnell, K.M, Pargament, K.L., Ellison, C.G. & Flannelly, K.J. (2006). Examining the Lines between Spiritual Struggles and Symptoms of Psychopathology In A National Sample. *Journal of Clinical Psychology*, 62:12, 1469-1484.
- Mckean, L. & Ransford C. (2004). *Current strategies for reducing recidivism. Center for impact research centre for impact research*. 926N. Wolcott Chicago, Illinois 60622 773.342.0630. <http://www.impactresearch.org>
- McLeslkey, J., Waldron, N.L. & Reddy, L. (2014). A case study of a highly effective inclusive elementary school. *The journal of special education*, 48(1)59-70.
- McMillan, J.H. & Schumacher, S. (2006). *Research in Education, Evidence Based Inquiry*, 6th ed. Cape Town: Pearson.
- McWilliams, W. & Pease, K. (1990). Probation practice and an end to punishment. *Howard Journal*, 29, 14-24.
- McWilliams, W. & Pease, K. (1995). Probation practice and an end to punishment. *Howard Journal of Criminal Justice*, 22(3), 14-24.
- Merriam, S.B. (2002). *Case Study Research in Education. A Qualitative Approach*. San Francisco: Jossey-Bass Publishers.
- Merriam, S.B. (2009). *Qualitative Research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Mertens, D. M. (2005). *Research evaluation in education and psychology. Integrating diversity with quantitative, qualitative methods*. (24th Ed.). London: Sage.

- Metz, T. (2007). The Motivation for "Toward an African Moral Theory." *South African Journal of Philosophy*, 331-335.
- Miczo, N. (2004). Stressors And Social Support Perceptions Predict Illness Attitudes and Care- seeking Intentions: *Re-Examination the Sick Role. Health Communication*; 16(3): 347-361.
- Mofuoa, K. (2012). On Liberal Individualism, Communitarianism and Ubuntu Society In South Africa. *International Journal of Sudan Research*, 2 (2).
- Moore, C.A. & Mokhele M.L (2017). Learning behind bars: the experiences of undergraduate students in South African prison. *Journal of Social Science and Humanities*. Special issue 2: 001-11, ISSN: 1823-884x
- Moshoeu, G.N. (2010). *Harm Reduction in State Prisons*. Unpublished Doctoral dissertation. Pretoria: University Of South Africa
- Mothlabi, M. (2008). *African Theology/Black Theology in South Africa*. Looking Back, Moving On Pretoria: Unisa Press.
- Mouton, J. & Babbie, E. (2007). *The practice of social research*. Cape Town: Oxford University Press.
- Mucina, D. D. (2011). *Ubuntu: A Regenerative Philosophy for Rupturing Racist Colonial Stories of Dispossession*. Doctoral thesis, Toronto: University of Toronto.
- Mugumbate, J. & Nyanguru, A. (2013). EXPLORING AFRICAN PHILOSOPHY: THE VALUE OF UBUNTU IN SOCIAL WORK. *African Journal of Social Work*, 3(1), 31
- Mulaudzi, F.M. (2014). *Nursing Leadership within the African Philosophy of Ubuntu*. Unpublished PhD thesis. Pretoria: University of Pretoria.

- Muntingh, L. & Ballard, C. (2012) *Children in Correctional Centre in South Africa. Report on Children in Correctional Centre in South Africa*. University of the Western Cape, South Africa.
- Muzvidziwa, I. & Muzvidziwa, V.N (2012). Hunhu (Ubuntu) and School Discipline In Africa. *Journal of Dharma, Being Human: Explorations*, 37(1), 27-42.
- Myers, M. D. (2009). *Qualitative Research in Business & Management*. London: Sage Publication.
- National Offender Population Profile (DCS) (2013). *Annual Report for the Correctional Services for 2012/2013*. Pretoria: Government Printers.
- Naude, B.(2006). An International perspective of restorative justice practices and research outcomes. *Journal of Juridical Science*. 31(1), 101-120
- Nayyar, D. (2012). *The MDGs after 2015: Some reflections on the possibilities*. UN System Task Team on the Post-2015 UN Development Agenda: New York.
- Ndhlovu J. (2007). *Transforming Theology Consultation in South Korea*. Transforming Theology and Life giving Civilization-An African perspective of Ubuntu.
- Neal, P. (1990). "Justice as fairness," *Political Theory* 18, 24-50. News24, 2009
- Nel, N.M., Tlale, L.D.N., Engelbrecht, P. & Nel, M. (2016). Teachers perceptions of education support structures in the implementation of inclusive education in south Africa". *Koers – Bulletin for Christian Scholarship*, 81(3). Available at <http://doi.org/10.29208/KOERS.81.3.2249>.
- Ngobeni, S. C. (2015). *Intervention strategies for improving vocational rehabilitation programme for young adult offenders: case study*. Master's thesis, University of Limpopo. Polokwane
- Ngozwana, N. (2017). Adult offenders' perceptions of rehabilitation programmes. *Australian Journal of Adult Learning*, (57)2, 218-241

- Norwegian Ministry of Education and Research (2005). Education and Training in the Correctional Services- "Another Spring". *Short Version of Report No. 27 to the Norwegian Parliament (2004–2005)*.
- Nouwen, W., Clycq, N., Braspenningx, M. and Timmerman, C. (2016). *Cross-Case Analysis of School Based Prevention and Intervention Measures, Project Paper 6*, RESI.eu Project, Centre for Migration and Intercultural Studies, University Of Antwerp.
- Ntseane G. (2011). Culturally sensitive transformational learning: incorporation the Africentric paradigm and African feminism. *Adult Education Quarterly*, 61(4): 30-323.
- Nussbaum, B. (2003). African Culture and Ubuntu: Reflections of a South African in America. *World Business Academy: Perspectives*, 17, 1.
- Oelofsen, R. (2013). *Afro-Communitarianism and the Nature of Reconciliation*. Doctoral dissertation Grahamstown: Rhodes University
- Onwuegbuzie, A. J. & Leech, N. L. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12(2), 238-254. Retrieved 29 June 2014 Available: <http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf>.
- Osher, D., Sidana, A., & Kelly, P. (2008). *Improving Conditions for Learning for Youth Who Are Neglected or Delinquent*. Washington, DC: National Evaluation and Technical Assistance Centre for Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC).
- Owens Jr., C.D. (2009). Social Symbols, Stigma, and the Labour Market Experiences Of Former Prisoners. *Journal of Correctional Education*, 60(4), 316-342. Retrieved from EBSCOhost.
- Pargament, K.I., (1999). The psychology of religion and spirituality? Yes and no. *The International Journal for the Psychology of Religion*, 9(1) 3-16.

- Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park: Sage Publications.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. (3rd ed.). Thousand Oaks, CA: Sage.
- Pease, K. (1990). Inclusive at work: how to build inclusive non-profit organisations. *The Denver Foundation*. Retrieved from <http://www.denverfoundation.org/psge30592.cfm>. retrieved on 9 March 2018.
- Peck, H. L., Kehle, T. J., Bray, M. A., & Theodore, L. A. (2005). *Yoga as an Intervention for Children with Attention Problems*. *School Psychology Review*, 34(3), 415-424.
- Pelisser, B. & Jones, N. (2006). Differences in Motivation, Coping Style, and Self-Efficacy Among Incarcerated Male And Female Drug Users. *Journal of Substance Abuse Treatment*, 30, 113-120.
- Pelisser, B. (2004). Gender Differences in Substance Use Treatment Entry and Retention among Prisoners with Substance Use Histories. *American Journal of Public Health*, 94, 1418-1424.
- Pickard, K. (2012). *Back to school for SA prisoners 2013 as basic education behind bars become compulsory*. The Big Issue Newsroom: South Africa, Cape Town.
- Polit, D. F. & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice* (9th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.
- Polit, D.F. & Beck, C.T. (2006). *Essentials of nursing research: methods, appraisals, and utilisation*. (6th ed.) Philadelphia: JB Lippincott, Williams & Wilkins.

- Ponterotto, J.G (2005). Research in counselling psychology: A primer on research paradigms and philosophy of science. *Journal of counselling psychology*, 52(2), 126-136.
- Pottas, L., 2005. Inclusive education in South Africa: The teacher of the child with a hearing loss. *University of Pretoria*.
- Prinsloo, E. (2007). Implementation of Life Orientation programmes in the new curriculum in South African schools: Perceptions of principals and life orientation teachers. *South African Journal of Education*, 27(1): 155-170.
- Rakoma, J.R.D. (1975). *Marema-ka-dika tsa Sesotho sa Lebowa*. Pretoria: J.L. Van Schaik LTD.
- Ramathate, D. (2013). Botho/Ubuntu: the heart of African ethics. *University of South Africa scriptura* 112 (1), 1-10. Retrieved on 24 February 2018, from, <http://scriptura.journals.ac.za>
- Ramose, M. (1999). *African Ubuntu philosophy through Ubuntu*. Harare: Mond Books.
- Rawls, J. (1971). *A theory of justice*. Cambridge, Massachusetts: Harvard University Press.
- Rees, T., & Freeman, P. (2009). Social Support Moderates The Relationships Between Stressors And Task Performance Through Self-Efficacy. *Journal of Social and Clinical Psychology*, 28(2): 244-263.
- Reifman, A. & Dunkel-Schetter, C., (1990). Stress, structural social support, and well-being in university students. *Journal of American College Health*, 38(6): 271-277.
- Republic Of South Africa (2005). *Draft Policy on Offender Sport, Recreation, Arts and Culture*. Pretoria: Department of Correctional Services.

- Richard, A. (2007). Africa and Writing. In Olaniyan, T. & Quayson, A. (Eds). *African literature: N anthology of criticism and theory*. Malden, MA; Oxford: Blackwell Publishers.
- Roach, M. (2009). Effective Use of Teaching Aids. *Internship Instructor CTE*, 4145.
- Rooth, E. (2005). An investigation of the status and practice of Life Orientation in South African Schools: Perceptions of principals and life orientation teachers. *South African Journal of Education*, 27(1), 155-170.
- Rosland, A., Kieffer, E. Israel, B., Cofield, M. Palmisano, G. Sinco, B. & Spencer, M., Heisler, M. (2008). The Association of Family Support and Professional Support with Specific Diabetes Self-Management Behaviours. *Journal of General Internal Medicine*, 23 (12): 1992-1999.
- Rossen, E, & Cowan, K.C (2012). *A framework for school-wide bullying prevention and safety [Brief]*. Bethesda, MD: National Association of School Psychologists.
- Rotman, E. (1990). *Beyond punishment: A new view on the rehabilitation of criminal offenders*. London: Greenwood Press.
- Rwelamila, P.D., Talukhaba, A.A., Ngowi, A.B. (1999). Tracing the African project failure syndrome: The significance of 'Ubuntu'. *Engineering, Construction and Architectural Management*, 6 (4).
- Samkange S. & Samkange, T. M. (1980). *Hunhuism or Ubuntuism: A Zimbabwean Indigenous Political Philosophy*. Salisbury: Graham Publishing Company.
- Sathiparsad, R. (2003). Addressing Barriers to Learning and Participation: Violence Prevention in Schools. *Perspectives in Education*, 21(3), 99-111.
- Sawatzky, R., Liu-Ambrose, T., Miller, W.C., & Marra, C.A. (2007). *Physical activity as a mediator of the impact of chronic conditions on quality of life in older adults*. *Health and Quality Outcomes* 5, 68-78.

- Schmallegger, F. & Smykla, J.O. (2009). *Corrections in the 21st Century*. Fourth edition, New York: MacGraw-Hill.
- Schmitz, R. (1994). Teaching students to manage their conflicts. *Social Work in Education*, 16, 125-128.
- Scurrah, M. (2010). Understanding the Barriers to Juvenile Offender Learning. *Directorate General for Education and Culture, European Commission: Job Number J30258318*
- Seiler, G., & Renshaw, K. (1978). Yoga for kids. *Elementary School Guidance and Counselling*, 12(4), 229-237.
- Seligman, M.E., (1998). Building human strength: Psychology's forgotten mission.
- Seo, D., Nehl, M.S., Ma S.M. (2007). Relations Between Physical Activity and Behavioural and Perceptual Correlates Among Midwestern College Students. *Journal of American College Health*, 56 (2), 187-197
- Shank, C. (2011). Teaching Adults in a correctional Facility, the West Virginia Adult Basic education (WVABE) Instructor Handbook. *West Virginia Department of Education, Regional Education Service Agency (RESA): West Virginia 25064-1711*.
- Sheldon, K.M. & Houser-Marko, L., (2001). Self-concordance, goal attainment, and the pursuit of happiness: Can there be an upward spiral? *Journal of Personality and Social Psychology*, 80(1), 152.
- Shermer, A. (2011). *The Relationship between Prison-Based Educational Programs and Recidivism*.
- Shutte, A. (2001). *Ubuntu: An Ethic for a New South Africa*. Pietermaritzburg: Cluster Publications.
- Skinner, E.A., & Pitzer, J.R, (2012). *Developmental Dynamics of Student Engagement, Coping and Everyday Resilience*' In Christenson, S.L., Reschly,

- A.L, Wylie, C. (Eds.) *Handbook of Research on Student Engagement*. New York:, Springer.
- Smith, R.A. (2010). Feeling supported: curricular learning communities for basic skills courses and students who speak English as a second language. *Community College Review*, 37(3): 261-284. Doi: 10.1177/0091552109356592
- Snacken, S. (2005). *Forms of Violence and Regimes in Prison: Report of Research in Belgian Prisons*. In Liebling, A. & Maruna, S. (eds) 2005. *The Effects of Imprisonment*. Toronto: Willan.
- South Africa Schools Act (1996). *South African Schools Act, No 84 of 1996*. Pretoria: Government Printers.
- SOUTH AFRICA SURVEY CRIME AND SECURITY (2011). *South African Institute of Race Relations South Africa Survey*. Available from: <http://www.uj.ac.za/sairrs/DCS.gov.za/html> Accessed on 28 September 2017.
- South African Government Information. (2013). *Implementation of the National Development Plan-Post SoNA media briefing*. By Minister Trevor Manuel and Collins Chabane,. (Online). Available <http://www.info.gov.za/speech>.
- Specht, J.A., King, G.A., Willoughby, C., Brown, E.G., & Smith, L. (2005). Issues and Insights: Spirituality: A coping mechanism in the lives of adults with congenital disabilities. *Counselling and Values*, 50, 51-62.
- Spycher, D.M., Shkodrian, G.M. & Lee, J.B. (2012). *The Other Pipeline from Prison to Diploma Community College and Correctional Education Programme*. Washington DC: College Board, Advocacy and Policy Center, JBL Associates, Inc.
- Steese, S., Dollette, M., Phillips, W., Hossfeld, E., Matthews, G. & Taormina, G., (2006). Understanding girls'circle as an intervention on perceived social

- support, body image, self-efficacy, locus of control, and self-esteem. *Adolescence*, 41(161).
- Steinberg, L, & Darling, N. (1994). The Broader Context of Social Influence in Adolescence. In Silbereisen, R.K. & Todt, E. (Eds.), *Adolescence in Context: The Interplay of Family, School, Peers, and Work in Adjustment*. New York: Springer-Verlag Inc.
- Stevens, G., Wyngaard, G., & van Niekerk, A. (2001). The safe schools model: An antidote to school violence? *Perspectives in Education*, 19(2), 145-158.
- Stevenson, J. (2002). *The Complete Idiot's guide to Philosophy*. 2nd ed. Indianapolis: Alpha.
- Stewart, J. (2009). *Classroom assistants: their impact In Scottish primary schools*. Published doctoral dissertation. University of Glasgow, Scotland
- Strasbourg (1990). *Legal Affairs Education In Education Centre: Report On Education In Correctional Centre And Explanatory Memorandum Adopted By The Committee Of Ministers Of The Council Of Europe Legal Affairs. Recommendation No. R (89) 12*
- Swanson, K. (2009). Faith and Moral Development: A Case Study of a Jail Faith-Based Correctional Education Program. *Journal of Correctional Education*, 60(4), 343-358. Retrieved from EBSCOhost.
- Sweet, M., & Pelton-Sweet, L.M. (2008). The Foundation of Team-Based Learning: Students Accountable To Students. *New Directions for Teaching and Learning*, 2008 (116): 29-40.
- Telles S, Narendran S, Raghuraj P, Nagarathna R, & HR., N. (1997). Comparison of Changes in Autonomic and Respiratory Parameters of Girls after Yoga and Games at A Community Home. *Perceptual and Motor Skills*, 84(1).

- Tinto V. & Pusser, B. (2006). *Moving from theory to action: Building a model of institutional action for student success*. USA: National Post-Secondary Education Cooperative. Available at http://nces.ed.gov/npec/pdf/Tinto_Pusser_Report.pdf. accessed 20 February 2018.
- Tolbert, M. (2012). *A Re-Entry Education Model: Support Education and Career Advancement for Low skills individuals in corrections*. California: MPR Associates. Retrieved 04 may 2018 from, <http://www.ed.gov/about/offices/list/ovae/pi/adiltEd/correctional-education.html#4>
- Tomas, V. (2017). The Perception of Absenteeism at school from view of the Teachers at Primary schools in Cabinda in Angola. *European Journal of Educational Science*, 4, (2) 10-19
- Travis, J.W., & Ryan, R.S. (2004). *Wellness workbook*. Berkeley: Ten Speed Press.
- Tutu, D. (2000). *No future without forgiveness: A Personal Overview of South Africa's Truth and Reconciliation Commission*. London: Rider Random House.
- Twomey, K. (2008). *The Right to Education in Juvenile Detention under State Constitutions*. 765. United Nations Educational Scientific and Cultural Organization (UNESCO). (2012). *Chair in Applied Research for Education in Prison*. CEGEP; Marie Victorian: Canada H1G 2J6.
- United Nations Educational, Scientific and Cultural Organisation UNESCO, (2000). *Education for all and children who are excluded*. Paris: UNESCO Institute for Statistics.
- United Nations Office for Project Services, UNOPS, (2016) *Annual report of the Executive Director*. New York [Online] Available

at:<https://www.unops.org/about/governance/executive-board/executive-board-documents>.

- United Nations Office on Drugs and Crime UNODC (2017). *World Drugs Report 2017*. Vienna: UNODC
- Vacca, J. S. (2004). Educated Juvenile offenders Are Less Likely to Return to Correctional centre. *The Journal of Correctional Education* 55 (4).
- Van der Walt J.L. (2003). How Citizens with Integrity Can Contribute to Social Justice in an Unequal Society. *J Soc Sci*, 28(2), 77-86.
- Van Deventer, K. J. (2009). Perspectives of teachers on the implementation of Life Orientation in Grades R–11 from selected Western Cape schools. *South African Journal of Education*, 29:127-145
- Van Praag, L. Nouwen, W., Van Caudenberg, R. Clycq, N. & Timmerman, C. (2016). *Cross-case Analysis of Measures in Alternative Learning Pathways*. Centre for Migration and Intercultural Studies, University of Antwerp.
- Visher, C., Debus-Sherrill, S. & Yahner, J. (2008). Employment after prison: A longitudinal study of former prisoners. *Justice Quarterly*, 28, 698-718.doi10.1080/07418825.2010.535553
- Wagner, C., Kawulich, B.B., & Garner, M. (2012). *Doing social research. A global context*. Glasgow: McGraw-Hill Education.
- Wallace, M. (2017). *Parent / Guardian Perspectives on Chronic Absenteeism and the Factors That Influence Decisions To Send Their Children to School*. Doctoral thesis. University of Pittsburgh
- Warburton, D. E. R., Nicol, C. W. N. & Bredin, S. S. D. (2006). Health benefits of physical activity: The evidence. *Canadian Medical Association Journal*, 174(6): 801-809.

- Weideman, M., Goga, S. & Lopez, D. (2007). *Learner absenteeism in the south African schooling system*. [on-line] retrieved 14 December 2018
- Wentzel, K.R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2): 202-209.
- Wheeler, A., & Wilkin, L. (2007). A study of the impact of yoga asana on perceived stress, heart rate and breathing rate. *International Journal of Yoga Therapy*, 17, 57-63.
- White S.W. & Kelly F.D. (2010). 'The school counsellor's role in school dropout prevention'. *Journal of Counselling & Development*, 88,227-235.
- Williams, D.L. & Chavkin, N.F. (1989). Essential elements of strong parent involvement programs. *Educational Leadership*, 47, 18-20
- Wiredu, K. (1980). *Philosophy and an Africa experience*. Oxford: Oxford University Press.
- Wiredu, K. (1998). 'Are there cultural universals?' In PH Coetzee and APJ Roux. *The African Philosophy Reader, (eds)*: NY & London: Routledge.
- Witmer, J.M., Sweeney, T.J. and Myers, J.E., (1998). *The wheel of wellness*. Greensboro, NC: Authors.
- World Health Organization. (2005). *Status Paper on Prisons, Drugs, and Harm Reduction*. Denmark: World Health Organization for Europe.
- Wright, R. (2005) Going to Teach In Correctional centre: Culture Shock. *The Journal of Correctional Education* 56 (1).
- Yasin, A.S. & Dzul kifli, M.A., (2010). The relationship between social support and psychological problems among students. *International Journal of Business and Social Science*, 1(3).

- Young, M. V, Phillips, R. S, & Nasir, N. S. (2010). Schooling in a youth Correctional centre. *The Journal of Correctional Education* 61(3).
- Youth Justice Board for England and Wales (2006). *Barriers to Engagement in Education, Training And Employment YJB*. (Retrieved on 14 April 2018 from <http://www.yjb.gov.uk>).
- Zarenda, H. (2013). *South Africa's National Development Plan and its implications for regional development*. Stellenbosch: tralac.
- Zenzile, E. (2008). *Juvenile Delinquency among Secondary School Pupils In The Mthatha District Of Education*. (M thesis), University Of Zululand: South Africa.
- Zigler, E & Valentine, J. (Eds). (1975). *Project Heard start: a legacy of the war on poverty*. New York: Free Press A Division Of Macmillan Publishing Co.

**APPENDIX A: LETTER REQUESTING PERMISSION FROM THE
DEPARTMENT OF CORRECTIONAL SERVICES**

P.O. BOX 2135

HAZYVIEW

1242

19 MARCH 2017

THE NATIONAL COMMISSIONER'S OFFICE

DEPARTMENT OF CORRECTIONAL SERVICES

Private Bag x 136

Pretoria

0001

Request for permission to conduct research at the Correctional centre schools

TITLE OF STUDY: THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN
CORRECTIONAL CENTRES: A WELLNESS PERSPECTIVE

Dear Sir/Madam

I Manzini Theresa LB am doing research under supervision of Magano M.D, a Professor in the Department of Psychology of Education, towards a PHD in Education degree, at the University of South Africa. No funds secured from any funding body for this research. I am inviting seven correctional centre schools to participate in the study entitled **THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE.**

The aim of the study is to explore the formulation and improvement of an appropriate wellness framework that can be integrated into the rehabilitation programmes in correctional schools, to enhance the support of juvenile offender learners.

The research will be suitable to be conducted in the correctional centre sites within educational schooling facilities for juvenile offender learners. The necessary information

for this research project can be obtained through observation, audio-recorded interviews with the teachers and completion of open-ended questionnaires with the juvenile offender learners. Therefore, I kindly request your permission to allow 14 teachers of which two (2) shall be from each correctional centre school and 21 juvenile offender learners of which three (3) shall be from each correctional centre school, who shall participate in the research study that will not take more than 45 minutes of their time.

The findings and recommendations of the study will benefit the rehabilitation programmes currently in place to enhance the support of wellness for juvenile offender learners in correctional centre schools and reduce recidivism. The ethical considerations are one of the most important factors that the researcher will assure to all participants when conducting this research, namely informed consent, privacy, voluntary participation, anonymity and confidentiality will be highly observed. The names of the correctional centre schools and the participants will remain anonymous and all data collected will be confidential to the researcher and the university. All participants will be given verbal and written information about the research in advance of data collection. They will be advised of their rights to withdraw or refuse to participate in the research at any stage. Signed consent forms will be collected before commencement of interviews and completion of questionnaires. No harm or risk is expected to befall any or all that participate in this research. However, in case of emotional discomfort, I will invite the assistance of a preferred correctional centre social worker, psychologist and correctional officer. Participation is voluntary, there are no costs involved and there will be no reimbursement or any incentives for participating in the research. I will analyse all data with the input of the supervisor. Feedback procedure will entail the researcher sending the findings to you for dissemination to participants as per your departmental procedure and protocol.

Yours sincerely

MANZINI T.L.B

Signature _____ Date _____

DOCTORAL STUDENT

Supervisor: Professor Magano M.D. Signature _____ Date: _____

Department of Psychology of Education, UNISA on 0124294115 or email maganmd@unisa.ac.za

APPENDIX B: PERMISSION LETTERS TO CORRECTIONAL SCHOOL PRINCIPALS



P.O. BOX 2135

HAZYVIEW

1242

Dear Principal

Request for permission to conduct research at your school: Correctional centre schools

THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE

Dear Principal

I, Manzini Theresa LB, am doing research under supervision of Magano M.D, a Professor in the Department of Psychology of Education, towards a PHD in Education degree, at the University of South Africa. I have no funding from any funding body for this research. I am inviting you to participate in a study entitled **THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE**.

The aim of the study is to explore how to formulate and improve an appropriate wellness framework that can be integrated into the rehabilitation programmes in correctional schools, to enhance the support of juvenile offender learners.

Your correctional centre school is selected because is relevant for the current research as it has juvenile offender learners and teachers.

The necessary information for this research project can be obtained using observation, audio-recorded interviews with the teachers and completion of open-ended questionnaire with juvenile offender learners. Therefore, I kindly request your permission to allow 2 teachers and 3 juvenile offender learners to participate in the research study that will not take more than 45 minutes of their time.

The benefits of the study are that the recommendations will be the cornerstone in improving the rehabilitation programmes and practices currently in place in correctional centre schools for supporting the wellness of juvenile offender learners and reduce recidivism.

The names of the correctional centre school and the participants will remain anonymous and all data collected will be confidential to the researcher and the university. All participants will be given verbal and written information about the research in advance of data collection. They will be advised of their rights to withdraw or refuse to participate in the research at any stage. Signed consent forms will be collected before commencement of teachers' interviews and completion of questionnaires.

It is envisaged that there will be no risk or harm to participants in this research. However, in case of emotional discomfort, I will invite the assistance of preferred correctional centre social worker, psychologist and correctional officer.

Participation is voluntary, there are no costs involved and there will be no reimbursement or any incentives for participating in this research.

I will analyse data with the input of my supervisor and feedback procedure will entail sending the findings to you for dissemination to participants as per your departmental procedure and protocol.

Yours sincerely

MANZINI T.L.B

Doctoral student

SIGNATURE _____ DATE _____

Supervisor: Professor Magano M.D.

Signature _____ Date: _____

Department of Psychology of Education, UNISA on 0124294115 or email maganmd@unisa.ac.za

APPENDIX C: INVITATION LETTERS TO TEACHERS TO PARTICIPATE IN AN INTERVIEW

Dear Teacher

This letter is an invitation to consider participating in a study. I, Manzini Theresa Lydia Badiktsie am conducting as part of my research as a Psychology of Education, towards a PHD in Education degree student entitled **THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE Schools: A WELLNESS PERSPECTIVE** at the University of South Africa.

The aim of the study is to explore how to formulate and improve an appropriate wellness framework that can be integrated into the rehabilitation programmes in correctional schools, to enhance the support of juvenile offender learners' wellness.

I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

The benefits of the study are that the recommendations will be the cornerstone in improving the rehabilitation programmes and practices currently in place in correctional centre schools for supporting the wellness of juvenile offender learners and reduce recidivism.

I would like to provide you with more information about this project and what your involvement would entail should you agree to take part. Participation will involve an interview of approximately 30 to 45 minutes in length to take place in a mutually agreed upon location at a time convenient to you. Your participation in this study is voluntary, your name will remain anonymous and all data collected will be confidential to the researcher and the university. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded and observed to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be



omitted from the report. However, with your permission, anonymous quotations may be used. There are no known or anticipated risks to you as a participant in this study. You will not be reimbursed or receive any incentives for your participation in the research. If you would like to be informed of the final research findings, please contact MANZINI TLB on 0820941749 or email tlbmanzini@yahoo.com. The findings are accessible to confirm the accuracy of our conversation and to add or to clarify any points. Data collected during this study will be retained on a password protected computer for 5 years in my locked office.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 0820941749 or by e-mail at tlbmanzini@yahoo.com.

I look forward to speaking to you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form.

Yours sincerely

MANZINI T.L.B _____

Researcher's name (print) Researcher's signature:

_____ Date:

Supervisor: Magano M.D

Signature _____

Date: _____

CONSENT FORM I have read the information presented in the information letter about the study in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded and observed to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participants Name: _____

Participants Signature: _____

APPENDIX D: CONSENT LETTER

PARTICIPANTS' INFORMATION SHEET INVITING JUVENILE OFFENDER LEARNERS TO PARTICIPATE

Title: THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE

DEAR PROSPECTIVE PARTICIPANT

My name is Manzini Theresa Lydia Badiktsie, I am doing research under the supervision of Magano MD, a Professor in the Department of Psychology of Education, towards a PHD in Education degree, at the University of South Africa. I receive no funding from any funding body for this research. We are inviting you to participate in a study entitled **THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE**

WHAT IS THE PURPOSE OF THIS STUDY?

The purpose of this study is to collect important information that can be used to develop and improve a wellness framework that can be integrated in the rehabilitation programmes that can enhance the support of wellness of juvenile offender learners in the correctional centres.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are identified as having valuable experience and expertise related to my research topic.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Your participation involves completing the questionnaire pertaining to your views and opinions on the topic and the researcher will observe your books and your class environment and makes notes. It will be for 1 day and will take approximately 30-45 minutes of your time. Questions that will be asked are: *How frequent do you attend class? What motivates you to learn? Explain any learning barriers hindering your learning? Do you do any physical exercises and how frequent? What are your experiences regarding emotional wellness? What are your experiences regarding physical wellness? What are your experiences regarding spiritual wellness? What are your experiences regarding*

careers or occupational wellness? Describe your experiences on social wellness? Discuss if there is any help or support needed?

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to participate. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written letter of consent. You are free to withdraw at any time and without consequences.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefits of the study are that the recommendations will be the cornerstone in improving the rehabilitation programmes and practices currently in place in correctional centre schools for supporting the wellness of juvenile offender learners and reduce recidivism. Your participation in this study is voluntary. There are no costs involved and you will not be reimbursed or receive any incentives for your participation in the research.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

If you feel uncomfortable in participating in any questions or observation you may freely withdraw without negative consequences. It is unlikely that there will be any risks or harm in participating in this research. However, in case of emotional discomfort, I will request the assistance of preferred correctional centre social worker and psychologist.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. All data collected will be transcribed by the researcher. For review purposes the university will have access to anonymous data. I will use anonymous data and pseudonyms so as not to

reveal your identity for the purpose of article publications, research report, journal article and conferences.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

The researcher will securely store hard copies of your answers for a period of five years in a locked cupboard/filing cabinet at my office in Hazyview. For future research or academic purposes, electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. The information written on papers will be destroyed or be shredded and the tape recorder and any electronic copies will be permanently deleted using a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There are no costs involved and you will not be reimbursed or receive any incentives for your participation in the research.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has not yet received written approval from the Research Ethics Review Committee of the university, UNISA. Once it is approved the copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

I will analyse data and send to you results of my findings and recommendations. However, if you would like to be informed of the final research findings please contact MANZINI T.L.B on 0820941749 or email tlbmanzini@yahoo.com. Should you require any further information or want to contact the researcher about any aspect of this study, please contact MANZINI T.L.B on 0820941749 or email tlbmanzini@yahoo.com.

Should you have concerns about the way in which the research has been conducted, you may contact Professor Magano M.D. in the Department of Education Psychology, UNISA on 0124294115 or email maganmd@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Researcher's Name (print) MANZINI TLB Researcher's signature: _____ Date: _____

Supervisor: Magano MD Signature _____ Date: _____

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty applicable.

I am aware that the findings of this study will be processed into a research report, journal publications, and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to complete the questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature : _____ Date : _____

Researcher's Name & Surname (please print) MANZINI T.L.B

Researcher's signature: _____ DATE _____

Supervisor: Professor Magano MD Signature _____ Date: _____

APPENDIX E: TEACHERS INTERVIEW SCHEDULE

THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE

As a teacher in the correctional centre school, can you explain your perception and experiences on the following aspects regarding the support of learning of the juvenile offender learners?

1. Academic wellness: how is the state of support of juvenile offender learners in regards to intellectual wellness in the correctional centre?

1. Briefly, explain how do you perceive the support of juvenile learners learning?

2. What motivates learners to attend classes? (intrinsic or extrinsic motivation)

3. Briefly describe the learning barriers you experienced in teaching juveniles?

4. How is the overall performance of juvenile offender learners?

5. What resources do you have to promote learning?

6. What support structures are in place to promote learning of juvenile offenders?

7. Is there any support available to teachers to address barriers to learning in the classrooms?

8. What role do you play as a teacher in intellectual learner development?

9. Which subjects do learners prefer and why?

10. What measures do you take to overcome barriers to learning in the classrooms?

2. Physical wellness:

Explain **what are your experiences regarding the support of physical wellness of juvenile offender learners on the following aspects?**

1. how the physical activities or exercises are done

2. eating of healthy food

3. substance abuse e.g. tobacco, alcohol, drugs

4. extramural activities you have in the centre

5. can teacher support all their learners on physical wellness

6. available support and any help needed to promote physical wellness

7. support structures that promote physical wellness of juvenile offender learners

8. Preferred sport

9. why do they like participating in sports

10. Has sports improved their life in a correctional centre and how?

3. Social wellness:

Describe your perceptions regarding the support of social wellness of the juvenile learners on the following aspects:

1. Describe how is the relationship among learners?

2. How is the relationship of learners towards teachers and centre officials?

3. How is the relationship of learners towards their family?

4. How is the attitude of learners towards the community here in the correctional centre?

5. Explain interaction with other people?

6. Describe how learners communicate and resolve any conflicts in the centre?

7. Explain how learners maintain harmony, kindness, and positive spirit with others?

8. What resources are available to assist in improving social wellness?

9. What is the role of the teacher on social support?

10. What help or support is needed to enhance social wellness of learners?

4. Emotional wellness:

What are your experiences and how do you perceive the support of emotional wellness of the juvenile offender learners?

1. Describe how do learners express their emotions?

2. Do learners control emotions and behaviour? Briefly, explain how?

3. What is the role of the teacher regarding the emotional support?

4. What resources that support the emotional wellness of learners are available?

5. What help or support is needed to assist in supporting learners on their emotional wellness?

6. Discuss how do learners manage their anger.

7. Do learners consult a psychologist in this centre? If yes how are they assisted

5. Spiritual wellness:

What are your perception regarding the support of spiritual wellness of juvenile offender learners?

1. Do learners belong or attend any faith based organisation? How frequent?

2. Are learners comfortable with other religious or spiritual beliefs and practices?

3. What is the role of teacher support on spirituality of learners?

4. Describe how spirituality is embraced in correctional centre schools

5. What resources are available to support spiritual wellness?

6. Availability of Support structures that enhance spiritual wellness of learners

Occupational wellness:

What are your perception and experiences regarding the support of occupational wellness of the juvenile offender learners?

1. Which new skills are taught to support career wellness?

2. Which skills do learners have to complete to be competent for employment after release?

3. How is the attitude of learners towards work and the amount of personal satisfaction and enrichment gained from schoolwork?

4. Briefly explain if learners have unique skills and talents that they learn?

5. What is the role of a teacher on support of career choices or occupational wellness?

6. What resources are available to support learners' career wellness?

7. What help or support do you need to enhance career wellness?

Thank you for your participation

APPENDIX F: QUESTIONNAIRE FOR JUVENILE OFFENDER LEARNERS

1. Academic wellness:

As a Learner in the correctional centre, can you explain what your perceptions and experiences on learning are?

1. How often do you attend class?

2. What motivates you to learn?

3. Are there any learning barriers you are facing?

4. How do you overcome barriers to your learning?

5. Do you have subjects that you like and what makes you like them?

6. How is your performance in all your subjects that you are learning?

7. What topics do you like in those subjects and why?

8. Briefly explain your study patterns

9. Explain how do you do your homework

10. Briefly explain which resources promote your learning?

11. What Help or support do you need to support your academic wellness?

12. Which stakeholders support your learning in a correctional centre?

2. Physical wellness:

What are your perceptions and experiences regarding the support of physical wellness?

1. Do you do any physical exercises and how many times?

2. Do you eat healthy food?

3. How frequent do you use substance like e.g. tobacco, alcohol, drugs?

4. Which extramural activities do you participate in?

5. What resources are available in the centre for physical activities?

6. Which sports do you like and why?

7. Did sport improve your life in a correctional centre? If so, explain how?

8. What support is available and can teacher support you on physical activities?

9. Support structures that promote your physical wellness?

3. Social wellness:

Describe what are your perceptions on the support of social wellness?

1. What is your relationship with other learners?

2. What is your relationship towards teachers and centre officials?

3. Explain your relationship towards your family?

4. Describe your relationship with the community here in the correctional centre?

5. Describe how do you resolve conflicts?

6. Briefly explain how do you maintain harmony, kindness and positive spirit with others?

7. What help or support do you need regarding social wellness?

8. Describe the availability of support structures that promote your social wellness?

4. Emotional wellness:

What are your experiences regarding emotional wellness?

1. How do you express your emotions?

2. How do you control your emotions and behaviour?

3. What activities do you do that give you sense of success and purpose?

4. Explain any help or support that you need regarding your emotional well-being

5. Availability of support structures that promote your emotional wellness

6. What strategies do you use to manage anger?

7. Did consulting a psychologist or a social worker in this centre help you?

5. Spiritual wellness:

Explain your perception towards spiritual wellness?

1. Do you belong or attend activities organised by any religious group? How does it assist you in your spiritual wellness?

2. How do you get along with other religious or spiritual beliefs and practices?

3. Do you normally pray meditate, sing songs or read spiritual books?

4. Describe any resources that are available to enhance spiritual wellness?

5. Is there any help or support that you need regarding your spiritual wellness?

6. Career or occupational wellness:

What are your experiences regarding careers or occupational wellness?

1. Have you acquired any skills to run your own business?

2. Explain any skills that you have gained to compete for employment after your release?

3. Describe your attitude towards work and the amount of personal satisfaction and enrichment gained from schoolwork?

4. What unique skills and talents did you gain while in incarceration?

5. Are there any resources in the centre to support career wellness?

6. What help or support is needed to improve your career wellness?

7. Discuss any training/skills received in a correctional centre which may lead to your future career dreams?

Thank you for your participation

APPENDIX G: OBSERVATION LIST

CORRECTIONAL CENTRE SCHOOL OBSERVATION	YES	NO	DESCRIPTION
1. Buildings and Equipment			
1.1 friendly classroom environment			
1.2 classrooms sizes			
1.3 classroom posters and notice board			
1.4 observable teaching and learning support materials			
1.5 library facility			
1.6 computer usage			
2. Safety measures			
2.1 safety of offender learners			
2.2 safety of teachers			
2.3 safety of visitors			
3. Equipments and resources for physical activities			
4. Interaction of offenders, teachers and officials			

APPENDIX H: UNISA ETHICS CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/09/13

Ref: **2017/09/13/54338573/10/MC**

Dear Ms Manzini

Name: Ms TL Manzini

Student: 54338573

Decision: Ethics Approval from
2017/09/16 to 2022/09/13

Researcher:

Name: Ms TL Manzini

Email: tlbmanzini@yahoo.com

Telephone: 0820941749

Supervisor:

Name: Professor M.D. Magano

Email: maganmd@unisa.ac.za

Telephone: 0835202036 / 0124294115

Title of research:

The support of juvenile offender learners in correctional centre schools: A wellness perspective

Qualification: PhD in 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 2017/09/13 to 2022/09/13.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2017/09/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

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 requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2022/09/13. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

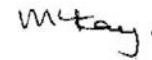
Note:

*The reference number **2017/09/13/54338573/10/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

APPENDIX I: COLOUR CODED INTERVIEW SCHEDULE FROM THE TEACHERS

ACADEMIC WELLNESS

Questions	D/PT7	E/PT 8	E/PT 9	F/PT 10	F/PT11	G/PT 12	Codes
1. What are learning experiences of the juvenile learners?	Most of them has realised that crime does not pay	They are offered chances to change for the better life. They are given second chance in life.	Bad attitude, lack of respect	they need more attention	Learners who don't know to read and write, they don't want to come up and show it.	They don't attend classes well only 35% who attend. We have Pre-AET no education at all and from level 1 to level 4. Our learner's level of education is below level 3.	don't attend classes well only 35% level of education is below level. They are given second need more attention
2. Motivation of learners, intrinsic and extrinsic?	They are grateful that they are given second chance.	Extrinsic motivation is not encouraged only intrinsic promoted	I do motivate them in both ways	Educators and school from outside parents and district officials. Learners who have received certificates motivated the Med c section to attend classes too. And we have motivational speakers invited	Learners with murder cases are not interested in attending classes. But we have read for fun competition to motivate them and they get incentives if they do well.	We motivate them to attend classes	grateful that they are given second encouraged only intrinsic promoted motivate them in both with murder cases are not interested in attending classes.

				here.			
3. Learning barriers hindering learning?	The accommodation, the way it is structured.	Lack of resources and shortage of teachers	Infrastructure and going fights hinders learning	Gangsterism Transfer and release of learners	There are many disruptions such as on roll call day there is no schooling. Winter its cold they don't want to come to class. And release and transfers to other centres. Do not finish learning programmes due to security.	Shortage of teachers we use medium B offenders to come help with teaching. Release of learners without notification.	Shortage of teachers of learners without notification accommodation, the way it is structured fights hinders Gangsterism Transfer and release
4. Performance of juvenile learners?	Most of them come from dysfunctional families are older than 21 years.	Lack interest of learning and truancy	I would say out of 100 only 20 do perform well	Average	We have registered Grade 12 on previous years they got 80% pass in the province. Learners are interested in learning in khari kude classes (pre-AET) and they improve well. They have a lot of	Not performing well on maths	Not performing well on maths interest of learning 100 only 20 do perform well got 80% pass in the province khari kude classes (pre-AET) and they improve well have a lot of time to study, they work hard and do

					time to study, they work hard and do perform better.		perform better.
5. Resources that promote learning?	There is a resources centre and books in abundance.	Not enough	Nothing only writing exercise for learners and workbooks for teachers	Have LTSM and services providers like officials in our district	Learners have subject portfolios plan of evidence, and assessment is monitored by DBE subject advisors. DCS buys facilitator's guide workbook and we photocopy hand out sheet material for learners.	We lack resources and we have dysfunctional library with no books it is treated as a storeroom	resources and we have dysfunctional library with no books Nothing only writing exercise for learners and workbooks Not enough Have LTSM and services providers like officials in our district have subject portfolios plan of evidence, and assessment is monitored by DBE
6. Support structures that promote learning e.g. Department of Education or DCS, families of	There is very good support structures from the department have families need to be more involved.	Department of education	DBE and families help a lot	Department of labour and NGO's	External exams are from the DBE. On awards of level 4 certificates ceremony We involve families of the offenders to attend,	DBE we register our school to write external exams for the level 4 and DCS buys exercise books for learners.	DBE we register our school to write external exams for the level 4 and DCS buys exercise books DBE and families help a lot invite KHARI

learners, community, any?					motivate and see their children receiving awards. We INVITE KHARI KUDE coordinators, pastors for motivation, service providers from nearby schools and subject advisors to motivate our learners.		KUDE coordinators, pastors for motivation, service providers nearby schools and subject advisors to motivate
7. What support is available and can teacher support all their learners to overcome their barriers to learning in the classrooms?	In most instances as class members' are very small.	There is less support	No other than teaching in class	Showing them the importance of education	Learners who have difficulties to read they join reading completion in the library. Yes, teachers give incentives for attending classes and performing well on the learners subjects.	Minimum support not easy to get teachers to work here. But we use tutors from medium B section	Minimum support not easy to get teachers to work here. But we use tutors from medium B section less support No other than teaching Showing them the importance of education
8. What is the role of	Guidance and	We try by all means to	Teaching them	Offering tutoring in	Encourage learners to go	Support learners and motivate them	Guidance and rehabilitator,

teachers in learner support?	rehabilitator, mother figure and father figure.	teach them through different learning areas. We try to bring outside world to them while in custody.		class	to library read more on business plans and they have a business corner in the library that is made by them and they collect material to make it beautiful.		mother figure and father teach them through different learning areas. We try to bring outside world Support learners and motivate them
9. subjects that learners like	History and English.	Arts and culture	Life Orientation, Business studies	Numeracy and life orientation	SMME, topics on how do they build towards career paths and business plan. And maths	Skills programme but because they have to do them for parole board requirements	Skills programme
10. What do you do to overcome barriers to learning in the classrooms?	Assist at the youth centre to balance the work.	We encourage learners to give their best and work harder	By attending all learners individually even after school	Inviting motivational speakers	Help them to read and be motivated in going to library reading competition.	Let them teach each other because they understand each other better	them teach each other because they understand each other better
11. how do they do on class works and	Most are up to date and complete practical on	They try their best though only few of them	Well so far	Very much interested in doing the school	I encourage them to write in class I don't give	Not performing well	Not performing well They try their best encourage them to write in

home works	time.	take education seriously		work.	homeworks because sometimes they don't write.		class I don't give homeworks Most are up to date
12.What can be done to improve the academic wellness and support learners?							

PHYSICAL WELLNESS

Questions	D/PT7	E/PT 8	E/PT 9	F/PT 10	F/PT11	G/PT 12	Codes
1. Physical Exercises?	On Fridays, it is sport day the open field which was implemented weekly.	Less exercise undertaken	It is ok	Very good because of SRAC	Yes they have seasonal sports such as boxing, rugby athletic.	We have SRAC that assist with physical exercises	have SRAC that assist with physical exercises
2. Eating healthy food?	They get the basics.	They do get healthy food	Yes	Healthy food because they eat fruits and vegetables everyday	Yes, we have own garden we they plant own vegetable and eat them daily depend on the menu of the day.	Yes 3 meals a day	Yes 3 meals a day we have own garden we they plant own vegetable

3. Use of substance e.g. tobacco, alcohol, drugs?	No alcohol however some use tobacco and some take drugs.	They smuggle tobacco and drugs	Little they are not allowed to smoke or do drugs	As juvenile centre we don't allow tobacco or drugs in the centre	Not encouraged at all.	Not allowed in here	some use tobacco and some take drug smuggle tobacco and drugs
4. Any extramural activities?	We have a sport academic which started.	Not enough given	Yes, soccer etc	Sports and athletics	We have service provider for Physical education who assist learners with SRAC and Drama, dancing and aerobics.	Choir they compete with outside schools. we have crime prevention programmes	Choir they compete Sports and athletics Physical education SRAC and Drama,
5. What support is available and can teacher support all their learners on physical wellness?	Yes, 100%	SRAC is in place to encourage this activity	Through sports	Exercises, boxing and sports like soccer	We collaborate with SABC and invite Mark Fish former PSL national player to motivate and train them sometimes.	We have one facilitator of SRAC who assist teachers on physical wellness	facilitator of SRAC collaborate with SABC and invite Mark Fish former PSL national player
6. Available Resources?	All codes of sporting equipments has been purchased.	Games, tv, Radio, and other sporting equipments	Little	Soccer field	We have resources, like soccer field and gymnasium. We have sports desk	Only soccerfield and soccer balls SRAC facilitator organise the resources	Soccer field and soccer balls facilitator organise like soccer field and gymnasium.

					and we meet once a month to read sports newspaper (Laduma)		Games, tv, Radio,
8. Support structures that promote physical wellness of juvenile offender learners?	Need more staff and trained coaches.	Remuneration and employment of more teachers not paid accordingly.	We really need that	Frequent visits in our centre will help us so that they can see the importance of education	We get support from sponsor like Spar supermarket they donate medals, boots and jerseys.	Yes we have regional and provincial players who come and compete with our learners	regional and provincial players, sponsor like Spar supermarket they donate medals, boots and jerseys
9. which sport do they like	Also most of them play sport and they are very fit.	SRAC and spiritual care	We do not have them at all	Teams from outside	and teams from other schools, SREC	Soccer	Soccer
10. why are they participating in sport	Soccer	Soccer	Soccer and singing	Soccer	Soccer, rugby,	To get opportunity of playing outside	get opportunity of playing outside
11. how has sport improved their life in a correctional centre 12. What can be done to improve the physical wellness and support	To be fully occupied and keep fit. They are physical fit and well.	For physical fitness as well as mental fitness. Some of them do gain some do not like sport.	They love sport Respect each other	To be physically and mentally fit Developed a lot of interest.	They like to play on tournaments, and they like to be entered in inter-house competitions and with school nearby. It has improved them a lot;	Not much but they like competitions	like competitions tournaments, and they like to be entered in inter-house competitions fitness as well as mental fitness.

learners?					they meet with owners of outside teams like Celtics and other soccer clubs.		
-----------	--	--	--	--	---	--	--

3. SOCIAL WELLNESS

Questions	D/PT7	E/PT 8	E/PT 9	F/PT 10	F/PT11	G/PT 12	Codes
1. Relationships of learners amongst other learners?	Most active learners perform well in school.	Positive relationship through there are gangsters which is rife	Not much	The relationship is good but because of gangsterism they usually have conflicts	Those who attend classes relate well.	They relate well	Positive relationship Those who attend classes relate well
2. Relationship of learners towards teachers and centre official?	They respect and well disciplined.	Some lack respect and some are respecting but intimidate their friends who are out of hand.	With teachers it is well but with centre officials its always fight	Sometimes disrespect to the educators	They respect us teachers and officials.	They respect teachers and officials	respect teachers and officials disrespect to the educators intimidate their friends
3. Towards family?	Realised their mistakes. They belong to invited and they stay as a family	Positive here and there Positive	Not well Not well	Some do hate their families due to the behaviour of parents in the house such as domestic violence Some behave some	We invite families to build good relations with their families.	No family involvement parents are from as far away as Kimberly	Realised their mistakes. No family involvement We invite families to build good relations behave some

				misbehave and lack respect			misbehave and lack respect
					.	Well	Well
4. Community here in the correctional centre?	The are NGO's that most visit guide and spiritual workers.	Pastors and spiritual personnel	If they have what they want	Yes with service provider outside and NGO's	With stakeholders Members of community are invited when there are functions to attend and mend the mistakes that the learners did	They respect each other	NGO's that most visit guide and spiritual Pastors and spiritual community are invited
5. Any relations with other people?	Most are resolved at the moment possible level to prevent serious injury.	Security personnel in place to get this in order	We try our best	We do communicate a lot with other professionals to resolve conflict	Yes, they attend anger management from social workers.	Yes officials are always available to help them not to fight	officials are always available to help them not to fight
6. Communications and constructive resolve of any conflicts?	They function as team players.	Yes	Also trying	Our situation in our centre is average because sometimes they feel lost in this environment.	Yes, learners show positive attitudes toward other learners when they at school. The problem is at their section where they	Yes they respect each other	they respect each

					have gangsterism.		
8. Harmony, kindness and positive with others? 9. Availability of Resources?	Most is being provided by the state and department as well AS arts and culture.	Security personnel, social workers as well as psychologist	Non	Social workers and ppsychologist	Social workers, psychologist and nurses	Social workers are available	Social workers
10. What is the role of teacher on social support?	They replace the role of the parent.	Encourages positive mindset to learners. To encourage them to view life in appositive way.	To teach offenders respect and see life in a positive way	Inviting parents to motivate their children	We assess the learner and refer anyone who have problems to the social worker	To refer learners to psychologist or social workers	role of the parent. refer learners to psychologist or social workers Encourages positive mindset
11. Help or support needed?	Insufficient interact with all officials.	Social structures need to join hands with us to address the learner's challenges.	A lot is needed donations of books, soccer balls uniforms etc	Frequent visitors to our centre	More time for the psychologist	Social worker have own programme it is not integrated to our learning programmes	Insufficient interact Social worker A lot is needed donations of books, soccer for the psychologist
12. Support structures that promote social wellness of learners? 13. What can be done to improve the social wellness and support learners?	We have social workers psychologist to assist.	Social workers are appointed to see to it that learners are helped.		Social workers and psychologist	Social workers arrange that for learners	Social workers and psychologist and we organise special family day once a year we learners integrate with	Social workers and psychologist organise special family day once a year we learners integrate

						their families	

4. EMOTIONAL WELLNESS:

Questions	D/PT7	E/PT 8	E/PT 9	F/PT 10	F/PT11	G/PT 12	Codes
1. Expressing their feeling?	Some are shy to open out due to their background.	Some are heartless and rude some are from right family background	With teachers they do express themselves well	Some have a lot of anger due to their crimes	Yes they tell us when they have problems	They tell us their problem sometimes	They tell us their problem are heartless and rude shy to open
2. Control of emotions and behaviour?	The environment is very difficult to see or deal with the offenders due to incarceration.	Minimum are forced is applied to get some of the things under control, they do try but long sentences hinder them progress.	Also they try to control	Attend correctional programmes e.g anger management with social workers	Yes they are trained anger management but sometimes they hide their emotions	Yes they have anger management courses	correctional programmes e.g anger management with social
3. Doing something that give sense of success and purpose?	Motivational talks help them to be more positive.	Encourages them emotionally and try to make them forget about their sentences.	Yes when they pass their grades they become happy	Involve him in different activities such as school or sports	Yes they organise business corner that keeps them busy.	Yes	Involve him in different activities Yes organise business corner that keeps them busy
4. What is the role of teacher on	They try their very best to assist each	Social worker and psychologist	Teacher do a lot of emotional	Referral to relevant professionals	Is to identify the learner and refer	Listen and help the learner	Listen and help the learner

emotional support?	individua	are there to provide help	support to offenders and also social workers		them to the social worker	where possible	Referral to relevant professionals
5. Available Resources?	It has all the basics including the social workers and psychologist,.	More social workers to be employed.	Yes we do have it, social workers and psychologist	Psychologist	Social worker and psychologist	Social worker and psychologist	Social worker and psychologist
6. Help or support needed?	Funding is very important.	More social worker to be employed	I think so	Regular sessions until the problem is solved	More visits to psychologist	regular Visit of psychologist	regular Visit of psychologist Funding
7. Availability of Support structures that promote emotional wellness of learners?	The structure are of traditional nature	Officers are there with the skills of handling this.	Non	Yes, psychologist	Yes psychologist and social worker	Yes , social workers programmes	social workers programmes
8. How do they manage anger?	They are non therapeutic programmes and therapeutic programmes by vocational staff.	Anger management courses are offered	Through programmes offered by social workers	Attend anger management courses	Learners attend anger management classes with the social worker	Fairly well	Fairly well Attend anger management courses
9. Have they ever	As per their crimes they	She address their problem	Yes, they have it help	Some of them but	Some who have anger	Some yes, we have just	Some yes problems it

consulted a psychologist in this centre? If yes how did he/she help	are referred to undergo programmes.	confidentially and privately. We do not know how she operates	them very much	they consult in sessions	problems it depends on crimes they have committed	employed the psychologist not long	depends on crimes
10. What can be done to improve the emotional wellness and support learners?							

spiritual wellness:

Questions	D/PT7	E/PT 8	E/PT 9	F/PT 10	F/PT11	G/PT 12	Codes
1. Belong or Attend religious group?	Most of them are encouraged to attend to participate in church activities.	Different church denomination is in place and catered for.	Yes they do	Yes we have different religious groups in the centre	We have church services once a week.	Some learners do belong to Christianity	learners do belong to Christianity Different church denomination
2. Comfortable with other religious or spiritual beliefs and practices?	This occurs when there is a function as they long to eat outside meals.	Yes	Yes	Yes, we do have a pastor of different churches coming to our centre	Yes	Yes	Yes pastor of different churches
3. Pray meditate, sing songs	Those that are faithful want to	Those who go to church are	Yes	Most of the time	They pray and sing during	They pray with visiting	They pray sing during church

and spiritual uplifting verses?	participate. We have a morning prayer everyday at assembly and songs and scripture shared.	encouraged			church services	pastors	services
4. Value of being human?	They have realised to acceptance of responsibility.	Some are not positive here for their deeds outside influence their behaviour.	I think so	Giving motivational scriptures to offenders	They show that and we treat them like they are our children	Yes they show that through respect	Yes
5. What is the role of teacher on spiritual support?	They give their best as on a daily basis they share the word and songs at assembly.	Positive effort is being encouraged	It depends whether a teacher is a Christian or not	Encourage learners to belong to one of the religious groups.	Sing with them and pray during church services and encourage them to attend church.	Encourage learners to participate in church	Encourage learners to participate their best as on a daily basis they share the word
6. Help or support needed?	Other also are encouraged to participate.	The state is to provide more Bibles and more spiritual personnel to be employed	Yes we need pastors	Pastors and other services providers	We have different pastors coming to visit here once a week.	None	
7. Available	Do not have	Pastors and	We do	Priests,	Pastors	Bibles are	Bibles

Resources?	the equipment.	spiritual care is in place	have but not enough	spiritual care worker	bring bibles and other religious materials.	available	Pastors bring bibles and other religious
8. Availability of Support structures that promote spiritual wellness of learners	We have NGO's coming to the correctional centre.	Pastors and spiritual care	We do have outside people who help	Priest and pastors	Pastors from the community of different churches. They sometime come to motivate the learners to engage in their school work.	Visiting pastors	Visiting pastors
9. What can be done to improve the spiritual wellness and support learners?							

Career wellness

Questions	D/PT7	E/PT 8	E/PT 9	F/PT 10	F/PT11	G/PT 12	Codes
1. Skills to run own business?	We do have business skills taught by ex-offenders	Business skills are encouraged and offered in the centre	We do skills but in business only	Do learners areas like SMME to teach them	Yes, they learn business skills, they have build	We teach them through SMME subject	teach them SMME learn business

	who were successful in business and the community.			about business plans	business corner in the library. They organise it and made it look like a real shop.		skills, business corner in the library
2. Skills to compete for employment after release?	Most have acquired skills once they leave the centre as we have a trade school on operation at the centre.	Once they got to medium, they get many avenues to choose from	Not as much	Carpentry and welding	Yes we teach them SMME and about career paths that they can follow.	Nothing for juvenile only for medium b we have skill programmes at basic level such as woodwork, pottery, sewing, building	Nothing teach them SMME and about career
3. Attitude about work and the amount of personal satisfaction and enrichment gained from school work?	It does make a difference to a certain percentage.	At this time they are demotivated and have less to no hope because of long sentences	Offenders are positive to find work after released		They show great interest in their school work	They like those courses unfortunately they don't do them in this section of AET levels.	
4. Unique skills and talents?	Some have realised their talents and activated been in discovered.	Yes, some do discover their talents and enjoy doing it. But the length of their	Yes they have that	Building and beadwork	Some have talents on drama, dance competitions and drawing	They have skills on drawing and dancing	skills on drawing and dancing discover their talents

		sentences influences the attitudes expected.					and enjoy doing it
5. What is the role of teacher on career choices or occupational wellness support?	We have different faculties in terms of career choices.	We do encourage them to make right career choices to be used when released	It to guide them to chose right careers	Guiding learners on how to choose careers relevant to their studies	Teaching and guiding them on career choices	Advice them about career choice available	Advice them about career guide them to chose right careers
6. Available Resources?	What is available are used.	Workshop are available but juveniles learners do not qualify to go there	Not much	Guidance teacher life orientation teacher	We teachers collect materials for the learners to use, and we have a library that also assists them.	Not much	t much
7. Help or support needed?	Funding and a wellness centre.	Theoretical exercise are offered	Needed	Inviting tertiary institutions to visit our centre	Inviting business people to come motivate our learners	We need books and more teachers	books Inviting business people Funding and a
8. Availability of Support structures that promote career or occupational wellness of learners?	None funding structures need to be boosted.	Educators and external services providers help in this regard.	Not much	Tertiary institutions and NGOs	NGO's	We need outside business people to motivate our learners	outside business people to motivate

9. What can be done to improve the career wellness and support learners?							
--	--	--	--	--	--	--	--

APPENDIX J: COLOUR CODED OPEN-ENDED QUESTIONNAIRE FROM JUVENILE OFFENDER LEARNERS

1. Academic wellness: As a Learner can you explain what your experiences on learning are?

Questions	Participant GP=E/JLP 13	Participant GP=E/JLP 14	Participant GP=E/JLP 15	Codes
1. Attendance of class?	We attend school sometimes two weeks or a month in a term	We attend school sometimes maybe two weeks or 3 weeks in a year	We don't attend every day sometimes teachers are not available. Only level 4 attend better	attend school sometimes two weeks attend school sometimes maybe two weeks or 3 weeks don't attend every day sometimes
2. Motivation to learn?	Some teachers motivate us with good of education some don't	Other people motivate us but others are not when we ask something they don't give us just like calculators, just like me I want to learn accounting and business and economics	We write exams but we get no reports that de-motivate me. But teachers motivate me sometimes.	teachers motivate us people motivate us no reports that de-motivate me
3. Learning barriers hindering your learning?	The learning barrier is our teachers. sometimes they don't come to school if they come here they do not teach us that is the problem that disturbs my learning	I ask my teachers about accounting or Grade 12 and they tell me I must start from AET level2	We no teachers we are taught by tutors or other offenders. We don't write tests	teachers. sometimes they don't come to school We don't write tests
4. What do you do to overcome barriers to your learning in the classrooms?	I concentrate in my books and the class teacher as well as my classmates	I concentrate in class and on books	I continue coming to school even though its not easy. I sometimes ask from other inmate when I get problems with maths	concentrate in my books continue coming to school even though its not easy ask from other inmate when I get problems with maths
	Maths, English, life	Zulu English,	Maths Lit, English, we	

5.subjects that you like	science and agriculture	accounting Arts and Culture and Maths	learn only two subjects	Maths Arts and Culture Maths English, Maths
6. You're Performance on your subjects?	Good performance	Sometimes my performance in Maths is good	I perform well on maths because I like it, and I don't perform well on English because we don't have a teacher.	performance in Maths is good perform well on maths because I like it
7.the topics that you like in those subjects	To solve for x and y that is my topic that I like.	Is to solve for x	I like maths counting I do it until I understand it.	solve for x and y solve for x maths counting
8.how do you study	I study very well there is no disturbance me because I know what I want.	I study well but they don't take us serious	I don't study but I practice maths with my friends and I use my calculator.	don't study but I practice maths
9. how do you do your class works	Very well every class work that I give I sort it out.	I pass all my class works all the time	I do it here with teachers	do it here with teachers
10.how do you do your homework	I did it well and good enough to make class teacher be proud of me	I do my home works in the section because there is good and enough time there	I do it in cell section with my friends.	home works in the section cell section with my friend
11. Resources that promote your learning?	Class teacher they care for us	Is to show my performance in the teachers and them they must show us care	No resources but my family brought me a calculator. DCS give us books for writing only.	No resources
12. Help or support needed?	To get visitors and get cosmetics for bathing myself. To get pens, calculator and textbooks	Yes, because I want to be CA if I could do those subjects that I like to do my dream is to be a businessman	If we could attend classes everyday and get more resources to learn.	get pens, calculator and textbooks attend classes everyday
13. What support are available, Support structures that promote your learning e.g.	I have support sometimes from my family because I am from far at KZN and	Department of education and correctional services and my family because	Families come to visit and they give me resources and support, but I don't have a	Department of education and correctional services and my family Families

Department of Education or DCS, families, community, officials or any?	here I have no support	I want to follow my dreams	report to show my family how did I work or pass.	come to visit and they give me resources and support
--	------------------------	----------------------------	--	--

2. Physical wellness:

What are your experiences regarding physical wellness?

Questions	Participant GP=E/JLP 13	Participant GP=E/JLP 14	Participant GP=E/JLP 15	Codes
1. Physical Exercises?	There is no exercises here	There is no physical exercise here	No exercise we go outside for only one hour everyday. No games no soccer but some go to gym to lift there.	no exercises here no physical exercise No exercise we go outside for only one hour
2. Eating healthy food?	I don't think that the food is healthy I don't think know about the people that cook food are healthy enough	I don't think food is healthy because we get things in the food.	Yes we eat nice healthy 3 meals a day	Yes we eat nice healthy 3 meals a day
3. Use of substance e.g. tobacco, alcohol, drugs?	None	I use tobacco only	I use tobacco but it is not allowed	use tobacco only use tobacco
4. Any extramural activities?	None	None	I do drama but there are restriction of security we don't do many activities	None do drama None restriction of security we don't do many activities
5. Available Resources?	Teachers and correctional officials	Other teachers and police advice us sometimes	Not available	Teachers and correctional officials teachers and police advice Not available
6. Which sport do you	Soccer	I want to be	Soccer	Soccer Soccer

like		entrepreneur I want to do those courses		
7.why are you participating in sport	I am a player that are use to participate in.	Because I want my body to be healthy.	To get friends from playing.	want my body to be healthy get friends from playing
8. how has sport improved your life in a correctional centre	To make me discipline and respect others and to know people.	I got certificate of soccer.	Got friends	make me discipline and respect others got certificate of soccer Got friends
9. Help or support needed?	Yes needed because there is no support in here, sporting culture as well as culture and hip hop activities.	I want to play for Premier soccer League	I want to play soccer if they can encourage us to do sport and allow us to go play	sporting culture play soccer if they can encourage us to do sport
10. What support is available and can teacher support learners on physical activities?	They can support on soccer basket ball and tennis.	Soccer foot ball and swimming.	No	No
11. Support structures that promote your physical wellness?	If they can bring some games for us.	If you can try and bring us games	No support	No support

3. Social wellness:

Describe your experiences on social wellness?

Questions	Participant GP=F/JLP 16	Participant GP=F/JLP 17	Participant GP=F/JLP 18	Codes
1. You Relationship with other learners?	Is good because we respect each other.	Is good because we behave	Well we help each other	Is good because we respect each good because we behave

				Well we help each other
2. How is your Relationship towards teachers and centre official?	is very well I respect my teachers and my centre officials.	They know that I am a good man I don't do bad things.	Teachers are good but not officials	not officials I don't do bad thing
3. Towards family?	To know that I respect them and if they say something to I will sort to out.	They know that I respect them and everything they say I do.	Good but no communication	Good but no communication that I respect them respect them
4. Community here in the correctional centre?	We behave well and we respect each other.	I behave well because I am a changed person.	Fights and there too much gangsterism	ghts and there too much gangsterism
5. Any relations with other people?	None	Is good because I like to chat with anyone.	Yes, We help each other	None good because I like to chat Yes,
6. Communications and constructive resolve of any conflicts?	None	None	Yes we communicate to solve problems.	Yes we communicate to solve problems
7. Harmony, kindness and positive with others?	Yes I am kind because I respect others	I behave and I am kindness	Yes we need respect	I am kind behave and I am kindness
8. Help or support needed?	Yes if you can organise us for sporting education, television that's all.	No thanks	We need respect from officials and to understand us	
9. Availability of support structures that promote your social wellness	None	None	Social worker, nurses checking TB and HIV	Social worker, nurses

4. Emotional wellness:

What are your experiences regarding emotional wellness?

Questions	Participant KZN=D/JLP 10	Participant KZN=D/JLP 11	Participant KZN=D/JLP 12	Codes
1. Expressing your feeling?	To exercise and play football and other things	I express my feelings with school sing reading and dance.	Yes, to my friends inmates that come from same cell or that go to school with me.	Yes, to my friends express my feelings
2. Control of emotions and behaviour?	Yes I control my emotions and my behaviour	I behaviour is good but sometimes I lose my control	We discuss sometimes we fail then fights	I control my emotions and my behaviour sometimes I lose my control We discuss fail then fights
3. Doing something that give sense of success and purpose?	Yes schooling give me sense of success and purpose and soccer too.	To tell someone that crime is not good because we hurt our family or people we robbed.	Anger management courses for 7 days	es schooling give me sense of success tell someone that crime is not good
4. Available Resources to support emotional wellness?	None None	None	Get angry fast I don't do the anger courses	None None
5. Help or support needed?	Yes department of education for learning.	None	I am patient sometime I read my bible, but I need anger management courses	but I need anger management courses
6. Availability of Support structures that promote your emotional wellness?	None None	None	They check the kind of crime you did then you get support like robbery, or murder	None None
7. How do you manage anger?	I don't have an anger because always I have a good condition	By sitting alone do something or read	I read my Bible to comfort me	sitting alone do something or read I read my Bible to comfort m
8. Have you ever consulted a psychologist in this	Yes, she help me to phone my family and advice me and guide	Yes, I consulted and tell me about crime and smoking drugs	Yes, they do help.	Yes, I consulted Yes, they do help Yes, she help

centre? If yes how did he/she help you	me for schooling is important.			
--	--------------------------------	--	--	--

5. Spiritual wellness:

What are your experiences regarding spiritual wellness?

Questions	Participant KZN=C/JLP7	Participant KZN=C/JLP8	Participant KZN=C/JLP9	Codes
1. Belong or Attend religious group?	Zion that is my group religion	Christianity church	I stopped I don't like church	Christianity Zion I don't like church
2. Comfortable with other religious or spiritual beliefs and practices?	Yes comfortable because they respect	Yes , because I want to experience the other religious	Yes	Yes comfortable Yes ,
3. Pray meditate, sing songs and spiritual uplifting verses?	I like pray and sing	I like to Sing songs because I feel good when I sing church songs and pray	Yes I sing	like pray and sing Sing songs yes, I sing
4. Value of being human?	To success in my life	Its life and to be good respect others	I am comfortable with my Bible	
5. Available Resources?	None None	None	Bible s	None Bible None
6. Help or support needed?	Yes help us	None	No need I have other offenders who help me	Yes help No need I have other offenders who help
7. Availability of Support structures that promote your spiritual wellness	None	None	Preachers from outside come	None preachers from outside come

5. Career or occupational wellness:

What are your experiences regarding careers or occupational wellness?

Questions	Participant FS=G/JLP 19	Participant FS=G/JLP 20	Participant FS=G/JLP 21	Codes
1. Skills to run own business?	Yes to be engineering	I have skills of business because I used to do business at home	No we don't have	No we don't have have skills of business because I used to do
2. Skills to compete for employment after release?	To have a licence job	To open my company	No skills I am in maximum c we don't learn that	No skills I am in maximum c we don't learn
3. Attitude about work and the amount of personal satisfaction and enrichment gained from school work?	I had skills of learning and the talent of playing soccer	Yes we learn about that	I want to do this things but I have to wait until I am in medium B cell section.	want to do this things but I have to wait until I am in medium B
4. Unique skills and talents?	None	I have business my talents is soccer acting dancing and singing	Sewing	None Sewing
5. Available Resources to support career wellness?	None	I would like to record CD or acting	Needs from outside Courses	None
6. Help or support needed?	None. None	Please help to my studies and my talents soccer singing.	I need to learn skills and courses	Please help to my studies need to learn skills
7. Availability of Support structures that promote your career or occupational wellness?	None	To be business man	Family provide its important to have family support	None
8. Any training/skills received here which may lead to your future	Non	Acting	None	None

career				
--------	--	--	--	--

APPENDIX K: LANGUAGE EDITING CERTIFICATE

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

05 February 2021

TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have edited TLB Manzini's thesis entitled, "**The support of juvenile offender learners in correctional centre schools: A wellness perspective**".

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:



Jack Chokwe (Mr)

Contact numbers: 072 214 5489

jackchokwe@gmail.com

Professional
EDITORS 
Guild



APPENDIX L: TURNITIN RECEIPT AND REPORT

[Skip to Main Content](#)



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Theresa Manzini
Assignment title: Manzini Theresa
Submission title: THE SUPPORT OF JUVENILE OFF...
File name: Theresa_Manzini_Thesis_05.11.20...
File size: 1.94M
Page count: 413
Word count: 112,706
Character count: 634,513
Submission date: 12-Nov-2019 08:59AM (UTC+0200)
Submission ID: 1212110095

THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN
CORRECTIONAL CENTRE SCHOOLS: A WELLNESS

PERSPECTIVE

by

MANZINI THERESA LYDIA BADIKTSIE

Submitted in accordance with the requirements

for the degree

Doctor of Philosophy

in the subject of

Psychology of Education

at the

University of South Africa

Supervisor: Professor MD Magano

2019

Copyright 2019 Turnitin. All rights reserved.

[Open Rubric](#)

Originality GradeMark PeerMark THE SUPPORT OF JUVENILE OFFENDER BY THERESA MANZINI turnitin 21% SIMILAR OUT OF 8

THE SUPPORT OF JUVENILE OFFENDER LEARNERS IN CORRECTIONAL CENTRE SCHOOLS: A WELLNESS PERSPECTIVE

by

MANZINI THERESA LYDIA BADIKSIE

Submitted in accordance with the requirements for the degree Doctor of Philosophy in the subject of Psychology of Education at the University of South Africa

Match Overview

CURRENTLY VIEWING STANDARD SOURCES

EN View English Sources (Beta)

MATCHES

1	uir.unisa.ac.za Internet source	7%
2	Submitted to University... Student paper	2%
3	repository.up.ac.za Internet source	1%
4	docplayer.net Internet source	<1%
5	www.schooleducationg... Internet source	<1%
6	Submitted to North We... Student paper	<1%
7	scholar.sun.ac.za Internet source	<1%
8	scholar.lib.vt.edu Internet source	<1%