

An evaluation of the rehabilitation programmes for youth offenders at Boksburg
correctional centre in Gauteng province of South Africa.

by

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Submitted in accordance with the requirements
for the degree of

MASTER OF ARTS

in the subject

CORRECTIONS MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF L G FITZ

MAY 2023

DEDICATION

This dissertation is dedicated to my first-born son Lebitsa Kopano Lekalakala. Our challenges in life have brought us to this moment. The challenges we both experienced were never permanent, and now we enjoy the fruits of those lessons. We both turned out to be better and stronger. With this achievement my son, I hope you realise that success favours those who work hard.

ACKNOWLEDGEMENTS

My foremost gratitude goes to my God Almighty for His love, guidance, protection and encouragement during my studies.

I would like to express my appreciation and gratitude to the following people for their support during my studies:

- My supervisor, Prof L. Fitz, for his support, encouragement and patience. I am indebted to you for guiding me to the completion of this study. Your influence on my academic development will be remembered forever.
- To my husband, Boikie Joel Sekhabi, and my two sons, Lebitsa Kopano Lekalakala and Amogelang Khumo Sekhabi, thank you for your patience, support and for understanding my being busy and not spending enough quality time with you.
- My two sisters, Batenegi Dorothy Mabuza and Kgomotso Pearl Lekalakala, who never ceased to lift up my spirit when I was on the verge of giving up. You held me steadfast and encouraged me to look forward to the future. To my mother-in-law, Sophia Mzondi Sekhabi, my sister-in-law, Monica Felicity Sedibe, and the rest of my in-laws, your support never went unnoticed.
- To my parents, Mr Louis Titus Lekalakala and Mrs Meisie Marjorie Lekalakala, thank you for your encouragement and words of support.
- I would like to acknowledge my employer, the State Security Agency (SSA) for allowing me to further my studies.
- My biggest gratitude goes to the University of South Africa, the Department of Correctional Management for their assistance, support, interest and valuable hints.
- To all the study participants who provided valuable information which allowed me to answer the research questions and to address the objectives of this study, your contribution will not be in vain.
- To all my friends, family at large and colleagues, thank you for your support and advice through this journey. Last but not least, to my fellow parishioners at St James Anglican Church in Katlehong, thank you for your encouragement and prayers.

DECLARATION

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An evaluation of the rehabilitation programmes for youth offenders at Boksburg correctional centre in Gauteng province of South Africa.

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



SIGNATURE

24 June 2023

DATE

ABSTRACT

Correctional centres play a vital role in the rehabilitation of offenders. Since the beginning of the Covid-19 pandemic, crime has increased globally in countries the world over, especially youth crime, although commonly in relation to online activities. Youth offenders are the category of the South African incarcerated population that has been growing rapidly in the first decade of democratic South Africa and has been observed to be continually growing. Despite the efforts by the Department of Correctional Services to rehabilitate the offenders, South Africa's criminal re-offending rate is at an approximate alarming rate of 87% and has partly been attributed to the rehabilitation programmes in correctional services which have been pointed to be absent or 'problematic'.

Rehabilitation programmes are one of the several endeavours which the Department of Correctional Services has embarked upon in its quest to rehabilitate offenders and reintegrate them into communities as law-abiding citizens. Rehabilitation focusing on offender development, education and training for the youth is therefore key to the prevention of recidivism.

The study sought to evaluate the rehabilitation programmes for youth offenders at the Boksburg Correctional Centre in the Gauteng province of South Africa with a view to enhance its perceived impact in reducing re-offending. The objectives of the study were to determine the types of rehabilitation programmes that are rendered to youth offenders; assess the success factors of rehabilitation programmes; analyse the threats to the rehabilitation programmes; and to suggest recommendations that can be adopted to enhance the perceived impact of the rehabilitation programmes for the youth offenders. The study adopted the qualitative research approach and employed the case study design. Semi-structured interviews were conducted with two (2) educationists, one (1) social worker, one (1) religious officer, one (1) sports officer, and seven (7) youth offenders who were all purposively sampled. Data from the study was thematically analysed.

Findings from the study revealed that correctional programmes, offender development programmes, and psychological, social and spiritual programmes are rendered to the youth offenders. The study also established that the success factors to the rehabilitation programmes include human resources, communication and facilities. It

was further established that there are threats to the rehabilitation programmes such as communication, facilities, offender development training and financing.

The study concluded that while rehabilitation programmes are rendered to the youth offenders, they do not seem compulsory. Further, the study concluded that there are gaps in the laws and regulations regarding participation and attendance of the youth offenders in the programmes, as well as gaps in skills development training programmes which contribute to the ineffectiveness of the rehabilitation programmes. The study recommended that the correctional centre introduces diversified educational programmes and offer skills development training and puts in place rules and regulations regarding the participation and attendance of the youth offenders in the rehabilitation programmes.

Keywords: Rehabilitation, rehabilitation programmes, correctional centre, correctional services, youth offenders, re-offending

LIST OF TABLES

Table 4.1 Demographic information of the youth offenders.....	49
Table 4.2 Demographic profile of correctional officers.....	49
Table 4:3 Thematic map (themes, categories, and codes)	50

LIST OF FIGURES

Figure 1.1 Evaluation framework for rehabilitation programmes.....	8
Figure 2.1 Literature review structure.....	16
Figure 3.1 Research methodology roadmap.....	34
Figure 3.2 Data analysis procedure.....	44

LIST OF ACRONYMS

CBT	Cognitive-behaviour Therapy
CE	Correctional Education
DCS	Department of Correctional Services
IPCA	International Prison Chaplains Association
NT	National Treasury
UNODC	United Nations Office and Drugs and Crime
ZPCS	Zimbabwe Prison and Correctional Services
UNISA	University of South Africa
WHO	World Health Organisation
SRAC	Sport, Recreational, Arts and Culture
SOP	Standard Operating Procedures

TABLE OF CONTENTS

DEDICATION	ii
ACKNOWLEDGEMENTS	iii
DECLARATION.....	iv
ABSTRACT	v
LIST OF TABLES	vii
LIST OF FIGURES.....	viii
LIST OF ACRONYMS	ix
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Introduction	1
1.2 Problem statement	5
1.3 Research aim and objectives	5
1.4 Research questions.....	6
1.5 Significance of the study	6
1.6 Scope and delimitations of the study.....	6
1.7 Conceptual framework	7
1.8 Literature review.....	8
1.8.1 Types of rehabilitation programmes	8
1.8.2 Success factors for rehabilitation programmes	9
1.8.3 Threats to the rehabilitation programmes.....	10
1.9 Definition of key theoretical concepts	11
1.9.1 Rehabilitation.....	11
1.9.2 Rehabilitation programmes	11
1.9.3 Correctional centres or services	11
1.9.4 Youth offenders	12
1.9.5 Re-offending.....	12
1.10 Research methodology roadmap	12
1.11 Chapter outline	12
1.12 Summary	13
CHAPTER TWO.....	15

LITERATURE REVIEW	15
2.1 Introduction	15
2.2 Types of rehabilitation programmes	16
2.2.1 Correctional programmes	18
2.2.1.1 Anger Management Programme	19
2.2.1.2 Crossroads Correctional Programme	20
2.2.1.3 Preparatory Programme of Sexual Offenses.....	20
2.2.1.4 Pre-release Programme	20
2.2.1.5 Substance Abuse Correctional programme.....	20
2.2.1.6 Restorative Justice Orientation Programme	21
2.2.1.7 New Beginnings Orientation Programme	21
2.2.2 Offender development programmes.....	21
2.2.3 Psychological and spiritual services	22
2.2.4 Aftercare programmes.....	24
2.3 Success factors of rehabilitation programmes.....	26
2.3.1 Human resources	26
2.3.2 Finances.....	27
2.3.3 Facilities	28
2.4 Threats to rehabilitation programmes.....	29
2.4.1 Poor communication.....	29
2.4.2 Inadequate facilities.....	30
2.4.3 Noise pollution.....	30
2.4.4 Poor staffing	31
2.5 Summary	32
CHAPTER THREE.....	33
RESEARCH METHODOLOGY.....	33
3.1 Introduction	33
3.2 Research paradigm	34
3.2.1 Ontology.....	35
3.2.1.1 Constructivism.....	35
3.2.2 Epistemology.....	35
3.2.2.1 Interpretivism.....	36
3.3 Research approach	36

3.3.1 Qualitative research approach.....	37
3.4 Research design	37
3.4.1 Single case study	37
3.5 Population	38
3.6 Sampling	38
3.6.1 Purposive sampling	39
3.7 Data collection.....	40
3.7.1 Data collection instruments	40
3.7.1.1 Interviews	40
3.7.2 Data collection procedure.....	41
3.8 Data analysis and presentation	42
3.8.1 Thematic analysis.....	42
3.9 Ethical considerations	43
3.10 Trustworthiness.....	44
3.10.1 Confirmability.....	44
3.10.2 Credibility	44
3.10.3 Dependability.....	44
3.10.4 Transferability.....	44
3.11 Summary	45
CHAPTER FOUR.....	46
DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS	46
4.1 Introduction	46
4.2 Data analysis.....	46
4.3 Demographic profile of participants	47
4.4 Findings.....	49
4.4.1 Discussion of findings from youth offenders.....	50
4.4.1.1 Theme 1: Types of rehabilitation programmes	50
4.4.1.1.1 Correctional programmes.....	51
4.4.1.1.2 Offender developmental programmes	51
4.4.1.1.3 Psychological, social and spiritual services.....	53
4.4.1.2 Theme 2: Success factors of rehabilitation programmes.....	55
4.4.1.2.1 Facilities	56
4.4.1.2.2 Learning materials.....	57

4.4.1.2.3 Communication	58
4.4.1.3 Theme 3: Threats to the rehabilitation programmes.....	59
4.4.1.3.1 Facilities	59
4.4.1.3.2 Education and skills development training	60
4.4.2 Discussion of findings from correctional officers.....	62
4.4.2.1 Theme 1: Types of rehabilitation programmes	62
4.4.2.1.1 Offender developmental programmes	63
4.4.2.1.2 Psychological, social and spiritual services	64
4.4.2.1.3 Correctional programmes	65
4.4.2.2 Theme 2: Success factors of rehabilitation programmes.....	70
4.4.2.2.1 Facilities	71
4.4.2.2.2 Human resources	71
4.4.2.3 Theme 3: Threats to the rehabilitation programmes.....	72
4.4.2.3.1 Facilities	73
4.4.2.3.2 Offender development training	74
4.4.2.3.3 Human resources	74
4.5 Summary	75
CHAPTER FIVE.....	76
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	76
5.1 Introduction	76
5.2 Overview of the study	76
5.3 Summary of the findings.....	77
5.3.1 Types of rehabilitation programmes for youth offenders	78
5.3.2 Success factors of rehabilitation programmes for youth offenders.....	78
5.3.3 Threats to the rehabilitation programmes for youth offenders	79
5.4 Conclusions of the study	80
5.4.1 Types of rehabilitation programmes	80
5.4.2 Success factors of the rehabilitation programmes.....	81
5.4.3 Threats to the rehabilitation programmes.....	81
5.5 Recommendations	81
5.5.1 Types of rehabilitation programmes	82
5.5.2 Success factors of rehabilitation programmes.....	82
5.5.3 Threats to the rehabilitation programmes.....	82

5.6 Suggestions/recommendations for future research	83
5.7 Final word.....	83
References.....	83

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Correctional centres play a vital role in the rehabilitation of offenders. Since the beginning of the Covid-19 pandemic, crime has increased globally in countries the world over (Mohler, Bertozzi, Carter, Short, Sledge, Tita & Brantingham 2020). According to the World Drug Report (2020), states that, the Covid-19 pandemic has led to an increase in youth crime globally, although commonly in relation to online activities. It was observed that the youth negatively influence each other, and this lands them in adolescent crime, and consequently, in incarceration. According to Greenwood (2008), as a result, youth offenders are more frequently sent to correctional institutions as a result of adolescent criminality, which costs the government billions of rands in incarceration. Youth offenders are, according to the White Paper on Corrections in South Africa (2005), the category of the South African incarcerated population that has been growing rapidly in the first decade of democratic South Africa and has been observed to be continually growing. Despite the efforts by the correctional services to rehabilitate the offenders, Kiewit (2020) noted that South Africa's criminal re-offending rate is high, at an approximate alarming rate of 87%. Scholars such as Ngubane (2004) have partly attributed the problem of re-offending to the rehabilitation programmes in correctional services which they have pointed to be absent or 'problematic', stating that rehabilitation programmes have been found to be inadequate or even non-existent in most correctional institutions in South Africa.

Ward (2001) notes that rehabilitation programmes in correctional services should be valuable within the correctional facility. Rehabilitation focusing on offender development, education and training for the youth is key to the prevention of recidivism (White Paper on Corrections in South Africa 2005). Drawing from Day, Howells, Casey, Ward, Chambers and Birgden (2008), there is a need to effectively evaluate the rehabilitation programmes in correctional services. In an effort to enhance the perceived impact of the programmes in reducing the re-offending rate among youth, the researcher was prompted to conduct this study which sought to evaluate the rehabilitation programmes for youth offenders at the Boksburg Correctional Centre in the Gauteng province of South Africa.

According to the White Paper on Corrections in South Africa (2005), young offenders fall into the category of people who, even after serving a lengthy sentence, still have the chance to make something of their lives. To fully realise this, effective rehabilitation of the youth offenders is thus critical in reducing crime after release and consequently reducing the number of youth offenders being sent to correctional facilities for re-offending. Day et al. (2008) examined the resurgence of interest in the field of offender rehabilitation programmes in correctional facilities and found that rehabilitation programmes are part of the core business of correctional departments. The Correctional Services Act, 1998 (Act no. 111 of 1998), states that its responsibility is first and foremost to correct offending behaviour in order to facilitate the rehabilitation process, hence the design and development of correctional programmes aimed at correcting offending behaviour are the functions of the Directorate of Correctional Programmes.

Rehabilitation programmes are just one of the several endeavours which the Department of Correctional Services has embarked upon in its quest to rehabilitate offenders and reintegrate them into communities as law-abiding citizens. The aim is to join forces with stakeholders in pursuance of the common goal of inducing and supporting some type of change in the people who are participating in the programmes. The desired changes may include behavioural changes, acceptance of positive values and morals, increased knowledge, the acquisition of skills and improved mental and physical health (Correctional Services Act, 1998 Act no. 111 of 1998). In cognisance of this, the rehabilitation programmes for youth offenders in correctional facilities should thus focus on offender development, education and training.

Makhurane and Magano (2019) advance that successful youth offender rehabilitation is necessary to lower recidivism. According to the Department of Correctional Services strategic plan for (2009/1) rehabilitation are processes where inmates are trained in maintaining their human dignity, developing their sense of social responsibility, and promoting the overall development of all inmates and persons subject to community corrections (Kras, & Fitz, 2020). Additionally, rehabilitation is a process that covers the incarcerations and rehabilitations of both adult and youth offenders (Taylor 2017). The programmes provided to the youth should assist them in their transition to full

adulthood (White Paper on Corrections in South Africa 2005). Therefore, the argument of Ward (2001) is that the rehabilitation programme has to be descriptive rather than normative, which presupposes the conception of good life which guides the rehabilitation. On the other hand, Taxman and Pattavina (2013) explain in their research why the correctional centres population continues to increase, adding that rehabilitation is now increasingly guided by correctional practices and rehabilitative strategies.

Day et al. (2008) further found out that the future of correctional services lies in establishing the body of scientific evidence supporting rehabilitation programmes which will have a positive effect on reducing recidivism when the programmes meet certain standards. These standards should be aimed towards offender development, education and training, as mentioned by the White Paper on Corrections in South Africa (2005). Studies by Rayford (2018) revealed that the revised and improved rehabilitation programme with offender engagement, counselling, self-care, in-prison treatment, social learning, cognitive-behavioural models, skills training, and family approaches will minimise recidivism.

It should be noted that for rehabilitation to reduce re-offending, it should be effective. In this regard, these programmes should be varied, but importantly, prioritised. However, in the evaluation of rehabilitation programmes for their effectiveness in reducing re-offending, there should be a critical exploration of the elements that make the programmes effective or ineffective, thereby determining their success. In cognisance of this, various issues should be investigated. The Department of Correctional Services annual report (2020/2021), and Motshekga (2016) highlighted the following issues as they contribute to the effectiveness of the programmes in reducing re-offending: (i) types and quality of rehabilitation programmes, (ii) success factors, and (iii) threats to the rehabilitation programmes.

According to the South African Yearbook (2020/21), offenders should be released and successfully reintegrated into society, hence the effectiveness of this process largely depends on the type and quality of programmes which are offered to offenders during incarceration. These include correctional programmes, skills development programmes, and psychological, social and spiritual care services (South African yearbook, 2020/21). The National Treasury Report (18/2020)

elaborates that the following are the needs-based programmes and interventions to facilitate the rehabilitation of youth offenders and enable their social reintegration: (i) correctional programmes, (ii) offender development programmes, and (iii) psychological and spiritual services. Aftercare programmes are also included as rehabilitation programmes aimed towards successful reintegration into the society, with the purpose of reducing re-offending. In rehabilitation programmes, success factors refer to the elements which contribute causally to successful results., report notes that underpinning the position of the need for offenders to have an environment conducive for them to participate in the rehabilitation opportunities and development programmes is the fact that the department needs to have the necessary capacity in terms of human resources, finance and facilities to ensure delivery against the achievement of its strategic outcome-oriented goals. The Department of Correctional Services Annual report (2011/12) states that it is therefore responsible for ensuring that the capacity stretches across multiple facets of the programmes, from planning, implementation, monitoring, evaluation and reporting processes, through the management of performance information and in decision-making. However, it should be noted that rehabilitation faces a myriad of threats which cripple the correctional services and disrupt the effectiveness of the rehabilitation programmes for the youth offenders. According to Motshekga (2016), the threats to the rehabilitation programmes for youth offenders are poor communication, inadequate facilities, noise pollution and poor staffing in correctional centres.

Snyman (2019), Day et al. (2008), Ward (2001), as well as Taxman and Pattavina (2013) have compared the international approaches to rehabilitation to examine where South African rehabilitation is lacking in their rehabilitation processes. In countries such as Australia, Day et al. (2008) examined the resurgence of interest in the field of offender rehabilitation programmes in correctional facilities which could be effective in reducing recidivism in Australian correctional centres and found that the rehabilitation programmes are part of the core business of correctional departments. In this regard, it is vital to evaluate the rehabilitation programmes for youth offenders with a view to suggest recommendations to enhance their perceived impact.

1.2 Problem statement

Correctional centres play a vital role in the rehabilitation of offenders. Youth offenders are, according to the White Paper on Corrections in South Africa (2005), the category of the South African incarcerated population that has been growing rapidly in the first decade of democratic South Africa and has been observed to be continually growing. Despite the efforts by the correctional services to rehabilitate the offenders, Kiewit (2020) noted that South Africa's criminal re-offending rate is high, at an approximate alarming rate of 87%. Scholars such as Ngubane (2007), Douglas and Marlowe (2019) and Murhula (2019) have partly attributed the problem of re-offending to the rehabilitation programmes in correctional services which they have pointed to be absent or 'problematic'. Rehabilitation programmes are just one of the several endeavours which the Department of Correctional Services has embarked upon in its quest to rehabilitate offenders and reintegrate them into communities as law-abiding citizens. To this end, rehabilitation focusing on offender development, education and training for the youth is therefore key to the prevention of recidivism (White Paper on Corrections in South Africa 2005), hence this study sought to evaluate the rehabilitation programmes for youth offenders at the Boksburg Correctional Centre in the Gauteng province of South Africa with a view to enhance their perceived impact in reducing re-offending.

1.3 Research aim and objectives

This study was intended to evaluate the rehabilitation programmes for youth offenders at Boksburg Correctional Centre in the Gauteng province of South Africa, with a view to suggest recommendations to enhance their perceived impact in reducing re-offending. The objectives of the study were to:

1. Determine the types of rehabilitation programmes that are rendered to youth offenders at Boksburg Correctional Centre.
2. Assess the success factors of rehabilitation programmes for youth offenders at Boksburg Correctional Centre.
3. Analyse the threats to the rehabilitation programmes for youth offenders at Boksburg Correctional Centre; and

4. Suggest recommendations that can be adopted to enhance the perceived impact of the rehabilitation programmes for youth offenders at Boksburg Correctional Centre.

1.4 Research questions

The main research question answered was, what is the perceived impact of the treatment programme for youth offenders at Boksburg Correctional Centre in the Gauteng province of South Africa? However, before the main question was answered, the following specific questions had to be answered first:

1. What are the pertinent types and focus of rehabilitation programmes that are rendered to youth offenders at Boksburg Correctional Centre?
2. What are the success factors of the rehabilitation programmes for youth offenders at Boksburg Correctional Centre?
3. What are the threats to the rehabilitation programmes for youth offenders at Boksburg Correctional Centre?
4. What recommendations can be adopted to enhance the perceived impact of the rehabilitation programmes for youth offenders at Boksburg Correctional Centre?

1.5 Significance of the study

The study adds to the development of the body of knowledge and also generates an enhanced interest in this area of study. This study suggested recommendations to enhance the perceived impact of the rehabilitation programmes for youth offenders. The study informs correctional services management and the government on issues critical for decision-making on the rehabilitation programmes for youth offenders. Correctional services may use this study as a model to determine the impact of the rehabilitation programmes for youth offenders or as a foundation for self-evaluation. This research may also be the foundation for new avenues of research for students, other researchers and readers in the field.

1.6 Scope and delimitations of the study

This study focused on the rehabilitation programmes for youth offenders at Boksburg Correctional Centre. This study was carried out in this facility because the Boksburg Correctional Centre is designed specifically for the rehabilitation of youth offenders. The study focused on a single case in order to explore the issue in more detail and in-

depth in a controlled set up. Population samples for this study were drawn from the management and youth offenders, hence the study was delimited to the correctional officers, social worker, psychologist, and youth offenders; and other key staff were not considered. The study was also delimited by the methodological parameters which were premised on the qualitative approach and case study design, with interviews being the data collection tool. The results of this study did not make generalisations across the population.

1.7 Conceptual framework

A conceptual framework is a textual or visual representation of the interactions between the concepts, variables and or assumptions upon which research is based (Miles, Huberman & Saldana 2013). According to Akintoye (2015), a conceptual framework is used when existing theories are not applicable or sufficient to build a foundational basis for the study. Formulating a conceptual framework can be done by (i) putting together various concepts from different theories, (ii) aspects of a theory, (iii) incorporating aspects of a theory, (iv) integrating all the concepts from more than one theory, and (v) combining concepts from the extant literature. The conceptual framework for this study was formulated based on the researcher's observations and from extant literature, and it supports the evaluation of rehabilitation programmes in correctional services. The following are the critical concepts developed for this study: (i) types of rehabilitation programmes, (ii) success factors of rehabilitation programmes, and (iii) threats of the rehabilitation programmes. The conceptual framework presented in this study is designed to provide a structured approach to researching factors that may be important to evaluating the rehabilitation programmes for youth offenders. Figure 1.1 illustrates the interaction among these concepts.

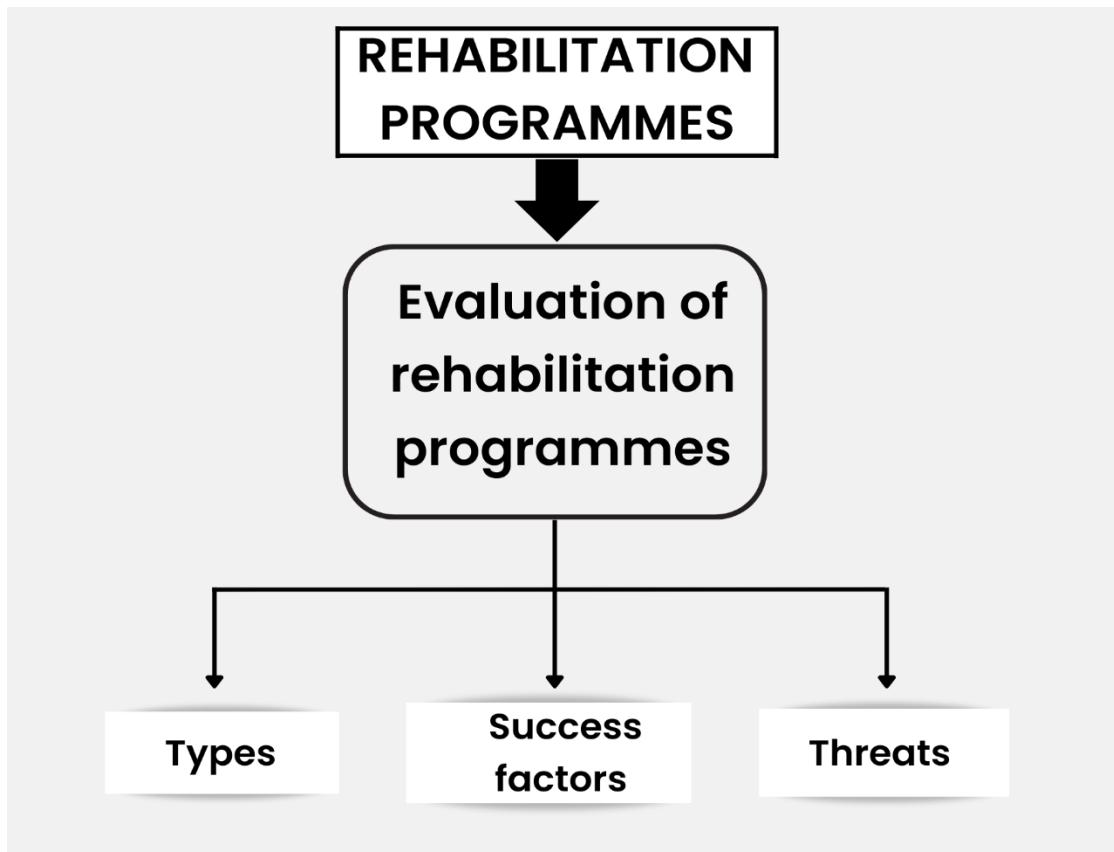


Figure 1.1: Evaluation framework for rehabilitation programmes (*Researcher 2023*)

1.8 Literature review

The Department of Correctional Services Revised (2020-2025) Strategic Plan found out that correctional rehabilitation programmes for youth offender transformation have become a priority on most leadership agendas of correctional centres.

1.8.1 Types of rehabilitation programmes

According to the South African Yearbook (2020/21), offenders should be released and successfully reintegrated into society, hence the effectiveness of this process largely depends on the type and quality of programmes which are offered to offenders during incarceration. According to the National Treasury Report (18/2020), the following are the needs-based programmes and interventions to facilitate the rehabilitation of youth offenders and enable their social reintegration: (i) correctional programmes, (ii) offender development programmes, and (iii) psychological and spiritual services. The Department of Correctional Services Annual report 2011/12) adds that correctional programmes shall focus on raising awareness of the need to change behaviour and therefore reducing the likelihood of re-offending. According to the National Treasury

Report (18/2020) offender development programmes provide services such as technical training and education aimed at developing competencies by providing offenders with opportunities for skills and social development. The goal is to enhance social reintegration by equipping youth offenders with the necessary knowledge and skills for the job market. Psychological and spiritual services provide needs-based programmes and services aimed at maintaining the wellbeing of the offenders by facilitating social functioning, and spiritual, moral and psychological wellbeing (National Treasury Report (18/2020)). Salas-Wright, Vaughn and Maynard (2014) state that psychological and spiritual services are vital in rehabilitating offenders, and in consequently reducing re-offending. Aftercare programmes are also included as rehabilitation programmes aimed towards successful reintegration into the society, with the purpose of reducing re-offending.

1.8.2 Success factors for rehabilitation programmes

The Department of Correctional Services Annual report (2011/12), report notes that underpinning the position of the need for offenders to have an environment conducive for them to participate in the rehabilitation opportunities and development programmes is the fact that the department needs to have the necessary capacity in terms of human resources, finance, and facilities to ensure delivery against the achievement of its strategic outcome-oriented goals. In the context of correctional services, human resources management could be defined in terms of vigorous health arrangements and safety for the offenders, monitoring and evaluation of correctional officers' service delivery, financial management, appraisal system, recruitments and the promotion of emotional wellness (Kahambing 2021). Nhlapho (2010) posits that to enhance service delivery, correctional officers should be skilled in dealing with and in understanding the demands of their role, even in rehabilitation programmes. Funding for security operations, facilities, remand detention, offender management, and the proper administration and profiling of offenders is central to the rehabilitation programme (The Department of Correctional Services South African Yearbook 2021/22). The national efforts of trimming expenditure have led to the insufficient allocation of funds to various correctional centres, including the Boksburg Correctional Centre, which had to provide for nutrition through limited infrastructure, compromise of other foods and other food resources (South African

Government, 2019). Further, the United State (US) Department of Justice ([sa]) notes that proper and adequate planning for correctional services facilities should meet the goals of the service and those of the programmes. It further proposes that the selection of the equipment should cater for and allow for personal interaction between individuals and alternating with periods of privacy.

1.8.3 Threats to the rehabilitation programmes

Rehabilitation programmes for youth offenders in correctional services also suffer enormous threats, commonly manifest in the failure, lack of or poor service delivery. In this regard, the programmes fail to meet their objectives, and their impact is affected. Consequently, youth offenders do not get the rehabilitation they need, and the risk of re-offending is increased. While elements of communication such as language, tone and non-verbal gestures lead to poor communication, they are not the only contributing factors. Iversen, Mangerud, Eik-Nes and Kjelsberg (2013) found out that poor or a lack of communication in correctional services is commonly a result of misunderstandings between and/or among offenders and correctional officers due to differences or clashes rather than communication problems. Further, Motshekga (2016) stated that there are inadequate dedicated space and furniture to run rehabilitation programmes in correctional facilities. In 2022, Shaikh reported that the Department of Correctional Services Annual report (2011/12), in South Africa failed to reach the target of improving its IT systems because they have fewer resources than before. Further, the US Department of Justice ([sa]) notes that the selection of the equipment should cater for and allow for personal interaction between individuals and alternating with periods of privacy. This implies spaciousness and avoiding overcrowding, which both enable a good level of privacy, without which the rehabilitation programmes are under threat. This is one of the many requirements for the success of the rehabilitation programmes, especially for youth offenders as they may find being in a correctional setup difficult. Noise pollution from conflicting programmes is one major threat to the delivery of rehabilitation programmes in correctional services (Motshekga 2016). This may create discomfort and interfere with accurate communications (UConn Health 2023). Additionally, there is a continual shortage of correctional officials in the Department of Correctional Services which makes it difficult for the department to function at an optimal level and achieve its rehabilitation goals (du Plessis & Lombard 2018).

1.9 Definition of key theoretical concepts

The study contains certain key concepts and terms, and they are introduced in this chapter to allow the reader to make sense of what is presented in subsequent chapters. The following key concepts described were used throughout the study:

1.9.1 Rehabilitation

According to the White Paper on Corrections in South Africa (2005) and the Correctional Services Act No.111 of 1998, rehabilitation is a process that must address the specific history of the individual concerned in order to be successful. The Department of Correctional Services strategic plan for (2009/1), defines rehabilitation as processes wherein inmates are trained in maintaining their human dignity, developing their sense of social responsibility, and promoting the overall development of all inmates and persons subject to community corrections. Additionally, rehabilitation is a process that covers the incarcerations and rehabilitations of both adult and youth offenders (Taylor 2017).

1.9.2 Rehabilitation programmes

Rehabilitation programmes are defined by the World Health Organisation (WHO) (2023) as a set of interventions designed to optimise functioning and reduce disability in individuals with health conditions in interaction with their environment. In correctional services, rehabilitation programmes address specific risk factors related to reoffending, and are designed to assist offenders to live in the community without offending (Department of Correctional Services Australia Annual Report 2021-22).

1.9.3 Correctional centres or services

According to the Department of Correctional Services Service Delivery Model of (2019), a correctional centre is any place established under the Correctional Services Act No. 111 of 1998 as a place for the reception, detention, confinement, training or treatment of persons liable to detention in custody, or to placement under protective custody; and all land, outbuildings, and premises, outstations, buildings, premises or places to which any such person has been sent for the purpose of incarceration, detention, protection, labour, treatment, or otherwise; and all quarters of correctional officers used in connection with any such correctional centre; and for the purpose of

sections 115 and 117, includes every place used as a police cell or lock-up, where offenders who are between the ages of 18 and 20 are sent to.

1.9.4 Youth offenders

A youth offender is defined by the Merriam-Webster Dictionary (2023) as a young person – as one within a statutorily specified age range, who commits a crime but is granted special status entitling him or her to a more lenient punishment, as one involving probation or confinement in a special youth correctional facility, than would otherwise be available. The White Paper on Corrections (2005) defines youth offenders as offenders aged between 18 and 25 who, even after serving a lengthy sentence, still have the chance to make something of their lives.

1.9.5 Re-offending

Re-offending, synonymous with recidivism, refers to committing another crime, usually after release from incarceration, hence it also refers to persons who have previously committed a crime (Cambridge Online Dictionary 2023a).

1.10 Research methodology roadmap

Research methodology is a series of steps and actions taken by the researcher to investigate and uncover the problem under study (Labaree 2009). According to Burcu (2000), research methodology allows the researcher to get answers to the research questions and solutions to the research problem through the application of logic regarding the collection of data. The study employed the ontology and epistemology paradigms and employed the qualitative research approach. The case study design was used to gather data through interviews from the youth offenders and correctional officers who were purposively selected. Data was analysed using the thematic analysis method. The research methodology for this study is discussed in detail in Chapter Three.

1.11 Chapter outline

This study comprises the following five chapters:

Chapter One: Introduction

This chapter introduced the study, articulating the research problem under study. The chapter highlighted the statement of the problem, purpose of the study, research objectives and the research questions. It further justified the study, articulated the scope and delimitations of the study, defined key theoretical terms, conceptual framework, preliminary literature review, research methodology roadmap and the structure of the dissertation.

Chapter Two: Literature review

In this chapter, literature on existing theoretical and empirical studies is reviewed based on the conceptual framework for this study, guided by the research objectives which focus on the rehabilitation programmes for youth offenders in correctional services.

Chapter Three: Research methodology

This chapter discusses the research methodology used in the study. It explains the research paradigm, approach, design, sampling methods, and the data collection tools used to collect data for this study. The chapter also details the validity and reliability measures for the study, and how the data collected was analysed.

Chapter Four: Data presentation, analysis and discussion of findings

The chapter presents the data collected through interviews and also discusses the findings from the study, supported by the existing literature.

Chapter Five: Summary of findings, conclusions and recommendations

This chapter summarises the study, and makes conclusions and recommendations based on the data obtained. Based on the discussion of the findings, the researcher makes suggestions to enhance the perceived impact of rehabilitation programmes.

1.12 Summary

This chapter introduced the study and set out the background of the study. The chapter articulated the research problem, aim of the study, research objectives and questions. Further, the chapter justified the study and set out the delimitations. The chapter also highlighted the summary of literature review, conceptual framework and research

methodology, and it provided a brief sequence of the chapters. The next chapter discusses the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the study. The chapter outlined the problem under study, the purpose of the study, objectives, justification, and the scope and delimitations of the study. Further, it depicted the conceptual framework developed for the study and briefly reviewed literature in line with the objectives. The definition of key theoretical concepts, research methodology roadmap, ethical considerations, and structure of the dissertation were also outlined. This chapter reviews extant literature in line with the objectives of the study. The Azusa Pacific University (APU) Writing Centre (2018) states that literature review is a compilation and evaluation of research findings available on a certain topic. Literature review is an important element in research as it clarifies and shows the originality of the research problem under study (Montana University 2019). This chapter highlights the existing gaps in literature by clarifying and showing the originality of the problem under study. However, it should be noted that there is limited, scarce and outdated literature on the topic being studied, hence the researcher made generalisations based on the available literature. Figure 2.1 depicts the themes and subthemes which emerged in the literature review.

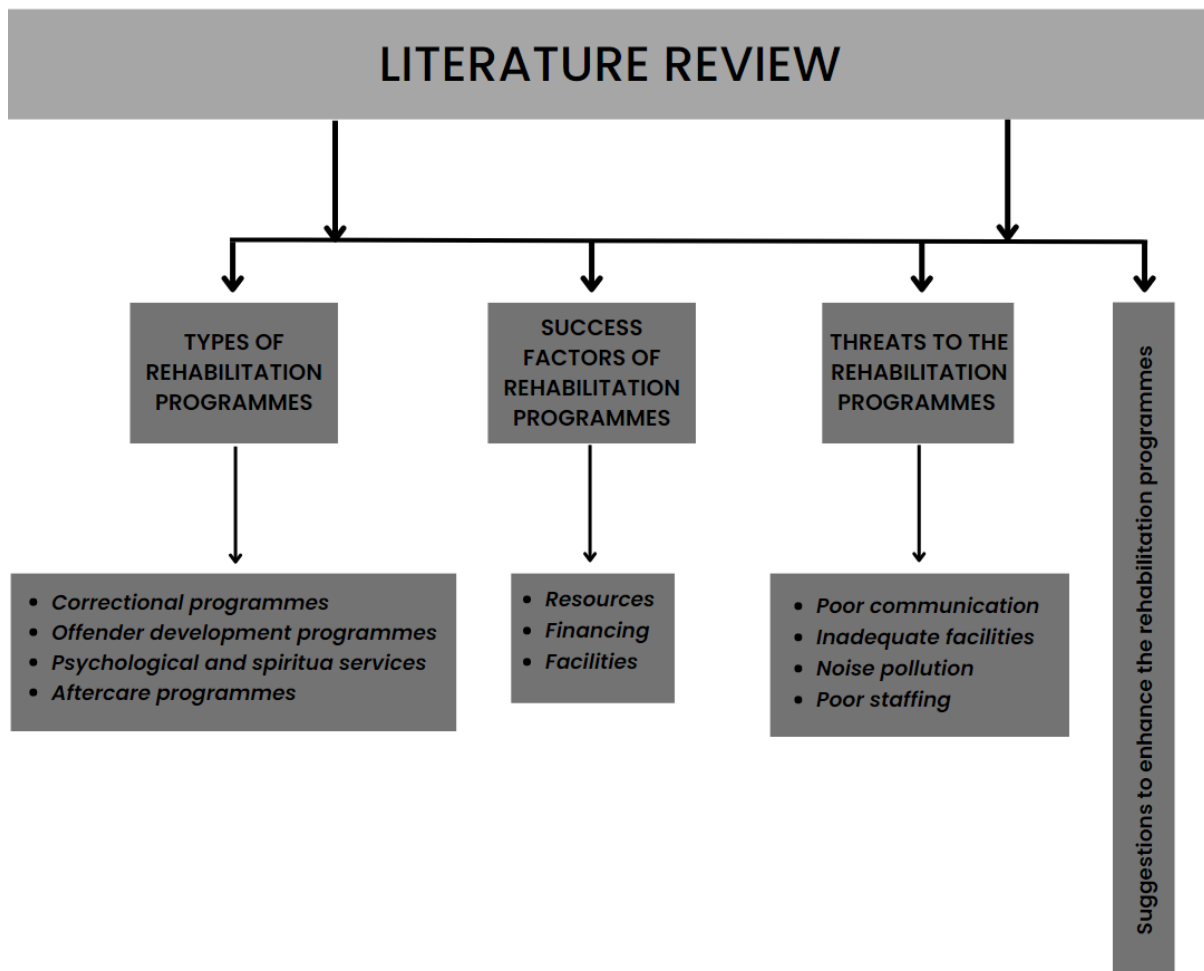


Figure 2.1: Literature review structure (Researcher, 2023)

2.2 Types of rehabilitation programmes

Various types of rehabilitation programmes exist to facilitate the rehabilitation of offenders, including youth offenders in correctional services. Rehabilitation programmes are defined by the World Health Organisation (WHO) (2023) as a set of interventions designed to optimise functioning and reduce disability in individuals with health conditions in interaction with their environment. In this regard, they are aimed to assist offenders to be as independent as possible in everyday activities and enables participation in education, work, recreation and meaningful life roles such as taking care of the family (WHO 2023). Therefore, these programmes are carefully planned processes which should be completed over a predetermined period of time. The Department of Correctional Services Australia Annual Report (2021-22) notes that many programmes address specific risk factors related to reoffending and are

designed to assist offenders to live in the community without offending. To this end, the department offers:

- i. Tailored rehabilitation – aimed towards an offender’s individual risk and protective factors.
- ii. One-to-one rehabilitation – designed for complex offenders for whom group-based approaches would be inappropriate or ineffective.
- iii. Clinical/case/criminogenic formulation – conducted by clinicians, and aims to identify the underlying causes for an individual’s problematic behaviours, and how they should be targeted through treatment; and
- iv. Cognitive-behaviour therapy (CBT) – a type of psychotherapy that aims to help the offender to change unhelpful or unhealthy habits of thinking, feeling and behaving, which involves practical self-help strategies designed to effect positive and immediate change in the offender’s quality of life.

Vennard, Sugg and Hedderman (1997) found out that programmes that seek to modify offender thinking and behaviour patterns are more successful than techniques such as group and individual counselling and nondirective therapy. Shoemaker (2009) notes that the best results for non-institutionalised youth offenders appear to come from individual counselling, interpersonal skills instruction, and behaviour modification programmes.

According to Vandala (2019), in compliance with the United Nations ([sa]), declarations, norms and agreements, correctional education (CE) is given to offenders across the world as a human right. As a result, many nations throughout the globe recognise access to a range of correctional education programmes for offenders as a human right to assist them in preparing for reintegration into society. The main justification is that while criminals cause harm to society, the harm would only increase if they were to return to it jobless. This thus calls for rehabilitation which caters for life in incarceration and after release. Vandala (2019) expounds, positing that delivering correctional education is more than merely promoting respect for human rights as its main objective. It goes a long way in ensuring the reduction in re-offending, thereby developing safer communities.

According to the South African Yearbook (2020/21), offenders should be released and successfully reintegrated into society, hence the effectiveness of this

process largely depends on the type and quality of programmes which are offered to offenders during incarceration. The programmes include correctional and skills development programmes, and psychological, social and spiritual care services (South African Government, 2020/21). The United Nations Office and Drugs and Crime (UNODC) (2017) categorised diverse correctional centre-based programmes into five main categories which address the following:

- behaviour and attitudes.
- education and vocational training.
- work experience.
- physical and mental health care; and
- psychological support.

Echoing the above sentiments, the National Treasury Report (18/2020) states that needs-based programmes and interventions are used to facilitate the rehabilitation of youth offenders and enable their social reintegration through:

- correctional programmes.
- offender development programmes; and
- psychological and spiritual services.

Aftercare programmes are also included as rehabilitation programmes aimed towards successful reintegration into the society, with the purpose of reducing re-offending. The rehabilitation programmes are discussed in subsequent sections.

2.2.1 Correctional programmes

The National Treasury Report (18/2020), notes that Correctional programmes provide needs-based correctional programmes in line with correctional sentence plans, and entails targeting elements associated with offending behaviour, focusing on the offences for which people are incarcerated. Department of Correctional Services Annual report (2011/12), adds that the following correctional programmes shall focus on raising awareness on the need to change behaviour and therefore reducing the likelihood of re-offending:

- anger management programme.
- crossroads correctional programmes.
- preparatory programme on sexual offenses.

- pre-release programme.
- substance abuse programme.
- restorative justice orientation programme; and
- new beginnings orientation programme.

These have been identified by the department to be addressing offender behaviour, with the aim to change the behaviour and reduce re-offending. However, it should be noted that there is limited research in South Africa on these programmes, as only definitions of these programmes are available, with exceptions of only a few programmes which have inadequate literature. The programmes are defined and discussed in subsequent sections.

2.2.1.1 Anger Management Programme

The Correctional Services Act, 1998 (Act no. 111 of 1998), notes that this programme is aimed at raising the offenders' awareness of the causes and symptoms of anger and teaching them how to manage their anger. It helps them to unlearn old habits associated with aggression and learn or relearn healthy ways of dealing with and expressing anger (The Correctional Services Act, 1998). Masango (2014) notes that there is a high level of aggression, anger, rage and violence that surrounds people in the world. Scott and Cogburn (2017) posit that anger is associated with a wide variety of violent acts, including homicide, aggravated assault, rape, domestic violence, child abuse, bullying, torture, and even terrorism. This has seen a high number of youths being frequently sent to correctional institutions because of adolescent criminality (Barkhuizen, Fitz, & Petrus, 2018). To combat this surge, the anger management programme is administered in correctional facilities with the aim to reduce re-offending, consequently reducing the number of youths who are incarcerated each year. The anger management programme is a cognitive behavioural group and an aggressive, disruptive intervention designed to assist offenders on how to deal with their anger, emotions, and antisocial behaviours which may lead to re-offending behaviour (Mathabathe 2015; Masango 2014).

During the programmes, strategies are implemented for the youth offenders to understand where their anger emanates from, and can thus find ways to avoid the triggers, thereby managing their anger. However, considering this, the relevance of professional psychologists in delivering this programme cannot be overlooked.

According to the National Institute of Justice (2019), the treatment sessions for anger management include psycho-education, skill building, problem solving, and training on the application of these skills to real world events. With this said, anger is recognised as an ailment of some sort as it is related to mental behaviour and health, and if not managed, it often leads to catastrophic behaviours mentioned above, hence there is a need to treat anger in an effort to reduce the causes of and re-offending (Novaco & Deffenbacher 2019).

2.2.1.2 Crossroads Correctional Programme

The Correctional Services Act, (1998), notes that the main purpose of this programme is to target offending behaviour through the implementation of basic behaviour modification techniques by focusing on the causes and consequences of the abuse of alcohol and drugs, and of criminal behaviour. The programme seeks to provide offenders with information concerning alternatives to criminal behaviour and sources for treatment of alcoholism and drug dependence, and information on sexually transmitted infections and sources of treatment for them (Department of Correctional Services.)

2.2.1.3 Preparatory Programme of Sexual Offenses

The main objective of the Preparatory Programme on Sexual Offenses is to involve sexual offenders in a correctional programme addressing their sexual offending behaviour through the acquisition of the relevant knowledge and skills (Department of Correctional Services [sa]).

2.2.1.4 Pre-release Programme

The objective of the Pre-release Programme is to prepare offenders for successful reintegration into society by providing them with the skills and information to enable them to cope with the possible challenges they may have to face after their release (Department of Correctional Services [sa]).

2.2.1.5 Substance Abuse Correctional Programme

The main purpose of the Substance Abuse Programme is to help participants gain insights into the negative effects of substance abuse (Department of Correctional Services [sa]). The Mississippi Department of Corrections (2023) adds that the services and activities of the programme are designed and targeted to focus on

improving the offenders' employability, and social and human relations skills in order to facilitate a successful reintegration from the state's tax roll to an employer's payroll.

2.2.1.6 Restorative Justice Orientation Programme

The main objective of this programme is to orientate offenders in respect of restorative justice and to prepare them for further intervention through restorative justice programmes (Department of Correctional Services. 2020 Annual performance plan (2020/2021)).

2.2.1.7 New Beginnings Orientation Programme

The New Beginnings Orientation Programme is aimed at empowering offenders to be more aware of themselves and the situation around them. The programme also allows for offenders' transition into and the adjustment to the correctional centre (Department of Correctional Services [sa]).

2.2.2 Offender Development Programmes

According to Mokoena (2017), education and skills development in correctional centres are very important and necessary for the successful rehabilitation of offenders, and to also make reintegration into society easier after their release. According to the National Treasury Report (18/2020), offender development programmes provide services such as technical training and education aimed at developing competencies by providing inmates with opportunities for skills and social development. The goal is to enhance social reintegration by equipping youth offenders with the necessary knowledge and skills for the job market.

The Department of Correctional Services Australia Annual Report (2021-22), states that they have a strong focus on providing basic education to offenders because improved literacy and numeracy skills has been demonstrated to help reduce re-offending. In this endeavour, educational programmes offered by the Department of Correctional Services must be needs-based and aligned to employment opportunities (Johnson & Quan-Baffour 2015). Quan-Baffour and Zawada (2012) also concur on the relevance of development programmes in correctional facilities, stating that re-offending can be avoided if offenders are more engaged in educational programmes in correctional facilities, and the institutions of high education in South Africa, especially those that offer distance learning should be at the forefront of the challenge.

In Zimbabwe, The Zimbabwe Prison and Correctional Services (ZPCS) has put in place some correctional programmes for offenders which include educational programmes such as vocational training for skills acquisition programmes which comprise of carpentry, tailoring, building and mechanical engineering (Gona, Mugari & Zondayi 2014). These programmes equip the youth offenders with the necessary skills which prepare them for life beyond incarceration, and this helps them to stay focused on the right things in life and avoid re-offending. In South Africa at the East London Correctional Centre for female offenders, Mokoena (2017) discovered that inmates complained about the lack of opportunity to practice their acquired skills in the facility. Despite the lack of opportunities, the offenders show to have acquired some skills which are designed to assist them outside the correctional services. However, it should be noted that the lack of opportunities for the offenders to practice their acquired skills may render the skills ineffective to some extent, hence it is not enough to only acquire skills, but putting the skills into practice validates them. At the Boksburg Correctional Centre, Makgatho (2018: 1) reports that there are youth offenders who attend classes, whether in Grade 10, matric or post-matric, who are pursuing further studies. Makgatho (2018: 1) further reported that of the 210 youth offenders at the facility, 81 are involved in adult education and training programmes. This shows some level of commitment to rehabilitation by the offenders, and the need to reduce the chances of re-offending by acquiring and developing knowledge, skills and competencies for easy and successful reintegration into the community.

2.2.3 Psychological and spiritual services

Psychological and spiritual services provide needs-based programmes and services aimed at maintaining the wellbeing of the incarcerated in correctional centres by facilitating social functioning, and spiritual, moral and psychological wellbeing (Department of Correctional Services Annual report 2011/12). Salas-Wright, Vaughn and Maynard (2014) state that psychological and spiritual services are vital in rehabilitating offenders, and in consequently reducing re-offending.

Ziemek (2017) argues that if mental health care is proven to successfully reduce re-offending rates, mental health care can be emphasised and used to formulate more in-depth programmes for offenders. Psychological services are essential in the rehabilitation of offenders, and they are even more key in the case of youth offenders. This is because research has shown that youth offenders have a life ahead of the

incarceration, hence their mental health in an effort to reduce re-offending is a priority. The Online Psychology Degrees (2022) notes that the main purpose of correctional psychology services is to rehabilitate offenders, and to help them to transition from incarceration, back into the world. In this regard, the services of professional service providers such as psychologists and social workers are equally central. Chambers (2015) notes that research has shown that 64 percent of youth in custody struggle with mental health issues. In this regard, Chambers expounds that the quality of the care they receive inside facilities is often inadequate or even non-existent. The inadequacy and non-existence of rehabilitation programmes such as psychological care contributes to one of the many causes of re-offending, as the programmes fail to adequately address behavioural and mental issues for offenders.

Psychologists, psychiatrists and social workers in correctional settings are transforming care for people in correctional facilities, and they have become essential mental health providers in correctional settings (Stringer 2019). Realising this, they can be critical stakeholders in suggesting, researching, developing and implementing new programmes in correctional facilities, based on their observations and recommendations, hence they remain an invaluable component of the rehabilitation of offenders. The provision of good continuous care is essential (Chambers 2015).

Rule 4 of the United Nations Standard Minimum Rules for the Treatment of Prisoners (the 'Nelson Mandela Rules') realises that spiritual assistance is appropriate to reducing re-offending, and that correctional centres' administrations and other competent authorities should therefore offer it. Kermen (2018) states that there is a relationship between offending or re-offending and spirituality. Spirituality is embossed in religion, hence the two cannot be separated. Salas-Wright, Vaughn and Maynard (2014) advance that the rate of crime per offender and the likeliness or the unlikeliness of re-offending lies in spirituality and religion, where the offenders should maintain continued attendance to religious services or places of worship, keep their religious life at fore, organise their life according to religion and consider religion in behavioural choices. There is a need for churches to take the centre stage in enlightening communities on accepting the responsibility of facilitating the process of reintegration for offenders (Department of Correctional Services Yearbook (2021/2022)).

In Indonesia, various rules protect the rights of offenders even though they are in correctional facilities, and one of the rights is fulfilling their wellbeing, not only physically, but also psychologically and spiritually (Saefudin, Sriwiyanti, Hajar & Aisyah 2021). In Zimbabwe, Gona, Mugari and Zundayi (2014) discovered that the Zimbabwe Prison and Correctional Services has religious programmes which deal with the preaching of the gospel by offenders through gospel songs and having Christian religious services. In South Africa, the *Ukuphula Iketanga* which means 'breaking the chains' programme has been developed for correctional centres chaplaincy which uses the biblical content to address the present-day situation of offenders, even the youth, and is aimed at reducing reoffending (International Prison Chaplains Association (IPCA 2022). The Director of Spiritual Care, Dr Menzi Mkhathini, cited in the Department of Correctional Services Yearbook (2021/22), notes that spiritual care within the corrections framework in South Africa is a constitutional mandate and, as such, the church must take care of its members behind bars. These services, when carefully attuned to reducing criminogenic risks and responsive to needs, can likely be powerful and humanising catalysts for rehabilitation (Roman & Roman 2019).

2.2.4 Aftercare programmes

While rehabilitation programmes in correctional services are central to rehabilitating youth offenders, aftercare programmes are also essential to the rehabilitation. Tang ([sa]) advances that rehabilitation begins from the time an offender first enters the correctional centre system and continues even after their release, hence this underlines the importance of aftercare programmes and services for ex-offenders. Saul (2018) investigated the extent and potential causes of youth offenders re-offending after diversion, and noted that partly, re-offending is a result of a lack of aftercare programmes which are designed for life after incarceration. Albertus (2010) claims that the first six months of release is the most vulnerable for ex-offenders, especially the youth, as they are often confronted with and struggle with the harsh reality of re-entry and reintegration.

In Singapore, Tang ([sa]) explicates that the aftercare programme is a six-month voluntary post-release programme whose mandate is to support ex-offenders in their reintegration into the society. The offenders who volunteer into this programme are allocated case managers who will assist with and oversee their reintegration, especially with challenges related to employment, financial, accommodation, coping

skills and family/social support. By so doing, the goal is to make the reintegration easier, thereby reducing the chances of re-offending. Tang ([sa]) claims that rehabilitating and preparing offenders during incarceration is only one part of the equation; preparing the community and creating conditions that encourage sustained desistance from criminal behaviour by ex-offenders is the other. He further expounds on the other pieces of the puzzle, adding that their eventual release into the community necessitates a concerted effort to prepare the wider community to accept, accommodate and support the released offenders who are willing to live as law-abiding citizens. This shows that aftercare for ex-offenders is not an individual mandate, but a joint effort in realising maximum benefits.

The Singapore Prison Services has established aftercare programmes such as the Co-ordinated Aftercare for the Rehabilitation of Ex-offenders (CARE) Network, designed to bring together the major community and government organisations responsible for the rehabilitation of ex-offenders; Yellow Ribbon Project (YRP), designed to promote a more accepting society; Yellow Ribbon Fund, aimed towards funding community activities on rehabilitating ex-offenders; and other legislative changes which were adopted to reduce the discrimination against ex-offenders in their efforts to find jobs. These initiatives exist to fully rehabilitate ex-offenders and at community level, reducing the risk and threat of re-offending in the process (Fitz, 2021). Aftercare programmes thus call for the participation of the entire nation, beginning at individual level – the offender, to the community, government and relevant departments.

A study by Gona, Mugari and Zondayi (2014) revealed that in Zimbabwe, 80% of the re-offenders do not receive aftercare and follow-up services after reintegration into the society, hence they faced challenges with transition. They further revealed that the re-offenders lamented that the change was too abrupt to handle, considering that they received support in correctional services whereas they received none in the community. Ideally, planning for re-entry begins the moment the youth enter the system, to ensure that they are able to smoothly transition back home and that the services and supervision are in place to help support them to reintegrate safely and successfully (Chambers 2015).

However, in South Africa, there is a dearth of literature on aftercare programmes in the country. Poor aftercare programmes, or the lack thereof places the youth in an unfavourable position which sadly invalidates the rehabilitation programmes which they undergo during incarceration. This calls for the need to carefully craft and implement aftercare programmes which will thus complement, and not supplement the correctional services' rehabilitation programmes, in an effort to effectively rehabilitate the youth offenders and reduce re-offending.

2.3 Success factors of rehabilitation programmes

According to The State University of New York ([sa]), a success factor, which may be technical or behavioural, is any knowledge, skill, trait, motive, attitude, value or other personal characteristic that is essential to perform the job or role and that differentiates solid from superior performance. Morlhon, Pellerin and Bourgault (2014) add that success factors are described as elements that are seen as essential and that facilitate successful implementation of new systems. In rehabilitation programmes, success factors refer to the elements which contribute causally to successful results. Department of Correctional Services Annual report (2011/12), report notes that underpinning the position of the need for offenders to have an environment conducive for them to participate in the rehabilitation opportunities and development programmes is the fact that the department needs to have the necessary capacity in terms of human resources, finance and facilities to ensure delivery against the achievement of its strategic outcome-oriented goals. In evaluating the rehabilitation programmes for youth offenders, the capacity to successfully deliver the programmes to the youth becomes the success factors which are thus essential to deliver the programme to the offenders. Department of Correctional Services Annual report (2011/12) expounds on the capacity of the correctional centres, arguing that the department is thus responsible for ensuring that the capacity stretches across multiple facets of the programmes, from planning, implementation, monitoring, evaluation and reporting processes, through the management of performance information and in decision-making. Notably, rehabilitation programmes span across several processes and/or stages, hence there is a need to determine the success factors for the programmes. The subsequent sections discuss the success factors of the rehabilitation programmes.

2.3.1 Human resources

Human resources are central to the delivery of services in correctional facilities, including rehabilitation programmes. In the context of correctional services, human resources management could be defined in terms of vigorous health arrangements and safety for the offenders, monitoring and evaluation of correctional officers' service delivery, financial management, appraisal system, recruitments and promotion of emotional wellness (Kahambing 2021). Nhlapho (2010) posits that to enhance service delivery, correctional officers should be skilled in dealing with and in understanding the demands of their role, even in rehabilitation programmes. This will enable them to carry out their duties efficiently, enabling the successful rehabilitation of youth offenders.

Dissel (2008) and Ngozwana (2017) noted that in countries such as Central African Republic, Tanzania and Zimbabwe, to mention a few, there is a need for an enhanced human resource base in correctional facilities. The staff complement is responsible for the rehabilitation and reintegration of offenders, including youth offenders, allowing the development, availability and access of a conducive environment for effective rehabilitation. The lack, thereof, of human resources contributes to one of the many reasons the rehabilitation programmes become ineffective, and this leaves a rich breeding ground for the risk of re-offending. du Plessis and Lombard (2018) state that in order to meet the rehabilitation needs of offenders, all officials should be equipped with the necessary skills, 'tools and knowledge to present rehabilitation programmes. In this regard, human resources should be properly trained and skilled to handle and manage rehabilitation programmes, and they should also be available and accessible when needed.

2.3.2 Finances

Funding for security operations, facilities, remand detention, offender management, the proper administration and profiling of offenders is central to the rehabilitation programme (Department of Correctional Services 2023). In 2014, Dr M. Motshekga, the then chairperson of Correctional Services in South Africa, serving in the Justice and Correctional Services Committee stated that the budgetary portion highlighted the lack of increased funding and the reprioritisation of funds to refurbish facilities for rehabilitation programmes. Despite the lack of increased funding, funds for

refurbishing facilities for rehabilitation were prioritised. This means that funding for facilities was availed, thereby enhancing the delivery of rehabilitation for offenders.

As of the 2020/21-year, rehabilitation programmes take up 8% of the department's expenditure (Department of Correctional Services, 2020/2021). However, the national efforts of trimming expenditure have led to the insufficient allocation of funds to various correctional centres, including the Boksburg Correctional Centre, which had to provide for nutrition through limited infrastructure, compromise of other foods and other food resources (South African Government 2019). This leaves so much to be desired regarding the success of the rehabilitation programmes if the basic needs of the offenders cannot be delivered due to financial challenges. In essence, rehabilitation programmes will be subordinated in prioritisation of other needs and expenditures. This supports the question, if funds cannot stretch to cover the basic needs of the offenders, what does it mean for the rehabilitation programmes at correctional centres? However, it should be noted that there is limited literature on the financing of correctional services, especially on the rehabilitation programmes for youth offenders.

2.3.3 Facilities

The Cambridge Online Dictionary (2023b) defines facilities as buildings, equipment and services provided for a particular purpose. Drawing from this definition, facilities refer to the space and equipment used in the delivery of rehabilitation programmes for youth offenders. The US Department of Justice ([sa]) notes that proper and adequate planning for correctional services facilities should meet the goals of the service and those of the programmes. For instance, the rehabilitation programmes discussed earlier require buildings, space, and other equipment that will enable the accurate delivery and access of the rehabilitation programmes. The US Department of Justice ([sa]) proposes that the selection of the equipment should cater for and allow for personal interaction between individuals and alternating with periods of privacy. In this regard, the facilities should have some level of spaciousness and avoid overcrowding, and thus enable a good level of privacy. This is one of the many requirements for the success of the rehabilitation programmes, especially for youth offenders as they may find being in a correctional setup difficult. It should be noted, however, that there is a critical lack of literature on the facilities for rehabilitation programmes in correctional centres.

2.4 Threats to rehabilitation programmes

Rehabilitation programmes for youth offenders in correctional services also suffer enormous threats, commonly manifest in the failure, lack of or poor service delivery. In this regard, the programmes fail to meet their objectives, and their impact is affected. Consequently, youth offenders do not get the rehabilitation which they need, and the risk of re-offending is increased. Motshekga (2016) recommends better engagement between the Department of Correctional Services and the management of correctional centres, the prioritisation of offender rehabilitation, and the training of correctional centre officials to cover for absent colleagues.

2.4.1 Poor communication

Poor communication with correctional centre management often results in problems related to rehabilitation. Various scholars established that while elements of communications such as language, tone and non-verbal gestures lead to poor communication, they are not the only contributing factors. For example, a study by Iversen et al. (2013) found out that poor or a lack of communication in correctional services is commonly a result of misunderstandings between and/or among offenders and correctional officers due to differences or clashes rather than communication problems. It remains, however, that the language used in the criminal justice system is too complicated and several adjustments to written communication need to be made in order to empower offenders (Sondenaa, Wangsholm & Roos 2016).

Iversen et al. (2013) add that language barriers can be attributed to the aggravating communication problems in correctional services. However, language barriers seem to be prominent in the case of foreign offenders being in incarceration in a foreign country, and language becomes a barrier to successful communication. Iversen et al. (2013) further note that the migrant offenders' perception of communication problems has not only been related to language proficiency, but also to discriminatory attitudes of staff members. In such cases, the power to enable effective communication tends to lie with the correctional officers who should refrain from discriminatory attitudes. Consequently, the poor communication cultivates anger, agitation or frustration for the offenders, hence rehabilitation programmes dismally fail to assist offenders in dealing with their anger emotions and antisocial behaviours which may lead to re-offending behaviour.

Further, in an effort to rehabilitate the offenders effectively and reduce re-offending, communication in rehabilitation programmes should also be effective. Sondenna, Wangsholm and Roos (2016) note that the failure by youth offenders to acquire and use developmentally appropriate language may contribute to non-verbal aggressive behaviours, and the youth may learn that antisocial behaviours are the most effective means of communicating their needs and achieving a desired outcome. Poor communication due to inappropriate language paves way for non-verbal gestures and behaviour which are considered aggressive, hence youth offenders may opt for that as they consider it effective communication. In the same vein, this weakens the rehabilitation of the youth offenders, leaving them vulnerable and at risk of re-offending (Fitz, 2020).

2.4.2 Inadequate facilities

Motshekga (2016) stated that there are inadequate dedicated space and furniture to run rehabilitation programmes in correctional facilities. According to Agboola (2016), the human dignity of offenders should be respected, and they should be provided with adequate floor space, food and diet, sufficient clothing and bedding, exercise, healthcare, and reading material of their choice. The facilities mentioned above are central to the delivery of rehabilitation programmes to youth offenders as these are basic human needs. Agboola (2016) found out that sanitation facilities, food and healthcare are largely inadequate at some correctional centres in South Africa. The lack of or inadequacy of these facilities contributes to the delivery of rehabilitation programmes in correctional centres. These challenges continue to grapple the majority of correctional services in Africa, and they play a huge role in rehabilitation programmes. In 2022, Shaikh reported that the Department of Correctional Services in South Africa failed to reach the target of improving its IT systems because they have fewer resources than before. The state of poor IT systems in correctional facilities impedes the operations of the services, including the running of the rehabilitation programmes for youth offenders, placing the rehabilitation of youth offenders in jeopardy.

2.4.3 Noise pollution

Noise pollution from conflicting programmes is one major threat to the delivery of rehabilitation programmes in correctional services (Motshekga, 2016). According to UConn Health (2023), correctional facilities are typically made from concrete and steel,

hence sounds are reflected or bounce off walls rather than absorbed. This creates a leeway for noise to pollute the environment. Wener (2012) concurs, stating that noise is a critical issue in correctional facilities because most institutions have inherently difficult spaces. Commonly, this is a result of overcrowding, especially in African facilities. The UConn Health (2023) expounds, adding that corrections officers face a variety of noise situations that may create discomfort and interfere with accurate communications. This becomes a threat to the delivery of rehabilitation programmes within the facilities, as noise stands in the way of clear and effective communication. Further, noise pollution may distract the offenders and correctional officers, hence the delivery of rehabilitation programmes is under threat.

2.4.4 Poor staffing

There is a continual shortage of correctional officials in the Department of Correctional Services which makes it difficult for the department to function at an optimal level and achieve its rehabilitation goals (du Plessis & Lombard 2018). In 2012, the Department of Correctional Services reported that the capacity poses risks in the delivery of programmes relating to the correcting of offender behaviour and development of offenders, and the optimal utilisation of personnel and facilities. Correctional officials were reportedly migrating, leaving a shortage of personnel and a number of unintended consequences such as increased absenteeism, which resulted in disruptions in service delivery. Further, there was a reported skills development in the Department of Correctional Services which could have had a positive impact on the rehabilitation programmes. The department, in its 2012 report, stated that there was a lack of funding for programmes related to skills training. This situation leaves so much to be desired regarding the skills of the personnel in managing the rehabilitation programmes for youth offenders and the perceived impact of both the personnel and the rehabilitation programmes which were subjected to a lack of skills in their execution. However, in response to such issues, the Department of Correctional Services, since 2020, reportedly developed a human resources strategy which outlines interventions which will see the realisation of the strategic human resources management. This is in an effort to enhance service delivery in correctional facilities, ultimately impacting the rehabilitation programmes for youth offenders.

According to Dissel (2008) and Ngozwana (2017), in the Central African Republic, Tanzania and Zimbabwe, to mention a few, rehabilitation programmes have a

shortage of staff while the few available staff members lack proper training regarding the rehabilitation and reintegration roles in the rehabilitation of offenders, thus failing to create a conducive environment for rehabilitation. Nhlapho (2010) posits that to enhance service delivery, there is a challenge in ensuring that correctional officers are skilled in dealing with and understand the demands of their role, even in rehabilitation programmes. The shortage of staff and the lack of training leads to the mismanagement of rehabilitation programmes, often resulting in their ineffectiveness. This proves to be detrimental in the quest for rehabilitation and in reducing re-offending.

2.5 Summary

This chapter reviewed literature in line with the research objectives. The chapter presented and evaluated the arguments for and against the research objectives, allowing the researcher to bring forward relevant conclusions on the rehabilitation programmes for youth offenders in correctional centres. The next chapter discusses the methodology used for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was used in the study. Jonker and Pennink (2010) define research methodology as the way researchers conduct research, choose to deal with particular questions, deal with people or organisations, and establish overall research approaches. Rajasekar, Philominathan and Chimnathambi (2013) add that research methodology are the various procedures, schemes and methods used by a researcher during a research study. Ngulube (2015) notes that research methodology is the lens through which a researcher looks at the world when acquiring knowledge on a phenomenon. Burcu (2000) adds that methodology in research helps the researcher to get solutions to the problem through rational and logical decision-making regarding data gathering. The chapter outlines the research paradigm, research approach and research design adopted for the study. It also discusses the population, sampling, sampling techniques, data collection instruments and procedures, and the data analysis method used by the researcher. Measures to ensure trustworthiness and the ethical issues are also discussed. Figure 3.1 depicts the research methodology roadmap for this study.

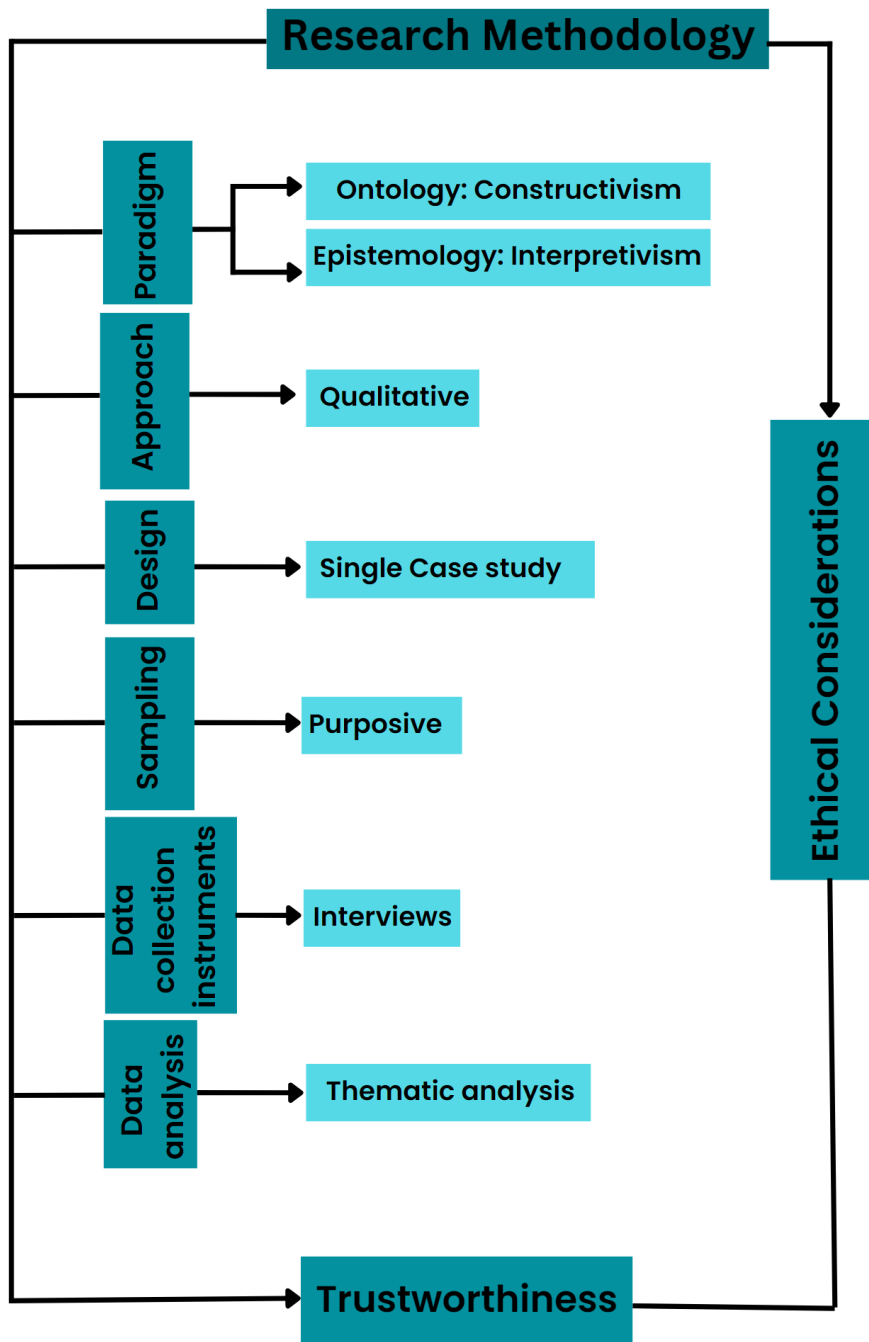


Figure 3.1: Research methodology roadmap (Researcher, 2023)

3.2 Research paradigm

A paradigm is defined by Rehman and Alharthi (2016) as a basic belief system and theoretical framework, adding that it is our way of understanding the reality of the world and studying it. According to Davies and Fisher (2018), a paradigm can thus be regarded as a model through which the researcher understands and studies the topic

and problem under study. They encompass or comprise a set of assumptions on what is reality, how knowledge is created and what is valuable to learn. Rehman and Alharthi (2016) highlight the three types of paradigms, namely ontology, epistemology and axiology. This study adopted the ontology and epistemology paradigms in an effort to understand the reality of the problem under study. These paradigms are discussed in successive sections.

3.2.1 Ontology

According to Al-Ababneh (2020), ontology is the nature of reality. Magano (2021) states that ontological assumptions assume that reality is socially constructed. Reality is constructed and interpreted by individuals according to their ideological and cultural positions, and a single phenomenon can have multiple interpretations or meanings (Hussain, Elyas & Nasseef 2013). In this regard, ontology relates to the qualitative research approach as it accommodates the exploration of views, experiences and opinions of participants on a phenomenon. This allowed the researcher to construct and interpret reality according to the thought and ideas of the participants. There are two ontological positions, namely objectivism and constructivism (Brown, [sa]). This study adopted the constructivism position because of its qualitative nature as it relies on the views and opinions of the participants.

3.2.1.1 Constructivism

According to Creswell and Creswell (2018), the constructivism position is centred on the basis that people seek to understand the world they live in through developing subjective meaning of their experiences. Kumatongo and Muzata (2021) add that constructivism relies as much as possible on the participants' views of the situation under study and interprets the meanings that the participants attach to the world around them. Therefore, this perspective is qualitative in nature as it relies on the views and opinions of the participants. Further, this position enabled the researcher to gain deep insights on the rehabilitation programmes for youth offenders through interacting with the participants to explore their opinions and experiences on the topic.

3.2.2 Epistemology

Epistemology refers to the theory of knowledge which describes how a researcher knows about the reality, and the assumptions about how knowledge should be acquired and accepted (Selvan 2017). Brown ([sa]) adds that epistemology deals with

how knowledge is gathered and from which sources. In so doing, the researcher was able to evaluate the rehabilitation programmes for youth offenders through the careful selection of participants from whom information was obtained, allowing the researcher to find solutions to the problem under study. Brown ([sa]) highlights the four types of epistemologies, namely, positivism, interpretivism, feminism and postmodernism. This study adopted the interpretivism position.

3.2.2.1 Interpretivism

Interpretivism is defined by Thanh and Thanh (2015) who advance that taking into account the definitions from various scholars, it is theoretically understood that the interpretive paradigm allows the researchers to view the world through the perceptions and experiences of the participants. According to Hussain, Elyas and Nasseef (2013), the interpretive research builds up intricate and elaborate accounts of the phenomena under study. They further explicate that since interpretivism is principally concerned with human beings and their interrelationship and contexts, the in-depth data allows the reader to gain a deep understanding of the phenomena through identification and empathy.

3.3 Research approach

A research approach is defined by Grover (2020) as the plans and the procedures for research that span the steps from broad assumptions to detailed methods of collecting data, analysis and interpretation. Creswell and Poth (2016) add that a research approach is the identification of logic, generalisability, use and theorisation of the collection of data during a research study. A research approach is important in research as it keeps the researcher on the right track (Rajasekar, Philominathan & Chinnathambi 2013). This was possible through the plans and procedures which the researcher followed during the process of gathering data. With a plan and procedure to follow, the researcher stayed on the right track. Labaree (2009) also states that a research approach is indeed important because it allows the researcher to complete the planned work successfully. With the detailed procedures, the researcher was able to pick up any limitations and resolve them before gathering. Three types of research approaches have been put forward by Kapur (2018) as qualitative research, quantitative research, and mixed methods research. This study adopted the qualitative research approach.

3.3.1 Qualitative research approach

According to Chetty (2016), the qualitative research approach entails a combination of the methods used to collect data for a study. Ontario (2011) and Williams (2007) expound, adding that the qualitative research allows the researcher to gain an in-depth understanding of how people come to understand, behave and manage their daily situations in particular settings, specifically natural settings that allow the development of a high level of information from immersing in real experiences. This research approach thus enabled the researcher to gain insights into the rehabilitation programmes for youth offenders at Boksburg Correctional Centre through the participants' accounts of the experiences and opinions on how they behave and manage their situation in correctional centres. This approach also allowed the researcher to identify logic, generalisability, use and theorisation of the collection of data for the study through detailed methods of collecting data, analysing and interpretation of the findings.

3.4 Research design

The Sacred Heart University (2020) defines a research design as the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical way. McCombes (2019) also states that the research design is a framework for planning the research and answering the research questions. In light of this, a research design is thus the foundation for the basis of developing the research, enabling the researcher to obtain answers to the research questions. A research design is important as it ensures that the researcher addresses the research problem (Sacred Heart University, 2020). Moreover, Jongbo (2008) adds that the function of a research design is to ensure that the data obtained during data collection enables the researcher to answer the research questions clearly. This study adopted the single case study design as discussed in detail in the subsequent section.

3.4.1 Single case study

Creswell (2013) states that a case is a contemporary bound system. A case study is further defined by Press Academia (2018) as an empirical enquiry of an individual, group or event. McCombes (2019) states that a case study is important as it allows the researcher to take a complex and broader topic and narrow it down into manageable questions. The case study design is essential in challenging traditional theories (Labaree 2009). This research design allowed the researcher to focus on a

single case and to collect rich, in-depth data, and the development of a robust argument on the rehabilitation programmes for youth offenders at Boksburg Correctional Centre in Gauteng. Further, the single case design enabled the researcher to challenge the traditional assumption that rehabilitation programmes are absent in correctional facilities.

3.5 Population

Friedman (2010) defines a study population as individuals or a group in which the researcher is interested to gather data from. This is the group of elements which claims can be made after an investigation (Mweshi & Sakyi 2020). Therefore, the study population is important as it provides answers to the questions of the study. The population for this study were the correctional centres in South Africa. These enabled the researcher to obtain relevant data to answer the questions of the study and provide solutions to the problem under study. There are twenty-two (22) correctional centres in the Gauteng region, Boksburg Correctional Centre included. The Boksburg Correctional Centre was selected for the study because it houses all the youth offenders, at an approximate total of 300, across all provinces of South Africa. The centre is commonly known as the maximum for juvenile offenders, and it is the main and one of the largest correctional centres in the Gauteng region. The Boksburg Correctional Centre incarcerates all categories of offenders, ranging from maximum, medium, and juveniles, now known as young offenders. These offenders include those serving long sentences and life sentences. The Boksburg Correctional Centre was selected in order to evaluate the rehabilitation programmes offered at the centre and their perceived impact in reducing re-offending as it is the main and one of the largest correctional centres in the region housing youth offenders.

3.6 Sampling

Sampling is the process or system by which entities of a study are selected (Grover 2020). A sample is defined by Showkat and Parveen (2017) as a representative subset of the population. Casteel and Bridier (2021) expound that sampling is an operationalised representation of the target population and is the group of units from which the sample is recruited. They further add that a sample is the precise group of units, often individuals, who will be solicited for their participation in the study. The study sample in a research study represents the population and thus comprises the participants of the study. For the purposes of this study, the sample was drawn from

the Boksburg Correctional Centre in South Africa using the purposive sampling technique as discussed in the subsequent section.

3.6.1 Purposive sampling

Crossman (2020) advances that purposive sampling relies on the researcher's judgement when deciding which people, situations or events will yield the most information to fulfill the study objectives. Chetty (2016) and Williams (2007) further argue, stating that with this sampling technique, the researcher selects the participants for the study based on their features which should fit a particular description or purposive characteristics that they possess. For the purposes of this study, the sample was selected based on the correctional services centre and youth offender rehabilitation features, where the correctional facility is oriented on youth offender rehabilitation. The participants for the study were drawn from the Boksburg Juvenile Centre. These comprised the management of the correctional services centre comprising two (2) educationists, one (1) social worker, one (1) religious officer and one (1) sports officer. The inclusion criteria for the correctional officers was their involvement, role and experience in the rehabilitation for youth offenders, where officers who are tasked with facilitating, executing and/or administering the rehabilitation programmes to the youth offenders were included in the study as they were considered to be likely knowledgeable on the rehabilitation programmes in the correctional centre. The correctional officers who were not involved or tasked with the facilitation, administration and/or execution of the programmes to the youth offenders were excluded and did not participate in the study. Further, seven (7) youth offenders were also selected to participate in the study. The inclusion criteria were the sentencing status of the youth offenders, where only the sentenced youth offenders were selected as they have already been exposed to the rehabilitation programmes offered at the correctional centre. Youth offenders who have not been sentenced were excluded and did not form part of the study as they were not exposed to the rehabilitation programmes at the correctional centre because of their sentencing status. In sum, this study comprised a complement of twelve (12) participants. In this regard, data collection was done using various and/or specific tools or instruments, and through a logical procedure. This study adopted interviews as the data collection instrument as discussed in the subsequent section.

3.7 Data collection

Data collection entails various procedures and tools to obtain relevant information which will answer the research questions. Data collection is defined by Barrett and Twycross (2018) as the process of getting insights into the participants' opinions and experiences on a phenomenon. Kabir (2016) notes that data collection is the process of gathering and measuring information on the variables of interest in an established, systematic fashion that enables the researcher to answer the stated research questions, test the hypotheses and evaluate the outcomes. This entails that this process enables the researcher to obtain answers that answer the research questions.

3.7.1 Data collection instruments

Williams (2007) defines data collection instruments as devices used by the researcher to collect data from the study participants. These instruments allow the researcher to ask questions that are relevant to the study (Grover 2020). Williams adds that data collection instruments act as a researcher's guide in asking questions and obtaining information that will solve the problem under study. The data collection instruments are therefore essential in asking the research questions, obtaining information, finding solutions to the research problem, and fulfilling the research objectives. This study used semi-structured interviews to collect data from the participants. The thematic layout of the questionnaire was according to the research objectives, and they are as follows:

1. Theme 1 emerged from Objective 1 which sought to determine the types of rehabilitation programmes for youth offenders at Boksburg Correctional Centre.
2. Theme 2 emerged from Objective 2 which sought to assess the success factors of rehabilitation programmes for youth offenders at Boksburg Correctional Centre.
3. Theme 3 emerged from Objective 3 which sought to analyse the threats to the rehabilitation programmes for youth offenders at Boksburg Correctional Centre.
4. Theme 4 emerged from Objective 4 which sought to suggest recommendations that can be adopted to enhance the perceived impact of the rehabilitation programmes for youth offenders at Boksburg Correctional Centre.

3.7.1.1 Interviews

Grover (2020) defines interviews as a question-and-answer session between two or more people. According to Galanis (2018), semi-structured interviews incorporate a range of important questions, commonly known as key or leading questions, which help the researchers to identify and introduce the most important research domains. This allows the researcher to expand their discussion and explore in-depth a specific research question (Galanis 2018). In this regard, the effectiveness of semi-structured interviews is emphasised by Ruslin, Mashuri, Rasak, Alhabsyi and Syam (2022), noting that semi-structured interviews enable the collection of in-depth information due to their flexibility to probe further questions. Semi-structured interviews are flexible and adaptable, while the key or leading questions simultaneously hold the direction of the interviews. To this end, the researcher developed an interview guide which is described by Sallis, Gripsrud, Olsson and Silkoset (2021) as a research tool consisting of a series of questions or other prompts. The interview guide thus consisted of probing questions or pointers to aid the researcher in asking further questions to obtain rich and diversified data.

The interview guide was administered to the participants through physical interaction at the Boksburg Correctional Centre in Gauteng. Questions on the interview's guides for both the correctional officers and youth offenders were structured in line with the themes which are also according to the objectives of the study. The questions were structured to fulfill the objectives above. The responses from the participants were used to generate the themes.

3.7.2 Data collection procedure

As elaborated by Kabir (2016), data collection is done in a calculated logical manner. In this regard, Kumar (2011) defines the data collection procedure as the various stages of the data collection process. The procedure ensures the collection of data in a practical and systematic fashion, which also allows the researcher to stay on track (Williams 2007). Data collection procedures are also a gateway for the researcher to predetermine and calculate the risks that may stand in the way of data collection and to avoid them. After selecting and finalising the study sample, the researcher developed the interview guide. Further, the researcher sought ethical clearance from the UNISA Ethics Review Committee and sought access to the population from the Department of Correctional Services in Gauteng. During the calls, the topic under investigation and the purpose of the study was explained to the participants. The

researcher emailed the interview guides to the participants. Consequently, interviews were conducted with the participants, and they were recorded by means of a voice recording device. Each interview session concluded with a vote of thanks from the researcher.

3.8 Data analysis and presentation

Data analysis and interpretation is defined by Saunders, Lewis and Thornhill (2012) as the practice of obtaining meaning from raw data, and of determining its implications. Lochmiller and Lester (2017) also note that data analysis in qualitative research implies various things, and is aligned with certain methodology, theoretical or conceptual perspective, and research discipline. Therefore, data analysis is a rigorous process which demands precision in line with the selected methodology for the study. Connaway and Powell (2010) expound on data analysis, advancing that the purpose of data analysis is to summarise data such that it provides answers to the research questions. In light of this, various methods such as content analysis, thematic analysis, grounded theory, narrative analysis and discourse analysis are used to analyse qualitative data. This study adopted the thematic analysis method.

3.8.1 Thematic analysis

Thematic analysis as a qualitative data analysis method entails searching across a data set to identify, analyse and report repeated patterns (Braun & Clarke 2006). This method offers remarkable theoretical flexibility (Clarke & Braun 2013), permitting the researcher to employ disciplinary theories and perspectives, and conceivably resulting in a more applicable and significant analysis for the study (Lester, Cho & Lochmiller 2020). Further, Saunders et al. (2012) add that before analysing data, there is a need for the researcher to cluster and code the responses to each question. Thematic analysis, therefore, enabled the researcher to generate themes and codes from the data obtained from the interviews, and to analyse and interpret it accordingly to generate meaning. The themes are: (i) types of rehabilitation programmes, (ii) success factors of rehabilitation programmes, and the (iii) threats to the rehabilitation programmes. Figure 3.2 depicts the data analysis procedure for the study.

Data Analysis Procedure

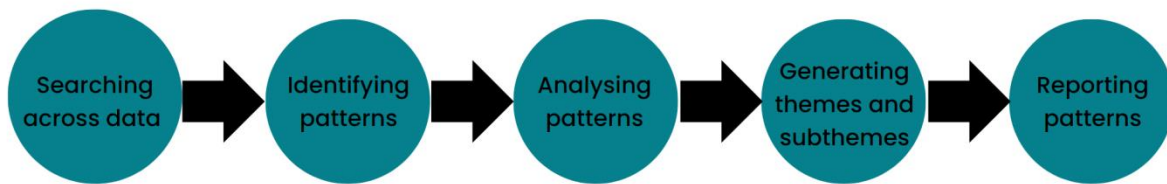


Figure 3.2: Data analysis procedure (*Researcher, 2023*)

3.9 Ethical considerations

Ethics are the norm for conduct that separate acceptable behaviour from unacceptable behaviour in research, and they ensure collaboration and togetherness between the researcher and the respondents of the study (Wagner, Kawulich & Garner 2012). In line with the UNISA Policy on Research Ethics (2016), the researcher applied for ethical clearance from the UNISA Ethical Review Committee. The researcher sought permission to conduct the study from the UNISA Department of Law Research Ethics Committee. Permission to access the population was sought from the Department of Correctional Services in Gauteng. The researcher sought and obtained informed consent from the participants prior to conducting the study by means of a consent form which also informed them of the type of information which the researcher needed, the purpose of the required information, and also informed them that participation is voluntary, and that the study has no anticipated harm or risks, nor monetary or in-kind benefits. Participants were protected from any harm by ensuring anonymity of their personal details and the confidentiality of the information they provided. The respondents were also assured of the protection of their privacy, and they were also informed that they are allowed to withdraw from the study at any time. All sources used in the study were credited in-text and referenced in the references section based on the Harvard citation guide in order to acknowledge the authors of the work used, and to also determine the extent of the researcher's original contribution to the study. The researcher submitted the research document on Turnitin to check for plagiarism, ensuring that all information adopted from other sources has been used and acknowledged accordingly.

3.10 Trustworthiness

Murchison (2010) defines trustworthiness as the extent to which research data provides an accurate reflection of the topic under study. In other words, trustworthiness implies the level to which data from the study can be trusted, hence there are various control measures that are put in place to ensure that data is of an acceptable quality. According to Aspers and Corte (2019), these measures are confirmability, credibility, dependability and transferability. For the purposes of this study, the researcher employed all the above-mentioned criteria to ensure the trustworthiness of the research data.

3.10.1 Confirmability

Confirmability relates to neutrality (Moser & Korstjens 2017). For the purposes of this study, the research was objective in the collection and analysis of data. Data collection was premised on the theoretical perspectives of the participants, hence the researcher maintained objectivity and did not influence data collection. The analysis and interpretation of data was also premised and grounded in the data collected, hence the researcher maintained inter-subjectivity.

3.10.2 Credibility

Credibility refers to the trust value and correctness of the data collected (Moser & Korstjens 2017). The researcher took field notes during the interviews in an effort to cement the data. Further, the audio recordings were transcribed by a professional transcriber and the transcriptions were sent to the participants to confirm the correctness of the information which they provided during the interviews.

3.10.3 Dependability

Dependability refers to the consistency of the data (Moser & Korstjens 2017). The researcher captured the direct quotations by the participants, and recorded, transcribed and translated the interviews as accurately as possible.

3.10.4 Transferability

Transferability refers to the applicability of the data or findings to other groups or situations (Polit & Beck 2016). The research provided a demographic description of the participants; hence this study can be applicable to other correctional centres for

youth offenders if the reader assesses the possibility of transferability to their own settings.

3.11 Summary

This chapter discussed the research methodology for the study. It articulated the research paradigm, approach, design, population and sampling. The chapter further described the data collection instruments and procedures, data analysis methods, and also outlined the ethical considerations and trustworthiness techniques adopted. The next chapter presents, analyses and discusses the data obtained from the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

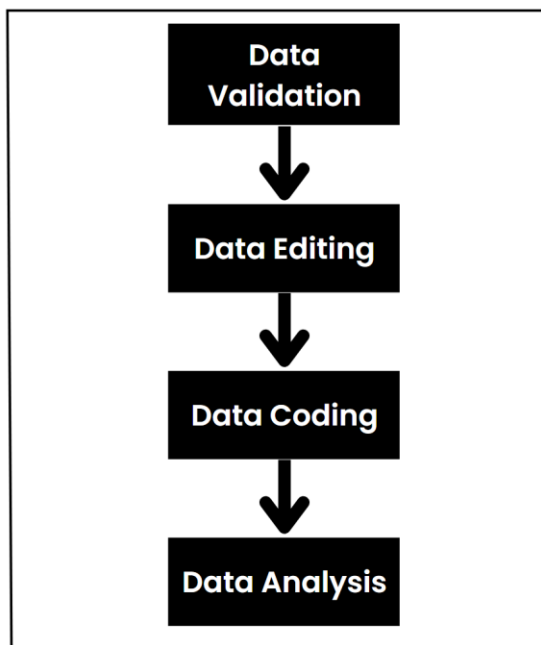
The previous chapter discussed the research methodology adopted for the study. This chapter presents the findings and analyses data based on the objectives of the study which sought to determine the types of rehabilitation programmes for youth offenders; assess the success factors of rehabilitation programmes for youth offenders; and to analyse the threats to the rehabilitation programmes for youth offenders. Saunders, Lewis, and Thornhill (2012) define data analysis as the process of obtaining meaning from raw data, and of discovering their implications. Creswell (2009) adds that data analysis helps in drawing conclusions and generalisations from the data as it relates to the problem under study. Further, Connaway and Powell (2010) argue that the main aim of data analysis is to summarise data such that it provides answers to the hypothesis or research questions. Data is presented and analysed in line with the objectives of the study.

4.2 Data analysis

The aim of the study was to evaluate the rehabilitation programmes for youth offenders at the Boksburg Correctional Centre in the Gauteng province of South Africa, with a view to suggest recommendations that can be adopted to enhance their perceived impact in reducing re-offending. Semi-structured interviews were conducted to gather qualitative data. Data collected was used to answer the following main questions:

- i. What are the pertinent types of rehabilitation programmes for youth offenders at Boksburg Correctional Centre?
- ii. What are the success factors of the rehabilitation programmes for youth offenders at Boksburg Correctional Centre?
- iii. What are the threats to the rehabilitation programmes for youth offenders at Boksburg Correctional Centre?
- iv. What recommendations can be adopted to enhance the perceived impact of rehabilitation programmes for youth offenders at Boksburg Correctional Centre?

All interviews were recorded using a recording device. A journal was used to write field notes from the interviews. The voice recordings and field notes were compared and transcribed. All of the participants' views and voices are presented in this study and all responses were quoted verbatim. These verbatim quotes form part of the evidence presented in this study. Data collected from the interviews is qualitatively presented and analysed. Privacy, confidentiality and anonymity of the participants were ensured by not revealing the names of the participants. Figure 4.1 illustrates the steps taken by the researcher during data analysis.



Source: Researcher (2023)

4.3 Demographic profile of participants

Data was collected using semi-structured interviews with twelve (12) participants who were purposively selected. The participants of the study comprised seven (7) youth offenders and five (5) correctional officers comprising one (1) social worker, one (1) religious officer, one (1) sports officer and two (2) educationists. These participants were selected because they are involved in the rehabilitation programmes for youth offenders. Data was thematically analysed and presented using the sequential approach. Tables 4.1 and 4.2 illustrate the demographic information of the participants.

Table 4.1: Demographic information of the youth offenders

Participant no.	Gender	Age	Race	Education	Years sentenced
P1	Male	25	African	Secondary Education	>10 years
P2	Male	21	African	Secondary Education	>10 years
P3	Male	23	African	Secondary Education	>10 years
P4	Male	20	African	Secondary Education	>10 years
P5	Male	25	Coloured	Higher Education	>10 years
P6	Male	25	African	Higher Education	>10 years
P7	Male	24	African	Secondary Education	>10 years

Source: Researcher (2023)

Table 4.2: Demographic profile of correctional officers

Participant code	Gender	Age	Race	Position	Highest qualification	Tenure at the centre
OES-1	Male	50	African	Officer (Educational Sector)	Postgrad	>10 years
OES-2	Male	55	African	Officer (Educational Sector)	Postgrad	6-10 years

SO	Male	54	African	SRAC Officer	Secondary Education	>10 years
ORS	Male	45	Coloured	Officer (Religious Sector)	Secondary Education	>10 years
SW	Male	54	African	Social worker	Tertiary	>10 years

Source: Researcher (2023)

4.4 Findings

This section presents the findings and themes that were identified from the interviews which were conducted with the youth offenders and correctional officers. Table 4.1 presents a summary of the themes, categories and codes which emerged during the course of the interviews which, in turn, inform the presentation of the findings of the study.

Table 4.3: Thematic map (themes, categories and codes)

Theme	Categories	Codes
Theme 1: Types of rehabilitation programmes	1. Correctional programmes	anger management,
	2. Offender developmental programmes	education, sport, recreational activities
	3. Psychological and spiritual services	counselling, religious services
Theme 2: Success factors of rehabilitation programmes	1. Human resources	skills
	2. Facilities	rehabilitation facilities, learning resources, security

Theme 3: Threats to the rehabilitation programmes	1. Communication	clinical psychologist, social worker
	2. Facilities	library, electricity, playing fields, soccer balls
	3. Offender development training	subjects, books, turnout, participation
	4. Finances	budget

Source: Researcher (2023)

4.4.1 Discussion of findings from youth offenders

This section discusses the findings and themes that were identified from the interviews which were conducted with seven (7) youth offenders. Data gathered emerged with the following themes.

4.4.1.1 Theme 1: Types of rehabilitation programmes

Theme 1 reflects the types of rehabilitation programmes for the youth offenders. This theme is in line with objective 1 of the study which sought to determine the types of rehabilitation programmes for youth offenders at Boksburg Correctional Centre. This theme emerged with the following questions:

- i. Are you involved in an educational/training programme? If yes, can you identify which programme?
- ii. What are the sports and cultural activities available to the youth offenders?
- iii. Are there religious services in the centre and if there are, are you participating?
- iv. What is the frequency of the classes/training?
- v. Do you think that the programmes offered in the centre are helpful to you and the others?

Data from the interviews indicated that the sub-questions sought to elicit diversified and in-depth information on the types of rehabilitation programmes for the youth

offenders. Findings from the study revealed a general pattern which showed the interconnectivity in the answers provided by the participants. Under this theme, data from interviews emerged with the following categories: correctional programmes, offender developmental programmes, and psychological and spiritual services. The types of rehabilitation programmes categories and codes are discussed in the subsequent sections.

4.4.1.1.1 Correctional programmes

The rehabilitation of youth offenders requires correctional programmes that target offender behaviour. The study established that two out of seven participants highlighted that they partake in the anger management programme as a correctional programme that is offered to the youth offenders. Correctional programmes are required to ensure the successful rehabilitation for youth offenders without which, the impact of the rehabilitation is at risk (Fitz, 2013). Data from the participants revealed that correctional programmes offered are:

- **anger management:**

“As an individual, I take part in anger management programmes which help me to manage my anger and to acknowledge the people around me.”

“Personally, I have anger issues, so they took us to anger management classes, then later did SOP, and I saw change.”

The findings indicate that the anger management programme is offered to the youth offenders, although only a minority attend the programme or classes. This is in line with Masango (2014) who notes that there is a high level of aggression, anger, rage and violence that surrounds people in the world. These findings indicate that treatment sessions for anger management include psychoeducation, skill building, problem solving, and training on the application of these skills to real world events (National Institute of Justice 2019).

4.4.1.1.2 Offender developmental programmes

Youth offender rehabilitation requires offender developmental programmes which aim to equip youth offenders with education and skills development. The study established that four out of seven participants are taking part in educational programmes. The lack of offender developmental programmes is a threat to the successful rehabilitation of

youth offenders. Data from the participants revealed that offender developmental programmes offered for youth offenders are:

- **Matric:**

“I am studying towards my Matric. I usually attend for four days a week – from Monday to Thursday. Fridays are sports days. I participate in sports at times; I run.”

“I am rewriting Matric. I only attend from Monday to Thursday because Fridays are supposed to be sports days.”

“I am doing my Matric which we only attend once or twice a day for an hour per subject, from Monday to Thursday.”

The findings indicate that Matric is the dominant educational programme being undertaken by the majority of the youth offenders. This is in line with Makgatho (2018) who notes that there are youth offenders who attend classes, whether in Grade 10, matric or post-matric, who are pursuing further studies. Further, three out of seven participants noted that they are not involved in any educational programmes but are, however, assisting in teaching other fellow offenders. Data from the participants revealed that other skills development programmes which the youth offenders participate in are:

- **teaching:**

“Currently, I am not involved in any educational programmes. I teach Maths to Level 3s.”

“I am participating in educational programmes but as a teacher of some sort. I was studying towards a higher certificate in Archives and Records Management at the University of South Africa (UNISA). I later registered at a TVet college to do Entrepreneurial and Business Management. Here, there is nothing that I am studying.”

“I applied to study education at UNISA. Unfortunately, my NSFAS application was rejected due to outstanding documents. But I am a teacher here in the centre. I assist the teachers here.”

These findings indicate that the youth offenders do teaching as a skills development programme. This is in line with the National Treasury Report (18/2020) which concurs that offender development programmes provide services such as technical training

and education aimed at developing competencies by providing inmates with opportunities for skills and social development.

4.4.1.1.3 Psychological, social and spiritual services

Successful rehabilitation of youth offenders requires psychological and spiritual services aimed at maintaining the social functioning, spiritual, moral and psychological wellbeing of the offenders. The study established that there are religious services for youth offenders which target their mental health through their spirituality. Six participants highlighted that they attend these services or have attempted to. The lack of or inaccessibility of these services places the rehabilitation of youth offenders at risk. Data from the participants revealed that there are:

- **religious services:**

“Yes, there are various religious programmes available. For example, for the Muslims and Christians. I am a Christian myself, so I participate on Sundays when the pastor comes and takes us through the Bible study. Even at school, we have the Religious Studies subject.”

“I am from the Nazareth denomination. They host church services, and sometime around June, we have to start fasting. Even on Saturdays, we are not allowed to eat anything except tea. Those are the rules of the church and I also subscribe to them, even here. The good thing is that here, they also respect my religious rights.”

“There are religious activities such as for Muslims, Nazareths and Christians. I am a Christian, and the programmes come in handy because they rehabilitate us. There are colleges and universities which come here to teach us about the Bible, but there are no cultural activities except if there are events, that is when we participate in cultural activities.”

One out of seven participants highlighted that they do not participate in any religious services.

“There are religious activities, but I do not participate in any of them.”

These findings indicate that the centre provides religious services for the youth offenders who are interested and are willing to participate. This is in line with the Director of Spiritual Care, Dr Menzi Mkhathini, cited in the Department of Correctional Services (2023), who notes that spiritual care within the corrections framework in

South Africa is a constitutional mandate and, as such, the church must take care of its members behind bars. These services, when carefully attuned to reducing criminogenic risks and responsive to needs, can likely be powerful and humanising catalysts for rehabilitation (Roman & Roman 2019).

The study also sought to establish other programmes, activities or services provided by the centre. The participants were asked the following question: What are the other sports and cultural activities available to the youth offenders? All participants stated that there are other social programmes aimed at maintaining the wellbeing of youth offenders which include arts and cultural activities. Social services are required for the successful rehabilitation of youth offenders without which, the rehabilitation is at risk. Data from the participants revealed that there are:

- **sports activities:**

“There is also soccer, but not much of sports. Recreational activities are the dominant.”

“I cannot speak of cultural activities because I have not seen them, but we play soccer and volleyball. I was also once involved in the choir. The centre also helped me in starting my own programme, which is art.”

“I only know of soccer and the choir.”

- **cultural activities:**

“Apart from soccer and volleyball, we do cultural activities such as ‘isicathamiya’ for the Zulus and ‘makgele’ for the Sothos.”

“There is soccer and volleyball, and sometimes we do drama and dancing.”

These findings indicate that sports activities are the dominant social programmes for the youth offenders. This is in line with Meek (2013) who states that sport has been increasingly used as a means to prevent crime, violence and substance use, especially among youth, including within the criminal justice system to prevent re-offending.

The study also sought to establish the effectiveness of these programmes in rehabilitating the youth offenders. The participants were asked the following question: Do you think that the programmes offered in the centre are helpful to yourself and others? Six out of seven participants highlighted that the programmes are:

- **effective:**

“I see the rewards myself, although it is not ideal; but if you put in effort, the teachers will also help you to see the results.”

“I think the school is helpful, because there is nothing else to do.”

“They are really helpful, but it depends on the individuals if they want to be assisted or not.”

“Other programmes like the school are helpful. School is the only beneficial programme.”

“The programmes are very helpful. When you go there, they ask what is going on with you so that you avoid certain things and behaviours.”

“They do help us. Personally, I have anger issues, so they took us to anger management classes, then later did SOP, and I saw change.”

Further findings from one out of seven participants highlighted that the programmes are:

- **not effective:**

“I don’t know about the others but for me, they are not helpful.”

These findings indicate that the rehabilitation programmes offered at the centre are effective and beneficial for the youth offenders. This is in line with the Department of Correctional Services Australia Annual Report (2021-22), which notes that many programmes address specific risk factors related to reoffending and are designed to assist the offenders to live in the community without offending. These findings indicate that the effectiveness of the rehabilitation programmes requires joint efforts from the offenders, correctional officers, psychologists, social workers and educationists, hence if one-part lags, the success of the programmes is at risk.

4.4.1.2 Theme 2: Success factors of rehabilitation programmes

Theme 2 reflects the success factors of rehabilitation programmes for youth offenders. This theme is in line with objective 2 of the study which sought to assess the success factors of rehabilitation programmes for youth offenders at Boksburg Correctional Centre. This theme emerged with the following questions:

- i. Are you provided with learning/training materials in the centre?
- ii. Are all the resources allocated for your rehabilitation programme in place and in good condition?
- iii. Are you able to communicate freely with your clinical psychologist or social worker?

Data from the interviews indicated that the sub-questions sought to elicit diversified and in-depth information on the success factors of rehabilitation programmes for youth offenders. Findings from the study revealed a general pattern which showed the interconnectivity in the answers provided by the participants. Under this theme, data from the interviews emerged with the following categories: facilities, learning materials and communication. The success factors of rehabilitation programmes categories and codes are discussed in subsequent sections.

4.4.1.2.1 Facilities

The rehabilitation of youth offenders requires facilities in order to facilitate the programmes. The study established that facilities are a success factor in effectively rehabilitating youth offenders. The unavailability or inaccessibility of and poor facilities puts the rehabilitation of youth offenders at risk. Data from the participants revealed that the facilities are:

- **in good condition:**

"I think so, because I am still new here so some of the things I have not really used or seen them."

"Everything is fine and in good condition."

- **in poor condition:**

"I would not say they are in good condition. But we do have other resources such as the setup of the school. It is the only thing that we have, and the recreational activities here."

"When it comes to school, the resources are poor. We struggle, especially us who study at tertiary level."

- **inadequate:**

“They get the job done under the circumstances. In learning, the time to study is too short. The learning procedure is harder.”

- unavailable:

“There are no textbooks or tutors. In sport, there are a lot of activities that are no longer being done due to the lack of resources. I take part in the choir, gumboots, soccer and other indigenous games. We can no longer play the indigenous games because we do not have the resources. We also do not have gumboots for the gumboot games, and kits for soccer.”

“They are no longer available. I used to be in the choir but not anymore. Even the playing cards, we do not have any.”

4.4.1.2.2 Learning materials

Successful rehabilitation of youth offenders requires learning materials in the delivery of the rehabilitation programmes. The study established that learning materials are a success factor in programmes such as offender developmental programmes aimed at education and skills empowerment for youth offenders. Inadequate or a lack of resources puts an absolute cap on the impact of the rehabilitation programmes. There are noticeable differences in the data obtained from the participants. Data obtained from the seven participants revealed that the materials are:

- available:

“We are given material for the chosen subjects.”

“As far as I am concerned, yes. We are given stationery and textbooks, but I have not yet received some of the materials that I need.”

“We are given materials such as books and pens.”

“The centre is also struggling in terms of resources, but they do try to get us what they can.”

- inadequate:

“The materials are not adequate. There is a lack of textbooks and past exam papers to use during studying.”

“There are no learning materials provided. I could have registered with UNISA, but the lack of learning materials was a challenge.”

- take time:

“Yes, they try to assist us to get access to the internet and to make applications and registration. I am still waiting for my learning material; it takes time.”

The learning materials at the centre are available, although they are not adequate, resulting in shortages of these materials for some of the youth offenders. The US Department of Justice ([sa]) notes that the selection of the equipment should cater for and allow for personal interaction between individuals.

4.4.1.2.3 Communication

The successful delivery of the rehabilitation programmes for youth offenders requires effective communication. The study established that communication is a success factor of the rehabilitation programmes without which, the delivery and management of the programmes are under threat. Data from the participants revealed that communication with the psychologists and/or social workers is:

- effective:

“Yes, I can communicate with them freely. I used to go to them. I came out with my problems resolved.”

“Yes, the psychologists come in quite handy because some of us are confined here most of the time. We are also serving big sentences, so we need someone to talk to. Sadly, the social worker who was assisting me passed on, and they have not yet found a replacement.”

“We communicate freely, but I do not see them because they are the ones who should call me in to see them. I have no issues that I can approach them with currently, so I do not see them. I think there is only one social worker.”

“Yes, but I have not seen one. Even when I try to talk to the officers that I want to see the social worker, it does not yield anything. But when I feel that I want to talk to someone, I go to see the psychologist, but they are not readily available when I want to see them. They come in four days later or so.”

“Usually, they call and see us very two or three months. Their services are helpful because we also do programmes that relate to our cases.”

- **unnecessary:**

“Not really, because I do not think that I need them so far.”

“Those services are available, though I have never really used them myself, but they would be available if I ask them.”

These findings indicate that communication with the psychologists and/or social workers is effective and has yielded good results for the youth offenders.

4.4.1.3 Theme 3: Threats to the rehabilitation programmes

Theme 3 reflects the success factors of rehabilitation programmes for youth offenders. This theme is in line with objective 3 of the study which sought to analyse the threats to the rehabilitation programmes for youth offenders at Boksburg Correctional Centre. This theme emerged with the following questions:

- i. What challenges do you face in the rehabilitation process?
- ii. What would you recommend improving the programmes that are already in place?

Data from the interviews indicated that the sub-questions sought to elicit diversified and in-depth information on the threats to the rehabilitation programmes for youth offenders. Findings from the study revealed a general pattern which showed the interconnectivity in the answers provided by the participants. Under this theme, data from the interviews emerged with the following categories: facilities, and skills development training. The threats to the rehabilitation programmes categories and codes are discussed in the subsequent sections.

4.4.1.3.1 Facilities

Successful rehabilitation programmes require facilities such as buildings, equipment and services. The unavailability and inaccessibility of facilities was a concern for three out of seven participants who highlighted it as a threat to the rehabilitation programmes. Data from the participants revealed that the facilities are:

- poor:

“Like I mentioned before, I am still new here and I do not know much about this place. But sometimes, we have leaked water pipes and some places where there is no electricity, and we end up fixing ourselves.”

- non-existent:

“We do not have soccer balls. I would appreciate it if the officials made it snappy for us to get them, although I know that it takes time. They will tell us that to get the soccer balls, we need sponsors.”

“The library; they can help us with a library, maybe going there once a week.”

These findings indicate that the facilities at the centre are in poor conditions, while some are not available. This is in line with Motshekga (2016) who states that there are inadequate dedicated space and furniture to run rehabilitation programmes in correctional facilities. The US Department of Justice ([sa]) adds that proper and adequate planning for correctional services facilities should meet the goals of the service and those of the programmes.

4.4.1.3.2 Education and skills development training

Education and skills development training is required for the successful rehabilitation of youth offenders. The lack of education and skills development training was a concern for four out of seven participants who highlighted it as a threat to the rehabilitation programmes. Data from the participants revealed that skills development training is:

- non-existent:

“They can start with skills development for the offenders because they feel that they are not intelligent or able to study. They want to work. Maybe introduce welding, plumbing or boiler making skills development initiatives.”

“They should help us to prepare for work outside this place through skills such as carpentry.”

“I would love to do carpentry, but they do not teach us such skills here.”

These findings indicate that there are no skills development training programmes for the youth offenders. This is in contrast with the The Zimbabwe Prison and Correctional Services (ZPCS) which has put in place some correctional programmes for offenders which include educational programmes such as vocational training for skills acquisition programmes which comprise of carpentry, tailoring, building and mechanical engineering (Gona, Mugari & Zondayi 2014). Drawing from Quan-Baffour and Zawada (2012), the lack of skills development training in correctional centres disrupts and derails the efforts to reduce and/or eliminate re-offending which can be avoided if offenders are more engaged in educational programmes in correctional facilities.

A routine is required for the success of rehabilitation programmes in correctional centres. The lack of a proper routine was a concern for one out of seven participants who noted it as a threat to the programmes. Data from the participants revealed that the routine is:

- non-existent:

“We need a proper routine for recreational activities because we play soccer only once or twice a month.”

These findings indicate that the lack of a proper routine for recreational activities disrupts the frequency of the programmes. Participation in sport is linked to improved mental health and wellbeing as it promotes a positive mood, reduces stress and enhances the overall psychological resilience of individuals. This is in line with Ziemek (2017) who argues the importance of mental health, noting that if mental health care is proven to successfully reduce re-offending rates, mental health care can be emphasised and used to formulate more in-depth programmes for offenders.

The variance in subjects offered at the correctional centre is required for the rehabilitation of youth offenders. The limited number of subjects available and the outdated books was a concern for one out of seven participants who highlighted these as threats to the rehabilitation programmes. Data from the participant revealed that the subjects and books available are:

- **limited:**

“There are a limited number of subjects available at the centre. We need help in that regard.”

- **outdated:**

“The books are also outdated. If they can improve on that, it would be beneficial for us.”

These findings indicate that the lack of or the unavailability of skills development training programmes poses a threat to the rehabilitation of youth offenders. This is echoed by the Department of Correctional Services Australia Annual Report (2021-22), states that there is a need to have a strong focus on providing basic education to offenders because improved literacy and numeracy skills has been demonstrated to help reduce re-offending. To this end, educational programmes offered by the Department of Correctional Services must be needs-based and aligned to employment opportunities (Johnson & Quan-Baffour 2015).

4.4.2 Discussion of findings from correctional officers

This section discusses the findings and themes that were identified from the interviews that were conducted with five correctional officers. Data gathered through the interviews emerged with the following themes:

4.4.2.1 Theme 1: Types of rehabilitation programmes

Theme 1 reflects the types of rehabilitation programmes for youth offenders. This theme is in line with objective 1 of the study which sought to determine the types of rehabilitation programmes for youth offenders at Boksburg Correctional Centre. This theme emerged with the following questions:

- i. What are the types of youth offender programmes that are offered at the centre?
- ii. What are the core elements of the correctional youth offender’s programme?
- iii. What do you regard as the most effective type of the youth offender programme?

- iv. What do you regard to be the main purpose of the youth offender programmes?
- v. What would you consider as the successful outcomes of the youth offender programmes?
- vi. Do you think that the correctional youth offender programme translates into effective reintegration of youth offenders back into the community?

Data from the interviews indicated that the sub-questions sought to elicit diversified and in-depth information on the types of rehabilitation programmes for youth offenders. Findings from the study revealed a general pattern which showed the interconnectivity in the answers provided by the participants. Under this theme, data from interviews emerged with the following categories: correctional programmes, offender developmental programmes, and psychological and spiritual services. The types of rehabilitation programmes categories and codes are discussed in the subsequent sections.

4.4.2.1.1 Offender developmental programmes

Youth offender rehabilitation requires developmental programmes aimed at education and skills development for the offenders. The study established that the centre offers offender developmental programmes for the youth offenders. Education and/or teaching and learning were identified by three out of five participants as developmental programmes provided by the centre. Data from the participants revealed that the centre offers developmental programmes in:

- **education:**

“We offer teaching and learning, for example, lessons, homework and tests.”

“Apart from religion, we have schools with education as the main one.”

“The young offenders are given opportunities of being involved in various programmes such as the school for those who want to upgrade s and further their studies.”

“We are offering them basic skills in education. We have dedicators offering learning headers. Basically, we are a school. We want to instill confidence and caring in the youth offenders.”

These findings indicate that the youth offenders have the opportunity to participate in educational programmes which equip them with literacy skills. This is in line with Makgatho (2018) who notes that at least 39% of youth offenders are involved in educational programmes. These findings indicate the relevance of education and literacy in correctional centres as they are important and necessary for the successful rehabilitation of offenders, and to also make reintegration into the society easier after their release (Mokoena 2017).

4.4.2.1.2 Psychological, social and spiritual services

Rehabilitation programmes should be inclusive of mental health programmes for youth offenders. The study established that there are psychological, social and spiritual services in the centre for the youth offenders. Data from four out of five participants revealed that the centre provides psychological, social and spiritual services in:

- **religious services:**

“I have different Pastors and churches tailored for each inmate according to their religion or denomination. No one is forced to attend if they do not want to attend the church services. This is an open-door policy; they are free to choose as they have religious rights. But the parents also need to give consent since they are underage.”

“We have a lookout on self-control, for them to develop a sense of purpose and hope by introducing spiritual activities.”

- **sport:**

“We use a lot of methods. I use sports because they like soccer mostly which, in turn, unifies them. We invite outside schools to compete in different sports.”

“We have sport. I only know and deal with sports, arts, and culture.”

“We use sport such as soccer.”

- **cultural and recreational activities:**

“We also use drama to educate as well as different dances such as ‘pantsula’ and ‘isicathamiya’.”

“They participate in the choir, and they also do traditional dancing.”

“As mentioned, we are a school, so the offenders do arts projects such as singing.”

“The young offenders are given opportunities of being involved in various programmes such as sports, and cultural activities.”

- psychological care:

“As the centre, in the psychological space, we mainly focus on individual attitudes and responses that they have towards the education they have or that is being offered. We also have a lookout on self-control, for them to develop a sense of purpose and hope by introducing spiritual activities and also understanding different cultures and respecting them.”

“We aim at strengthening the value of rehabilitation more than anything, especially in the psychological perspective.”

4.4.2.1.3 Correctional programmes

The rehabilitation of youth offenders requires correctional programmes aimed at offender behaviour. The study established that there are correctional programmes provided by the centre. Data from two out of five participants revealed that the centre offers correctional programmes in:

- behaviour:

“We also have programmes in terms of behaviour, family, and morals and ethics. The social workers have programmes that they offer to bring rehabilitation to these young men.”

“The core elements that we seek to focus on or aim at are cognitive thinking, behaviours of the youth and their attitudes.”

The findings indicate that the centre provides programmes and activities that promote the mental wellbeing of the offenders. This is in contrast with Chambers (2015) who states that the quality of care they receive inside facilities is often inadequate or even non-existent. These services, when carefully attuned to reducing criminogenic risks and responsive to needs, can likely be powerful and humanising catalysts for rehabilitation (Roman & Roman 2019).

The study also sought to establish the most effective rehabilitation programme for youth offenders. The participants were asked the following question: What do you regard as the most effective type of the rehabilitation programme for the youth offenders? There are noticeable differences from the data obtained from the participants. Data from three out of five participants revealed that the most effective type of rehabilitation programme for youth offenders is:

- **education:**

“As I have mentioned, I am concerned with education, so I regard it as the most effective.”

“Education is the most effective because when they go out, they will be integrated back into the community and manage to find work.”

“Education is the best and effective programme for them because most of them come in without matric. We encourage them to have education and even register for higher certificates if they are interested. Upon completion of the matric year, they show signs of belonging and they are also positively motivated when we interact in one-on-one sessions.”

Further data from one participant revealed that the most effective programme for youth offenders is:

- **sport:**

“Sport is the most effective. Even though they do many other things, but sport is the most effective. However, I motivate them to do school first and then come to sport afterwards.”

Data from one participant revealed that the most effective programme is.

- **all:**

“Most of them are effective as they deal with different aspects of life. I cannot single out one programme, because they deal with emotions, restoration of justice within the offenders’ families and within themselves, and anger management.”

These findings indicate that the rehabilitation programmes are effective in their purpose, and one programme cannot be effective than the other as they all serve different purposes in the rehabilitation of offenders. This is in line with the South African Government (2020/21) which states that the effectiveness of the rehabilitation process and programmes largely depends on the type and quality of programmes which are offered to offenders during incarceration. Many of these programmes address specific risk factors related to reoffending and are designed to assist offenders to live in the community without offending (Department of Correctional Services Australia Annual Report (2021-22)).

The study also sought to find out the main purpose of the rehabilitation programmes for youth offenders. The participants were asked the following question: What do you regard to be the main purpose of the rehabilitation programmes for youth offenders? There are similarities or a connection in the data obtained from the participants. Data from the participants revealed that the main purpose of the rehabilitation programmes for youth offenders is to:

- **rehabilitate:**

“The programme is basically to rehabilitate, whether its murder, robbery and so on. These offenders are part of our society, hence we have to rehabilitate them because some of them are here because of dysfunctional family structures, so these youth tend to turn to drugs and crime. The main purpose of the system is to bring a mindset that they are normal human beings, to bring the best out of them and to make them better people at the end of the day.”

“It’s to rehabilitate them so that when they go out, they are better people.”

“The aim is to see them transformed and rehabilitated in all aspects.”

- **reduce re-offending:**

“We prepare them so that when they go out, they never come back. In other terms, we avoid re-offending.”

“The aim and purpose of these programmes is to try and limit them from doing further wrong; to learn and acknowledge their mistakes and to also reassure them that they

are not judged, hence they need to find it in them first to forgive themselves. The programme is to assist them to teach others about the dangers of crime and wrongdoing.”

- educate and develop skills:

“The programme aims to equip these young offenders with skills and expertise through teaching and learning so that when they go out, they are useful people in society and in everyday life.”

These findings indicate that the rehabilitation programmes serve various purposes but have the common goal of reducing the risk and potential of re-offending. This is echoed by the South African Government (2020/21) which notes that offenders should be released and successfully reintegrated into society, and rehabilitation programmes is one of the most common and effective way to realise this goal.

The study further sought to find out the successful outcomes of the youth offender programmes. The participants were asked the following question: What do you consider as the successful outcomes of the youth offender programmes? There are noticeable similarities in the data obtained from the participants. Data from the participants revealed that the successful outcomes of the rehabilitation programmes are:

- reduced re-offending:

“The successful outcome is that when they go out, they do not come back. That is when you see that the person has changed. The programmes change their mindset such that they do not want to come back.”

- improved behaviour and cognitive thinking:

“A success factor for me would be all those whom I have seen and assessed over the months and years improving in their lives. They maintain everything that has been taught to them. Not all of them have the resilience to say no but most of them have a sense of maturity when transferred. Most of them I still manage to assess even if they are moved to the facility of adult offenders. I still manage to check on their progress and it is very heart-warming to see them not being easily influenced by older boys that they meet for the first time.”

“You see the difference and the change in the offenders. You see that the person has changed and is progressing after doing the programmes.”

“The benefits are that in the profession that I am in now, I get fulfilled for assisting the youth to be better people. I also see the difference in the attitude and behaviour from them from time to time when we interact. For me, it gives me pleasure to see that whatever that I am communicating with them seems to work.”

- educational qualifications:

“As a formal school, there are qualifications that are allocated with certificates that are accredited by UMALUSI.”

“Seeing the offenders pass from one grade to another is a huge success for me.”

“They get completion certificates which shows achievement.”

“About 50% of them qualify for tertiary education and they become successful.”

These findings indicate that the rehabilitation programmes for youth offenders have various successful outcomes which contribute to reducing re-offending. This is echoed by Shoemaker (2009) who notes that the best results for youth offenders appear to come from individual counselling, interpersonal skills instruction, and behaviour modification programmes. These programmes thus optimise the functioning of youth offenders in interaction with the rehabilitation programmes (World Health Organisation (WHO) 2023).

The study also sought to find out the translation of the rehabilitation programmes into effective youth reintegration into the community. The participants were asked the following question: Do you think that the rehabilitation programmes for youth offenders translate into their effective reintegration into the community? There are observable similarities in the data obtained from the participants. Data obtained from the participants revealed that the programmes:

- translate into effective reintegration into the community:

“I do think so, because the programmes that they are presenting are societal based which prepare them for when they go out of here to be better citizens.”

“We have exceptional cases, but the majority do not re-offend when they go out.”

“Yes, because I do not see them coming back. We do not have re-offenders. Most of them are successful out there.”

“Yes, it does. Most of the young offenders that I got to assess and have been in constant communication with them managed to get out of the system after being granted parole and I must say that I never saw them again here in the correctional centre. So that means that something is happening that is right.”

These findings indicate that the programmes offered by the centre enable the successful and effective reintegration of the youth offenders into the community after release. This is in line with Tang ([sa]) who notes that the eventual release of youth offenders into the community necessitates a concerted effort to prepare the wider community to accept, accommodate and support the released offenders willing to live as law-abiding citizens.

4.4.2.2 Theme 2: Success factors of rehabilitation programmes

Theme 2 reflects the success factors of the rehabilitation programmes for the youth offenders. This theme is in line with objective 2 of the study which sought to assess the success factors of the rehabilitation programmes for youth offenders at Boksburg Correctional Centre. This theme emerged with the following questions:

- i. How are resources allocated for managing the rehabilitation programmes for youth offenders?
- ii. How well equipped are you as an officer in delivering the rehabilitation programmes to youth offenders in the correctional centre?

Data from the interviews indicated that the sub-questions sought to elicit diversified and in-depth information on the success factors of the rehabilitation programmes for youth offenders. Findings from the study revealed a general pattern which showed the interconnectivity in the answers provided by the participants. Under this theme, data from interviews emerged with the following categories: facilities, and human resources. The success factors of rehabilitation programmes categories and codes are discussed in subsequent sections.

4.4.2.2.1 Facilities

Facilities are required in the rehabilitation of youth offenders. The study established that the centre offers facilities in the form of equipment for youth offenders. There are noticeable differences and similarities in the data obtained from the participants. Data from the participants revealed that the centre provides equipment such as

- **learning materials:**

“The resources are eloquent. Our service providers provide their own resources such as books, TV screens, projectors, and so forth. They do not expect the correctional services to provide the resources for them.”

“I organise soccer balls from my own budget. The department plays its role in providing resources, and to add on, there is a budget in place for arts.”

These findings indicate that the equipment is available to some extent as it only caters for learning and soccer activities. This is supported by the US Department of Justice ([sa]) which notes that proper and adequate planning for correctional services facilities should meet the goals of the service and those of the programmes.

4.4.2.2.2 Human resources

Human resources are a requirement in the delivery and management of rehabilitation programmes for youth offenders. The study established that human resources have qualifications, skills and experience in delivering and managing the rehabilitation programmes for youth offenders. Data obtained from the participants revealed that the correctional officers are:

- **qualified:**

“I have done Peace education.”

“I have a teachers’ diploma, advanced certificate in education, higher education diploma, a postgraduate diploma in the management of HIV/AIDS, as well as labour relations. I am also an ordained pastor.”

“I am a qualified teacher with a diploma in education, majoring in English and Geography, Technology in Education with UNISA, and a certificate in computers. We also attend workshops with the department of education.”

- skilled:

“I would say that I am a qualified psychologist employed by the Department of Correctional Services.”

- experienced:

“I have undergone some of these programmes myself. I also presented the programmes myself during Covid-19 when the Pastors where not allowed to come here.”

“I am well-equipped. I used to play soccer for Witbank Black Aces.”

“I have 34 years of teaching experience, so I have the experience to teach.”

These findings indicate that the correctional officers are well-equipped in delivering rehabilitation programmes to the youth offenders. This is echoed by Nhlapho (2010) who posits that to enhance service delivery, correctional officers should be skilled in dealing with and in understanding the demands of their role, even in rehabilitation programmes. In order to meet the rehabilitation needs of offenders, all officials should be equipped with the necessary skills, ‘tools and knowledge to present rehabilitation programmes (du Plessis and Lombard 2018).

4.4.2.3 Theme 3: Threats to the rehabilitation programmes

Theme 3 reflects the types of rehabilitation programmes for the youth offenders. This theme is in line with objective 3 of the study which sought to analyse the threats to the rehabilitation programmes for the youth offenders at Boksburg Correctional Centre. This theme emerged with the following question:

- i. What challenges are faced with the rehabilitation programmes?

Data from the interviews indicated that the sub-question sought to elicit diversified and in-depth information on the threat to the rehabilitation programmes for youth offenders. Findings from the study revealed a general pattern which showed the interconnectivity

in the answers provided by the participants. Under this theme, data from the interviews emerged with the following categories: facilities, skills development training, and human resources. The threats to the rehabilitation programmes categories and codes are discussed in subsequent sections.

4.4.2.3.1 Facilities

Facilities are a requirement for the successful rehabilitation of youth offenders without which, the rehabilitation programmes are at risk. Facilities were a concern for four out of five participants who highlighted it as a threat to the rehabilitation programmes. Data from the participants revealed that the facilities are:

- **inadequate:**

“We face the challenges of inadequate resources, and the system in the correctional centres where security comes first.”

“The equipment is not adequate at all.”

“The resources are limited. There are no computers, printing machines, photocopiers and dated prescribed books.”

“There is a challenge when it comes to resources. There is a shortage of stationery, papers, pens, among other things, especially when I have to give the youth offenders tasks to perform. Even the allocated space that I am using is not adequate for me to perform my duties properly. The place where I conduct the sessions needs to be welcoming and relaxing, and unfortunately, that is not the case here.”

- **unavailable:**

“The challenge is that there are no playing fields which lead to soccer balls being damaged easily. The boys also do not have soccer boots.”

These findings indicate that there is an acute shortage of facilities required in the rehabilitation of youth offenders. This is in line with Motshekga (2016) who stated that there are inadequate dedicated space and furniture to run rehabilitation programmes in correctional facilities. Offenders should be provided with adequate floor space and reading material of their choice (Agboola 2016).

4.4.2.3.2 Offender development training

Offender development training is an important component of the rehabilitation programmes without which, the reintegration of youth offenders into the community is under threat. Participation or turnout was a concern for two out of five participants who highlighted it as a threat to the rehabilitation programmes. Data from the participants revealed that participation in the programmes is.

- **non-existent:**

“We have experienced challenges since no one is forced to attend. They become reluctant, but when they see the change in others, that is only when they want to attend.”

“There is a lack of interest by offenders to participate in the programmes.”

These findings indicate that participation in the skills development programmes is low and/or non-existent. With the programmes addressing specific risk factors related to reoffending and designed to assist offenders to live in the community without offending (Department of Correctional Services Australia Annual Report (2021-22) the failure by the offenders to attend these programmes puts their rehabilitation and reintegration at risk.

4.4.2.3.3 Human resources

Human resources are a requirement in the rehabilitation of youth offenders without which, the success of the programmes is under threat. Human resources were a concern for one out of five participants who highlighted it as a threat to the rehabilitation programmes. Data from the participant revealed that human resources are:

- **inadequate:**

“The challenges that I am facing is the lack of capacity. I am the only psychologist assigned for the youth and I don’t have any one to relieve me. It makes it difficult to see all the youth when they need sessions. At times, their appointments are cancelled because I need to attend to other administration things, and we end up taking weeks or even more than a month without having the interaction.”

These findings indicate that there is inadequate staffing which results in delayed interactions with the youth offenders due to work overload. This is echoed by du Plessis and Lombard (2018) who note that there is a continual shortage of correctional officials which makes it difficult for the Department of Correctional Services to function at an optimal level and achieve its rehabilitation goals. To enhance service delivery, there is a challenge in ensuring that correctional officers are skilled in dealing with and understanding the demands of their role, even in rehabilitation programmes (Nhlapho 2010).

4.5 Summary

This chapter analysed and presented the findings of the study in line with the objectives of the study. The chapter further discussed the findings and supported them with literature. The analysis included the demographic profiles of the participants. Key findings revealed that the programmes offered to the youth offenders include correctional, developmental, and spiritual, social and spiritual services. These programmes are effective in enhancing offender behaviour and reducing re-offending. The study discovered that the success factors of the programmes are human resources and facilities. Further, the study also discovered that these programmes face threats such as poor communication, inadequate facilities and low turnover at offender developmental training. The next chapter summarises the findings, concludes and makes recommendations based on the research findings.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented, analysed and discussed data collected through semi-structured interviews. This chapter summarises the findings of the study and makes conclusions and recommendations. This chapter is organised in line with the themes which emerged from the data analysis and is guided by the research questions. According to Denscombe (2007), the summary and concluding chapters in a research study aim to draw together different threads of a research in order to reach a general conclusion and suggest a way forward in addressing the research problem. The University of Southern California (2023) notes that conclusions and recommendations have to reflect the research problem and research objectives addressed in the study and relate the findings to the reality and set directions for future research. This study was conducted with youth offenders and correctional officers at the Boksburg Correctional Centre in the Gauteng province of South Africa with the purpose of evaluating the rehabilitation programmes for youth offenders at the correctional centre. The objectives of the study were to:

- i. Determine the types of rehabilitation programmes for youth offenders at Boksburg Correctional Centre.
- ii. Assess the success factors of rehabilitation programmes for youth offenders at Boksburg Correctional Centre; and
- iii. Analyse the threats to the rehabilitation programmes for youth offenders at Boksburg Correctional Centre.

5.2 Overview of the study

Chapter One: Introduction

This chapter introduced the study, articulating the research problem under study. The chapter highlighted the statement of the problem, purpose of the study, research objectives and the research questions. It further justified the study, articulated the scope and delimitations of the study, defined key theoretical terms, conceptual

framework, preliminary literature review, research methodology roadmap and the structure of the dissertation.

Chapter Two: Literature review

In this chapter, literature on existing theoretical and empirical studies was reviewed based on the conceptual framework developed for this study, guided by the research objectives which focus on the rehabilitation programmes for youth offenders in correctional services.

Chapter Three: Research methodology

This chapter provided discussed the research methodology used in the study. It explained the research paradigm, approach, design, sampling methods, and the data collection tools used to collect data for this study. The chapter also detailed the ethical issues and trustworthiness strategies for the study, and how data collected was analysed and presented.

Chapter Four: Data presentation, analysis and discussion of findings

The chapter presented the data collected through interviews and also discussed the findings from the study, supported by the existing literature.

Chapter Five: Summary of findings, conclusions and recommendations

This chapter summarises the study, makes conclusions and recommendations based on the data obtained from the participants. Based on the discussion of the findings, the researcher makes suggestions to enhance the impact of the rehabilitation programmes, and recommendations for further research.

5.3 Summary of the findings

This section presents a summary of the findings for the research objectives addressed in this study. The study findings were gathered through semi-structured interviews with the youth offenders and correctional officers, and were analysed and presented in Chapter Four with the aim of reporting all study responses accurately to answer the research questions through the logical use of core themes, categories and codes that were developed from the study outcome. The summary of findings is presented in this section in line the objectives of the study.

5.3.1 Types of rehabilitation programmes for youth offenders

The first objective of the study intended to determine the types of rehabilitation programmes for youth offenders. It was necessary to determine which rehabilitation programmes are provided to the youth offenders and their focus. Literature review in Chapter Two established that correctional centres offer correctional programmes, offender developmental programmes, and psychological and spiritual services. Literature review further established that the centres offer or should offer aftercare programmes to help youth offenders in their reintegration into the community after release from incarceration. The study found out that the above-mentioned programmes are offered by the centre to youth offenders, except for offender developmental programmes such as skills development training programmes. Further, it was established that the centre also offers social programmes such as sport, arts and recreational activities aimed at social unity among the offenders and enhancing their mental wellbeing.

According to literature review in Chapter Two, these programmes are effective in improving cognitive thinking and offender behaviour and attitudes, hence they can be powerful and humanising catalysts for rehabilitation (Roman & Roman 2019). The findings on the types of rehabilitation programmes for youth offenders indicated that offender developmental programmes, and psychological, social, and spiritual services are the pinnacle of rehabilitation for youth offenders. The findings showed that the youth offenders are not yet fully integrated into the programmes, and if this is to be achieved, the centres are to be more successful in effectively rehabilitating youth offenders.

5.3.2 Success factors of rehabilitation programmes for youth offenders

The second objective of the study intended to assess the success factors of rehabilitation programmes for the youth offenders. It was necessary to assess the factors or elements which contribute causally to successful results of the rehabilitation programmes. Literature review in Chapter Two established that the elements or factors which enable successful results in rehabilitation programmes are human resources, finances, and facilities. The study also found out that the success factors for the rehabilitation programmes at the centre are human resources, facilities, and communication. The study established that human resources, adequate facilities, and

communication contribute to successful results, hence the lack thereof threatens the success of the programmes.

According to the literature reviewed, these elements or factors should stretch across multiple facets of the programmes, from planning, implementation, monitoring, evaluation, and reporting processes through the management of performance information and in decision-making (Department of Correctional Services Annual report 2011/12). Findings on the success factors of rehabilitation programmes indicated that human resources, facilities, and communication are the pinnacle for successful results of the rehabilitation programmes. The findings showed that the Boksburg Juvenile Centre is not fully resourced, and if this is to be achieved, the rehabilitation programmes are bound to be more effective.

5.3.3 Threats to the rehabilitation programmes for youth offenders

The third objective of the study intended to examine the threats to the rehabilitation programmes for the youth offenders. It was necessary to examine the challenges faced in running, managing, and executing the rehabilitation programmes, and how they can be resolved. Literature review in Chapter Two established that correctional centres face challenges such as poor communication, inadequate facilities, noise pollution and poor staffing. The study also found out that the centre faces challenges such as communication, poor facilities, the lack of offender development training, and a poor budget. The study established that these challenges affect the execution of rehabilitation programmes and the participation of the youth offenders in the programmes.

Rehabilitation programmes for youth offenders in correctional services also suffer enormous threats, and the programmes fail to meet their objectives, hence their impact is affected. Consequently, the youth offenders do not get the rehabilitation which they need, and the risk of re-offending is increased (Motshekga 2016). The findings on the threats to the rehabilitation programmes for youth offenders indicated that poor facilities and lack of offender development training programmes are the major challenges posing a threat to the rehabilitation programmes. The findings showed that these centres are not fully immune to or exempted from these challenges, but if it is to be achieved, the rehabilitation programmes are bound to be more effective.

5.4 Conclusions of the study

The conclusions of the study are based on the research objectives. According to Shuttleworth (2009), conclusions involve summing up the study and giving a very brief description of the results, although the research should refrain from going into much detail about this. Shuttleworth (2009) further posits that the conclusions merely act as an aid to memory because anyone who reads a conclusion has essentially “read the entire” research study. The study concludes the following:

5.4.1 Types of rehabilitation programmes

The study intended to determine the types of rehabilitation programmes for youth offenders. It was established from the findings that correctional centres offer rehabilitation programmes such as correctional programmes, offender developmental programmes and psychological, social and spiritual services. It can be concluded that while these programmes are effective in rehabilitating the youth offenders, the programmes do not seem to be compulsory. The findings of the study revealed that the centres do not obligate the attendance of the youth offenders to certain programmes such as anger management and education. While the majority of the offenders participate in these programmes, it can be concluded that there is a gap as far as rules and laws for participation in the rehabilitation programmes is concerned. The absence of such rules and laws can negatively impact the attendance and participation. As a result, the consequences may put the mental wellbeing and offender behaviour and attitudes in jeopardy and at risk of fuelling unacceptable behaviour which may lead to re-offending.

The findings of the study also revealed that the centre provides offender development programmes. However, none of the programmes provide skills training for the youth offenders. Although their provision of educational programmes is applauded and may go a long way in equipping the offenders with literacy and educational skills, it can be concluded that there is a gap in skills development training programmes. The absence of such programmes can negatively impact the reintegration of youth offenders into the community after release. Consequently, this may put their reintegration into the community in jeopardy by fuelling unemployment or their efforts to find jobs, and also fuel the discrimination against ex-offenders in their efforts to find jobs or in social reintegration.

5.4.2 Success factors of the rehabilitation programmes

The study intended to assess the success factors of the rehabilitation programmes for the youth offenders. It was established from the findings that the success factors of rehabilitation programmes in correctional centres are human resources, finances, and facilities. It can be concluded that while these factors causally contribute to the successful results in rehabilitation programmes, these factors are not fully effective in this regard.

The findings of the study revealed that the centre has the resources and capacity to deliver and execute the rehabilitation programmes. However, these were noted to be inadequate or in poor conditions. Although their availability and accessibility are applauded, it can be concluded that there is a gap as far as their quality and adequacy is concerned. The absence, inadequacy or poor conditions can negatively influence the delivery and management of the rehabilitation programmes. As a result, the consequences may put the rehabilitation of the youth offenders in jeopardy and at risk of fuelling re-offending.

5.4.3 Threats to the rehabilitation programmes

The study intended to examine the threats to the rehabilitation programmes for the youth offenders. It was established from the findings that the centre faces challenges such as communication, poor facilities, the lack of offender development training, and a low budget. It can be concluded that these threats impact the rehabilitation programmes and derail the efforts of the centre in rehabilitating the youth offenders.

The findings of the study revealed that the centre faces the above-mentioned threats in the delivery of the rehabilitation programmes. It can be concluded that there is a gap as far as the threats to the rehabilitation programmes is concerned. The existence of such threats can negatively influence the execution, delivery and management of the rehabilitation programmes. As a result, the consequences may put the rehabilitation of the youth offenders at risk and may fuel re-offending.

5.5 Recommendations

Recommendations are based on the findings of the study, the conclusions adduced above, and the literature reviewed. These recommendations are essential for the

correctional centre, the government and the communities at large in an effort to enhance the perceived impact of the rehabilitation programmes in reducing re-offending. The study recommends the following based on the study findings:

5.5.1 Types of rehabilitation programmes

The centre should introduce and/or offer skills development training programmes such as carpentry, plumbing, building, and boiler making, among others. These skills cannot be overlooked, especially in the case of youth offenders who, even after serving a lengthy sentence, still have the chance to make something of their lives. Therefore, skills development training should be considered as a tool vital for social integration of the youth offenders.

The centre should also put in place rules and laws regarding the participation and attendance of the youth offenders in the rehabilitation programmes. These rules and laws are useful to govern the conduct of the youth offenders in these programmes.

5.5.2 Success factors of rehabilitation programmes

In order to enhance the successful results of the programmes and the long-term success of the centres, there is a need to enhance the quality of the resources used in the centre and in the rehabilitation programmes for the youth offenders. Further, these resources should be adequate to cater for the offenders so that no one of them is left behind in the rehabilitation programmes.

5.5.3 Threats to the rehabilitation programmes

The study recommends the communication protocols in the correctional centre to be addressed for effectiveness, the facilities improved, the introduction of skills development training, and enhanced budgets for the rehabilitation programmes for the youth offenders. These will be useful in ensuring that the rehabilitation programmes are not derailed. Further, the study recommends the government or the centre to put in place resistance and intervention strategies such as sourcing external funding which will also be channelled towards facilities and skills development training among other rehabilitation needs for the youth offenders. The study also recommends that the setup of the centre be examined, and appropriate measures be put in place to enhance communication between and among all stakeholders in the correctional centre.

5.6 Suggestions/recommendations for future research

This study makes several important suggestions for additional and future research in the areas of rehabilitation programmes for youth offenders. Several areas for future research include:

- i. Skills development training programmes in correctional centres
- ii. The role of religion in reducing re-offending
- iii. Sports, cultural and recreational activities as skills development training opportunities
- iv. Correctional programmes for youth offenders
- v. Staffing in correctional centres
- vi. Policy and regulatory framework on rehabilitation programmes

5.7 Final word

The rehabilitation programmes for youth offenders have been extolled in the case of the Boksburg Correctional Centre in the Gauteng province of South Africa. While rehabilitation programmes cannot replace correctional services, effective implementation by skilled correctional officials and cooperative youth offenders can result in significant progress towards reducing re-offending. Credit should be given to correctional centers, officers and offenders who cooperate with researchers in conducting research in pioneering fields such as youth offender rehabilitation programmes. This is important for the justice system, educational and academic systems, communities, and emerging researchers to implement the recommendations and improve the rehabilitation process and programmes. I hope that this study will have a significant impact and make a positive difference in every way possible.

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**PROOF READING AND EDITING OF DISSERTATION TITLED "AN EVALUATION OF THE
REHABILITATION PROGRAMMES FOR YOUTH OFFENDERS AT BOKSBURG CORRECTIONAL
SERVICE CENTRE IN GAUTENG**

This is to confirm that the dissertation of Ms Sekhabi student number 45402876 has been taken through editorial process and justification. In addition, it was taken through turnitin for similarity index (please see attached report). The above service are provided professional with service provider having a track record for providing such services for a number of clients.

In the event of queries please do not hesitate to contact us.

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UNISA 2022 ETHICS REVIEW COMMITTEE

Date: 14 June 2022

ERC Reference No.: ST34-2022
Name: BA SEKHABI

**Decision: Ethics Approval from
2022:06:14 to 2025:06:14**

Researcher: Ms Boitumelo Aubrey Sekhabi

Supervisor: Prof Lincoln Fitz

**AN EVALUATION OF THE TREATMENT PROGRAMME FOR JUVENILES DELINQUENCY AT BOKSBURG
PRISON IN GAUTENG PROVINCE OF SOUTH AFRICA**

Qualification: Master of Arts (Corrections Management)

Thank you for the application for research ethics clearance by the Unisa 2022 Ethics Review Committee for the above-mentioned research. Ethics approval is granted for 3 years.

The low-risk application was reviewed by the CLAW Ethics Review Committee on 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:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
3. 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 CLAW Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.



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Tel: (012) 537 2770, Fax: 086 638 2693

Dear Ms BA Bekhabi

RE: AN EVALUATION OF THE TREATMENT PROGRAMME FOR JUVENILES DELINQUENCY AT BOKSBURG JUVENILE PRISON IN GAUTENG PROVINCE OF SOUTH AFRICA: PERCEIVED IMPACT OF THE JUVENILE DELINQUENT PROGRAMME AT BOKSBURG JUVENILE CENTRE.

I wish to inform you that your request to conduct research in the Department of Correctional Services has been approved.

Your attention is drawn to the following:

- This ethical approval is valid from **26 January 2023 to 26 January 2024**
- The relevant Regional and Area Commissioner where the research will be conducted will be informed of your proposed research project.
- You are requested to contact the Area Commissioner before the commencement of your research.
- It is your responsibility to make arrangements for your interviewing times.
- Your identity document/passport and this approval letter should be in your possession when visiting regional offices/Correctional Centers.
- You are required to use the terminology used in the White Paper on Corrections in South Africa (February 2005) and Correctional Services Act (No. 111 of 1998) i.e. "Offenders" not "Prisoners" and "Correctional Centers" not "Prisons"
- You are not allowed to use photographic or video equipment during your visits, however the audio recorder is allowed.
- You are required to submit your final report to the Department for approval by the Commissioner of Correctional Services before publication (including presentation at workshops, conferences, seminars, etc.) of the report.

Should you have any inquiries regarding this process, please contact the REC Administration for assistance at telephone number (012) 007 2059

Thank you for your application and interest to conduct research in the Department of Correctional Services.

Yours faithfully

ND MBULI
Chair: DCS REC
DATE: 26/01/2023

INTERVIEW QUESTIONS FOR CORRECTIONAL OFFICIALS

1. What are the core elements of the correctional youth offenders program?
2. Which methods are being used to manage youth offenders?
3. What are the types of youth offender programme that are offered at the centre?
4. What will you regard as the most effective type of the integrated youth offender program?
5. What do you regard to be the main purpose of the youth offender system?
6. How are resources allocated for managing the youth offender programme?
7. How well equipped are you as an officer when it comes to deliverance of programmes in the correctional centre?
8. What are the benefits and challenges of youth offender programmes?
9. Do you think that correctional youth offender programme translates into effective reintegration of youth offenders back into the community?
10. What would you consider a success factor (outcome) of the youth offender programmes?
11. How do you think the correctional youth offender programme can enhance their effectiveness?

Guideline as per interview schedule

Clinical Psychologist	Social Worker	Sports, recreation arts and culture (SRAC) officers	Correctional Officers (Educational Sector)	Correctional Officers (Religious Sector)
X1	X2	X3	X3	X1

YOUTH OFFENDER INTERVIEW QUESTIONS

1. Are you involved in an educational/training programme? If yes, can you identify which programme?
2. Are you provided with learning/training materials in the centre?
3. What is the frequency of classes/training?
4. Are you able to communicate freely with your clinical psychologist or social worker?
5. Are all the resources allocated for your rehabilitation programme in place and in a good condition?
6. Do you think that the programmes offered in the centre are helpful to yourself and others?
7. What are the other sports and cultural activities available to youth offenders?
8. Are there religious services in the centre and if there are, are you participating?
9. What would you recommend to improve the facilities and the programmes that are already in place?