

THE SUPPORT OF JUVENILES IN A GAUTENG CORRECTIONAL SCHOOL:

A WELLNESS PERSPECTIVE

by

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PROMOTER: PROFESSOR MD MAGANO

DECLARATION

I declare that **THE SUPPORT OF JUVENILES A IN GAUTENG CORRECTIONAL SCHOOL: A WELLNESS PERSPECTIVE** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references. However, this work has not been submitted before at any other university.



Signature----- **DATE**-----

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DEDICATION

Thanks be to God the Almighty and Father of our Lord Jesus Christ who has given me strength, courage, good health, and His great mercy which I cannot even begin to comprehend in completing this thesis. To my late grandmother who prayed, stood in the gap, supported my education in everything she had and pushed me to believe in myself. Thank God for the role she played in my life; she will be forever engraved in my heart.

Philippians 1:6 “He who began to do a good work in you will carry it on to completion”.

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ABSTRACT

The study explores how juvenile offender learners may be supported regarding their wellness in a Gauteng correctional centre school. The Wellness and Ubuntu theories guided the study. These theories helped to understand how juveniles were supported as they experienced several educational deficits, many of which were not addressed by the Department of Correctional Services (DCS) personnel. A constructivist paradigm was appropriate for the study for the following reasons: firstly, constructivism recognises the complexity and diversity of participants and their perspectives about the situations under study. It also privileges to the ways in which individual knowledge and experiences are constructed through perception, reflection and meaning making. Secondly, constructivist researchers develop an understanding of other people's behaviours and perspectives through their relationships with the participants.

This study was conducted in a Gauteng correctional school where the participants both live and study. The school as a unit of analysis provided insight into the challenges and complex world of the lived experience of the juveniles. Participants were purposefully selected to ensure relevant data was gathered. Twenty-four juveniles who participated were attending school. Furthermore, teachers who were teaching in a correctional school participated in the study. Data was collected from sampled participants using open-ended questionnaires, semi-structured interviews and observations. The researcher analysed data manually. The themes that emerged revealed that teachers were making a great effort to support the wellness of juvenile learner offenders. The findings revealed that juveniles encountered many challenges in their physical, emotional, academic, political, economic and social conditions, which led to their incarceration. A wellness framework was proposed to assist teachers with strategies to support physical, social, emotional, spiritual, intellectual, and career dimensions.

KEY WORDS: Juveniles; support; wellness; Ubuntu; correctional centre

ISIFINGQO

Injongo yalesisifundo kwakungu kuphenya nokuthola imibono indlela abafundi abayiziboshwa bangasizwa ngayo mayelana nenhlalo yempilo yabo ngaphakathi kwesikole esisetilongweni iGauteng. Lesisifundo sisebenzise umhlahlandlela Wempilo yenhlalo kanye no Ubuntu njenge lenzi yokuqondisa lesisifundo. Loluhlaka lwemibono emibili ehlangene lungisize ukuqondisisa indlela yokubona ukuthi labafundi abayiziboshwa baluthola kanjani usizo njengoba bebhekene nezinkinga ezintukelayo ezifundweni zabo ezingazange zabonelelwa ngabaphathi komnyango weziboshwa (DCS). Lesisifundo sakhawe kwisisekelo seParadayimi iKhonstrakthivisti ukuze kutholakale ukuxhumana phakathi kwesikole kanye nalapho abafundi abayiziboshwa bephila khona. Lesisifundo senzeke ngaphakathi etilongweni lase eGauteng

lapho iziboshwa zigcinwa khona ngenhloso yokuthola ulwazi olubanzi kwizinkinga ezithintana nabafundi abayiziboshwa ababhekene nazo. Ababambiqhaza kulesisifundo bakhethwe ngenhloso yokuqiniseka ukutholakala kwemininingwane efanele. Abafundi abangamashumi amabili nane abafunda khona lapha kulesisikole kanye nothisha abafundisa khona kulelilelelikhosiFundazwe sase Gauteng baye babamba iqhaza kulesisifundo. Othisha okuyibona ababekade befundisa zona iziboshwa kulesisikole esisetilongweni nabo baye babamba iqhaza kulesisifundo. Ngesiqiniseko senhloso yalesisifundo kusetshenziswe amasu ukuqokelela imininingwane, uhla lwemibuzo evulekile kanye nezingxoxo ezihlelekile ezinemibuzo evulekile kanye nokubuka kude noma ukuhlolisisa. Umcwaningi uhlahlele imininingwane yonke ebhala phansi. ukuqoqa ndawonye yonke imibono efanayo ekwazile ukwakha ingqikithi eveze ukuthi othisha benze konke okusemandleni abo ukusiza inhlalo yempilo yabafundi abayiziboshwa. Okuzuziwe ngalesifundo ukuthi labafundi abayiziboshwa babhekene nezinkinga eziphathelene ngokomzimba, imizwa yokuzwelana, ezemfundo, kanye nezepolitiki, ezomnotho nezindlela abaphila ngayo, nokuphathelene kanye nokuhlalisana kwabo okugcine kubaholele ejele. Okuzuziwe ngalesifundo ukuthi labafundi abayiziboshwa babhekene nezinkinga eziphathelene ngokomzimba, imizwa yokuzwelana, kanye nezepolitiki, ezomnotho nezindlela abaphila ngayo, okomoya wenkolo, nokuphathelene kanye nokuhlalisana

kwabo, kubenomthelelo ukuthola ukuthi kungani lezizingane zigcine sezisemajele. Konke loku osokushiwo okuvimbelayo okuphathelene nabafundi abayiziboshwa kunzima ukufunda, ukubhala, izinkinga ngezokulonda ngaphakathi ejele kanye nokugcinwa kwemithetho okufanele bayilandele kanye nokuntuleka kwezinto zokusebenza ukuze abafundi bafunde nothisha bakwazi ukusebenza. Emva kokutholakala kwemiphumela yalesifundo, i-wellness framework yiyona engasiza ukunceda othisha ngezindlela abangasiza abafundi ukubhekana nezinkinga zabafundi nawo wonke amadayimenshini e-wellness. Imizwa yokuzwelana, indlela abaphila ngayo, okomoya wenkolo, nokuphathelene nomzimba kanye nomsebenzi wokuziphilisa.

Amagama abalulekile: Iziboshwa; usizo; impilo ephelelisiwe; usizo; Ubuntu; izindawo ezihlelekile zokugcina iziboshwa.

KGUTSUFATSO

Morero wa phuputso ena e ne e le ho fuputsa le ho fumana pono ya ditsela tseo baithuti ba ditlodi tsa molao ba batjha ba ka tshehetswang ka tsona mabapi le bophelo ba bona bo botle setsing sa dikoduwa sa Gauteng. Phuputso e sebedisitse dikhopolo tsa Bophelo bo Botle le Botho jwaloka tataiso ya thuto. Dikgopolo tsena di nthusitse ho utlwisisa hore na batjha ba tsheheditse jwang ha ba ntse ba e na le dikgaello tse ngata tsa thuto, tseo bongata ba tsona di neng di sa sebetswe ke basebeletsi ba Lefapha la ditshebeletso tsa kgalemelo. Phuputso e kenyeleditse ho “paradigm ya constructivist” ho hlahisa lesedi le hokahaneng dipakeng tsa sekolo le tikoloho ya kgalemelo. Phuputso e etsahetse sekolong sa setsi sa tlhabollo ya batshwaruwa sa Gauteng se ileng sa kgethwa ka boomo ho fana ka lesedi la diphephetso le lefatshe le rarahaneng la boiphihlelo ba batjha. Barupeduwa ba ile ba kgethwa ka boomo ho netefatsa hore dintlha tse amehang di a bokellwa. Batjha ba mashome a mabeli a metso e mene ba ne ba nkuwa ba le sekolong. Matitjhere a neng a ruta sekolong sa kgalemelo a nkile karolo thutong. Mekhwa ya ho bokella dintlha e sebedisitsweng e ne e le dipotso tsa dipotso tse bulehileng, dipuisano tse hlophisitsweng hantle le maikutlo. Dintlha di ile tsa bokellwa ho tswa ho ba-nka-karolo ba sampole ba sebedisa dipotso tsa dipotso tse bulehileng, dipuisano tse hlophisitsweng hantle le maikutlo. Mofuputsi o ile a seka-seka “data” ka letsoho. Meralo e hlahileng e senotse hore matitjhere a etsa matsapa a maholo ho tshehetsa bophelo bo botle ba batlodi ba molao ba bana. Diphuputso di senotse hore batjha ba thulana le diphephetso tse ngata mmeleng, maikutlong, thutong le maemong a mang a dipolotiki, moruo le setjhaba tse lebisitseng ho ho kwallwa. Ho ile ha hlahiswa moralo wa bophelo bo botle ho thusa matichere ka maano a ho tshehetsa bophelo bo botle ba mmele, setjhaba, maikutlo, moya, le kelello.

MANTSWE A SEHLOOHO: Batjha; tshehetso; bophelo bo botle; Botho; setsi sa kgalemo

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ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AIDS	Acquired Immune-Deficiency Syndrome
CADS	Centre for Alcohol Drugs Studies
CSP	Correctional Sentence Plan
DBE	Department of Basic Education
DCMS	Department for Culture, Media and Sports
DCS	Department of Correctional Services
DoE	Department of Education
HIV	Human Immune-Deficiency Virus
IYOP	Integrated Youth Offender Project
JDC	Juvenile Detention Centre
NAAL	National Assessment of Adult Literacy
NCEDJJ	National Centre on Education and Disability and Juvenile Justice
NCPS	National Crime Prevention Strategy
NGO	Non-Governmental Organisation
NICRO	National Institute for Crime and the Reintegration Offenders
NICSA	National Interfaith Council of South Africa
NWA	National Wellness Association
NWI	National Wellness Institution
OFSTED	The Office of Standard in Education (UK)
OJJDP	The Office of Juvenile Justice and Delinquency Prevention
PBIS	Positive Behavioural Interventions
PCAP	Prison Creative Arts Project
PYD	Positive Youth Development
SAHRC	South African Human Rights Commission
SARC	Sport Art and Culture
SETA	Sector Education and Training Authority,
SUC	Strategy Unit of the Cabinet
TRC	Truth and Reconciliation Commission
UNESCO	United Nations Education, Scientific and Cultural Organization

UNICEF United Nations Children's Fund
WHO World Health Organisation
YiPSA Young in Prison South Africa

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND OF THE STUDY

According to a report from the South African Police Service (2021), the Department of Correctional Services (DCS) has been experiencing an increase in the incarceration of the youth. There was an 89% increase in violence among the youths. Furthermore, Cooper (2015) found that about 75 435 juveniles were charged for various crimes in South Africa. The incidences of theft, violence, assault, and rape also posed a great threat to the community that increased prison population.

In the same way, Sawahel (2012) attests that the prison population increased in an estimated 73% of the world's countries. Views on an increase in incarcerations among youths were supported by the statistics obtained from the Annual Report of the Judicial Inspectorate for Correctional Services (2012), which indicated that 26 282 juveniles were serving sentences in South African correctional centres. The same department also reported that, in 2013, about 11 000 of the youth had been sentenced to life imprisonment. Furthermore, a third of them were juvenile offenders below the age of 18. The majority of these juvenile offenders had to be transferred from juvenile centres to adult centres to continue their sentence when they reached the age of 21. These youths who moved to adult centres were more vulnerable to sexual and physical assault (Griel & Loeb 2009).

Similarly, Basson and Mawson (2011) affirmed that correctional centres in South Africa have large numbers of incarcerated juveniles. A similar report by the DCS (2011) also indicated that there were 740 sentenced children and 2 441 in remand correctional facilities. However, children under 18 years of age should not be in correctional facilities at all. This is supported by South Africa's Bill of Rights (Republic of South Africa, 1996:6), which states that "Every child has the right not to be detained except as a measure of last resort for the shortest appropriate period of time".

Even though the laws provide changes and harsh sentences (United States Department of Justice, 2009), America has the highest proportion of children who serve sentences of life without parole (Shapiro, 2012). Available evidence shows that in 2005, the national incarceration rate for whites was 412 compared with blacks which were 2 290 and 742 Hispanic (Mauer & King, 2007). These revelations indicate a gap that needs to be filled regarding what can be done to ensure that support is provided to juvenile offender learners in a correctional school and their wellness. According to Steinberg (2010), many juveniles, for example, are subject to gangs and are sodomised by other juveniles. As a result, they are infected with HIV/AIDS and other diseases such as scabies and tuberculosis. This affects their physical wellness as Fancourt and Finn (2019) highlighted that diseases in the body leads to a lack of wellness. When juveniles contract such diseases, their physical wellbeing may affect other wellness dimensions such as emotional and social wellness as they may develop a negative sense of self-worth and may not be able to cope with their studies.

It has also been reported that incarcerated juveniles struggle to gain access to education or rehabilitation more than their counterparts outside prison (Lambie & Randel, 2013). Tshabalala (2012) concurs that these miserable conditions in South African correctional facilities are caused by overcrowding. A study by MacDonald (2018) reported the same concern about the challenges facing juveniles. Consequently, these traumas affect their concentration in class and negatively impact their physical, emotional and intellectual wellness. As a result, it is difficult for teachers and staff to meet these juveniles' physical, emotional, and other needs.

Results from Young et al (2010) study demonstrate that teachers face multiple moral and emotional challenges that juvenile offender learners bring to correctional schools, such as violence, drug abuse and other criminal activities. There is, therefore, a definite need for support to enhance the wellness of juveniles. Continuous efforts are needed to ensure that appropriate systems, services and support for both juveniles and teachers are prioritised in correctional centres.

Another factor indicated by the Mbatha et al. (2019) is the lack of cooperation between the educational authorities and the correctional school. Teachers have indicated that

they get little help from society and no support from the district office of the Department of Basic Education (DBE) or at the school level (Du Plessis & Mestry, 2019). Van Zijl-Smit and Dünkel (2021) argue that in South Africa, there is no specialisation within the police service regarding the handling of juvenile offenders. Several authors have strongly contested these claims in recent years

It is posited that educational programmes can flourish within correctional centre schools only if teachers are equipped with the necessary resources and are supported by correctional administrators and district officials. Programmes include literacy programmes, problem-solving, life skills, basic computer skills, anger management, vocational, behaviour management programmes among others (Contardo & Tolbert, 2008). The Prison Entrepreneurship Programme in Texas focuses on teaching leadership and innovation skills (Smith, 2016). The Last Mile programme in San Quentin State Prison in California teaches prisoners about technology, digital communication, and business. It offers a programme called Code.7370 where students are taught computer coding (Lambrechts & Sinha, 2019). The researchers further emphasise that the success of any system depends on having well-trained teachers who are well-equipped with the tools to educate their students.

1.2 THE RATIONALE OF THE STUDY

The rationale for this study is both personal and professional. As a teacher in a mainstream school, I observed that there were several learners who were incarcerated for reasons such as gangsterism, using drugs and violent crimes. Such learners were often absent from school. In addition, some of the learners performed poorly in their academic assessments. As such, they could not progress to other grades as desired. This observation suggests that they experienced learning difficulties. It also suggests that teachers are unable to support such learners.

Furthermore, I observed that learners dropped out school after being released from prison and most of them became unemployed. This led them to engage in criminal activities as a mode of survival. Many had no appropriate support from their families. Professionally, I noted that programmes to prevent learners from being incarcerated

seemed to be ineffective as the number of juvenile learners who ended up in prison increased yearly. Also, teachers in juvenile centres seemed challenged to support juvenile learners as they had no specific prior training in dealing with children in conflict with law. This view was also highlighted by Murhula et al. (2019) who mention that there has been ineffective support of juvenile learners in correctional centres in South Africa.

While there have been some studies on education in correctional centres, these studies have focused on the programmes that reduce recidivism. Berhan (2007) contends that these studies have not explicitly explored the experiences of teachers in correctional centres. Also, not much has been done regarding the support of juveniles' wellness, taking into cognisance the six dimensions of wellness, namely, social, physical, emotional, spiritual, intellectual, and career wellness in correctional schools which forms the basis of the current study.

Additionally, several studies have established that juveniles confined in correctional facilities usually experience chronic academic failure, behavioural problems and discipline practices (Leone et al., 2005). Coleman and Vaughn (2000) support this; Leone, Drakeford and Meisel (2002) and Malmgren and Leone (2000) also point out that youth delinquency is correlated with academic failure. For this reason, Alleyne and Wood (2012) argue that juveniles from disadvantaged communities in South Africa generally perform poorly in school and participate in antisocial activities

In contrast to the above, Baltodano et al. (2005) argue that juveniles have some writing and reading ability but are unable to perform functions such as filling in a bank form or a job application since 9 percent of the juveniles are completely illiterate. Therefore, there is a need to empower teachers during their pre-service training (the period before a person takes a job) to help them cope with juveniles who are detained because of the crimes they have committed. Teaching juveniles with poor academic performance is more challenging than teaching learners in mainstream schools, taking into cognisance their wellness (Contardo & Tolbert, 2008). Hence, it seems difficult for the teachers to help their students who experience challenges in their learning.

Many incarcerated learners in a correctional centre are identified as disinterested and lacking in the motivation to learn (Snowling et al., 2000). These issues are exacerbated their limited academic skills, with only a few of them having any level of high school education (Shippen et al., 2012). Furthermore, most juvenile learners were from low socioeconomic backgrounds, with poor parental control and familial gang involvement, which acted as a catalyst for delinquent behaviour and poor school performance (Alleyne & Wood, 2012).

Hence, the DCS (2005) strongly emphasises the move to view rehabilitation and reintegration as the primary foci of the DCS, with a recognition that children do not belong in correctional centres and that every effort should be made to ensure that they do not end up in the custody of the state. Furthermore, Smith (2005) emphasises that children under 14 have no place in correctional centres. UNICEF (2006) provides advice to several countries such as Moldova, Panama to reduce the number of child incarcerations and protect children from the abuses and exploitations that lead to violence.

As a result, the DCS has shifted rehabilitation programmes to focus on education and training (DCS, 2005). The DCS has also made it compulsory for all school-going prisoners to enjoy human rights while incarcerated.

The move by the DCS was highly applauded in academic circles as it follows the initiatives taken by countries like Turkey, Brazil and the USA, where there is more focus on educating the offender in the rehabilitation process (Ozdemir, 2010; Silva, 2009). Therefore, it is against this background that this study sought to explore views of juveniles' support and the challenges that may affect their wellness in correctional schools. It is widely recognised at the national level of support that educational services delivered to incarcerated juveniles are far from being as effective as they should be (Lipsey et al., 2010).

1.3 SIGNIFICANCE OF THE STUDY

A qualitative study of juvenile offenders is considered significant for several reasons. The study gives voice to the juveniles who are incarcerated in correctional centres. It is important that teachers should take cognisance of accommodating those learners who struggle with their work and support them. Many juveniles have low levels of educational attainment, health problems, and other issues, making it hard for them to learn (Petersilia, 2005).

The DCS (2019) stipulates that every child has a right to basic education. Other legislative policies also underscore the importance of the right to education for every child.

However, the support for juveniles experiencing difficulties in learning is not considered in correctional centres. The study is significant because it sought to investigate how teachers view the support provided to them by the DCS personnel and Department of Basic Education (DBE) officials. Therefore, how best teachers can provide support to learners in correctional schools should be considered. For example, the level of support to juveniles who have experienced a negative classroom atmosphere, delinquent behaviour, shortage of resources and complicated systems is determined by how far teachers can support individuals with learning difficulties (Shelley-Tremblay et al., 2007).

The significance of the study is for the government to see the value of creating posts and developing teachers to address the support of juvenile offender learners in their physical, social, spiritual, intellectual, and career wellness. The DBE and DCS will also benefit from following the recommendations on to support and provide the correctional schools with the resources that will benefit incarcerated learners. However, teachers working in correctional centres must ensure successful learning experiences, especially for those juvenile learners who learn in different ways which must be supported to meet their needs.

The present study adds value as it can be used to identify specific interventions to support the wellness of juveniles by focusing on the six dimensions mentioned above.

Magano (2015) attests that support is needed to train teachers of learners in correctional centres to know about the learning process and have a repertoire of tools at their disposal. In this regard, teaching requires professional knowledge and skills that will enhance juveniles' moral and social behaviour in correctional centres.

The current study will support curriculum planners in providing teachers in correctional centres with resources to successfully support juveniles with learning difficulties. More importantly, the study will inspire teachers to develop teaching strategies that can help them cope with difficult situations to enact their curricular vision and strategic intentions.

1.4 PROBLEM STATEMENT

Travis (2011) argues that the prison population has low levels of educational attainment and a high number of educational challenges. In addition, it has also been demonstrated that incarcerated children and youth often experience academic underachievement and failure. As many as 36% of juveniles in correctional facilities may have challenges with learning disabilities (Baltodano et al., 2005). Researchers such as Morones (2014) report that many teenagers entering juvenile justice systems with anger problems, learning disabilities, and other academic challenges receive little or no support in addressing those issues. Lack of resources often results in juveniles performing poorly compared to their counterparts in mainstream schools (Sarkin, 2008).

Krezmien et al. (2008) assert that several teachers in correctional schools encounter juveniles with undiagnosed disabilities, linguistic impairments or drug dependence (Liddle et al., 2011). According to these researchers, many juvenile offenders are culturally and linguistically diverse. For example, in one class, they speak different languages – isiXhosa, isiZulu, Sotho, English and Afrikaans. In addition, many juveniles lack basic academic skills such as reading and mathematics such as adding beyond single-digit numbers (Gagnon & Barber, 2014).

In contrast, Snowling et al. (2000) concur with the researchers cited in the previous paragraph that incarcerated juveniles' literacy skill was one standard deviation or two years behind their peers in public school. However, it is difficult for the teachers to provide support during teaching time and outside the classroom because of limited time

and security reasons in correctional schools. Furthermore, psychologists and social workers can only provide support on an individual basis on appointment (Mupedziswa et al., 2019).

According to Souverein et al. (2016), most South African prisons are riddled with gangs that use violence to abuse young juveniles in prison. Juveniles have little choice but to join these gangs, which get them involved in violence, abuse, and further criminal activity (Souverein et al., 2016). This, therefore, creates a vicious cycle and juveniles often reoffend on release with 85 percent of them returning to prison (Gast, 2001).

Kilgore (2019) maintains that there is a general inadequate provision of books and basic classroom resources; adding that some of the prison schools have tiny classrooms and lack control over attendance, lack of study space, the overwhelming use of Afrikaans as a medium of instruction and the inability of the prison to control adult prisoners living in the juvenile section. Tshabalala (2012) remarks that, although the DCS offers prisoners the chance to complete their education in prison, the problem is that most correctional centres lack the capacity and facilities to carry out the desired rehabilitation.

This is exacerbated by prison officials who are not supportive of juveniles who need to study and eventually become discouraged. As a result, the attitudes of prison officials undermine the teaching and learning process by harassing juveniles or sometimes fabricating rules to justify excessive waiting times for access to school and to other resources (Mathur et al., 2019).

The DCS (2011) asserts that the government is passionate about transforming prisons into “corrections” and asks members of society to donate “constructive books to support the department towards the rehabilitation of juveniles”. However, the problem is that, though there are good initiatives by individuals to correct the offenders, there is overcrowding and varying needs of juveniles that will not be catered for by the personnel. The challenges that these juveniles face, such as emotional, social, spiritual, and physical needs pointed out by Gussak and Ploumis-Devick (2004), are not fully addressed by prison schools due to the lack of staff training. Therefore, teachers are not equipped with strategies on how to support juveniles in prison schools.

Much has been published regarding teaching in correctional centres, but few publications have directly addressed how juvenile offender learners can be supported regarding their wellness. This means that no research conducted so far has specifically investigated the six dimensions of wellness at prison schools. The studies that have been exceptions to this pattern have identified three common challenges. First, a South African study focused on providing support to children in conflict with the law (Tlale, 2013). Another South African study found support of juveniles only in two dimensions of wellness, namely, emotional and spiritual wellness (Lebese, 2017). Thirdly, studies in England by Montano (2010) supports juvenile offenders re-entering the community, while Jaffe (2012) investigated peer support and seeking help in prison. These studies, however, do not provide much insight into how juvenile offenders can be supported concerning their wellness in correctional centres. Furthermore, the literature has not provided insight into how juvenile learner offenders can be supported in a correctional school.

For this reason, there is a need to develop a framework that will enable teachers, students, social workers, parents, caregivers, healthcare, and the DCS to collaborate with other stakeholders in addressing the social, spiritual and emotional wellbeing of juveniles inappropriately Gauteng prison schools. The main research question below has therefore been developed to guide the study:

How is the support of juveniles in a Gauteng correctional school from a wellness perspective?

Sub-questions

- What does the support of juveniles in a Gauteng correctional school entail from a wellness perspective?
- What are the challenges experienced by teachers in addressing the wellbeing of juveniles in correctional schools?
- Which ways can be used to explore the support juveniles in a correctional school?

- How can a wellness framework be developed towards the support of the juveniles, considering their wellness in correctional schools?

1.5 RESEARCH AIMS AND OBJECTIVES:

The following aims and objectives were developed to guide the study

- To explore how juveniles are supported in a Gauteng correctional school from a wellness perspective.
- To describe how juveniles can be supported concerning their wellness in a Gauteng correctional school.
- To identify the challenges experienced by teachers in enhancing the wellbeing of juveniles in a correctional school.
- To identify and describe African ways that can be employed to support juveniles in a correctional school.
- To develop a wellness framework on how to support juveniles concerning their wellness in a correctional school.

1.6 CONTRIBUTION TO THE BODY OF KNOWLEDGE

1.6.1 Theory

The overall contribution of this study is the development of a wellness framework model that could serve as the foundation for comprehensive support in correctional schools. Theoretically, this study contributes to broader discussions on the wellness of juveniles by situating the research within the knowledge of everyday life. It also gives information to the Minister of Basic Education, policy-makers, DCS, teachers, educational psychologists, families, and other stakeholders about the juveniles' needs. Furthermore, this study sought to develop a holistic development theory that will ensure the support covers all human aspects. The wellness theory is in line with the DCS rehabilitation theory as its main focus is to develop an individually holistically. I also outline this

study's disciplinary, theoretical contributions, its policy implications, and how I hope to build upon this study in future research.

1.6.2 Policy

The study informs the policy-makers, community, the government, and non-governmental organisations about the challenges that the teachers in correctional schools are encountering. Teachers have not yet received training and are not equipped with the necessary skills and knowledge to work with offender learners. To add to this, the focus of the Department of Education (DoE) (2001) and curriculum documents outlined by the DoE (2002-2003) address the learners' needs in mainstream education and special schools only. In the same way the inclusive education special needs and Life Orientation also do not address the juvenile offender's educational needs.

Within the South African context, inclusive education is seen as a value system that recognises diversity arising from gender, nationality, race, language, social background, and level of education achievement (Mittler, 2000). The findings may feed into policy-making and enable policy-makers to model their ways of addressing the support of juvenile offender learners in correctional schools.

1.6.3 Practice

The recommendations of the study could be shared with the correctional schools teaching juvenile learners with learning difficulties. The recommendations are formulated in a wellness model that can be used by teachers to provide support for learning. The model will be made available to the provincial offices of the DBE. The model focuses more on correctional schools which do not have enough resources. The findings, model and recommendations could be sent to the correctional schools for teachers to try it out and provide comments on its applicability and suggestions for improvement considering their locality. The study could be replicated in similar conditions and environments in other provinces to improve practice. The study could also be widened to include a larger number of female subjects in the studies since most tend to focus on male subjects. Future studies could also be carried out with juvenile

offender learners. This could give voice to the juvenile learner offenders themselves and get their perceptions.

1.7 THEORETICAL FRAMEWORK

1.7.1 The Wellness Theory

The study is guided by a double theoretical lens of David Hettler's (2004) wellness model and the Ubuntu philosophy. The integrated theoretical lens is used to understand the support of juveniles and their wellness in a correctional school. Hettler's model is appropriate to this study because it shows the interconnection among wellness dimensions. According to Hettler's model (1980), everyone's world consists of six interacting dimensions of wellness: social, physical, emotional, spiritual, intellectual, and career wellness (Figure 1.1). The model implies that for one to achieve wellness and live a satisfying life, he or she should keep a balance on these dimensions.



Figure 1.1: *Six dimensions of health*

Source: Hettler (2004)

1.7.1.1 Social wellness

This study looks at how juveniles relate to one another and significant others in the immediate environment. Aspects of focus include establishing meaningful relationships, contributions for the good of the community, tolerance of and respect for differences, and the realisation of interdependence with others (Van Lingen, 2005).

1.7.1.2 Physical wellness

The physical wellness dimension is used to establish what juveniles value and the values instilled by participating in particular activities, as demonstrated by Hettler (1980). Hettler (1980) further points out that physical activity outdoors in the natural environment can positively affect the wellbeing of the juveniles in a correctional centre. In other words, skills learned in one environment can benefit juveniles in correctional centres in their everyday lives (Leberman, 2007). The dimension provides an opportunity to focus more on how physical wellness supports the individual to control his emotional reactions.

1.7.1.3 Emotional wellness

Hettler (1980) views emotional wellness as the ability to manage stress and anxiety, solve problems, take care of others, and cope with life's difficulties. In this dimension, I looked at how juveniles relate to one another, showing a sense of caring towards others, and their interactions in the external environment. This analysis enabled me to see how juveniles are supported emotionally. In this sense, I observed how this dimension influenced the wellness of juveniles.

1.7.1.4 Spiritual wellness

Spiritual wellness focuses on discovering a sense of meaningfulness and the pursuit to know how to fulfil one's life purpose. Hettler (1980) argues that no person can be well physically if the individual is sick spiritually. The support of juvenile offenders' spiritual wellness may play an important role in minimising stressors and help them to adjust to incarceration (Ward & Laws, 2010). Although the government has developed programmes to support juveniles' wellness, such as education, social services and health, these programmes are not enough to transform juvenile offenders as there are inadequate resources (South African Human Rights Commission (SAHRC) & United Nations Children's Fund (UNICEF), 2016). Lebesse (2017) points out that there is inconsistency and lack of resources in the South African correctional schools based on the coursework and vocational education. Another assertion on wellness is that an

individual who attains spiritual wellness becomes aware and makes choices that lead to a more successful existence (Hettler, 1984).

1.7.1.5 Intellectual wellness

Intellectual wellness encourages continued learning, problem-solving and creativity, and involves writing skills, interest in scientific discoveries, keeping abreast of social and political issues and developing reading skills (Graffin, 2005). I used this dimension to get a better perspective and a profound understanding of how juveniles learn in correctional schools. Research indicates that most prison inmates have a history as school dropouts or are educationally disadvantaged (Costelloe, 2003). Research further shows that the percentage of prison inmates with primary and lower secondary education as their highest educational level is almost double the general population (Costelloe, 2003). Therefore, this dimension served as a lens to explore the intellectual wellness of juveniles and how are they supported in correctional schools.

1.7.1.6 The career wellness

Hettler (1984) defines career wellness as a dimension that recognises personal satisfaction in life because of one's work. Hettler (1984) further maintains that career or vocational wellness involves using one's unique skills or talents to do meaningful and rewarding work while also contributing to the wellbeing of the community. For this study, the career dimension was used to gain a deeper knowledge of how juvenile offenders attain vocational success and how teachers in correctional schools can best support juveniles in their career knowledge and choices.

1.7.2 The Theory of Ubuntu

The second theoretical lens used in this study is the 'Ubuntu' philosophy which means 'human'. Ubuntu is symbolic of the humanness, personhood and morality of the society (Letseka, 2009). However, the absence of Ubuntu culminates in disorderly and crime-riddled societies. This study raises the argument of whether the time has come for revisiting the African philosophies and values of Ubuntu in correctional centres.

Historically, Africans have always been known to take collective responsibility (Kenyon & Hanson, 2012). This cultural act is still happening in some rural areas, and Africans have always been regarded as a people-centred society. They display brotherhood through their community activities, structured for their daily living (Letseka, 2009). For example, sharing of any available resources is meant to benefit the whole community. In light of this, therefore, I feel more should be done to revisit the Ubuntu philosophy.

Oduro (2006) asserts that, in Africa, group members work together as a collective to solve the problems of the individual. This tradition means that Africans are in constant communion with one another in an environment where they socialise as human beings only through their relationships as human beings (Tutu, 2011). For the support and wellness of juveniles in correctional schools, the lens is appropriate for me to explore how juveniles humanely attain educational support from an African perspective. I also sought to find out how families, community and correctional personnel can apply Ubuntu to support juveniles to help them build a better future after release. It is against this background that I adopted this theoretical framework and not solely because of personal preferences. My purpose was to attempt to understand the meaning of human action in supporting the education of juvenile offenders.

1.8 RESEARCH DESIGN AND METHODOLOGY

1.8.1 Research Paradigm

The study is situated in the constructivist paradigm. In this study, I explored the wellness of the juvenile offender learners in a correctional school. Constructivists believe that there is no single reality but that people, including the researcher, construct and construe multiple realities as they interact socially with others. In this study, the constructivist paradigm helped me explore the link between the school and correctional environments and how they influence each other as far as child development is concerned. Because knowledge is progressively developing, existing knowledge is used as a scaffold that supports the construction of all our learning (Woolfolk Hoy & Murphy, 2001). Through engaging in experiences, activities and discussions which challenge the juvenile learners to make meaning of their social and physical environment, the learners

will be actively engaged in building more complex understandings of their world (Donald, 2002). However, Dougiamas (2012) points out that the context of each learner must be taken into account because what is learned in one context may not have been learned in another context.

1.8.1.1 Ontology

In the present study, I attempted to interpret the phenomenon regarding the meaning that the participants bring to it (Denzin & Lincoln, 2008). Since ontology addresses the real essence of an issue – in this case, the support and wellness of juveniles in correctional schools – I focused on the reality of the conditions in which juveniles find themselves interpreting this from a wellness viewpoint. The ontological assumption regarding the juveniles' wellness based on their physical, social, emotional, spiritual, and intellectual abilities had a comprehensive influence on this study.

1.8.1.2 Epistemology

Epistemology covers theories of what is possible to know about the world and how we might know it (Spencer et al., 2003). Schommer-Aikins (2002) asserts that epistemological reflection enables us to clarify the different paradigms that give different answers to the questions raised by epistemology. Furthermore, Schommer (1994) emphasises that it is important to recognise that every researcher brings some set of epistemological assumptions into the research process (even if they are not aware of them), and these assumptions influence how they understand and interpret their data. The knowledge about the juveniles in correctional centres is that they have emotional issues; they have been involved in adult crimes such as rape, violence, armed robbery, and drug abuse. As a result, most juveniles have not been attending school and cannot read and write. Therefore, the knowledge about the juveniles made me not only a listener during interviews but also a co-constructor with the participants in the construction of knowledge. Therefore, my participation in this study was limited to capturing the views of the juveniles rather than my own views.

1.9.1.3 Axiology

Axiology means how values play a role in research. As stated by Creswell (2007), in a qualitative study, the researcher admits the value-laden nature of the study and reports their values and biases. In this study, qualitative research allowed me to have social interactions and act as an 'outsider-within' (Harding, 2004). Nevertheless, it was difficult for me to collect data in correctional centres because of the security protocols and authority over employees and visitors. The security officials and personnel in correctional centres value the rules and regulations because if they do not follow protocol, it can have an impact on them as employees of the DCS and may also cause harm to juveniles.

1.8.2 Research Method

The study employed the qualitative research approach to explore the wellness of juveniles in a Gauteng correctional school. In qualitative research, the setting is considered important, as it influences behaviour and acts as a set of parameters within which the individuals interact (Denzin, 2008). Hence, this methodology is appropriate because it offers a descriptive, reflective and engaged mode of enquiry (Moustakas, 1994). In addition, Henning et al. (2007) agree on the importance of the researcher's method to discover and depict and describe the essential characteristics of a certain phenomenon. I focused on the phenomenon of the wellness of juveniles and the challenges they experience.

1.8.2.1 Phenomenology

In this study, I employed a phenomenological design to identify the support that can be provided to juveniles in a correctional centre school regarding their wellness. Byrne (2001) defines phenomenology as a philosophical approach to the study of experience which has a particular interest in thinking about what human thinking is like and their experiences, especially in terms of the things that matter to them and which constitute their lived world. Furthermore, Merriam (2009) asserts that qualitative research is phenomenological and stresses that the researcher focuses on people's everyday lived

experiences. Therefore, this study sought to understand the structure of experienced reality, namely, the lived experiences of juveniles and teachers in correctional facilities.

In the present study, I focused on the experiences of juveniles and teachers in correctional centres, looking at the six wellness dimensions, namely social, physical, emotional, spiritual, intellectual and career wellness, as outlined by Hettler (2004). Leedy and Ormrod (2010) point out that a phenomenological study addresses the gaps in knowledge by understanding the problem through lived experiences. The study offered me an opportunity to examine how juveniles are supported, how their needs are met and which programmes are used in correctional centres to address their wellness. For primary data, this study used the perceptions and lived experiences of juveniles attending school in correctional centres and teachers teaching them. This approach is supported by Gall et al. (2005), namely, that phenomenology pertains to perceptions as subjectively experienced by individuals as the primary source of information.

1.8.3 Sampling

Purposive sampling is used in this study. Wagner et al. (2012) define purposive sampling as choosing participants who may represent the population through a specific selection criterion. According to Maykut and Morehouse (1994), this type of sampling helps one select persons or settings that one thinks represent the range of experiences on the phenomenon on which one is interested, such as the wellness of juveniles – in the case of this study. Participants selected for this study were 24 male juveniles aged 15 and 18, and 12 teachers who teach juveniles in correctional centres. The aim of this study is to explore ways that can be used to promote the support and wellness of juveniles in a correctional school; hence the selection of these is appropriate.

1.8.4 Location

The study was conducted in a Gauteng correctional school. The correctional centre houses boys between 15 and 18 years of age who have committed crimes that range from murder, theft, rape and drug trafficking to burglary. The full-time school is situated inside a correctional centre within the DCS.

1.8.5 Instruments

1.8.5.1 Questionnaires with open-ended questions

In this study, I employed various instruments to meet its objectives. The questionnaire was designed and administered to learn more about the wellness of juveniles in a correctional school. Questions were open-ended to allow the participants' views to be explored. This aligns with Leedy and Ormrod's (2001) assertion that questionnaires are employed to resolve opinions, attitudes, and perceptions that deal with sensitive topics and raise a deeper response that instruments cannot measure. The questionnaire encompassed six different dimensions of wellness as outlined by Hettler (2000), with each measuring a particular aspect of wellness and support of juveniles.

1.8.5.2 Interviews

In the current study, I developed an interview guide as a research instrument for data collection (Appendix 6). The use of interviews was preferred in this research because they are flexible and can be used with illiterate prisoners (McMillan & Schumacher, 2010). Semi-structured interviews are a common form of interview conducted in an openly designed interview situation which allows the interviewee to express their viewpoints (Flick, 2002). The semi-structured interviews were conducted with juvenile offender learners and teachers in a correctional school to enable me to understand the meanings attached to everyday activities by the participants (Marshall & Rossman, 2011). In order to ensure validity of the interviews, the interaction between the interviewee and the interviewer was focused, asking relevant questions.

1.8.5.3 Observations

Observation is a way of collecting live data from "naturally occurring social situations" (Wellington, 2015, p. 247). Cohen et al. (2017) suggest that using observation as a method of data collection has the potential to allow a researcher to gain authentic and valid data. In addition, Patton (2015) stated that observation gives the researcher an opportunity to look at participants' activities in real situations, which gave me access to things that participants might not share in interviews. Observation also offered me an

opportunity to develop a deeper understanding of what was being investigated. I spent a considerable amount of time in a correctional centre, and this enabled me to observe and be aware of the set-up there. According to Creswell (2014), observations allowed the researcher to notice unusual aspects of the situation. In this study, I used both non-participant observation and participant observation. Non-participant observation is a data-collection method that not only helps the researcher to gain a deep insight into activities and events at the setting, but it also allows the researcher to capture interaction among participants (Liu & Mailis, 2010). For the purpose of this study, I took the role of observer-participant, where I acted primarily as an observer entering the setting only to gather data and interacted only casually and indirectly with individuals or groups while engaged in observation (Gall et al., 2005). I observed the activities and interactions among juveniles and teachers, juveniles' pattern of behaviour, attitudes towards lessons, the use of resources and the values of participants.

1.8.5.4 Field notes

Field notes were taken during interviews and throughout observations. These notes assisted me to record information that was not verbalised but was significant to the study. Lofland and Lofland (1999) assert that field notes by the researcher are vital in qualitative research to support the data collected. This means that the researcher must be disciplined in recording notes during the interviews and observations as carefully as possible but without critical evaluation. In this study, therefore, field notes enabled me to enhance the accuracy and trustworthiness of data collection.

1.8.6 Data Collection

Data was collected in this study through individual interviews, questionnaires and observations of juveniles and teachers during lessons in a correctional school. Patton (2001) argues that data should be carefully and thoroughly captured during data collection to describe how people experience a phenomenon – how they perceive, describe, feel, judge, remember, and make sense of the particular phenomenon under study. Therefore, I needed to undertake in-depth interviews with people who had direct experience with the phenomenon. On the other hand, it was important to establish a

relational context where the participants were encouraged to share their experiences (Polkinghorne, 1983). The interview was conducted with the participants to add depth to the information gathered and to ensure the trustworthiness of the study. According to Merriam (2009), the use of different sources of data helps the researcher triangulate her findings and ensure greater data reliability. Data was collected to the point of saturation of information.

1.8.7 Data Analysis

To analyse data, I used the qualitative method of data analysis suggested by Creswell (2009). The analysis of interview transcripts and field notes was based on an inductive approach geared to identifying patterns in the data by means of thematic codes. Inductive analysis means that the patterns, themes and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis (Mayan, 2016). Interviews and questionnaires were transcribed manually, and field notes were consulted. In this study, the data analysis process included bringing order, structure and meaning to the data collected (De Vos et al., 2011). I read through the data and tried to make sense of it. I wrote notes on the margins and got a sense of what the participants said. The colour-coding process as outlined by Henning et al. (2004) was applied. Moreover, the process involved organising data into chunks of meaning and grouping them by identifying similarities, differences and recurring regularities into emergent themes (Creswell, 2007; Henning et al., 2004). After that, I categorised all the similar themes into specific categories.

1.8.8 Trustworthiness

Marshall and Rossman (2011) maintain that all research must be validated for trustworthiness. Lincoln and Guba (1985, cited in Mertens, 2005, p. 253) define trustworthiness as the “truth value” of the study, its response to certain “canons” in terms of applicability, consistency and neutrality. In this study, therefore, data was verified according to Guba and Lincoln’s model, which includes the criteria of credibility, transferability, confirmability, and dependability to maintain trustworthiness (Mertens,

2005; De Vos et al., 2011). The inferences and interpretations made were authenticated through literature control.

- **Credibility:** I spent most of the time in a correctional school with the participants observing them and how they related to each other, the teachers and other key personnel (Lincoln & Guba, 1994). The engagement with participants helped me understand what transpires in their daily lives in the correctional school. Moreover, I recorded information obtained in order to avoid losing it (Key, 1997).
- **Transferability:** Transferability refers to the applicability of the research to other contexts or settings (Guba & Lincoln, 1988). To ensure the transferability of the current study, I presented descriptive data to allow for comparison by other researchers. A detailed description of the methods used in data collection and analysis was made in line with similar studies for comparison. This also ensured that the results of the study were dependable.
- **Dependability:** A detailed description of respondents, sampling procedure, data collection and analysis were documented to enable other researchers to pursue the data, attest to, and qualify the appropriateness of the enquiry process. Lincoln and Guba (1985) describe dependability as stability over time.
- **Confirmability:** This was verified by the neutrality of the gathered data, which Mertens (2005) referred to as providing “a chain of evidence” (p. 257). However, this also measured how well the study’s findings around the support and wellness of the juveniles in correctional schools are supported by the data from interviews with both juveniles and teachers. I questioned the findings and analyses regarding possible biases and assumptions, as Lincoln and Guba (1985) advised. Data was checked, and an unbiased expert triangulated my analysis to endorse confirmability.

1.8.9 Ethical Considerations

The ethical considerations associated with undertaking any form of research were applied. This was done to safeguard the dignity, rights, safety, and wellbeing of the participants in this study (Babbie & Mouton, 2008; Silverman, 2006). As Henning et al. (2004) indicate, researching other peoples' lives is a privilege, not a right. Therefore, participants should be treated with paramount respect. Hence, I needed to take cognisance of ethical issues since I was researching people's experiences (Polit & Beck, 2008). The ethical issues considered in this study include benevolence, autonomy, privacy, protection from harm, privacy and confidentiality. These ethical measures were based on sound principles since the research involved obtaining sensitive information from participants (Babbie & Mouton, 2008).

1.8.9.1 Informed consent

Permission was obtained from the University of South Africa (Unisa) Higher Degrees Committee of the College of Law, the Research Ethics Committee (Appendix 1) and the DCS (Appendix 2) to conduct this research. Participation in the study was voluntary and written consent was obtained from all participating juveniles and teachers in a correctional school (Appendix 3). The participants were informed thoroughly in writing beforehand about the potential impact of the study, namely, to contribute to the wealth of knowledge about the support of the juveniles in correctional schools and to develop a wellness model within the South African context. Consequently, they were able to participate in the research from an informed position.

1.8.9.2 Confidentiality, anonymity and privacy

Confidentiality and anonymity are issues closely related to protection. Therefore, the information shared in the research process remained confidential, and participants did not reveal their names or other personal details during information recordings. More importantly, pseudonyms were used to protect the identity of the participants.

1.8.9.3 Deception

No deception of any form regarding the aim, content or nature of this research study was engaged in by me in the course of the study. Rather, I adhered to the principle of member checking as a form of validating information. Feedback on the final research report would be given to participants. All data collected is safely kept by me and will be destroyed after five years.

1.10 CONCEPT CLARIFICATION

1.10.1 Support

According to Grohol (2004), the term 'support' refers to various types of help, sometimes non-professional and non-material, for one of several shared, usually onerous characteristics. In contrast, Potts (2005) asserts that support varies from person to person and is designed to help individuals gain life skills. In this study, support refers to any help the juvenile is provided with, as well as any other issues pertaining to counselling regarding their wellness in correctional school and balancing these with other activities.

1.10.2 Wellness

Wellness is a state of functioning as a human being that maximises the potential that they can reach. It is the development of a whole person and includes all aspects of one's life, namely, the intellectual, social, physical, occupational, emotional, and spiritual aspects. It is important to maintain a balance between all the aspects in a specific environment (National Wellness Institute, 2013).

1.10.2.1 Physical wellness

Five aspects are mentioned most often in the literature with regard to physical wellness. These are regular physical activity, proper nutrition, limiting the use of substances, taking responsibility for self-care and safety, as well as adequate rest and sleep (Hettler, 2000).

1.10.2.2 Social wellness

In the context of this study, social wellness refers to meaningful relationships that embed giving and receiving care, contributions for the good of the community, tolerance of and respect for differences, and the realisation of interdependence with others. With these qualities, social wellness is enhanced (Hettler, 2000).

1.10.2.3 Emotional wellness

Emotional wellness includes awareness, understanding and acceptance of emotions, the appropriate expression of emotions, control over emotions, the dominance of positive over negative emotional states, the appropriate management of stress, and a positive, realistic self-concept. With these attributes, emotional wellness is enriched (Hettler, 2004; Van Lingen, 2005).

1.10.2.4 Spiritual wellness

The spiritual wellness aspect includes connectedness to self, a higher power, or the universe; the manifestation of spiritual practices, such as prayer, meditation, or introspection; the search for meaning and purpose, as well as values and ethics that guide behaviour and decision-making (Hettler, 2004; Van Lingen, 2005).

1.10.2.5 Intellectual wellness

In this study, intellectual wellness represents a commitment to lifelong learning, an effort to share knowledge with others, and the development of skills and abilities to achieve a more rewarding life (Hettler, 2000). Van Lingen (2005) describes it as ongoing learning, critical, independent thinking, innovation, creativity, the ability to grasp concepts, reasoning, logic, and the application of understanding and knowledge.

1.10.2.6 Career wellness

Career wellness includes suitability of one's chosen occupation based on one's interests, skills and values; the experience of satisfaction and fulfilment gained from work, growth, enrichment gained from work as well as the satisfaction gained from a vocational life role, such as hobbies or community involvement (Hettler, 2000).

1.10.3 Juvenile

In this study, the term 'juvenile' refers to an offender below 21 years of age as defined by the DCS Act 8 of 1959. Similarly, the Child Justice Act 75 of 2008 (The Presidency, 2008) indicates that a juvenile is a young person who is 18 years or older but under the age of 21 years, whose matter is dealt with in terms of Section 4(2) of the Act. However, Section 71 of the Criminal Procedure Act (Act 51 of 1977) (RSA, 1977) defines juveniles as below the age of 18.

The concept 'juvenile' is often used interchangeable with the concept of children or youth in conflict of the law. In this study, it is used to refer to juvenile learners in prison.

1.10.4 Correctional Centre

A correctional centre is a place where juvenile offenders are kept during their incarceration.

1.10.5 Juvenile Delinquency

Juvenile delinquency is a general term given to juveniles who commit crimes. Barker (1991) defines juvenile delinquency as any antisocial action by juveniles that is regarded as criminal if committed by adults. It involves illegal behaviour adjudicated in the juvenile court, which encompasses homicide, robbery, rape, and theft, among other criminal offences. Regoli et al. (2016) define delinquency as any behaviour by a minor child under 18 years of age that violates the state's penal code. They refer to a delinquent as someone who adopts a certain hairstyles, dress codes or actions that oppose the standards set by those in authority. Juvenile delinquency also includes many offences of a serious nature committed by a child over an extended period of time.

1.10.6 Community

In the current study, the term community refers to a cluster of people living together and sharing common cultures and values. Where the term community and society compete for meaning, the community is defined as a relatively small population cluster focused

on individual residences, places of work and based on daily patterns of interaction, while society is a comprehensive social grouping that includes institutions needed for human survival (Popenoe, 1983).

1.10.7 Ubuntu (Humane)

Ubuntu (*Humane*) can be described as the capacity in African culture to express compassion, reciprocity, dignity, humanity, and mutuality in the interests of the building and maintaining communities with justice and mutual caring (Gade, 2012; Khoza, 2006; Luhabe, 2002; Tutu, 1999)

1.11 OUTLINE OF THE THESIS

Having provided the context of this study, I now provide an outline of the chapters.

Chapter 1: Overview of the study

Chapter 1 focuses on the background of the study, its theoretical framework, rationale of the study, the problem statement, research question, aim of the study, and the clarification of concepts used in the study.

Chapter 2: Theoretical Framework

The theoretical representation or spectrum of wellness, including David Hettler's definition of wellness, is considered in terms of the six dimensions, namely, physical, social, emotional, spiritual, intellectual, and career wellness.

Chapter 3: Literature Review

This chapter comprises a review of relevant literature on the Afrocentric and Eurocentric perspectives. It also attends to and explores aspects of the process of support and wellness of juveniles in correctional schools.

Chapter 4: Research Design and Method

A review of the research method from studies is provided, and the approach for this study is explained in light of a critical analysis of similar studies. The research strategy

and techniques are presented, and ethical issues are outlined in this chapter. The analysis, interpretation, and representation of the participants' interviews are discussed and quality concerns are addressed.

Chapter 5: Interpretation of Findings

This chapter presents analysis, interpretation and representation of findings and themes from juveniles and teachers in correctional schools.

Chapter 6: Discussions of Findings

The teachers' reflections and conceptual thinking about making sense of the support and the wellness of the juveniles in correctional schools are presented in this chapter. The strengths and limitations of this study are also indicated, while the conclusion and recommendations are given. My discussions focus on the similarities, differences, gaps and inconsistencies between the present results and those in previous studies. The themes that emerged from the findings are based on the data collected from juvenile and teacher-participants through questionnaires and interviews.

Chapter 7: Overview of the Study, Model Development, Conclusions and Recommendations

This chapter gives an overview of the study, the wellness framework model and conclusions on the findings indicating how research questions were answered throughout the research. I also make recommendations in this chapter for the DCS, DBE, and teachers at correctional schools.

1.12 SUMMARY

This chapter presented an introduction to the study on the support of juveniles and their wellness to understand and establish the involvement of teachers in the support and wellness of juveniles in a Gauteng correctional school. Furthermore, the background of the study was presented, concepts were clarified and the structure of the study was outlined. A brief literature review, the problem statement, aim of the study and the research question were also elucidated. Ethical issues that informed the study were

presented as were the ways of ensuring trustworthiness of the study. The next chapter focuses on the theoretical framework of the study.

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The current chapter focuses on the theoretical framework of the study. The study is guided by a double theoretical lens of David Hettler's (2004) wellness model and Ubuntu philosophy. The integrated theoretical lens is used to understand the support of juveniles and their wellness in a correctional school.

2.2 THE THEORY OF WELLNESS

In this study, the wellness theory and Ubuntu philosophy were used as lenses used to carry out the study. By using an integrated lens, I attempted to better understand the six interactive dimensions that continually influence each other and create overall wellness (Hettler, 1984). According to the wellness model, an individual need to accomplish different wellness dimensions to attain total wellness (Hettler, 1984). The wellness theory being the major theoretical framework of this study, was premised on the idea that each dimension forms a piece of a lifestyle pie. Where one piece is missing, there is a void and an imbalance in the other dimensions. Hettler (1984) remarks that life becomes askew when a piece of a 'pie' is missing.

2.2.1 Dimensions of Wellness

Hettler (1980) believes that if one's life is not focused on all six dimensions of wellness, life becomes more demanding and unstable. The separation of juveniles from their families, homes and normal schooling environments disrupts their wellness and stability. From the wellness perspective, in this study, I have explored how juveniles are supported regarding their wellness in a correctional school. The wellness model served as a lens through which I explored the teachers' experiences of how they enhance the wellness of juvenile offender learners in a correctional school. One of the assumptions by Myers, Sweeney and Witmer (2000) is that when an individual attains a balance between all the six dimensions of, he or she achieves complete wellness. Similarly,

Schafer (2000) points out that an individual who attains wellness becomes aware and makes choices that lead to a more successful existence.

Moreover, as Flores (2012) also notes, I observed that teachers in a correctional centre school attempt to teach and empower their incarcerated students in a context that seeks to punish and strip them of their individuality. Therefore, the selected wellness model is relevant to this study in that it shows the interconnectedness of the dimensions of wellness as well as the negative consequences that can be brought about by the lack of any one of them. The points below elucidate how the wellness theory is applied and linked to addressing issues that pertain to supporting juveniles and their wellness in correctional schools:

- How a person contributes to their environment and community, as well as how they are supported to better build their living spaces and social networks.
- The development of life through work and interconnectedness to living and playing.
- The development of belief systems and creating a worldview.
- The benefits of regular physical activity, healthy eating habits, strength, personal responsibility, self-care, and when to seek medical attention.
- Self-esteem, self-control and determination as a sense of direction.
- Stimulating mental activities, creativity and sharing one's gifts with others.

Furthermore, the wellness theory is based on characteristics of healthy people and is considered to be strength-based. It is also choices-oriented in that wellness dimensions reflect intentionality in lifestyle decisions. In addition, the model is theoretically grounded. More importantly, Hettler's (2004) theory provides a useful account of how these dimensions lead to a healthy and satisfactory lifestyle.

The USA-based National Wellness Institute (NWI, 2012) describes wellness as "an active process through which people become aware and make choices towards a more successful existence". This definition of wellness and the descriptions of the dimensions which contribute to individuals' wellness have been constructed by theorists. However, to ensure appropriate and unbiased health and wellness-related interventions, it is

important to establish how wellness is viewed by lay persons (Spurr, 2009; Vaughn, 2008). This study set out to explore the influence of Hettler's six dimensions of wellness through questions and discussions to better understand how juveniles are supported in correctional schools in achieving wellness.

2.2.1.1 Social wellness

This dimension allowed me to explore how teachers interact with their learners (Benner et al., 2008). It also allowed me to investigate the role played by teachers, peers and community members at large. This way, I attempted to understand the meaning of human action in supporting the lives of incarcerated juveniles. Furthermore, I intended to explore how individual juveniles are supported through social wellness in this correction process. It is posited that wholesome interpersonal relationships and the quality of teacher-student engagement (Gueldner et al., 2020) are regarded as vital for students in a correctional school. It is also noted that positive relationships with juvenile learners in the centre enhance their academic success (Pianta, 2006).

2.2.1.2 Physical wellness

Numerous studies have explored the relationship between aspects of sport and juvenile delinquency, the impact of sport on delinquent behaviour as well as the significance of physical activities in juvenile centres (Abrams et al., 2008; Cumming & Williams, 2013; Spruit et al., 2016). Furthermore, the interest in sport in correctional settings is seen as part of a broader trend of academic wellness and is used as a tool for crime prevention or other forms of behavioural pre-emption (Coalter, 2007; Hartmann & Depro, 2006). It is, therefore, apparent that juveniles need support in adopting appropriate levels of physical activity and healthy behaviour patterns. For example, they can be urged to take an active part in regular physical activities every day, adhere to sound nutrition, restrict use of substance, take responsibility for self-care, and take adequate rest and sleep as stipulated by (Hettler, 2004). This dimension helped me build knowledge on how physical wellness can bring about positive changes in the lives of individuals in correctional facilities.

2.2.1.3 Emotional wellness

Van Lingen (2005) defines emotional wellness as understanding and accepting one's emotions, and the dominance of the positive over negative emotional states. Likewise, National Wellness Association (1999) views emotional wellness as including "the degree to which one feels positive and enthusiastic about his or her self and life" (p. 6); while Hettler (2000) sees emotional wellness as embedding the capacity to manage one's development of autonomy and the ability to manage stress. Furthermore, Van Lingen (2005) highlights that emotional wellness helps one manage stress, deal with anxiety, solve problems, and cope with the difficulties of the prison environment. Therefore, when an individual is well-equipped in this dimension, they can motivate themselves and face frustrations while suppressing impulsiveness (Van Lingen, 2005). Based on previous research studies, this study sought to establish how juveniles' emotional wellness is promoted and how juveniles' emotional needs are met in correctional centres.

2.2.1.4 Spiritual wellness

The present study draws attention to how juveniles are supported spiritually in correctional centres (Powell, 2003). The integration of spirituality within an individual's life dimensions plays a significant role in the individual's quality of life. Hettler (2004) asserts that within the model, the spiritual dimension impacts other wellness dimensions. Without the spiritual component within each dimension, the individual remains incomplete, having a less than harmonious life.

Bird et al. (2010) maintain that faith affiliation gives structure and coherence to approaching all aspects of life. It tends to be beneficial, especially for juveniles coming from a chaotic and unstable childhood. Religion may certainly play a crucial role in the rehabilitation process. It aims at enhancing prisoners' spiritual wellness and moral transformation to help instil the values of responsibility and restoration by compelling inmates to reflect on and reform their relationships with God, their families and their communities (Florida Department of Corrections, 2007). This study seeks to establish how spiritual wellness is promoted in supporting and transforming a criminal life through

spiritual wellness. Wilber (2003) also stresses that spiritual wellness in a correctional centre aims at developing juveniles' coping skills, promoting healthy behaviour, and reducing the feelings of depression and anxiety.

2.2.1.5 Intellectual wellness

Intellectual wellness represents a commitment to lifelong learning. According to Mafumbate and Magano (2016), intellectual wellness broadens one's horizons to keep an open mind. According to the wellness model, a well person expands his or her knowledge and skills while discovering the potential for sharing ideas with others (National Wellness Institute, 2012). For this study, intellectual wellness was used to explore the support and wellness of juveniles in a correctional school as well as to establish the extent to which juveniles' intellectual wellness is promoted through the involvement and support of teachers in Gauteng correctional schools.

Juveniles are regarded as hostile and uncooperative because of their stressful family situations (Mafumbate & Magano, 2016). This kind of situation affects their ability to concentrate and their motivation to achieve. In addressing the intellectual wellness of juveniles in correctional schools, I aimed to find out how teachers can best support learners with challenges in their learning. Teachers are employed to ensure that juveniles receive the best outcomes that enhance intellectual wellness while juvenile offender learners should use the available resources to expand their knowledge and improve their skills. The use of available resources enables an individual to maximise their potential and to discover their level of capability.

2.2.1.6 Career wellness

In this study, I examined how teachers provide juveniles with support to make appropriate career choices for the future and their wellness. Moreover, I sought to understand whether learners receive additional support through training that provides skills to prepare them for careers upon their release. Preparing learners for employment after release contributes to career wellness (Ardell, 2004; Myers et al., 2000; Schafer, 2000). In light of the above observation, the current study strived to establish how teachers promote the career wellness of juvenile learners in a correctional school.

2.3 THE THEORY OF UBUNTU

The concept of “Ubuntu”, an Nguni word, is found in many Southern African cultures. Ubuntu is a philosophy of life and refers to the practice of being humane. Practically Ubuntu has been a way of life for African people long before the arrival of white settlers (Nussbaum, 2003). Ubuntu rests on a supreme ethical code which attaches primacy to human personality as a sacred being (Mapadimeng, 2007). For example, in the context of correctional education in South Africa, Ubuntu entails supporting, respecting, forgiving, sharing, compassion, universal brotherhood, collective unity and hospitality (Kamwangamalu, 2013). These values are to be shared with juveniles through their education in correctional centres.

According to Gable and Wolf (2012), values reflect attitudes about respect, dignity, and acceptance by one’s community. I also note that the essence of values is that they shape human understanding of the social environment. Hence, this study paid attention to Ubuntu, which dictates that man (including juveniles) is entitled to the unconditional intellectual, career, social, physical, emotional, and spiritual wellness. It is an African approach to finding out how wellness and values are enhanced in the lives of juvenile offender learners in correctional centres (Stiebert, 2004). I believe that the plight of juveniles and its impact on wellness in juvenile correctional schools must be understood in the context of the cultures and values of their communities. A community in this study is defined as a cluster of people living together and sharing common cultural values (Tutu, 2011).

Dale (2008) underscores the need for the community to attend to the needs of suffering children. Likewise, reviewed literature shows that it has not been the African tradition to ignore one’s neighbour in difficulties, especially children in their plight (Mbigi & Maree, 2005). In the same vein, Purcell and Beck (2010) maintain that in traditional communities, society is responsible for the education of the youth. This implies that every elderly person in the community is a teacher; education occurs anywhere, especially when an elderly person meets with a child. The parents work collectively in planning for the education of the youth, a corporate responsibility of the whole village (Mbigi & Maree, 2005).

Within an African society, oneness and sharing play a significant role in local communities and organisations. Therefore, under the Ubuntu philosophy, synergies are realised where the groupings are socially or culturally bound (Mangaliso, 2001). This implies that the survival of a human being is dependent on another human being, the community and society. Furthermore, the spirit of Ubuntu encourages the community to participate in sharing and supporting one another (Hailey, 2008)

Nussbaum (2003) highlights that every man is obliged to assist those who need help, and the helpless are to be taken care of and supported. Ubuntu principles dictate sharing burdens during hard times because, by doing so, suffering is also shared and diminished (Mazrui, 2001). For example, this is done through traditional local hearings, which lead to people uniting and reconciling within a short time. Such a community-based approach to justice underpins an African leadership style founded on community, love and solidarity (Broodryk, 2005). However, the life of a juvenile in correctional school lacks societal integration (Greve et al., 2001).

2.4 SUMMARY

In this chapter, I reviewed and described two theories: the wellness theory and the Ubuntu theory. These are the key theories and models underpinning the current study. The overlap between the two theories and the context of the juveniles in correctional school was established. In the next chapter, literature on the wellness of juvenile offender learners is explored.

CHAPTER 3

LITERATURE REVIEW

3.1 INTRODUCTION

This chapter focuses on the literature on wellness dimensions relevant for the support of juveniles' incarceration. A brief description of each of the six dimensions is outlined based on the consultation of a broad range of literature. The literature review shows that the six dimensions of wellness cannot exist in isolation; instead, they are interlinked. However, the current study adopts Hettler's (2000) dimensions of wellness. Each of them is discussed below.

3.2 PHYSICAL WELLNESS

This dimension is achieved through the individual's willingness to pursue activities that enhance physical health and avoid activities that could be harmful to physical wellbeing (Van Langen, 2010). A considerable body of literature on dimensions of wellness indicates that in correctional settings, physical activity acts as a way of directing energy in a positive way and instilling moral values in juveniles (Verdot et al., 2010). There is a general belief shared by wellness researchers that physical activity reduces tension, increases discipline, enhances psychological wellbeing, and increases self-awareness and self-confidence in the lives of juvenile offenders in a correctional centre (Martos-Garcia et al., 2009). D'Abundo (2009) states that physical wellness includes the ability of the body to function effectively and meet the demands of daily life.

In general, physical wellness includes understanding one's diet and nutrition, participating in regular activities, taking responsibility for nutrition, and ensuring sufficient relaxation and sleep, self-care, and safety awareness (Van Langen, 2010). According to Woods et al. (2017), physical wellness can impact the other dimensions of wellness. For instance, exercise has numerous benefits for students, including increased academic performance, decreased stress, improved mental health, and overall health (Myers & Sweeney, 2008). This dimension is attained when an individual

achieves an integration of body, mind and spirit, enabling them to live a full life in both the physical and human environment (Myers & Sweeney, 2008). Wellness plays a major role in enhancing juveniles' potentialities to the maximum extent, living an effective life, and contributing to society after release from prison. Meinck et al. (2015) argue that juvenile offenders commonly have histories of trauma, sexual abuse, neglect and drug abuse that complicate their lives and require specialist services to be provided in prison. However, physical activity increases academic performance, confidence, emotional stability, intellectual functioning and memory (Meek, 2013).

The optimising development view sees physical wellness as an integrated method which enables the individual to maximise their potential in other areas of life (Van Lingen, 2005). Several researchers have reviewed the value of physical activities impacting on criminal behaviour and social exclusion (Bailey, 2005; Coalter, 2007; Witt & Crompton, 2003). These reviews focus mainly on juveniles' building of their self-confidence and self-discipline. Promoting physical wellness is said to reduce self-destructive and criminal behaviour of juvenile offenders (Bailey, 2005; Coalter, 2007). In this sense, literature reveals that there is a lack of physical activities in South African correctional centres for most incarcerated juveniles. Furthermore, there is a prevalence of physical abuse, including sexual abuse in some centres (Muntingh & Ballard, 2012). Therefore, the DCS must address these challenges to support the physical wellness and the wellbeing of juveniles to live a healthy lifestyle.

3.2.1 Sports in Correctional Centres

Norman (2015) believes that physical wellness programmes in detention are needful for the juveniles to play meaningful roles in the community. Concerning the wellness of juveniles in correctional centres, for example, Hope Academy is responsible for effective rehabilitation projects in South Africa (Gast, 2001). The Hope Academy selects talented football players from all the correctional centres in the Western Cape and transfers them to Drakenstein youth centres. Once juveniles are accepted into the academy, they are housed in one communal cell and taken through one year of physical training. Considerable evidence shows that sport participants do not engage in delinquent

behaviours, but values are emphasised, such as cooperation, fair play and teamwork (Spruit et al., 2016).

In light of the current study's theoretical framework, sport can be an asset to support juveniles in dealing with many issues. The same is echoed by World Health Organisation (WHO) (2003), which asserts that regular physical activity reduces anxiety and stress, increases self-esteem, helps control weight, and positively impacts other health risks. Winnick and Porretta (2016) further clarify that a healthier lifestyle leads to building a sense of belonging and enhances the development of a social network. In such a context, there is a need to develop a sports-based programme that caters to all juveniles based on different sporting codes to promote physical wellness and positive behaviour. In the same vein, Cumming and Williams (2013) support this by strongly emphasising that new strategies and current sport policies are needed to enhance the use of sport as a practical tool in rehabilitation. This study noted that health problems are challenges noticeable in correctional centres. However, if these challenges increase in the future, appropriate measures and effective solutions will have to be established to tackle the problems and solve them.

3.2.2 Health Issues in Correctional Centres

Lynch (2011) in the African Commission on Human and Peoples' Rights report that authorities in the clinic report that "male rape" is prevalent in the juvenile section, which happens twice or three times a week. Previous studies have also shown that gang rape and sexual abuse in exchange for favours, for example, among gangs, take place frequently (Noonan, 2012).

Empirical literature indicates that health has been neglected in juvenile correctional centres (Watson et al., 2004). Health promotion issues related to individual lifestyle and potential changes may be achieved and prescribed. Addressing health issues among juvenile offenders can meet individual needs and those of the community (Freudenberg, 2001). There is ample evidence that juveniles suffer excessively from infectious and communicable diseases such as hepatitis and HIV (Luyt, 2005). The incidence of HIV in

South African correctional centres is also high because of various factors, including risky behaviour such as sex, tattooing, violence, and intravenous drug use (Gear, 2007).

Another issue of concern is that toilets as part of the cell are the norm in correctional centres. When toilets are not functioning, there is an unpleasant effect on the entire cell. This lack of hygiene is a health threat, and juveniles do not have privacy for private functions (DCS, 2019). However, this further highlights the need for wellness promotion strategies for juveniles within correctional centres. Also, condoms are banned in most correctional settings to prevent homosexuality and promiscuity among inmates (Wolfe et al., 2008). Unfortunately, previous literature pointed out that in many countries, sexual activity and the injecting of drugs in correctional centres is widespread (Ramaswamy & Freudenberg, 2007). Hammett (2001) showed that correctional centres are an important setting for support because they allow for juveniles with disproportionate health risk behaviours to be reached.

Therefore, effective health support is needed to reduce the burden of disease and sexual abuse that is taking place in the correctional centres. Staying away from drugs may help juveniles to stay focused and well, thereby attaining physical wellness. Ruiz et al. (2002) found that in a random sample of 2 000 of the 5 730 inmates from California prisons who received physical examinations, 1.4 percent tested positive for HIV, 3.5 percent tested positive for hepatitis, and 33 percent tested positive for tuberculosis. These issues can contribute to missed days from school; it was observed in the current study that wellness within correctional centres significantly affects juvenile school attendance.

South African correctional centres are overcrowded and function at 135.87 percent of the correctional design capacity (Van Zyl, 2011). A study by the DCS (2019) concluded that overcrowding impacts health, educational programmes, mental services, suicide attempts, and violence. Research has also shown that overcrowding in correctional centres is not a South African dilemma only but a global phenomenon. For example, in African countries like Zambia, Kenya and Cameroon, overcrowding has been reported to be the cause of the spread of diseases resulting in death of inmates (Sarkin, 2013). Brazil is another country that has experienced serious overcrowding leading to violence

(Korff, 2010). The study by Kiriakidis (2010) in Scotland reports that juveniles and non-offending juveniles were sampled, with results showing that 14.5 percent of juvenile offenders and 8.8 percent in the community had attempted suicide. This implies that more health personnel should be employed in juvenile centres to promote the physical wellness of juveniles in correctional schools.

3.2.3 Use of Physical Force and Abuse

The use of physical force, abuse and torture are common in a correctional centre. Several authors have highlighted that juveniles spend most of their waking hours locked in their rooms because of inadequate staff to supervise day rooms or physical activities. Physical abuse is the major threat to the attainment of physical wellness, which requires support to be provided to juvenile offender learners to curb these problems. During routine searches, there is molestation and assaults where correctional staff members were observed inserting their fingers into the juveniles' anuses to look for drugs and other substances. Officials in a correctional centre are supposed to maintain order, keep juvenile offenders safe, and protect them from physical harm (Gray & Salole, 2006). The harassment of juvenile offenders by correctional officials can range from rude statements to bodily harm by beating juveniles on the feet with hosepipes (Meinck et al., 2015). On the other hand, in the USA also, in 2010, there were 13 000 claims of abuse that were filed against centres nationwide (Kempski, 2010). Similarly, Langa (2006) indicated that, in South Africa, between 2007 to 2010, there were 6 000 cases of assault and torture reported to the Judicial Inspectorate for Correctional Services.

Research shows that it is indisputable that juveniles in correctional centres are being harassed, abused and discriminated against (Meinck et al., 2015). This shows that attention to positive approaches to health and lifestyle are lacking (DCS, 2019). Therefore, owing to the difficult conditions that juveniles face, Cumming and Williams (2013) strongly suggest that, to help juveniles in dealing with daily problems, direct involvement in sport activities can provide better results in this direction. On the whole, policy and procedures must be more explicit in providing more and better sporting codes and activities that will ensure that the physical wellness of juveniles is enhanced in correctional centres.

3.2.4 Medical Support and Care in Correctional Centres

A closer examination of the literature on support and medical care in correctional centres reveals several gaps and shortcomings on support. This simply implies that most correctional centres have provisions for medical care, but there is no procedure for the administration of health care or medical personnel (Smith, 2005). This is seen as a lack of proper correctional management (DCS, 2008).

Concerns have been raised about the health of juveniles which most of the correctional centres are facing. Juvenile offenders complain that they do not receive proper medical treatment and that the doctor visits the prison once a month (WHO, 2007). A more comprehensive description can be found in Klerksdorp and Potchefstroom, where the doctor visits the centre once a week though they are treated and given expired medication (Monahan et al., 2011). As has been previously reported the staff in Mdantsane were selling medicines to inmates (Matyeni, 2013). In the USA, 47 percent of deaths are due to a lack of proper medical care (Shirk, 2009). A report to the Parliament of South Africa in 2014 indicated shortages of skills in the medical field in South African correctional centres (Parliamentary Monitoring Group, 2014). For this reason, an outcry by juveniles that the services were not satisfactory cannot be dismissed. However, more health personnel should be employed in juvenile centres to promote physical wellness more effectively.

The Child Justice Act has given a clear legislative framework which stipulates that sick juveniles must be taken care of (Skelton & Tshehla, 2008). The challenge is whether it is possible to implement the provisions of the Act to ensure that juveniles are supported and have equal access to health services. In this regard, this study sought to establish the extent to which juveniles' wellness is being promoted.

3.2.5 Nutrition in Correctional Centres

Maseko (2017) indicates that catering is contracted out to a private company. One chef in charge of the kitchen revealed that food is of a better quality than normal correctional centres food. However, some juveniles complain that the food is of inferior quality with no salt, oil and meat.

Overcrowding has been mentioned as a chronic challenge, especially when it is time for feeding (DCS, 2019). The process of feeding juveniles takes up to three hours to be completed. Bread handed out at 15h00, intended for supper, is frequently stolen by older juveniles who bully younger ones. Sometimes they eat outside in an open courtyard or, if it rains, under shelter near the cells (DCS, 2019). On the contrary, however, Correctional Services' Annual Report (2012) reports that not all correctional centres are faced with the same problems, highlighting that some juveniles are provided with food three times a day. Government policy also dictates that all correctional centres should provide breakfast, lunch and supper (DCS, 2003). According to Engelbrecht (2008), "at 3 o'clock inmates have their last meal of the day. The menu for supper seldom varies – mostly it consists of six slices of bread and a beverage of some sort".

Institutions like Lindela Repatriation Centre and Mangaung Private Prison have dieticians who recommend suitable menus for the inmates (Nyasulu et al., 2015). Considerable evidence shows that malnutrition and unhygienic conditions remain the main cause of death in some correctional centres. Most studies focused on juveniles' education in correctional centres rather than their wellness (Nyasulu et al., 2015). This study recognises that there are complex problems that need to be overcome and support is crucial.

3.3 EMOTIONAL WELLNESS FROM A WESTERN PERSPECTIVE

The value of emotional wellness was previously noted as the opportunity to help others enhance positive self-worth (De Viggiani, 2007). Promoting emotional wellness goes a long way to help juveniles be aware of the need to stay emotionally well and do all in their power to achieve this. According to Golemann (1995), emotional wellness is achieved when a person is aware of and accepts various emotions and feelings. A study conducted by Leoschut (2006) found that many of the juveniles surveyed were exposed to violence within their homes either as witnesses or as direct victims from an early age (below 10 years of age). Approximately 90% of juveniles have a history of maltreatment (Gilbert et al., 2009). Research has provided evidence of juveniles who experience learning difficulties and are vulnerable to emotions that interfere with learning (Dawson & Guare, 2010). These emotions also result from several reasons

such as frustration owing to their learning difficulties, feeling left out or behind when compared with their peers, anger and self-doubt when their progress is slow, and confusion or embarrassment when they give wrong answers (Hettler, 1984). As a result, juveniles tend to be emotional and lose interest in attending school, and eventually, they bunk classes.

Emotional wellness impact has been well-documented as causing juveniles in correctional centres to report mental health problems; with estimates for the effective disorder as high as 28-48 percent (Cauffman et al., 2007). The disproportionate mental health risk during periods of incarceration is consistent with the idea that concurrent stressors such as separation from family and adjusting to a new restrictive environment may exacerbate existing emotional and behaviour problems (Cicchetti & Rogosch, 2002). Meinck et al. (2015) assert that emotional coping is the strongest mediator in the stress illness relationship. The researchers further express that juveniles in correctional centres experience high stress levels, emotional instability, and psychological trauma. Weiss and Garber (2013) concur with Cicchetti and Rogosch (2002) that depression among juveniles is a significant concern that has been related to substance abuse, self-harm and, in more extreme cases, suicide (Fazel et al., 2011).

Juveniles arguably represent a vulnerable group compared to adult offenders in terms of poor management of stress. For instance, compared to adult offenders, the rate of self-injury behaviour among juveniles is high as underpinned by poor coping mechanisms or mental health difficulties (McClelland et al., 2004; Weiss & Garber, 2013). It is further stated that being detained increases an individual's vulnerability with factors associated with relapse in those who have a psychotic illness (Bailey et al., 2003). Another challenge faced by juveniles is that authorities adopt a policy of generalisation. For example, when a juvenile in a certain cell does or says something and the others do not want to identify the culprit, the entire cell will be deprived of certain privileges such as no contact, no visits, fewer telephone calls and fewer visiting hours (Muntingh, 2012).

The shortage of staff during weekends and holidays is of such a nature that the available staff members are left in a position where they can do nothing to prevent

violence that erupts (Sloth-Nielsen, 2007). This is an unsatisfactory situation and raises valid questions about the institution's effective control and management. Measures taken to prevent violence are virtually non-existent, while in general, measures used are characterised by excessive force, often not concomitant with the requirements of the situation (Gear, 2007).

According to DCS (2019), a few juvenile correctional centres use tear gas for isolation and out-of-control juveniles or as punishment for breaking rules. There are concerns about isolation imposed as a sanction in correctional centres (Lowenkamp, 2004). Juveniles must be monitored closely, and tear gas must be released as soon as they pose immediate threats to themselves or others. Another challenge juveniles face is that when returned to cells, they relapse due to the easy availability of drugs and the stress of overcrowding and interactions with other prisoners (Steinberg, 2010).

Holsinger (2000) argues that if isolation is used as punishment, the length of time should also be considered because this act could lead to confusion and ineffective outcomes. Consequently, these stresses affect their academic performance and negatively impact their emotional and intellectual wellness. Lowenkamp (2004) thus suggests that juveniles who are placed in isolation should still have access to necessities such as showers and exercise and should also be given writing material like books and personal hygiene items. This is to say that any use of isolation must be balanced against possible harm that might occur during isolation.

It has been noted that several facilities lack structured programmes that could help them manage juveniles with behavioural challenges. Therefore, correctional centres rely solely on isolation to sanction misconduct. Several juveniles reported that they are handcuffed and shackled in the cells at night when there is a lack of security personnel or during transportation to court or hospital (Guest, 2010). The DCS (2005) revealed that one of the challenges encountered in the institution was the birth registrations system, which is not in place as it is estimated that 10 percent of juveniles are not registered, which causes displacement of juveniles. Despite the conditions in which many correctional centres contribute to poor outcomes, for example, living in overcrowded cells, juveniles are exposed to sexual, psychological and verbal abuse by

the correctional staff. As a result, they do not receive adequate educational and related services that address their mental health issues (Fazel et al., 2008). With the above observations, this study sought to establish how to enhance the emotional wellness for juvenile offenders in correctional centres.

3.3.1 Emotional Therapy Using Art in Correctional Centres

Maas et al. (2008) considered art programmes in correctional centres as an important part of rehabilitation plans which aims at helping juveniles to overcome problems associated with traumatic childhood experiences. The role of arts in correctional centres in addressing emotional wellness is seen as a good way to reduce recidivism (Gussak, 2007). Different scholars agree that art programmes help juveniles release feelings of distress and promote a good state of mental health (Fazel et al., 2008). Furthermore, Gussak (2007) also found that art therapy provides a safe and acceptable way to express anger and aggression. Therefore, Gussak (2007) maintains that the feelings that one may be uncomfortable expressing outward or are hard to put in words can be externalised through visual images.

Many authors have confirmed that art brings out suppressed feelings and helps juveniles cope with the stress of prison life (Dierkhising et al., 2013). There is a huge amount of empirical evidence which shows that art makes a difference in the lives of the juveniles in correctional centres, but teachers lack art skills to teach such programmes (Brewster, 2015). Therefore, this means that juveniles have not done much art to help promote their emotional wellness.

A broad view was taken on how the relationship between art and health impacted the building social capital through participation and social connectedness (Gussak & Ploumis-Devick, 2004). The authors further note that a visual framework provides juveniles with an appropriate opportunity to express their feelings and to be able to see what others feel and think. For instance, things that one cannot, or should not, say “out loud” can more safely be said with colours, lines and shapes (Gussak & Ploumis-Devick, 2004). In this sense, art is “the ultimate hidden weapon” because of its ability to “hide” the therapeutic process and allow juveniles to express themselves without the threat of

retaliation from the “environment” (Gussak, 2009, p. 202). Visual art is thus seen as a primary expression of students’ values which contributes to how young people understand themselves and their social relations (Tavin, 2003). There is an abundance of material and magazines that could be brought to the classroom, which juvenile learners can use to their advantage as they are familiar with them. Rubin (2009) also notes that art workers are left to struggle with a lack of resources. Therefore, this study investigated factors that need to be addressed to enhance the emotional wellness of juveniles in correctional centres.

3.4 SOCIAL WELLNESS FROM WESTERN PERSPECTIVE

Social wellness refers to the need for personal identity and a feeling of belonging, communicating well with others, and engaging in a healthy living environment with people in all aspects of our lives (Hettler, 1984). Makhurane (2014) describes the characteristics of social wellness as accepting differences, getting along, showing concern, fairness, and concern for all humans and the environment. Another study similarly found that social wellness encompasses interdependence with others and with nature and includes the pursuit of harmony with fellow human beings, the environment, and the larger community (Sackney et al., 2000). Mafumbate (2012), therefore, highlights the need for individuals to establish meaningful relationships and demonstrate an ongoing commitment to the common good of both the community and the environment if social wellness is to be promoted.

Jacob and Lofgren (2003) investigated the relationship between schooling and juvenile offences. Their findings suggest that the length of the school day plays an important role in depriving juveniles of time to commit property offences. In other words, if juveniles continue in and are encouraged to go to school, there may be a decrease in violence and crime. There is empirical evidence that parents with criminal tendencies, antisocial behaviour such as alcoholic abuse tend to have delinquent children, which supports the notion that arrested parents are likely to have arrested children. Arditt (2012) concurs with Dallaire and Wilson (2010) that juvenile records show charges for offences similar to their parents. Hence, systemic change is necessary to ensure that proper support is

provided to these juveniles about their wellness. The invisibility and isolation forced upon juveniles affect their social wellness and self-esteem.

Mulvey et al. (2013) provided data on juvenile correctional facilities demonstrating that peer effects within correctional centres may strengthen the criminal behaviour of juvenile offenders. Several authors have indicated that the difference in crime and disorder between wealthy and disadvantaged communities is greater than the differences in unemployment, poor health and educational attainment (Aust et al., 2002).

3.4.1 Special Open Days Enhance Social Wellness in Correctional Centres

Open family day activities allow families and friends to come together and spend the day with their relatives (Comfort, 2009). During that time, many activities take place, such as choir, art drawings, gumboot dance, '*mapansula*' dance, karate, poetry, and cultural dance. The degree to which these activities are done serves to influence their beliefs, values, motivation, behaviour and performance. Research has illustrated how such activities play a key role in impacting the juveniles throughout their stay in correctional centres, especially those with long-term sentences (Monahan et al., 2011).

Research indicates that some families find it difficult to get to correctional centres due to factors mentioned in this study. For example, some families stay far away from prison, and lack means of communication due to lack of finances and unemployment. Family visits were considered significant in providing information about juveniles' education and engaging the parents in supporting their children's learning (Ceka & Murati, 2016). Therefore, failure to address these issues on the visit of parents is likely to escalate delinquent behaviour and lead to continued failure in adult life (Christle et al., 2005).

In Maryland correctional centre, there is a bulletin board in the family visiting area where information about the curriculum and school activities is posted (Henderson et al., 2007). Some centres use a resource centre where the work of the offender learner is displayed on bulletin boards so that families can view it when they visit the correctional centre. This only happens during family visits, where teachers will then have time with the learners' parents to explain the curriculum and what students have been working on.

Juveniles display samples of their work in the visiting area, and each student is given a record of his recent work, which the coach reviews with their family on visiting day (Henderson et al., 2007).

3.4.2 Family Visits Enhance Social Wellness in Correctional Centres

Another insight highlights monthly special weekend family days in Arizona, where families have longer visits and share a meal with their children. In addition to that, the state also provides transportation for families, offers extended visitation hours and allows families unlimited access seven days a week (Osher & Huff, 2006). These are the incentive systems offered to juveniles for their cooperation and good behaviour. Furthermore, the correctional centre hosts awards ceremonies nine times a year for the motivation of students. Modified Positive Behavioural Interventions (PBISs) are used to demonstrate the school values, and through these, students earn weekly stipends by participation and points for respect (Feierman et al., 2009).

The DCS (2005) points out that juveniles are not allowed to receive things from outside. For instance, money, toiletries and clothing are items most likely to be received by those who did receive things from outside. Goymann and Wingfield (2004) established that social interactions with friends buffer stress, depending on the social situation challenges that affect individuals differently across all members of a group. Generally, juveniles in correctional centres feel separated from their families and deprived of family support because of the infrequency of family visits (Statistics South Africa, 2012). The interviews conducted by Murhula et al. (2019) with juveniles and social workers revealed that the most common request from juveniles is to help them contact their families. However, the problem cited is that children are placed far away from home, and their parents are unable to visit them (DCS, 2005). This study attempted to find ways that can be positively used to keep juveniles close to their family and involve other stakeholders who can bring about positive change in juveniles. This means constant support or visits from the family can lead to a decline in depression or stress. This observation concurs with the wellness approach which emphasises that family contact plays a significant role during incarceration.

3.4.3 Interaction Among Offenders Affects Social Wellness

Interactions among juveniles have a major influence on social wellness in correctional centres. Williams and Sickles (2002) provided evidence to show that peer influence aggravates criminal activity in adulthood. Gangs have always been part of the culture of correctional life. A report by Steinberg (2010) indicated that within correctional centres, there are gangs that are well organised, namely, the AF3, AF4 and the 26's and 28's. During their social interaction among themselves, juveniles face many challenges such as bullying, discrimination, and the influence of gangs. These gangs deal with dagga, escapes, sodomy and are generally distinguished from each other by the nature of their activities (Noonan, 2012). As a result, teachers are required to interact with and teach dangerous juveniles in a classroom.

These observations have shown a rigid system of discipline within most gangs, and ordinary juveniles have great difficulty resisting gang membership. From the present study's perspective, the interaction among offenders has a negative effect on social wellness. I have sought to establish how wellness can be employed through engaging different wellness dimensions with this background. Hence, the ultimate goal of applying the wellness approach is to overcome challenges juveniles face in a correctional school. Lack of social wellness seems to be the main cause of the influence of gangs, and this may lead to antisocial behaviour.

Some observations have been brought to light about juveniles getting deeply absorbed into the criminal justice system and getting less involved in positive social activities as their sentences progress. This interaction is unavoidable and must therefore be examined, and where it is found to be negative, measures should be put in place to improve it. For example, at Brandvlei, the correctional centre has started a radio project known as Basic Radio Station. The juveniles run the station with the help of a coordinator with 12 presenters working as a team. If such activities are well executed to suit the needs of juveniles, they may help promote the physical, emotional and social wellness of juveniles.

3.4.4 Library Use Promotes Social Wellness

The library services and functions are designed to provide the juveniles with access to information and opportunities for self-learning since many of them are cut off from the outside world (Prytherch, 2005). The correctional centre library also functions as a social place for the juveniles to interact with the correctional staff and with their peers. Prytherch (2005) suggests that the library should provide more online audio books for juveniles since young people prefer digital formats rather than the traditional printed books. Recently, there has been renewed interest in providing more computers or iPads in correctional centres, giving the juveniles an opportunity to watch videos over the internet (e.g., Youtube). It also enables them to share their personal stories with other inmates of the same age in the digital environment. Prytherch (2005) and Marshall (2011) subscribe to the belief that juveniles will be able to learn from others or even encourage and support each other via these virtual communication platforms.

Correctional libraries have a pivotal role in providing juveniles with information, enabling them to acquire the necessary practical skills that they will depend greatly upon when transitioning back into society once released (Kennedy, 2008). Libraries are also regarded as a safe place that acts as a 'haven' for the juveniles, allowing them to escape from the harsh realities of correctional centre (Clark & MacCreagh, 2006). In addition, juveniles are also involved in decorating, painting and renovating the library. This is a good example of fulfilling the recreational needs of these juveniles in a 'fun', 'creative' and 'recreational' manner. Marshall (2011), who also noted that correctional libraries play an important role in providing the resources and services necessary to fulfil the information and educational needs of the juveniles, supported the above observation. Recent developments have heightened the need for effective participation in the juveniles' wellness (Marshall, 2011). Hence, for Marshall (2011), library material not only helps juveniles build a sense of belonging, but it creates team spirit and mutual respect among peers and teaches them to value and respect public property.

In addition to supporting juvenile educational needs, another core function of the correctional library is to provide reading materials that support recreational activities (Greenway, 2007). In light of this, therefore, one would conclude that social wellness is

of utmost importance to maximise the potential of each individual. However, there is a concern that correctional libraries do not provide related educational activities (Clark & MacCreaigh, 2006). As a result, they lack social and recreational functions to serve the juveniles.

The American for Leisure and Education about Correctional Recreation ALL Reporter (1986) shows the benefits of providing recreational activities at correctional centres as follows:

- Provide structured and positive alternatives which can be used to fill leisure time;
- Provide opportunities for juveniles to channel and vent negative feelings and anxiety; and
- Relieve correctional stress for both staff and inmates.

At Salemba Detention Centre, the involvement of juveniles in the library enabled a safe environment where students can learn by contributing to the community without expecting anything in return (Rahmi, 2015). The existence of libraries in correctional centres also brings about positive change in the lives of the incarcerated juveniles.

3.5 SPIRITUAL WELLNESS FROM THE WESTERN PERSPECTIVE

A spiritually well person can accept and appreciate that which is not completely understood. It includes character, morals, knowing and accepting one's beliefs and values (Van Lingen, 2005). In light of this, knowing and accepting one's beliefs and values and living true to them indicate spiritual wellness. In other words, individuals should open their minds to and tolerate other people's beliefs that differ from themselves (Koenig et al., 2012). Upholding one's values promotes and constitutes spiritual wellness (Kim & Canda, 2006).

Dyer and MacLeod (2001) found that spiritual wellness is a continuous process that comes from within, leading to recognition, realisation and reverence. Spiritual wellness embodies the beliefs and attitudes towards nature, and the meaning-making an individual undertakes to identify what has ultimate value (Whitehead & Braswell, 2000).

It is evident in the search for understanding how life is or ought to be and leads to a person's choice of direction, resulting understanding of life's purpose.

Very few studies have explored spiritual wellness in correctional centres. The related literature from various western perspectives includes studies by Adams et al. (2000) where spiritual wellness is defined as a purpose-driven life seeking harmony with the world and different forms of one's activity. Spiritual wellness focuses on harmony with the self, with others and the universe, and the search for a universal value system (Hettler, 2004). I believe that juveniles can understand their purpose in life only when they search for their purpose from it about others; and that an appreciation of life involves healthy relationships with those around them (Hettler, 2004). This dimension is then viewed as being related to this study because it alludes to human relationships and interaction – elements that are embraced in this study.

Experiences from the study by Palmer (2004) show that churches are regarded as havens that have an influence in the lives of its members. This has encouraged the use of religion as an instrument of spiritual wellness in centres, which helps build a sober character in juveniles transforming them from their criminal ways. More importantly, correctional centres have allowed pastors to conduct religious sessions with juvenile offenders. This is supported by Poston and Turnbull (2004) who echo that praying and connecting to a higher power, exploring one's belief system, meditation, affirmations and engaging in practices specific to spirituality are viewed as means to spiritual wellness.

It has been noted that volunteers are employed to run religious programmes in correctional centres. Private religious groups such as the National Interfaith Council of South Africa (2011) and Graceways fund these programmes. Several studies have confirmed the effectiveness of these religious programmes where juveniles read the Bible, attend morning prayers, reflect on and discuss Jesus and the good Christian life (Harris et al., 2009). The Boston Prison Society also supports this; they establish Sunday schools in correctional centres and coordinate activities such as offering sacred and worldly instruction to juveniles under the age of 25 years (Roy, 2016). In the same way, in Kentucky, new legislation requires correctional wardens to dedicate their time,

four hours a day, to teaching juveniles reading and writing (Harris et al., 2009). By getting such opportunities to interact with the wider society, juveniles realise that society has not forgotten them.

However, Viljoen (2005) argues that Muslims were not previously given a space to practise their religion and their religious leaders (Imams) were not allowed into the premises on suspicion that they might smuggle drugs into the correctional centre. This has changed since then and the DCS now uses the least restrictive means of regulation to accommodate every religion.

Palmer (2004) suggests that if the community and the DCS could collaborate and assist the local churches, the residents' doubts about the church would be alleviated. It has been argued that it is not primarily the task of the church to educate the children of society, but the role of the church as an institution of education centres on explaining the Word of God to the young generation and to cater for their religious needs until they become adults (Ramirez, 2008).

There is a consensus between Modise (2014) and Ramirez (2008) that the challenge and reshaping the criminal justice system is not the sole responsibility of the government, but it is also the task of the religious sector. This means that the community of faith is called to teach right from wrong, with respect for life and dignity being at the centre of an effective approach to these issues (DCS, 2014). Modise (2014) emphasises that society must protect its citizens from violence and crime and hold those who break the law accountable. Therefore, spiritual wellness emphasises the rehabilitation, treatment and wellness of juveniles as a cornerstone of sustainable social integration, which is one of the key pillars of crime prevention.

Many studies point out that religious services and activities are the most common organised activities engaged in by juveniles, where religious leaders and workers are a vital point of contact with juveniles. Correctional centres are now redefined not as places of punishment for sins committed, but as places where a reformation of morals and minds might occur (Sullivan, 2009).

3.6 INTELLECTUAL WELLNESS FROM A WESTERN PERSPECTIVE

According to Hettler (1984), intellectual wellness involves stimulating the mind not purely for stimulation's sake, but for keeping one engaged in meaningful, informed conversation on an ongoing basis. It requires curiosity and a strong desire to learn to solve problems, to think independently and to be creative. Furthermore, it represents a commitment to lifelong learning, an effort to share knowledge with others, and develop skills and abilities to achieve a more satisfying life (Hettler, 2004; Mafumbate & Magano, 2016).

Intellectual wellness encourages creativity, stimulating mental activities. It is about an ongoing acquisition, further development and creative application of independent and critical thinking skills and refers to openness to new ideas (Schafer, 2000). It has been established that an intellectually well person uses their available intellectual resources to expand their knowledge (Jagger et al., 2003). Palmer (2004) argues that many juveniles in reform schools of industries suffer from educational neglect. In the same line of thought, Kutner et al. (2007) show that juveniles in incarceration have lower literacy rates than those who are not.

Furthermore, another important facet of the educational profile of juveniles is the high prevalence of learning disabilities (Contardo & Tolbert, 2008). Unfortunately, these problems frequently go undiagnosed and are not treated properly, which is why most juveniles have difficulty in the public education system (Kutner et al., 2007). Collectively, these observations have prompted correctional scholars to characterise correctional schools as dysfunctional.

Several researchers have concluded that the demographic and psychological challenges of juveniles are unknown and have caused hindrances in promoting their intellectual wellness (Jolivette et al., 2008). These problems have led to academic failure and behavioural extremes such as physical aggression which affects their emotional and intellectual wellness (Coleman & Vaughn, 2000)

Krezmien et al. (2008) assessed more than 500 boys in a juvenile centre and found that 45 percent of them had learning disabilities and other health impairments. Several

researchers have found that there is little family involvement in supporting the education of juveniles in correctional schools. Much uncertainty still exists about the relationship between the family and their children to provide support to their children who are learning in correctional schools.

The topic of mental health has been widely studied among prison populations (Sirdifield, 2012). Many studies have found a high incidence of mental illness among juvenile offenders, with increased recognition of the higher prevalence of mental illness compared to the general population (Fazel et al., 2008). The distancing of the family from the vital support of the juvenile results in confusion and an aimless existence. Hence, Monahan et al. (2011) claim that failure to involve the students' parent/family and other significant persons in their education impact juvenile learning outcomes. Moreover, some of the disciplinary practices used, such as solitary confinement, negatively affect the intellectual wellness of the juveniles in correctional centres (Robertson et al., 2004).

Shufelt and Coccozza (2006) highlight that confused and slow-minded people have a short attention span and are very destructive. This simply means a proactive approach to developing the intellectual wellness of the juveniles is still lacking in correctional centres. Among the general population, it is estimated that 10 percent have difficulty with reading and writing as well as difficulties with mathematics owing to deficiencies in basic abilities (Yan & Wilkerson, 2017).

Lack of support has existed as a problem in correctional centres for many years. As a result, the DoE (2005) asserts that teachers should structure their presentation of material in a way that engages all learning styles to support learners who experience learning difficulties. Keeping in view the above plight, the guidelines for Inclusive Learning Programmes (DoE, 2005) may be of help to learners experiencing barriers to learning.

French and Gendrau (2006) have exhaustively searched for the empirical evidence of what works to rehabilitate juveniles. They found that many juveniles have never acquired critical thinking skills. They further argue that their thinking is maladaptive as

many fail to consider that their behaviour and attitudes contribute to the problems they are experiencing in correctional centres. In other words, they have not yet acquired adequate skills to solve problems which in turn will enable them to respond to interpersonal and economic problems (Sander et al., 2010). Moreover, the mental disability rates among the juveniles is still a challenge in correctional centres. This indicates a need to understand various ways of how to support juveniles in correctional centres.

3.7 CAREER WELLNESS FROM A WESTERN PERSPECTIVE

This dimension includes the suitability of a chosen occupation for the individual based on their interests, skills and values. According to Lobene and Meade (2013), people who view their career as a calling tend to experience the highest work satisfaction. On the other hand, De Witte et al. (2012) assert that unemployment of the individual is accompanied by low self-esteem and a sense that life is meaningless. In the same vein, young people perceive themselves as being a burden because they might feel they have let their family down by not contributing to the family income (Palmer, 2004). It is unclear whether vocational skills learned in correctional centres benefit the juveniles in terms of employment when they return to the community. There is considerable evidence in the literature that the DCS is struggling to create programmes that are well structured and relevant to the local job market (Liddell et al., 2014). They further emphasise that correctional administrators and teachers should also consider the legal barriers that prevent juveniles with criminal histories from being employed in certain industries (Griller Clark et al., 2020). This means that a continual review of the curriculum is important to ensure that training programmes provide the most current knowledge and techniques in a field.

Contardo and Tolbert (2008) argue that vocational training is geared towards traditional career paths in some correctional facilities and uses equipment and techniques that are no longer relevant. However, in some instances, juveniles have used the facilities to learn new skills to equip themselves for life outside correctional centres (Dissel, 2000). This suggests that intervention strategies for improving vocational rehabilitation programmes for juveniles should be re-entry relevant, providing skills and certifications

to help individuals obtain good, paying and stable employment (Ngobeni, 2015). Lack of career guidance in correctional schools was also reported by Foley (2001) who calls for a shift towards vocational training because he believes that these courses provide juvenile offenders with practical training that will translate into better prospects for employment and may lead to a change in behaviour by juveniles (Ngabonziza & Singh, 2012). For example, computer literacy should be considered for juveniles to equip them with skills that enable them to compete with others for employment in an increasingly digital world.

Petersilia (2005) also highlights that most juveniles not only lack basic education skills but also have multiple deficits in other areas, which should not be underestimated. Hence, Magano and Ramnarain (2015) emphasise that schools in correctional centres should also have more skills programmes and that juvenile offender learners should be encouraged to participate in these programmes so that they can start their businesses upon release since it might be difficult to find employment with a criminal record. A major impediment to effective re-entry is the difficulty that juveniles face in obtaining employment. Factors influencing the unemployment of many juveniles are the lack of education and skills appropriate for jobs and inappropriate work attitudes and habits (LeBel et al., 2015). Maruna (2001) and Sarno et al. (2000) state that improved attitudes may contribute to juveniles' positive behaviour and success in the community. Thus, this study suggests that career wellness issues must be effectively addressed if the juveniles are expected to maintain a stable living and refrain from criminal activities after release.

3.8 LITERATURE REVIEW ON WELLNESS DIMENSION FROM AN AFRICAN PERSPECTIVE

Previously, African families took collective responsibility for one another, which is still happening in some rural areas (Kenyon & Hanson, 2012). Africans regarded their living together not as an unfortunate mishap among them but as an act of God to make the community of brothers and sisters jointly involved in the quest for a composite answer to the problems of life (Forbes-Mewett, 2018). In this way, the community was viewed as

the custodian of the individual, and one had to observe the values and norms of the community (Nussbaum, 2003)

Literature has underscored the importance of promoting social harmony among Africans. Whenever there was a problem in the family, there was always an old member in the family to tackle it. The individual was used as a means for the achievement of and promoting wellness. However, if the matter could not be resolved within the family or community, senior relatives were invited to help with the resolution process, where the victim or the offender was placed at the heart of the justice process (Oduro, 2006). Hence, Mafumbate (2019) maintains that Africans emphasised community life and communalism as a living principle where the basic ideology was community-identity. Therefore, this study needs to explore how the Ubuntu philosophy can be used to reduce and curb the high levels of crime in the country.

According to Mbiti (2015), Africans believed that old age comes with wisdom and understanding the world. In the same line of argument, Kingsley (2010) understands that the youth also learn about traditions, power, authority, relationships, and responsibilities to the wider society and nature. This simply means there is a social agreement among Africans that these systems and the fundamental role of the family serve as a preventative measure in conflicts and gangsterism. However, the present education system in correctional centres or outside correctional centres lacks these effective support structures within Ubuntu; hence, the high rate of crime, resulting in schools being ineffective.

Msila (2008) notes that the problems of life tend to be lighter when there is a variety of inputs derived from relevant experiences. Unfortunately, this does not happen anymore. Juvenile delinquency is said to be caused by “rapid social change that weakened community and neighbourhood controls which is characterised by high rates of crime” (Regoli et al., 2016, p. 144). Regoli et al. (2016) postulate that, where delinquency is rife, communities need to strengthen the interaction between culture and politics in reducing the criminality of juveniles. Furthermore, they maintained that social disorganisation is caused by cultural conflicts and unpleasant circumstances embedded

in the community. Therefore, Van Ryzon and Leve (2012) contend that children need family and community support and care.

Regoli et al. (2016) suggest that communities should be reminded that the responsibility of rehabilitating juveniles rests with them as they are the ones who provide juveniles with the environment for delinquency to flourish. As understood in the African perspective, the role of the family and the community was to provide ground rules that prepared children for the development of positive ways of interacting with other people (Mkabela, 2005). In the past, extended families helped each other with daily tasks such as bringing up the children in the community (Matolino, 2015).

In light of the above discussion, the present study intends to explore how the resuscitation of the Ubuntu philosophy can be applied so that today's generation can go back to its roots having the concept of Ubuntu (humane) in mind. In the African sense, being humane means wholeness of relationships, compassion, hospitality and generosity. Practising this life of treating all people as equals results in goodwill and friendly attitudes from others. Kamwangamalu (2013) indicates that physical and spiritual needs are established when the discussion focuses on the interest of others. This is indicative of the living values such as open-handedness and supportiveness by needs. These values centre on the cardinal belief that *motho ke motho ka batho* (Sesotho language version) and *umuntu ngumuntu ngabantu*' (isiZulu language version), meaning any person needs the support of other people. The English version would be "I am because you are and you are because I am" (Mapadimeng, 2007, p. 257).

According to Kamwangamalu (2013), the practical living out of the Ubuntu values rests on language, and that like any other culture, its values are acquired in society and transmitted from one generation to another using folklore, fables, proverbs, myths, riddles and the like. Therefore, the expression of *Ubuntu* values is achieved through, among others, the use of language. Ubuntu is about respect, strengthening families, extending family relationships, living peacefully with others, and good neighbourliness. A major role for communities was educating the youth, particularly the inculcation of communal values and a sense of collective commitment to the rest. During these

events, the essence of information sharing and social responsibility were cultivated in the youth. This means that, if the spirit of Ubuntu is taken seriously, it could influence and change the lives of the juvenile offenders in correctional centres.

This study used the lens of wellness from an African perspective to understand how juveniles in correctional centres are supported towards wellness or developing in a holistic way (Mkabela 2005).

Maphalala (2017) argues that Ubuntu mandates people to be good, do well, live honestly and positively, be considerate and kind, and care for and improve the environment and promote peace, harmony and non-violence. However, Van Ryzon and Leve (2012) point out that the staff of correctional centres are the source of contraband such as illicit drugs and abuse of juveniles sexually and physically, which shows no sense of Ubuntu among the staff members of correctional services and the juveniles amongst themselves.

Juveniles have inflicted more pain on other people, and they deserve to be punished. On the other hand, however, they must be given an opportunity to correct themselves and restore their mental and moral health, which can revive their human values and emotional and social skills. This is likely to allow them to assimilate into society with respect, confidence, and purpose to promote the welfare of the country as citizens (Van Ryzon & Leve, 2012). However, Hoeger et al. (2018) argue that the conditions in correctional centres have a negative impact on the juvenile's health and the development of their intellectual abilities and the improvement of their quality of life.

Msila (2008) asserts that teaching and training children were not the function of any specialised societal structure and that parents, older children and other members of society all participated in educating children in a continuous, informal way. This is depicted in a proverb used in Ghana that says: "A tree cannot survive a storm on its own" (Oduro, 2006, p. 3). Likewise, in Zulu, the relevant word for this is *simunye* (unity, solidarity), implying it is easy to break a single piece of wood, but if it is a bundle of wood, it is impossible to break the wood (Hlongwane, 2004). This means that in Africa, the group members work together as a collective to solve the problems of individuals.

With this background, I sought to establish how the application of *Ubuntu* philosophy can be applied through the development of practical skills for agricultural development based on farming and agriculture were seen as an ultimate goal. The African communities understood a strong economic base on agriculture (Nchuchuwe, & Adejuwon, 2012). With this background, the researcher sought to establish how Ubuntu can be applied by promoting different wellness dimensions. Traditionally, children were regarded as a gift from their ancestors (Lesejane, 2006). The entire community closely followed a child's entire physical growth and intellectual development, and educating the child was the business of everybody (Prajapati, Sharma & Sharma, 2017).

3.9 PHYSICAL WELLNESS FROM AN AFRICAN PERSPECTIVE

Barton (2004) states that the juveniles can grow up properly and avoid trouble only if they can be attached to various resources that facilitate healthy development and discourage harmful behaviour. For instance, in the past, African communities focused mostly on victims of crime, with restitution and reconciliation considered crucial to righting the wrongs caused by the crime (Bergelson, 2020). In addition, traditional education was not narrow and one-sided but embraced all sides of the child. The development of physical aptitudes received attention. For example, games such as jumping, climbing, balancing, swimming; acrobatic dancing were used in different circumstances and for different purposes (Clark, 2016). As children engage in activities such as fighting, running and wrestling, special note is taken of those who do very well and may be assigned leadership roles (Mawere, 2012).

3.10 EMOTIONAL WELLNESS FROM AN AFRICAN PERSPECTIVE

Formal education influences the upbringing practices of children in Africa, where traditional education is aimed at safeguarding culture (Smetana & Daddis, 2002). Formal education affects the upbringing practices in Africa where traditional education aimed at the safeguarding of culture (Smetana & Daddis, 2002). For instance, parents nurture the emotions of their children by using indirect social referencing such as direct teaching, discussing emotions, emotional behaviour and socialisation practices.

Furthermore, Saarni et al. (2008) indicate the importance of the role of culture in emotional socialisation and that emotions are beneficial.

According to Marjoribanks and Mboya (2001), children's emotional-communicative patterns resemble the patterns of the family and culture in which they live. Hence, it was the goal of education to inculcate this sense of belonging, which was the highest value of the cultural system. The young were educated in and for the community's way of life (Letseka, 2013). Lauricella et al. (2016) concur with Letseka (2013) that education programmes must be culturally grounded to reflect those educational activities, formal and informal, designed by individuals and organisation.

Oduro (2006) posits that the emotional impact of stress, which includes negative behaviour, worry, obsessive thoughts, hopelessness and suicide, was totally against the spirit of Ubuntu. They were completely unknown in African society. Violence was regarded as part of both human injury and destruction, psychological disruption and dehumanisation in Lauer's classification (Mooney et al., 2014). Unfortunately, correctional centres have become the breeding ground for further violence. Therefore, intervention programmes are important in childrearing matters, especially when parents are seeking solutions to the behavioural problems of their children. Smetana and Daddis (2002) indicate that at the age of 15 to 16 years, both boys and girls were increasingly involved in carrying out adult jobs. They were allowed to attend more of the various public affairs to see and hear about the public affairs. Originally, children were taken to isolated areas under the care of elders specially selected for their wisdom, knowledge and ability to teach (Behr et al., 2013). Therefore, crime was previously not prevalent in those days because the entire community and any adult could intervene in the education of any child, also focusing on the wellness of children (Behr et al., 2013).

To strengthen parenting, family, school and community welfare, the government could intervene to support those children who have lacked the desire to explore and reach beyond violent and criminal experiences (Mandisa, 2007). In addition, the importance attached to emotional wellness in this study raises the possibility of further exploration of the development of a South African framework of wellness in which the centrality of interconnectedness and the spirit of Ubuntu is emphasised.

3.11 SOCIAL WELLNESS FROM AN AFRICAN PERSPECTIVE

The proverbial African saying that it takes a whole community to educate a child, Ubuntu stresses the role and importance of the community in the education of children (Johnson & Quan-Baffour, 2015). Generally, in South Africa, community involvement in black communities is widespread. This contrasts with white communities where neighbours and people living on the same street have little contact (Duncan et al., 2007).

In traditional African communities, there is respect for the authority of elderly persons for their wisdom and knowledge of community affairs (Mbiti, 2015). Many African people believe that wisdom and understanding of the world comes with old age. It was the duty of the elderly members of the family or community to instruct the youth (in a socially responsible manner), and for the latter to respect the knowledge of the elders (Mbiti, 2015). African youths received socialisation and education as African elders theorised and taught oral literature that included fables, folktales, legends, myths, proverbs and stories (Malatji, 2016). Researchers like Luthuli (2003) found that language plays a role in the education of children, which includes community discussions and narration of stories and folklore. That was a way of inculcating a sense of belonging to a group. For example, while waiting for supper or after meals, children were entertained with puzzles and riddles and taught songs and dances (Khoza, 2006).

The youth also learned about traditions, power and authority, relationships and responsibilities of the individual to her or his wider society and nature (Essop, 2017). It has been noted by Behr et al. (2013) that knowledge of African childrearing practices was varied, effective and complemented by harsh discipline and punishment where it was believed to be warranted. Traditionally, a child with a disrespectful attitude towards his elders or those who represent authority would be disciplined by the community. This discipline was sometimes accompanied by humiliation for both his immediate and his more distant kinsfolk (Martino et al., 2017). The way to redeem the situation was for the youth to listen carefully and respectfully, and work to right the wrong by not repeating the behaviour. In this way, the youths' social wellness was enhanced. This simply

means all lives are interdependent because one's life is sustained by relationships with other people, animals and plants in a life-sustaining environment (Hettler, 2000).

Tshiwula (2001) emphasises that children learn to stay out of trouble in society through social bonding created in the family with parents, guardians or extended family members. However, he explains that some parents may use hurtful labelling words to catch the attention of their children. Therefore, those parents may lose an opportunity to control their children's behaviour and expose them to antisocial influences. When children stop relying on parents as primary sources of emotional affection, other social agents such as gangs may take over. That may create an emotional void, fostering loss of respect for the elders or causing "generational conflict" (Noonan, 2012).

One factor contributing to crime is unmitigated traumatic childhood experiences which have an immense ability to destroy children's chances for effective social functioning (Dierkhising et al., 2013). Results of research on juvenile and adult offenders have often shown that most juveniles had experienced adverse childhoods compared to non-offenders (Baglivio & Epps, 2016).

Based on my observations, African philosophy does not have an ancient written tradition, making it very difficult for the younger generations to fully practise the African Ubuntu philosophy. However, recently, several studies have been conducted to help people to understand and appreciate the Ubuntu philosophy (Chitumba, 2013; Mbigi & Maree, 2005). Such studies will help improve the documentation of the African socio-cultural framework, enabling policy-makers to apply these ideas so that the correctional system begins to address the social wellness of juveniles in correctional centres.

Ardell (2004) concurs with Murgatroyd (2001) that healthy relationships with other people contribute to the ability of people to achieve a high level of wellness. The development of basic life skills underpins attaining social wellness, and these skills are beneficial for communal life (De Vore, 2013). Putnam (2000) addresses the value of social wellness and its importance to overall wellness by describing this dimension as "social capital". Putnam (2000) said that civic virtue is most powerful when embedded in a dense network of reciprocal social relations. For this reason, this study investigates

what is being done to support social wellness from the African perspective of the juveniles in correctional schools.

Schaffer (2000) points out that the attainment of social wellness by an individual is crucial as it provides the individual with the recognition of the importance of interdependence, working together and the creation of harmony in one's society. For successful educational programmes and strategies to be put in place, there is a need for a conducive environment and innovative and better trained staff (Jovanic, 2011). If these are missing in the life of a child, the child may not be socially well.

3.12 INTELLECTUAL WELLNESS FROM AN AFRICAN PERSPECTIVE

Several authors have found that juveniles in correctional centres experience chronic academic failure, behavioural problems and discipline practices that hinder them from progressing in their learning (Leone et al., 2005). Scholars also agree that juvenile delinquency is strongly related to academic failure accompanied by reading difficulties (Malmgren & Leone, 2000; Vaughn, 2008).

Maphosa and Shumba (2010) propose that it is vital to provide learners with opportunities to engage in thinking, African insights and problem-solving as part of their learning. He further emphasises that it is also crucial that teachers must match the curriculum with learners' needs.

Mabovula (2011) highlights that the purpose of Ubuntu philosophy was to embrace the core humanistic attributes of Ubuntu. These are caring, thoughtful, considerate, socially mature and generous. Mandela and Modise (2006) maintain that if people are treated well, they are likely to perform better. Thus, juveniles can be encouraged to become active constructors of knowledge. Therefore, this study sought to establish what support is provided to juveniles in correctional schools regarding the knowledge and skills that will enable them to be recognised as acceptable members of society.

Prajapati et al. (2017) maintain that children should be equipped with life skills that will empower them to lead a meaningful life. Against this background, I sought to establish how the application of Ubuntu philosophy can be applied through the development of

practical skills such as agriculture since African communities largely rely on agriculture for their subsistence (Kamara et al., 2019; Nchuchuwe, & Adejuwon, 2012). Other studies have confirmed that sharing knowledge with others and developing their skills will provide a satisfying life (Mafumbate & Magano, 2016).

To promote the intellectual wellness of juvenile learners, Behr et al. (2013) emphasise that educational interactions must be focused on deeper levels of engagement. In this way, the principle of a human being attaining recognition and selfhood through others (*Nguni – umuntu ngumntu ngabantu*) will be fulfilled (Mafumbate & Magano, 2016). Therefore, it is important for this study to understand how the intellectual wellness of juveniles in correctional centres is developed and supported.

3.13 CAREER WELLNESS FROM AN AFRICAN PERSPECTIVE

It is fundamental to understand that despite juveniles having learning difficulties in correctional centres, they can use the skills that they have, such as art, music, drama and many other forms of skills, to enhance their career wellness. Teachers can also use resources that will assist them to develop the knowledge and understanding of the juvenile learner with learning difficulties. The use of computers, including accessing the internet, is a practical example that could help teachers find information about what the juvenile learner is learning. The pursuit of knowledge, lifelong learning, the expansion of world views, critical thinking and seeing things from a moral perspective helps one to acquire skills and develop in all other dimensions of wellness such as physically, socially, intellectually and occupationally.

In Africa, cooperation and helping one another in times of difficulty and prosperity was an element of everyday community life (Muuka & Mwenda, 2004). Traditional education was not limited to general education only but was used to emphasise the importance of personal integrity and industry in African cultures. For example, boys received education and instruction on being responsible fathers and husbands (Muuka & Mwenda, 2004).. Such educational activities use culture-based interventions to curb delinquency and to support the transition of black youth to adulthood (Griller Clark et al.,

2011). Children of both genders were called on to carry out adult tasks (Muuka & Mwenda, 2004).

Boys were expected to contribute to the welfare of the family by working on the land with their fathers or obtaining employment. They also built houses of their own in preparation for adult life and cultivated their plots in addition to those of their parents. They took care of the cattle and built and repaired cattle pens and houses. Girls learned practical skills in the house such as cooking for the family or making beer or caring for younger siblings. In such activities, the solidarity of family was established. Caring for the family needs meant that the members of the family needed to cooperate with one another which created a foundation for cooperation with the wider community. In Africa, the traditional heritage in many regions reflects the cultural norms of working together in developing a sense of cooperation and helping one another in times of adversity and prosperity (Muuka & Mwenda 2004:143). In essence, traditional education was not limited to general education only but was more vocationally oriented than academic.

The beautiful thing about this Ubuntu philosophy is that the community taught traditional trades, such as weaving, sculpturing, drumming, smithing, pottery-making, and traditional professions (priesthood, medicine, chieftaincy and kingship) (Shizha, 2017). An apprenticeship system was developed which guaranteed the future prosperity of those who succeeded. However, only those who respected the community and the Council of Elders (Fariello, 2011) learned these skills.

Fritz (2008) maintains that successful learning can be achieved through a positive attitude. Mendezabal (2013) also points out that a positive attitude is important for carrying out learning activities. A positive attitude can be developed through the spirit of trust and confidence and showing appreciation for children's work. This implies that programmes offered should provide value for money rather than being offered only for the sake of keeping juveniles occupied. Support and wellness should prioritise developing the juvenile offender learner holistically so that they can become responsible citizens.

Despite the need for career wellness, little research has been based on models that accommodate the African perspective. In developing the juveniles' career wellness, from my experience, juveniles should be given freedom to pursue what they can do to the best of their abilities. Incarcerated juveniles need career guidance that will help them make the right decisions about their future and the expectations of employers offering jobs after release.

3.14 SUPPORT FROM STAKEHOLDERS

Collaboration is vital in providing programmes that address juvenile offenders' re-entry needs, such as career education, physical, mental health programmes, guidance on substance abuse, and help with family reconnections. Collaboration helps to ensure that all partners are working toward a common goal (Solomon et al., 2008). The aim is to join forces with stakeholders and civil society in supporting the wellness of the juveniles participating in the programmes. Linking different stakeholders with juvenile learner offenders can be done as a positive way of developing social networks which may also lead to their effective attainment of wellness by juveniles. Several studies have found that behavioural changes, acceptance of positive values and morals, increased knowledge and the acquisition of skills and other development-related programmes facilitate the reintegration of offenders into communities (DCS, 2005). For example, at Pollsmoor, the projects are aimed at developing the social, physical and intellectual wellness of offender juveniles. These programmes include karate, business skills and hiking. After completion of each course, bronze, silver and gold medals are awarded to juveniles (Muntingh, 2008). The National Interfaith Council of South Africa (NICSA, 2011), the DCS and leaders of various faith groups have been found working together to strengthen the support and social integration of juveniles in South Africa.

NICRO (2012) identified programmes currently run in South Africa that are used to support juveniles in correctional centres. In this regard, the South African Law Commission recommends the use of diversion programmes as a way of fighting crime and delinquency.

- The PBIS is one framework used to improve the academic and social outcomes of juveniles in correctional centres (Gagnon & Barber, 2018). The same study further reports that PBIS can assist juvenile offenders by providing strategies to prevent the emergence or impact of mental distress. This will help juveniles with the ability to understand themselves and cope with the challenges that life can bring, which the current study also supports.
- The Positive Youth Development (PYD) framework views juveniles through the lens of problems and deficits. Barton (2004) presents this as a powerful platform for improving the wellness of juveniles. Communities across the USA have used this framework to improve the wellness of juveniles who have committed serious violent offences and those with mental health problems (Fazel et al., 2011). The concepts of PYD suggest that the youngest people can develop and flourish if they are connected to the right mix of social resources.
- Roper (2003) argues that the goal of the Integrated Youth Offender Project is to support the juveniles to develop social, behavioural and socioeconomic skills to be resilient when they encounter difficulties in life.
- The Study of Violence and Reconciliation Community offers anger management programmes to help juveniles let go of anger and be emotionally stable to be well prepared for integration (Randkamenisch, 2013).

Although these programmes are established to cater for juveniles, Palmer (2004) argues that these correctional interventions have remained underdeveloped. For these reasons, criticism of rehabilitation programmes has come from across the social spectrum. French and Gendreau (2006) published a series of narrative reviews that explain why some of these programmes fail and others succeed. Other researchers have assessed over 200 rehabilitation programmes and found that success and failure are variable (Cullen & Johnson, 2012).

3.14.1 The Role of Social Workers and Psychologists in Supporting Juveniles

Social workers and psychologists' role is to inform the juvenile about the support systems available to them, both inside and outside prison, including psychological and medical services (Mupedziswa et al., 2019). Problems such as the shortage of social

workers and psychologists have been identified as limiting the effectiveness of support programmes aimed at ensuring the wellness of juveniles. The DCS revealed that only few psychologists serve a large number of juvenile offenders (Parliamentary Monitoring Group, 2014).

Juveniles often experience emotional difficulties regarding access to the service providers although strategies for supporting them are in place. Despite the fact that social workers and psychologists are available, there are some delays caused by a large number of offenders who also seek help for their personal needs. Such delays compromise the emotional wellness of the juveniles in a correctional school. In some instances, teachers refer their students to social workers to support the academic wellness of juveniles. However, these referrals do not help juveniles with academic difficulties but only help promote emotional wellness and other dimensions of wellness. In this sense, social workers are trained to assist juveniles suffering from emotional instability, not academic performance. Their major involvement is mainly based on juveniles' rehabilitation (Murhulla et al., 2019).

Social workers and psychologists offer life skills programmes that include health programmes on sexual orientation, drug and alcohol abuse programmes and programmes on responsibility and conflict resolution. Once the juveniles have completed these programmes, they are channelled either to the school or the training workshops, depending on their levels of education and interest in organised activities such as gumboot dancing (SAHRC & UNICEF, 2016).

In the UK, during the first few days of incarceration, juveniles undergo an induction programme, during which time they have the opportunity to communicate with a correctional psychologist who is qualified in the area of counselling. They are given opportunities to select educational courses that may further their education and assist them in finding rewarding employment upon their return to society.

There is also pre-release courses alongside a course of drug treatment to help them break the cycle of drugs and crime that has led to their incarceration (Feizler & Hood, 2004). Internationally, UNICEF (2007) aims to reduce incarceration and support

juveniles from violent households, abuse and exploitation. It also provides support for the education and training of juveniles in correctional centres. UNICEF emphasises the need for following up on the release, medical and drug treatment in cooperative programmes involving the correctional social agencies for counselling and on referrals to social services. These help juveniles to accept responsibility for themselves (Quinn, 2004).

Social workers not only work with the child concerned but also with the family concerned. They are also tasked with ensuring the completion of measures such as community service. For support during custodial sentences, the social worker suggests and mobilises other services such as the education authorities and NGOs to make the detention more constructive. Furthermore, a social worker takes the responsibility of assisting the child to complete the diversionary measures successfully to enhance the wellness of juvenile offender learners (UNICEF, 2013).

Given such a range of potential areas of intervention, it is clear that the social work profession can have a positive direct and indirect impact on the juvenile justice system. Also, the profession has evolved significantly in keeping with documented needs. Therefore, social work is seen as a sphere of action that responds to societal realities rather than simply being a set of functions and strategies. Therefore, the DCS should examine the extent to which each potential social worker contributes to the promotion and protection of children's rights in the justice system where progressive implementation of the roles concerned must be planned and carried out (SAHRC & UNICEF, 2016).

3.14.2 Support from Teachers in Correctional Centres

The current study attempted to investigate the state of the support of juveniles to obtain a wider view of teachers' experiences from an academic wellness perspective. This support is significant in the sense that it must be supplied, and where it is not found, measures should be established to enhance the academic wellness of the juvenile learner in a correctional school. Generally, studies define support as means to provide various types of help, sometimes non-professional and non-material (Grohol, 2004:31).

From my experience, I have observed that support can sometimes be positive, negative or even be characterised by conflict. Current research shows that many incarcerated juveniles have severe academic difficulties (Foley, 2001; Leon et al., 2005). For example, 34 percent of incarcerated juveniles reported academic failure compared to 12.7 percent of students in a public school. Reviewed literature supports this assertion by showing that many juveniles reported not receiving any form of positive support or recognition during the previous schooling. This implies that their achievements were only recognised and applauded by other students in the class (Harlow, 2003). Because of this, previous research highlights that positive, supportive teacher-learner relationships are a means of teacher wellbeing and juvenile learner motivation, which are beneficial for juveniles leading to positive outcomes (Klem & Connell, 2004).

According to Monte-Sano and Cochran (2009), the most common positive teacher trait is that teachers provide individual attention. Examples of caring include taking time to explain homework, treating students fairly and recognising student effort. Teachers demonstrate care to juveniles within a classroom setting as opposed to focusing on extracurricular active career vocation. However, such future aspirations demonstrate resilience among juveniles who intend to follow their dreams and create opportunities for themselves. This observation concurs with the intellectual wellness approach, which emphasises that commitment to lifelong learning should be maintained to achieve a more satisfying life during incarceration or after release (Hettler, 1980). In addition, teacher support is usually in the form of individualised concern or attention. The everyday teacher-learner relationship is meaningful to the students. It is suggested that in overcoming obstacles to positive teacher-learner relationships and to promote social wellness in relationships, juvenile offender learners should negotiate times that best suit everyone for a certain activity (Pianta, 2006). By so doing, academic wellness is promoted.

Pianta et al. (2008) underscore the importance of the teacher-student relationship and associate it with positive academic outcomes for students in correctional centres. Juvenile learners maintain that they want teachers to help them with their learning. This input from juveniles challenges the stereotype that juvenile offender learners are not

interested in school (Pianta et al., 2008). Given these views, therefore, I envisage that teachers should mind how they portray an individual to the class because if juvenile learners find that teacher portrays them negatively, the teacher relationship with the particular juvenile offender learner may be confrontational (Pianta, et al., 2008).

3.14.3 Support from the Family

Families have the potential to be the greatest source of positive change and support for juveniles in correctional centres (National Centre on Education, Disability and Juvenile Justice, (NCEDJJ), 2005). This study examined how interaction can be used positively in supporting the wellness of juvenile learner offenders by employing strategies that will best keep incarcerated juveniles close to their families. Involving other stakeholders can lead to holistic development and positive change in juvenile learners.

For example, researchers have noted that families have a major influence on their children's achievement in school and throughout life (Monahan et al., 2011). However, family involvement in correctional education is not easy because of the misunderstanding that causes conflicts between the families and the professionals who serve their children (Henderson & Mapp, 2002). Keeping in contact with family creates a sense of belonging and helps to ease the minds of juveniles by promoting their social and emotional wellness. It is, therefore, important to keep in contact with adult family members as research findings have highlighted that adult support reduces aggressive offending behaviour (Frensch & Cameron, 2002). This implies that family support and their involvement in correctional education programmes can be improved if they understand the role they play in promoting the children's wellness (Ungar, 2002).

It is highlighted that families appreciate interventions if they can understand and be informed about how the system is working for them (Frensch & Cameron, 2002). However, the role of the family is complex and depends on the perspective from which it is viewed. Researchers Like Amani et al. (2018) and Fong (2020) have highlighted that the role of the family is to support the juvenile and follow through on recommendations from staff or orders from the court.

Furthermore, Osher and Huff (2006) suggest that family members should also be made aware of the importance of their support and the specific roles they can play. In addition, examined literature shows that there have been concerns raised by the families seeking more meetings while some want to have input into their children's care and treatment (Henderson & Mapp, 2002). Furthermore, the literature highlights that it is also vital that families have a say in the aftercare and planning for the juveniles (Frensch & Cameron, 2002).

Prior studies posit that collaborating with families on policy, teams, advisory councils, and other programme-related committees is not necessarily difficult, but it can make some changes in the life of juveniles. The substantial evidence cited by Caldwell, Silverman, Lefforge and Silver (2004) indicates that good relationships between correctional education administrators and families are essential. Osher and Huff (2006) assert that "these anxieties can be defeated when correctional education demonstrates their genuine respect for family members, warmly welcome their collaboration and generously provide support to make partnership work" (p. 47).

In general, Wright (2018) indicates that juveniles with more positive family relationships are less likely to become depressed. Similarly, juveniles in correctional centres who receive social support from parents are linked to greater emotional wellbeing. This is particularly true in that juveniles will make good educational progress when good decisions are made and will improve their overall physical and mental health (Caldwell et al., 2004).

In 1995, the Inter-Ministerial Committee on Young People at Risk set up a pilot family group conference in Pretoria. The family group conference is a type of restorative justice programme mentioned in the Child Justice Act, which provides for family group conferences to be a restorative justice sentencing option. It is a mechanism by which families and communities make decisions about juveniles accused of crime (Swanzen & Harris, 2012). In addition, the family group conference is aimed at negotiated solutions to conflict and is designed to heal the breach in social relationships caused by the crime. However, restorative justice is not limited to this programme but embraces other programmes using restorative justice concepts. Examples of restorative justice

programmes are crime repair crews, victim intervention programmes, peace-making circles, victim panels that speak to offenders, sentencing circles, and community reparative boards before juveniles appear (NICRO, 2006).

The family group itself meets with all the people who are significant in the child's life and the victim and the persons supportive of the victim. The main goal is to formulate a plan about how best to rectify the wrong, with all the parties agreeing on the outcome (Swanzen & Harris, 2012). They agree that the child should apologise and that juveniles may also be more accountable and responsive to the process, which makes them ashamed of their actions.

3.14.4 Support from the Community

As local communities become aware of the rehabilitative effects of education on juveniles, they should also have input into what could be possibly done to ensure a more effective rehabilitation process. Schafer (2000) points out that when juveniles attain social wellness, they can care for others in their communities and support those who need help. Community support maximises the personal functioning of juveniles by promoting their access to needed resources, relationships and services. This means that helping to support the juvenile is also beneficial to the community as it might help reduce the fear to the communities and make them safer.

Ungar et al. (2013) point out that the community enhances the strengths in the juveniles' functioning and social environment, enabling them to identify the limitations and barriers in their social and emotional support. Furthermore, juveniles are given opportunities to fulfil meaningful roles in their communities. This forms the basis of community-based skills development where juveniles develop skills to perform functions that are of value to others in the community. In this sense, this entails enabling juvenile offender learners to develop skills that will help them function effectively in their communities (Carroll et al., 2013).

- Epstein (2018) avers that the sense of competency is fundamental for maintaining healthy relationships with family and community. He focused considerable attention on the prevention, intervention, supervision, treatment, and

interaction depending on the needs of the juvenile and his community. Epstein (2018) further maintains that it is important to promote strong working relationships between organisations, institutions, individuals, and the community to share information in support of services and programmes for juveniles to strengthen collaborative agencies to better serve juvenile learner offenders and their families. Some examples of community organisations that support juvenile offenders are described below.

- The Linkers is a club of ex-inmate students placed as a model body of organised peer teachers to form a support system for inmate day students at John Jay College in Illinois (Contardo & Tolbert, 2008). It serves the double purpose of helping fellow students who are still juveniles and helping themselves by being helpful and supportive.
- Youth Builders Association in KwaZulu-Natal, an NGO from the Verulam area, has been roped in to work with juveniles in areas affected by violence. Likewise, another non-profit organisation called Young in Prison South Africa (YiPSA) offers a holistic programme that prepares juveniles to transition from correctional centres back into society through imparting skills for behavioural change (Griller Clark et al., 2011).
- Hope Academy is one of the most effective rehabilitation projects in South Africa. The academy selects talented football players from all the correctional centres in Eurocentric Cape and transfers them from Drakenstein Youth Prison. After successfully implementing the programme, juveniles receive home visits, are coached weekly and placed into an education programme.
- A community initiative by a child welfare agency in Ontario, Canada, includes child protection, community health, early childhood programmes, supervised access, violence prevention, adult education, and employment services (Ungar, 2002).

3.14.5 The Role of Counsellors

DCS administrators have embraced counselling and guiding services to support and enhance learners' academic wellness of the juveniles in a correctional centre. In South Africa, a non-government organisation known as Khulisa is dedicated to the reduction of

crime in South Africa. Khulisa programmes are facilitated by former offenders who graduated from their youth development programmes (Roper, 2003).

Research has also shown that in North Carolina's Central Prison, for example, the instigators who had demonstrated their leadership qualities were isolated as incorrigibles (people with bad habits that cannot be changed) (Ready, 2005). However, the incorrigibles enrolled in a socialisation programme in which they were educated to become correction counsellors to work with juvenile delinquents who themselves had been labelled incorrigibles (Ready, 2005). Fifteen men in two groups were trained academically and practically in counselling skills and then assigned their caseload of young incorrigibles (Santola, 2019). It is further stated that the paraprofessional correction counsellors were observed and audio-recorded at work and were assessed in terms of their empathy, respect and genuineness. The project was successful, with one conclusion being that inmates make good counsellors for other inmates (Santola, 2019). The counsellor works with the juvenile to promote insight into the problems, get relief from symptoms, influence changes in behaviour, and address personal conflicts rather than treatment of any specific disorder. Having such workers was a great help since counsellors often assign psychological homework activities as one method for the juvenile to address problems after a consultation.

Thamarasseri (2014) also emphasises that the counsellor, through individual classroom groups, can assist students in applying effective study skills, setting goals, learning effectively and gaining test-taking skill techniques, relaxation to overcome test anxiety, and developing listening skills techniques. This interaction between juvenile offender learners and counsellors indicates that individuals can promote the social wellness of those around them (Schafer, 2000).

It is believed that the counselling approach is highly effective in providing juveniles' with positive role models with whom they can identify (Mapham & Hefferon, 2012). According to Ubuntu theory, this collaboration is a positive move as this ensures that the juvenile's academic, social and emotional wellness in a correctional centre is taken care of.

3.14.6 The Role of Administrators in a Correctional Setting

The administrator is responsible for all aspects of the educational services provided for juveniles in correctional educational programmes. Research indicates that juveniles entering correctional centres have a variety of educational needs.

This means that the administration of the correctional centres should be committed to providing education. If the administration is carried out effectively, this can lead to the holistic development of the juvenile offender in a correctional school. He or she sets the tone for the rest of the staff and models effectively (Tie & Waugh, 2001). For example, administrators in correctional centres are responsible for maintaining custody of the offender population and participating in treatment efforts. Even if their primary role is custodial, administrators are often called upon to deliver human services, build moral characters and develop a positive attitude of devotion, courtesy and honesty (Tie & Waugh, 2001).

Administrators implement various correctional teachings or correctional initiatives for juveniles leaving prison to become good citizens. In addition, they implement humane treatment systems that provide safety, comfort and justice. They also provide care, protection and fulfilment of the rights of juveniles and family or other community members who visit the prison (SAHRC & UNICEF, 2016).

3.15 THE ROLE OF EDUCATION IN CORRECTIONAL CENTRES

Education and training for juvenile offender learners is currently gaining currency in many democratic countries. For example, South Africa correctional education is not seen as a constitutional right but also a foundation stone for rehabilitation (Quan-Baffour & Zawada, 2012). Educational programmes in correctional centres make life behind bars more tolerable for juveniles and indirectly more tolerable for their keepers. For juvenile offenders, education means more than a simple understanding of teaching and learning. For example, Gaes (2008) asserts that correctional education seeks to equip juvenile offenders with knowledge and skills that may assist them to reintegrate into their communities.

In the context of this study, correctional education for many juveniles has a beneficial and socialising effect on their personalities, resulting in a more humane atmosphere within the correctional centre itself (DCS, 2005). According to Risler and O'Rourke (2009), literate juveniles can read, understand and comply with correctional regulations. Gagnon and Barber (2014) further point out that education should be used to help juvenile offender learners and should be used to attain academic and other dimensions of wellness such as social, emotional, and career wellness. This is in line with the assertion by Van Langen (2010) who states that education not only plays a significant role in providing social and intellectual development but also has implications for a juvenile offender learner's long-term life experiences and wellness, including income and employment.

Leone and Weinberg (2012) also emphasise that juvenile learners should receive quality education services to successfully transition from adolescence to adulthood. Although Houchins et al. (2018) maintain that there should be regular support, monitoring, and interventions by the education authorities and private education providers such as independent professionals that will assist teachers and juvenile learners. This view resonates with that of Gaes (2008).

Therefore, correctional education has the power to transform lives in tangible ways, which makes it one of the most valuable and effective tools that one can have for supporting and assisting juveniles to rebuild their lives after incarceration, as well as combating crime and reducing criminal justice costs (Contardo & Tolbert, 2008).

According to Baltodano, Harris and Rutherford (2005), education promotes civility, develops cognition and encourages confidence. Cusick et al. (2009) affirm that juveniles gain self-respect when improving themselves and gaining respect for others. Research further demonstrates that education can change thinking, encourage pro-social behaviour, increase employment, and reduce recidivism (Gagnon & Barber, 2018). From these views, it can be construed that teachers in a correctional school should fully and effectively perform their teaching responsibilities by providing support to the juvenile offender learners. In the same way, juveniles should fulfil their responsibilities by being cooperative and teachable to enhance their academic and career wellness.

It should be noted, however, that critics of correctional education see education for juvenile offender learners as a waste of tax payers' money on criminals who are supposed to be punished for their actions (Quan-Baffour & Zawada, 2012).

3.16 CHAPTER SUMMARY

In this chapter, the six dimensions of wellness of juveniles from western, African perspectives and an international viewpoint were examined in terms of the justice system procedures, current educational support and intervention programmes. The literature review explored the complex relationship between the teaching and learning of juveniles in correctional centres. Collaboration between educators and professionals is a key to providing special education services in correctional settings. Special education services and programmes are implemented in the context of the general academic and vocational programmes provided in the correctional schools. The problems associated with the wellness of juveniles in correctional settings may not be corrected until appropriate instructional programmes are available to address all six dimensions of juveniles' wellness. Ensuring that juveniles within correctional schools receive appropriate services requires systemic changes in how education programmes operate. It was found that teachers in correctional institutions may be unaware of the curricular changes and may still use strategies that offer little support to juveniles in need of intensive learning support. Contributory factors that bring juveniles into the justice system are numerous, complex, and one single programme cannot explain juveniles' wellness dimensions. The value of the wellness framework as a lens to understanding the needs of juveniles in correctional centres is essential. Therefore, wellness and integration programmes should be based upon the values of Ubuntu that will help build an African child to become a better citizen with respect and integrity. This will assist them to improve their moral development, social responsibilities and to be competent. The next chapter focuses on the research methodology used in conducting the study.

CHAPTER 4

RESEARCH DESIGN AND METHOD

4.1 INTRODUCTION

The chapter focuses on the research design which was guided by the paradigm and research aim and objectives. The chapter further elaborates on sampling, data collection and analysis and the ethics that guided the researcher. Issues pertaining to trustworthiness are also considered.

4.2 RESEARCH PARADIGM

This study was situated in the constructivist paradigm. In this study, I explored wellness in the context of juveniles in a correctional school. Constructivists believe that there is no single reality but that people, including the researcher, construct and construe multiple realities as they interact socially with others and their environment (Creswell, 2013; Merriam, 2002). Furthermore, Woolfolk Hoy and Murphy (2001) assert that knowledge is progressively developing, and existing knowledge serves as a scaffold that supports the construction of all our learning. In this sense, the constructivist paradigm was appropriate for this study because it provided deep insight into the dynamics and complex world of lived experience from the point of view of juveniles in a correctional centre (Schwandt, 2001). Therefore, the context of each learner was considered. It is assumed that what is learned in one context may not have been learned in another (Dougiamas, 2012).

I allowed teachers and juveniles to express their opinions on support regarding their wellness in correctional schools. I was able to understand the phenomenon of wellness through the eyes of juveniles and teachers (Babbie & Mouton, 2008). This is a constructivist perspective wherein perception of the world is interpretative rather than an objectively true factual record. In other words, many coexisting constructions and stories are possible (Zandee & Cooperrider, 2008).

4.2.1 Ontology

Gruber (1995) defines ontology as an “explicit specification of conceptualisation” (p. 907) In contrast, Saunders et al. (2009) point out that ontology is used in philosophy to describe efforts to understand and exist. Blaikie (2000) explains ontology as “claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up, and how these units interact with each other” (p. 8) Furthermore, Hay (2006) posits that we cannot know what we are competent of knowing (epistemology) until we have developed a set of assumptions about the nature of the context in which that knowledge has to be acquired. For this study, ontology addressed the real essence of a phenomenon, namely, the wellness of juvenile offender learners. The ontological approach for this research was subjective because social entities were built up from the perceptions and opinions of participants on their experiences (Saunders et al., 2009); for example, the ways that can be used to support the juveniles in correctional schools.

Hay (2006) views a paradigm as the reproduction of how the researcher views the world and reality (ontology). Having adopted this paradigm, Wagner et al. (2012) elucidate that this paradigm acknowledges the existence of socially constructed realities which are as diverse as the number of people constructing them. In this sense, the paradigm acknowledges that different people have different values, beliefs, and perspectives; however, reality depends on individuals. Furthermore, D’Cruz and Jones (2004) established that ontological assumptions are the researcher’s beliefs about the nature and the reality of a field of study without any actual proof. The ontological assumption is that the juveniles’ wellness based on their physical, social, emotional, career, spiritual and intellectual abilities is not addressed. This assumption had a comprehensive influence on this study.

According to Vasilachis de Gialdino (2011), the researcher must determine the ontological status and other realities related to it, such as intellectual, physical, social, emotional, spiritual, and career wellness. With this ontological perspective, the wellness of juveniles was explained in broad terms. However, attention was given to the participants, and I strived to examine reality (wellness dimensions) to penetrate the

essential meaning thereof. This enabled me to identify events that have not been overtly experienced (Leca & Naccache, 2006).

Nieuwenhuis (2007) postulates that qualitative ontological assumptions are derived from the researcher's understanding based on empirical findings that relate to epistemological assumptions. Vasilachis de Gialdino (2011) argues that ontological and epistemological foundations for qualitative research are different from those used in quantitative research. Qualitative research requires that various subjects participate in cognitive interaction. This study offers the possibility of understanding juvenile needs as both real and socially constructed.

4.2.2 Epistemology

Epistemology refers to "the assumptions about knowledge and how it can be obtained" (Myers, 2009, p. 35). Braun and Clarke (2013) state that epistemology seeks to answer what knowledge counts as authentic in a world saturated with different types of knowledge. Schmitt (2004) further explains that the theory of knowledge means the study of the nature and validity of human knowledge, in this instance, the knowledge of the phenomenon of wellness. The theory of knowledge further interrogates the involvement of the researcher since the truth lies within the human experience. For instance, interpretivist researchers tend to believe that they are not independent of truth and construct knowledge as they live and experience the world. This was made possible through the interactive process of talking, writing, and listening to acquire stories of incarcerated juveniles. Assuming an interpretivist position assisted me in understanding how juveniles are supported in a correctional school. Therefore, I was interested in hearing the stories of juvenile learners and other teachers working in a correctional school.

According to Crotty (2003), epistemological reflection enables the researcher to elucidate knowledge from the psychological perspective point of view, understanding the dynamics and the behaviour of juveniles in correctional schools. The possibility of that process is shared and repeated by others to assess the quality of the research and the reliability of those findings. From the above arguments, I understood that

epistemology deals with the knowledge question. Therefore, the emphasis is on the criteria that allowed me to decide what kind of evidence is collected and from where and how it can then be interpreted to provide answers to the research question. By going to a correctional school, I considered the context in which juveniles lived and how their support and wellness were being carried out (Braun & Clarke, 2013).

Hofer (2001) accentuates that epistemological reflection enables us to clarify the different paradigms that provide answers to the research questions. Crotty (2003) stresses that it is important to recognise that every researcher brings a unique set of epistemological assumptions into the research process (even if they are not aware of them), and these assumptions influence how they understand and interpret their data. Crotty suggests that personal epistemology can be conceptualised as an epistemological belief system that includes beliefs about the nature of knowledge, beliefs about the structure of knowledge, the stability of knowledge and the nature of learning, and the ability to learn.

According to Crotty (2003), epistemology is intimately related to both ontology and methodology. Therefore, epistemology addresses how we came to know reality while methodology identifies the particular practices used to attain knowledge (Crotty, 2003). Consequently, ontological and epistemological assumptions are interpreted into specific methodological strategies. The epistemological, ontological and axiological assumptions that informed this study could be viewed as interpretive explanations that helped me explore how juveniles are supported in a correctional school.

4.2.3 Axiology

Axiology refers to the role of value and ethics in research (Klenke, 2008). The defining characteristics of a research paradigm, “values of being about what human states are to be valued simply because of what they are” (Heron & Reason, 1997, p. 287). Furthermore, Saunders et al. (2009) indicate that the role that values play in all stages of the research process is of great importance if a researcher wants their research results to be regarded as credible. In other words, research is value-bound. With values playing a significant role in this study, I acknowledge the value-laden nature of the study

and reported biases and values related to the topic of support which had the potential to interfere with objectivity. Some of the biases are indicated as limitations to the study.

The researcher is part of what has been researched and cannot be separated from it. In other words, throughout the research process, I signified my values. For example, the axiology of a correctional centre is related to correctional education with which it shares the priorities and goals. I also dealt with correctional identity, which is shaped by the values, rules and regulations of the DCS. Therefore, everyone who works or comes into correctional centres is bound to abide by the rules and regulations because if they do not follow protocol, this can impact them as employees of the DCS and may also harm juveniles.

The axiology of this study was that I needed to respect and value the context because of the moral issues involved. I also explored how my values affect what I believe, how I absorb new knowledge, and my approach to the dignity of all people. In such a context, misunderstanding and misconceptions may be found. Therefore, these values underpinned how I engaged with participants in the study and led to an understanding of how juvenile learners are supported in a correctional centre. With my ontological, epistemological and axiological assumptions clarified, I discuss and explain the research method approach followed in this study in the subsequent sections.

4.3 RESEARCH METHOD

This study adopted a qualitative research method based on the experiences, perceptions and meaning that the juveniles gave to their context (Maree, 2011). In other words, qualitative data stresses people's lived experiences which are primarily well suited for finding out the truth or reality of the meanings people give to the events in their context. This approach was used in this study to explore the wellness dimensions of juveniles and investigate ways in which juveniles were supported in correctional schools.

Amaratunga et al. (2002) concur that qualitative data focuses on naturally occurring, ordinary events in a natural setting, thus providing a real life-view. Likewise, McMillan and Schumacher (2006) indicate that there are no scientific experiments in the natural

settings because the researcher becomes the data collection instrument and should understand the setting in which participants reveal their feelings, actions and thoughts. Time was spent in the field while studying the lives of the juveniles within their natural setting (Creswell et al., 2011). The purpose of going to a correctional school was to immerse myself in the setting with teachers involved in supporting and to enhance the wellness of the juveniles in a correctional school. The aim was to develop thick descriptive data of the social life of juveniles, their peers and teachers. This was also done to bring about a profound understanding of the phenomenon of support for wellness. This helped me be close to the individuals under study to capture their experiences, contradictions and uncertainties in their behaviour (Woods, 2006). Hence, this study adopted the phenomenological research design to study the support and wellness of juveniles in their natural settings. Henning et al. (2004) concur that phenomenology is the method the researcher follows to discover and express the essential characteristics of a certain phenomenon. Rashid et al. (2013) indicate that phenomenology considers the different individuals' experiences that assisted me to focus on what they have in common as they experience the social phenomenon of wellness.

Flick (2002) highlights that the researcher should maintain an outsider's perception and should adopt an unbiased role. Henning et al. (2007) point out that qualitative methods usually aim for depth of information. Therefore, the current study sought to capture participants' social meanings and how they relate to ordinary activities in a particular social system (Creswell, 2007; De Vos et al., 2011). In this way, I not only saw what was happening but felt what it was like to be part of the group.

4.4 RESEARCH DESIGN

Leedy and Ormrod (2010) point out that a phenomenological study addresses the gaps in knowledge by understanding the problem through lived experiences. The phenomenological design was found appropriate for this study to enable the researcher to select suitable methods yielding responses based on the research question for this study. Phenomenology is interpretive and attempts to bring out the meaning of the lived experiences. The significance and relevance of the research design to the juveniles

participating in correctional education programmes was to afford me an opportunity to explore how juveniles are supported and their wellness. The focal point of the phenomenological research design was to understand the real lived experiences of juvenile offender learners who attend school in a correctional centre and the support rendered by teachers.

In this study, I defined the learning of juveniles in the correctional context through the lens of an adult teacher, about what ways can be used to support the wellness of the juveniles. Furthermore, the participant observation strategy was of paramount importance to me in that it combined document analysis, observations and interviews.

4.5 QUALITATIVE RESEARCH METHOD

4.5.1 Characteristics of Qualitative Research

4.5.1.1 Natural settings

Natural settings are used in qualitative research to study things or people in an attempt to make sense of what meaning they attach to the phenomenon under study (Denzin, 2001). In the natural setting, the researcher engages in conversations, interviews and observations and collects data in a setting that provides a clear picture and meaning of what is really happening on the ground. Creswell (2013) asserts that by doing research in the field where participants experience the issue under study like where they work or live helps the researcher to understand the context in which participants are saying what they say. It is also argued that bringing the participants into a laboratory will not yield the same results as studying them in the natural settings because, in the laboratory, they will be controlled (Babbie & Mouton, 2011). The idiographic research strategy which is usually applied in qualitative research contextualises an event to understand it in its own context (Creswell, 2013). I went into the field or the natural setting with the intention of viewing the actions of the participants through their eyes. A view from that angle will help me to get a detailed description and a better understanding of the participants (Babbie & Mouton, 2011). In collecting data during this study, I went to a correctional school where juveniles were undergoing rehabilitation. My intention was to study what support was provided and the wellness of juveniles in their

natural settings. In that centre, I was able to engage in the setting with people involved in the support and wellness of juveniles. Juveniles and teachers were given the opportunity to express their feelings and opinions on what was happening with regard to their wellness. In the natural setting, I was able to observe the actions and events as they occurred naturally without any form of interference; I remained non-intrusive but stayed as long as possible in the field to learn more (Babbie & Mouton, 2011)

4.5.1.2 Insider perspective

By going to the field where the phenomenon was being experienced, I was aiming at viewing the world through the actors' eyes or perspectives so as not to draw conclusions that may not be a true reflection of the participants' viewpoints (Creswell, 2013). This is called the insider or emic perspective. I tried to get different views from the participants by looking at the various meanings they brought to the subject under study. According to Creswell et al. (2011), the researcher must reflect multiple perspectives in the study when developing a theme. Thus, I had to put myself in the shoes of the participants in order to understand their decisions, behaviour, actions and ways of life from their own perspectives (Babbie & Mouton, 2012).

4.5.1.3 Contextual interest

The context where the phenomenon under study occurs is regarded as fundamental and plays a vital role in research findings (Braun & Clarke, 2013). This is supported by McMillan and Schumacher (2006) who state that human behaviour is influenced by context in which it occurs. These assertions imply that the context where certain behaviour occurs should not be overlooked when carrying out a qualitative research study. By collecting data in a correctional school, I was able to view and understand how context affected the feelings, perspectives and behaviour of juveniles and teachers. In this study, the context also played a major in how data was analysed and interpreted.

4.5.1.4 Inductive approach

According to Babbie and Mouton (2011), qualitative research does not start with an existing theory like quantitative research does but it starts in the natural settings

describing events as they occur and then builds second-order constructs. It is further stated that in qualitative research, patterns, categories and themes are built from the bottom up with data organised inductively into units of information that become increasingly abstract. Creswell (2013) indicates that the researcher has to work back and forth closely examining the data set and themes until a comprehensive set of themes is established. This can be done by collaborating with participants to shape those emerging themes. In this study, I developed insights and understanding that emerged from patterns in the data collected (Taylor & Bogdan 1998). I engaged in the study with the notion that reality is dynamic and engaged participants until the reality emerged. It was only after engagement with the participants that I was able to ascertain how juveniles were supported in a correctional school.

4.5.1.5 Multiple methods

Qualitative research does not rely on a single data source. A single method may compromise the validity of the research findings (Creswell, 2013). Hence, it uses multiple data collection methods such as interviews, open-ended questionnaires and document analysis, among others. I used open-ended questionnaires and semi-structured interviews to collect data. I spent a considerable amount of time in the correctional centre, which enabled me to observe and be aware of the set-up there. This was in terms of the time allocated for school and other activities such as sports to enhance physical wellness.

4.5.1.6 Flexibility

In qualitative research, there are no tight prescriptions of the initial research plan as there may be a shift at different phases of the research process once the researcher has entered the field (Creswell, 2013). This means that there is always room for modifying the initial plan if necessary. In a correctional school where this study was done, there were different settings in terms of the number of learners attending school, number of teachers and willingness to take part in the study. In some instances, I faced challenges and I had to cut back on the number of participants. This depended on the

number of prospective participants available in the centre. Flexibility allowed me to have more control over the research process (Babbie & Mouton 2011).

4.5.1.7 Holistic account

In this study, I outlined the factors that formed part of the support for the wellness of juveniles. I identified many factors and have given a report from multiple perspectives. In doing so, I attempted to develop a holistic picture of the problem under study (Creswell, 2013).

4.5.1.8 Researcher is key research instrument

In qualitative research, data was collected by me and the research instruments that I used were designed by me (Creswell, 2013). According to Terre Blanche et al. (2006), the researcher is the one who determines the sense of the research or study as they play a central role in the study. In this study, I designed interview questions and questionnaires with open-ended questions. I did not rely on pre-designed questionnaires or questions. By spending time in the field, I was trying to gain trust and rapport with participants in order to get as close as possible to them (Howitt & Cramer 2014). According to Babbie and Mouton (2011), I should not show any form of bias in my interpretation and description of findings. In conducting this study, I was able to go directly to juveniles in a correctional centre to get detailed information about their support and wellness. For me to appreciate the juveniles' worldview, I had to enter their world and experience it with them in correctional centres.

4.5.1.9 Detailed field engagement

By nature, qualitative research requires a researcher to have a lengthy and deep involvement in the natural settings (Woods, 2006). Staying long in the field allowed me to obtain thick descriptive data that enabled me to gain a deep understanding of the topic of interest (Braun & Clarke, 2013). It is further emphasised that staying longer in the field helps the researcher to understand participants better within their context and thereby get a deeper understanding of what they really say (Creswell, 2013). During the study, I stayed for a week in a correctional centre to reduce the distance from the

participants (Guba & Lincoln 1994). Descriptive data was collected and was stated in the participants' own words.

4.6 LOCATION

The study took place in a confined and highly regulated setting as the correctional environment invariably negatively affected by various limitations in Gauteng Province, South Africa. Figure 4.1 shows the province in South Africa in which the research was conducted.

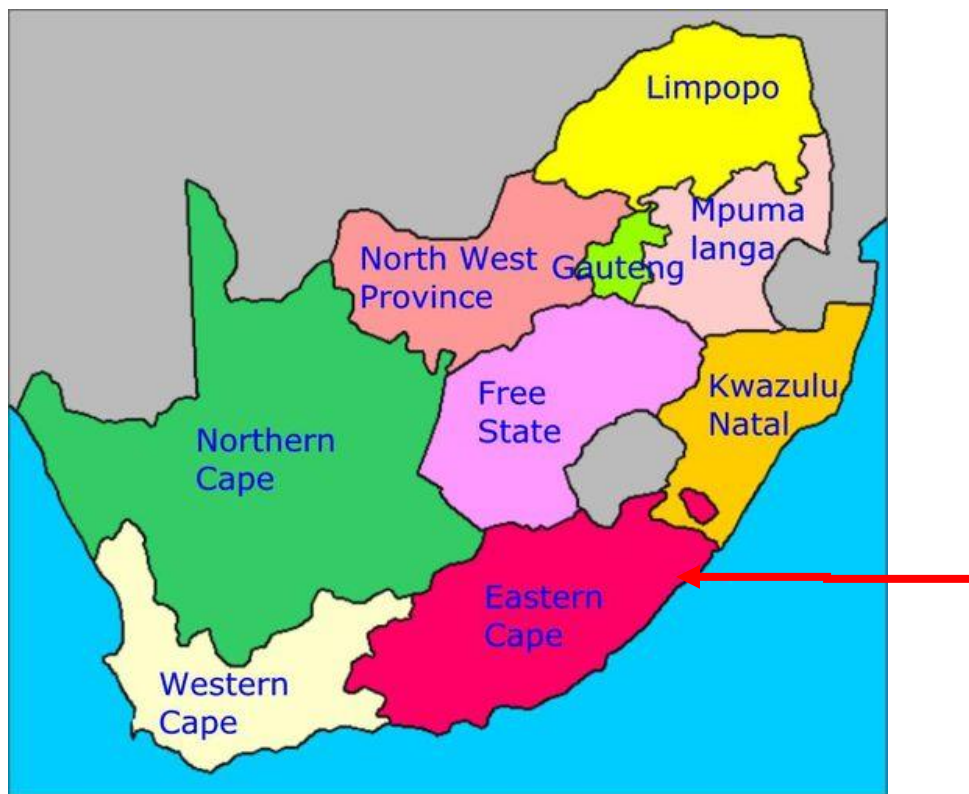


Figure 4.1: Map of South Africa – Gauteng Province

Source: <https://www.pinterest.com.au/pin/382383824622181397/>

4.6.1 Population and Sampling

4.6.1.1 Population

4.6.1.2 Sampling

Wagner et al. (2012) define purposive sampling as choosing participants who may be considered representative of the population using specific selection criteria. De Vos et al. (2011) assert that to select the sample, the researcher should use her knowledge of the topic. Creswell (2009) avers that purposive sampling is used in settings where the researcher knows the people who can potentially yield valuable research data. In other words, in purposive sampling, the enquirer or the researcher selects the sites and individuals that can inform an understanding of the research problem and central phenomenon under study.

Only juveniles and teachers at the correctional school who teach juveniles participated in the study. To ensure a correlation between the aim and the objectives of the study and the participants, I engaged myself with the juveniles attending school in a correctional school. In other words, I continuously interacted with the participants and made myself available to answer any questions and to provide any clarity needed. Furthermore, I used purposive sampling to find participants with experience in a correctional setting (Sarantakos,1998). I selected 24 juveniles ranging from 16 to 21 years of age (Maree, 2011) as juveniles' behaviours change as they mature (Goncalves et al., 2016; Schenk & Fremouw, 2012). Therefore, in order to gain different perspectives of their experiences, participants ranging in age from 16 years to 21 were chosen. Since the centre only accommodated boys, no girls were included in the sample. In addition, teachers were selected: eight were men and four were women. These were teachers taught Adult Basic Education and Training (ABET) Levels 1 to 4, Grades 10–12. Table 4.1 provides a description of the sample.

Table 4.1:

Characteristics of the sample of participants in a correctional school

	Juveniles		Teachers		Total
Province	Gender	Number	Gender		
Gauteng					
School A	Male	24	Male	Female	
		24	8	4	12
					36

4.7 INSTRUMENTS

4.7.1 Questionnaires with Open-Ended Questions

According to Brace (2008), a questionnaire is an instrument used to collect research data from participants and can contain either open-ended or closed-ended questions. Questionnaires with open-ended questions can also collect both qualitative and quantitative data while enhancing the protection of participants' privacy.

I chose open-ended questionnaires in this study since it enabled the participants to express their thoughts unhindered by a predetermined set of rules (Oppenheim, 1992). All the participants completed the open-ended questionnaire and gave it back to me within a short time since the number of participants was not very big (Wai-Ching, 2001). This, according to Kumar (2011), is called collective administration. The advantage of this arrangement was that it was inexpensive, less time-consuming and gave me the certainty that the questionnaires were completed by those who were meant to complete them which directly contributed to the study's credibility. Open-ended questionnaires were pre-formulated covering all six dimensions of wellness proposed by Hettler (1984), namely, physical, social, emotional, intellectual, spiritual, and career wellness.

Questions 1 to 7 focused on the social wellness of the participants (see Appendix 3 and 4). The focus of questions 8 to 12 was on wellness of the physical activities, including sport and art activities. Questions 13 to 17 focused on emotional wellness of the

juveniles' incarceration. Questions 18 to 23 explored the support of learners regarding intellectual wellness while questions 24–28 focused on career and questions 29–33 on spiritual wellness aimed at drawing out participants' attitudes about the role that spiritual wellness might play in juveniles' lives.

4.7.2 Observation Schedule

I used observations as a data-collection method. Observations were used as there was a need to explore how juveniles were supported in the correctional school. It also provided me with an opportunity to gain direct access to the participants' environment. Merriam (1998) indicated that the researcher can collect a first-hand account of the situation under study through observations. When this technique is used, a researcher can gain a holistic view of a phenomenon being studied. In the same way, Klein (2012) indicated that observations of juveniles in their natural setting is a natural method for examining the context for transformation and improvement. This involves observing the surroundings of the setting and the description of the participants in detail, unplanned activities, symbolic meanings, non-verbal communication, physical clues, and what has not happened.

I developed an observation guide (Appendix 5) following Merriam's (1998) example, in which various dimensions of wellness should be compiled and recorded in field notes. The researcher records the activities and interactions that occur in the settings. The elements included:

- Physical environment: This involves observing the surroundings of the setting and the description of the participants in detail.
- The frequency and duration of those activities or interactions and other factors such as unplanned activities, symbolic meanings, non-verbal communication, physical clues and what should happen that has not happened.
- Factors contributing to their physical wellness: health, food, sports, music, art, among others.
- Challenges that teachers experience with juveniles in correctional schools.
- Evidence of religious activities.

- The dynamics that inhibited teachers from implementing the curriculum and the participation of juveniles in teaching and learning activities.
- The skills provided for the juveniles in career preparation, especially for life and work post-release.

4.7.3 Semi-Structured Interviews

An interview is a two-way conversation in which the interviewer asks the participants questions to collect data and learn about their ideas, beliefs, views, opinions and behaviours (Maree, 2011). Interviews were conducted with juveniles and teachers in a correctional centre school. The participants selected were known to be attending school inside the correctional centre or teaching juveniles inside prison respectively. I used the interviews to obtain rich descriptive data that helped me understand the participants' construction of knowledge and social reality.

An interview technique was selected where open-ended questions were considered to present sufficient evidence for the research. A detailed protocol was created to enable systematic data collection. I initially developed an interview guide that contained a basic structure, which guided me as to how to conduct the interview. The interview guide was based on the research question and the aims of the study.

The developed interview guide covered the following areas:

- Social wellness: Length of imprisonment, relationship with teachers and peers, freedom of the participants;
- Physical wellness: Opportunities available in the correctional centre, choices of sporting code, the value and importance of participating in sport;
- Emotional wellness: Causes of stress, the ability to share and confide in various people about personal matters, the safety and protection of the participant inside;
- Spiritual wellness: How they held devotions or prayer assemblies;

- Intellectual wellness: Level of education before being incarcerated, support by teachers or peers, the availability of resources such as a library, books, support materials and computer laboratory.
- Career wellness: Decision-making about different careers.

4.8 DATA COLLECTION

4.8.1 Questionnaires with Open-Ended Questions

The questionnaires were distributed to 24 juveniles and 12 teachers in a correctional in Gauteng Province. As part of purposive sampling, the juveniles and teachers were given a day to complete the questionnaires, which I then collected within a brief period. Teachers willingly assisted me by providing the participants with pens, as some of them did not have one. Two students stood up and went outside, reducing the questionnaires by two. It was difficult for them to engage in classroom activities, and they demonstrated disinterest in what was taking place in class, making remarks about their inability to participate. During the process, juveniles with reading and writing problems or who were not fluent in English raised their hands for clarity seeking questions. The peers present were able to assist during the completion of the questionnaire. Consequently, not all the questions were answered because of the reading and writing problems.

They had to leave for lunch, which took two to three hours because of overcrowding and delays in the kitchen. For this reason, juveniles were expected to return to their cells for security purposes.

Kumar (2011) elucidates that possible responses are not supposed to be given in an open-ended question. The participants were required to answer the questions as freely and openly as they could. According to Kumar (2011), open-ended questions help participants to respond in detail to the questions asked. Questionnaires were administered to participants simultaneously, making it difficult to link participants with certain responses. Following the above steps, each questionnaire started with generally easy-to-answer questions to encourage participants to write.

4.8.2 Data Collection using Interviews

The interviews provided the researcher with an opportunity to explore deeply different aspects of the support and wellness of juvenile offender learners that they might need in correctional centre school. I stopped interviewing participants as soon as there was saturation. Theoretical saturation refers to the point at which data collected no longer brings additional insight to the research question (Babbie & Mouton, 2012). Data was recorded on an audio-recorder for backup, and notes were taken during the interviews to capture the interview context. As is advised by Gill et al. (2008), field notes about observations, ideas and thoughts that crossed my mind and about the interview were recorded after each interview. Phillippi and Lauderdale (2014) recommend that notes be taken during the interview and then amplified later from memory.

4.8.3 Data Collection using Structured Observation

I paid attention to the activities among the juveniles themselves (peers), prison officials and teachers, taking notes on programmes that promoted physical wellness activities.

Anything of significance was recorded as field notes, and I was non-judgemental but rather exposed the situation as it was (Marshall & Rossman, 2011). Behavioural interactions, conversations and gestures used by juveniles were observed. For example, there were security personnel at every gate or door entrance; a place where I had to leave my cell phone and other personal belongings for security reasons except for the recorder which I was allowed to take inside. On the way to the classes, juveniles were hanging on the iron burglar doors, making remarks without supervision. They showed joy and were excited seeing different people in the yard without uniforms and guns. Through observation, I was able to gather data on sensitive issues. As a result, I paid attention to the context of events (McMillan & Schumacher, 2006). I managed to record as much as I could hear from the interactions, writing thoughts, feelings and ideas about what was happening on the right side of the paper, and writing the information I took in with my senses on the left-hand side of the paper.

4.8.4 Data Analysis of Open-Ended Questionnaires

I followed the five steps of Henning et al. (2007) to transcribe data from the questionnaire as follows:

Step 1: I transcribed data from questionnaires verbatim. I then analysed these transcriptions manually and transcribed them. According to Henning et al. (2007), data transcription is the typing of texts from data gathering tools and instruments. They maintain that to analyse means to take apart words, sentences and paragraphs, which is an important act in a research project to make sense of, interpret and theorise that data. Henning et al. (2007) concur that transcription must be accurate.

Step 2: I re-read through the data to get its overall sense and meaning and how it connected with the research topic. Henning et al. (2007) stress that the analyst must read through the entire text and then divide the data into smaller and more meaningful units to acquire a global impression of the content.

Step 3: I again read through the transcribed text carefully, making meaning of each sentence. The data segments or units were organised into a system that was derived from the data. The segments or units of meaning I came across were highlighted with different colours, using the same colour for complementary aspects. Then data was compared, and similar incidents were grouped and given the same conceptual label. The process of grouping concepts followed this at a higher and more abstract level which is termed categorising (Henning et al., 2007). The formulated labels had more than one word to ensure that they had a precise meaning. They were then attached to the segments of texts and put across more accurately. Coding “represents the operations by which data are broken down, conceptualised and put back together in new ways, as it is the central process by which theories are built from data” (Strauss & Corbin, 1990, p. 57).

Once this step was completed, I then read the codes next to the segments or units of meaning. This is supported by Creswell (2009) who suggests that the researcher should read through the data again during this process, abbreviating the topics and codes next to the suitable units. Therefore, words, phrases or events that appear to be similar were

grouped into the same category, and these categories were refined during the stages of analysis.

The next stage of analysis involved re-examining categories identified to determine how they were linked, using a process called “axial coding” (Strauss & Corbin, 1990, p. 124). The authors further explain that axial coding is part of the analytical process where the researcher puts the parts of the data identified and separated in open coding back together in new ways to make connections between categories or the codes. In this way, the complexity of the context is revealed. The focus now falls on the relationship between categories or codes. According to Strauss and Corbin (1990), axial coding looks at how categories crosscut and link. Categories are related to their subcategories to form more precise and complete explanations of the phenomenon. This means in coding a category stands for a phenomenon such as a problem, an issue or event that participants have defined as being significant. According to Henning et al. (2004), once the researcher is sure that there is a definite pattern of meaning-making in the data, the researcher can then give it a name using the data as a guide in deciding what a category should be called, and then puts these codes in alphabetical order.

Step 4: After I arranged these codes alphabetically, the initial coding of data was summarised and organised. I then continued to refine and revise the codes using a process of enumeration, categorisation and searching for relationships and patterns in the data (Creswell, 2009). I then worked through the data sources and coded all data before moving on to the next step of the data analysis process. However, from this point forward, I read the data across data sources to establish which pieces of information corroborated or contradicted each other.

Creswell (2009) points out that the researcher should know what the category stands for to group each set of codes within the appropriate category. Therefore, it is good practice to write a short description or definition for each category and give examples or quotes from the text that illustrate the meaning of the category. Henning et al. (2004) emphasise that when a researcher works with emergent categories, they read through the identified codes and find the themes that recur in the data. These become categories. In other words, this approach allows the categories to emerge from the data.

According to Strauss and Corbin (1990), this is a process of selecting data sections and putting them together in their appropriate categories: each section represents a category that has a label with a descriptor (Strauss & Corbin, 1990). The researcher continues to categorise all the coded data identified and labelled into relevant categories to accommodate data that do not immediately fit the existing labels (Strauss & Corbin, 1990). The researcher continues to build categories until no new themes or subcategories are identified (Strauss & Corbin, 1990). Data belonging to each category were put in one place for preliminary analysis.

Step 5: After this, categories already began to show the themes constructed from the data that would be used in the discussion of the inquiry. In a further reading of data and working through more data sets, it may become clear that one of the themes is closer to the overall picture and may be used as an overarching theme (Henning et al., 2004:106). Once all the data sets had been coded and categorised, I was left with the all-important task of seeing the whole.

Henning et al. (2004) indicate that when the researcher is satisfied that themes represent a reasonable chunk of reality, each theme can be used as the basis for an argument in a discussion around them. They maintain that processed data does not have the status of a finding until themes have been discussed (Henning et al., 2004). The analysed data must now be brought into context with existing theory to reveal how it corroborates existing knowledge or brings new understanding to the body of knowledge (Ritchie, Lewis & Dillion, 2003). Furthermore, the same authors state that at this stage, the researcher engages in defining concepts, mapping the range and nature of phenomena, creating typologies, finding associations within the data, providing explanations or developing strategies. Throughout data analysis, I checked whether there were any contradictions or similarities to what other researchers found previously. The different themes that emerged from this data explored how juvenile offenders' wellness dimensions are addressed in correctional schools. (See an example of data coding in Appendices 10–12).

Table 4.2:

Themes that emerged from open-ended questionnaires with juveniles

1. Cooperative learning in supporting juveniles	2. Various activities are essential in developing the talents of juveniles in a correctional school
*3. Lack and restriction of facilities to support juvenile's educational needs in a correctional school	4. Education plays an important role in supporting juveniles in a correctional school

Table 4.3:

Themes that emerged from open-ended questionnaires with teachers

1. Understanding the concept of wellness helps teachers to support juveniles	2. Collaboration support of teachers encourages effective teaching and learning
3. Teachers lack vocational skills to address the career wellness of the juveniles	4. Teachers' perceptions and their role in supporting juveniles

4.8.5 Data Analysis of Interviews

I selected an interview technique where questions were carefully designed to elicit enough evidence for the research. Data from the interviews was captured by means of an audio-recorder and was then transcribed verbatim. Tesch's (1990) data analysis steps were used for this study as follows:

Step 1: The interviews were captured on an audio-recorder and then transcribed verbatim. Verbatim transcription refers to the "word-for-word reproduction of verbal data,

where the written words are an exact replication of the audio's recorded words" (Poland, 1995, p. 295). I carefully read through all the relevant transcriptions before any formal meaning was attributed to a single unit. This involved reading the data repeatedly until patterns and meanings began to emerge. I used different colours and units of meaning that included several marked and labelled sentences (Henning et al., 2004).

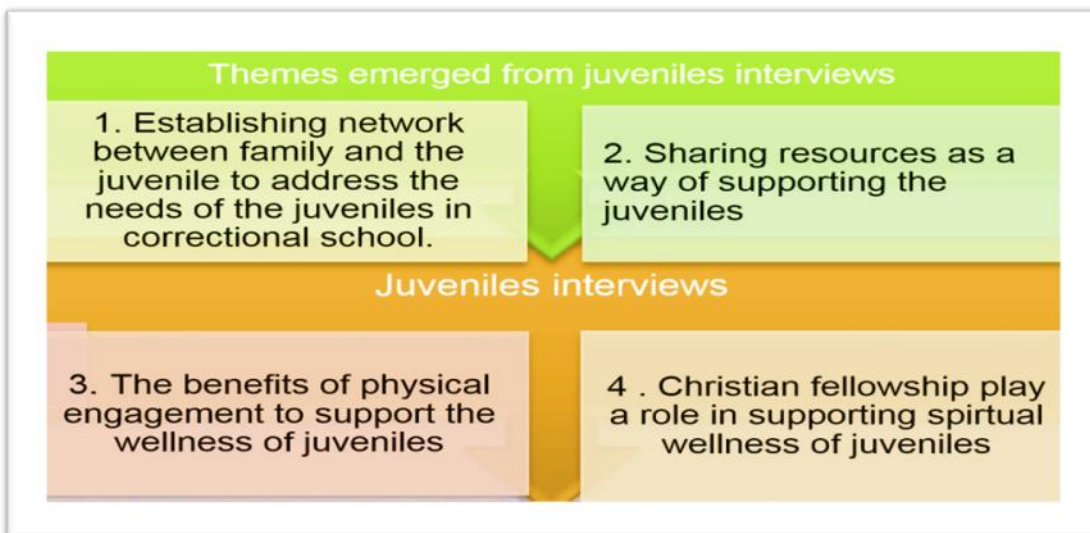
Step 2: While typing the transcripts, data were divided into units to give meaning to the data collected, which changed when I started coding by hand. Coding is defined as marking the segments of data with symbols identifying names. This means that whenever I found a meaningful text segment in the transcript, I labelled it to signify a particular segment (Maree, 2011). Once the transcription was ready and codes had been awarded to different meaning segments, the related codes were grouped or categorised. I continued this process until I had identified and labelled all the coded data into relevant categories. The same codes were reapplied to similar segments of data. Codes were provided for different data methods, and the codes were written next to the theme to highlight the different data methods from which the theme arose. I derived this method from Henning et al. (2004), who highlight that once the researcher is sure that there is a definite pattern of meaning-making in the data, the researcher can give it a name using the data as a guide in deciding what a category should be called and should put these codes in alphabetical order. Themes are the outcomes of coding categorisation and analytic reflection; they are particular patterns in the data relating to the research question (Braun & Clarke, 2006).

Step 3: Themes were extracted from the transcriptions, and similar themes were categorised and grouped. These were then reviewed to ascertain whether they were an accurate representation of the data set (Nowell et al., 2017), after which I defined the themes and ensured that I was able to show how each of them related to the support and the wellness of juvenile offender learners (Braun & Clarke, 2013). This process culminated in the write-up of the data analysis, which involved presenting a logical and comprehensive interpretation of the different and similar support strategies used in a correctional school (Braun & Clarke, 2006).

Step 4: Data collected from interviews was organised, transcribed, coded and analysed using thematic content analysis, noting patterns and regularities (Braun & Clarke, 2006). The word “thematic” is explained by Gibson and Brown (2009:127) as an “aim of searching for aggregated themes within data” (p. 127). In this study, thematic analysis was an appropriate method to use as my focus was to explore ways in which juvenile learners were supported in a correctional school. More importantly, thematic analysis enabled me to gain insight into the differences or similarities that emerged from the data and generate strategies that I might not have anticipated. A potential drawback in using thematic analysis is that there is potential for the researcher’s inferences to have a bearing on the interpretation of the generated data (Braun & Clarke, 2006). My subjectivity regarding the findings could result in the thematic analysis losing its validity and value (Braun & Clarke, 2006). (See example of transcripts from interview questions attached as Appendices 10 and 11).

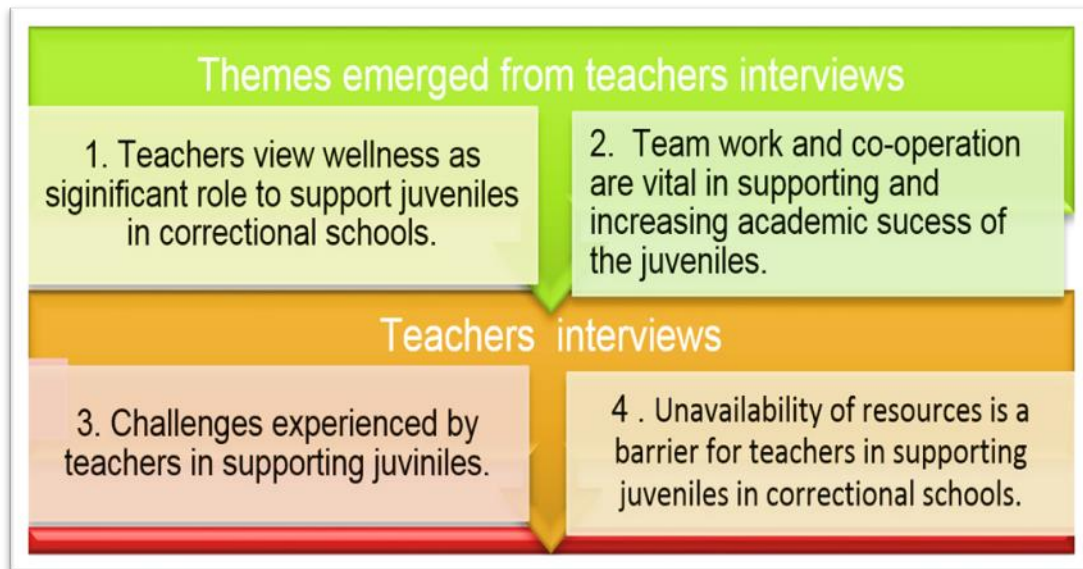
Table 4.4 is an example of the four themes from interviews with juvenile offender learners and teachers.

Table 4.4:



Themes emerging from interviews with juvenile offender learners and teachers

Table 4.5:



Themes that emerged from interviews with teachers

4.8.6 Data Analysis of Observations

The data collected from observations was analysed in line with the chosen research approach and methods. However, one of the qualitative researcher's most popular data analysis methods is the template analysis technique. According to King (2012), the template analysis technique is used to analyse qualitative data (observation or interview data) (see Appendices 12 and 13). Therefore, I considered the template analysis as the major entity that I would use to accurately record information provided by participants in terms of the reality as seen through their eyes. In recording my observations, I captured two dimensions of what I had observed. For example, a thick description of what I had observed did not include any value judgement (Maree, 2011). For this study, field notes were as accurate as possible. Therefore, I only recorded what I saw, heard and experienced as if it was the first time I had seen it. Field notes made from my observations were written, while some were recorded on an audio-recorder which assisted me to be sure about the context and the participants.

I chose to use the template analysis technique because it was the most suitable for this study. It also allowed me to facilitate a detailed recording of experiences and also allowed me to reflect upon what I had observed (King, 1998). Thematic analysis organises and describes the data in rich detail and interprets various respects of the research topic (Boyatzis, 1998).

For this research, I used thematic analysis to analyse qualitative data. Braun and Clarke (2006) assert that thematic analysis identifies, analyses, and reports patterns or themes within data. I found it useful to use thematic analysis because of its flexibility. The raw data from the field was transcribed, and each transcribed copy followed the same set format to facilitate the analysis. For example, summarising key features of a large body of data assisted me to highlight similarities and differences across data. In the following thematic analysis, I was guided by the phases of thematic analysis (Braun & Clarke, 2006). Hence, I acquainted myself with the data by reading and re-reading the data and then writing down primary points. The next step was to organise the template involved

in coding and extensive amounts of textual data to combine segments relating to an identified topic to assist the interpretive process (Crabtree & Miller, 1999).

I needed to use template analysis for this research because it allowed freedom in the application and development of codes while engaging with textual data. King (2012) emphasises that thematic analysis provides a flexible technique that produces rich data for the researcher to compare perspectives from various groups about their experiences within a specific context. The themes arising from the literature review of this study were identified and reviewed by the researcher, checking them as to whether they were in line with the coded extracts and the entire data set. After that, the themes were then defined and named. Moreover, this was done to enhance the specifics of each theme and the overall story that analysis presents, creating common themes and names for each theme. The themes that were identified from observations of juvenile offender learners are illustrated in Table 4.6.

4.9 THEMES FROM OBSERVATIONS

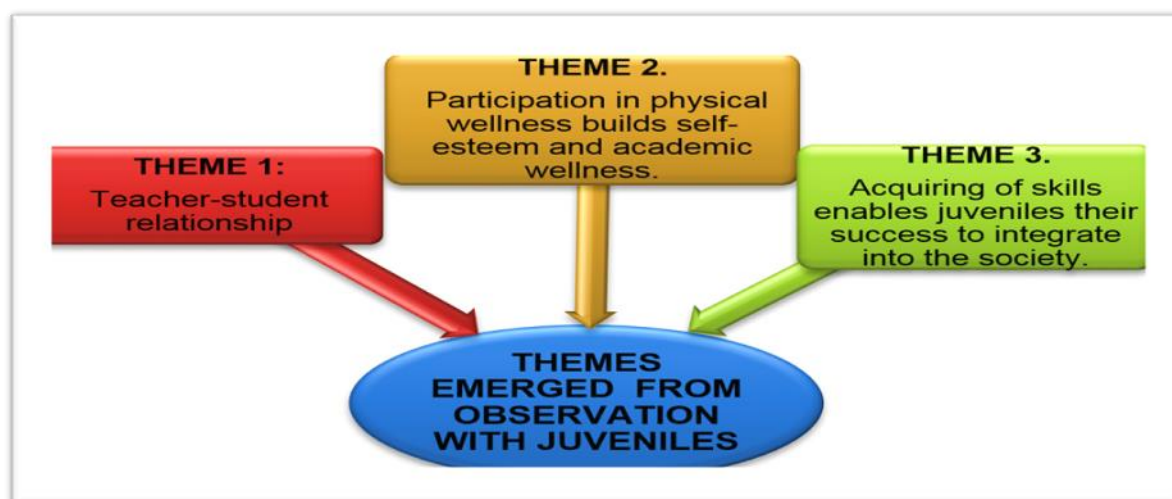


Figure 4.2: Themes that emerged from observations of the juveniles

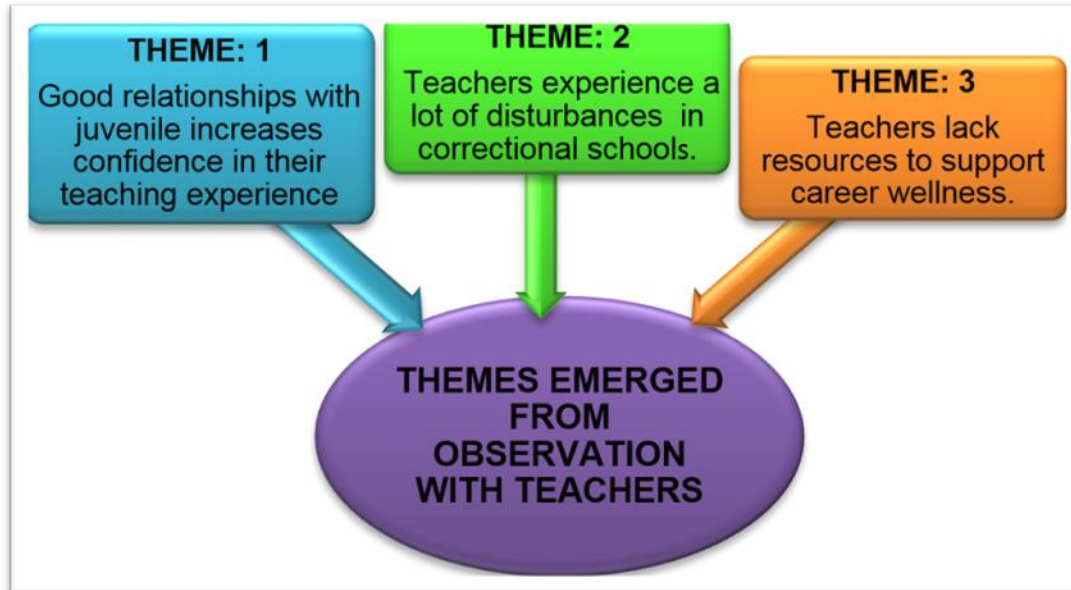


Figure 4.3: *Themes that emerged from observations of the teachers*

4.10 TRUSTWORTHINESS

According to Lincoln and Guba (1985), reliability in qualitative research is attained through achieving trustworthiness. Bitsch (2005) indicates that to be trustworthy, research should be conducted across research techniques, researchers and time and its trustworthiness is explained through qualitative virtues, which are aspects of the study. Therefore, I followed what Mertens (2005) proposed to ensure the reliability of data collected in a correctional school context. De Vos et al. (2011) assert that trustworthiness ensures that dependability, credibility, transferability and confirmability are all evident in the study to determine the value of qualitative research and the accuracy of findings from what was seen and felt by the researcher.

4.10.1 Dependability

According to Lincoln and Guba (1985), dependability is the consistency and replicability of the findings in similar contexts. This entails how dependable the study results would be if it were to be repeated in a similar context or on same subject matter (Schurink, 2009). Lincoln and Guba (1985) suggest an inquiry audit as a technique for establishing dependability. This enables future researchers to repeat the work, if not necessarily to

gain the same results. An attempt was made to confirm that the research process was dependable, traceable and documented clearly by providing a comprehensive account. I aimed to achieve this by using member checking. Furthermore, I strived to eliminate any bias brought to the study by constantly reflecting on the research process. Hence, I requested experts in the field of research to audit the data and peers to examine the findings of the study (Key, 1997).

4.10.2 Credibility

Credibility is when the findings of the study reflect the reality and the context where the study was conducted. This is supported by Polit and Beck (2008), who maintain that credibility is the confidence in the truthfulness of data and the interpretation. Lincoln and Guba (1988) state that a prolonged engagement with participants is essential during interactions to identify salient issues and to verify findings. In this study, one of the essential strategies used to ensure credibility was member checking, where participants were given a chance to check the interpretations for potential errors and correct them (Lincoln & Guba, 1985). This was used to verify themes developed from the collected data (Mertens, 2014).

Furthermore, I had substantial engagements with the juveniles and teachers in the field to establish credibility and verify constructions developed from collected data (Mertens, 2014). This enabled me to understand how juveniles and teachers relate with each other, how juveniles behave towards their peers and the security personnel since they also work with the juveniles. I also had to listen to their language. While field notes are considered a written form of data collected through observation, I ensured that data collected was interpreted accurately to analyse and capture the true essence of what was observed and felt. Such an understanding enabled me to determine how the dimensions of wellness are addressed and how juveniles are supported in a correctional school. This was in keeping with Lincoln and Guba (1988) who assert that the trustworthiness of research should be verifiable. Therefore, credibility refers to the extent to which the research analysis and findings are believable and consistent with reality.

4.10.3 Transferability

I provided a thick, rich description (Henning et al., 2007; Maree, 2011; Merriam, 2009) of the context and findings to allow readers adequate information to assess the findings and apply them to other contexts (Lincoln & Guba, 1985). The thick description gave enough information about the research process, participants, context and the researcher as the primary instrument for research. Bitsch (2005) indicates that the fieldwork and the context of the study should be detailed, and the analysis procedures and the sampling strategy should be clearly described and justified. Furthermore, the method used in the study and the study's theoretical framework should be explicit. These details were provided to enable the readers to apply the findings to their own context.

4.10.4 Confirmability

Confirmability refers to the degree to which findings result from the participants' responses and conditions of research only, and not from the biases, motivation and perceptions of the researcher (De Vos et al., 2011). For this reason, I requested a research expert to examine the whole research process to determine whether conclusions, interpretations and recommendations could be traced to their sources and to check if the inquiry supported the findings (Guba & Lincoln, 1988). This was done by the research supervisor to ensure that study was coherent and of acceptable quality. To ensure confirmability of the research findings, I also did a self-reflection by ascertaining my own bias and finding ways to reduce it in the study (Creswell, 2009). Having collected data, I wrote notes on the actions of both myself and the participants to reflect on. These notes enabled me to write a preliminary interpretation of the data collected (McMillan & Schumacher, 2006). Therefore, I recognised my own views in the findings to ensure that such views were not confused with those of the participants (Creswell, 2003).

4.11 ETHICAL CONSIDERATIONS

Chilisa (2005) highlights ethics and legitimacy of knowledge by saying:

ethical issues in research include codes of conduct that are mainly concerned with protecting the research from physical, mental and psychological harm. The codes of conduct to protect the research include ensuring anonymity of the researched and confidentiality of the responses. (p. 659)

Several steps were taken to ensure that the participants were protected. They are discussed in the following sections.

4.11.1 Permission

Before proceeding with the research, ethical clearance was obtained from the Ethics Committee of Unisa before the commencement of the study (Appendix 1). Permission to conduct the research was obtained from the DCS Directorate of Gauteng Correctional Services (Appendix 2). A letter was sent to the DCS directorate requesting permission to conduct the study in a correctional school, and this was done with my supervisor's support. The research was conducted according to the standards set out by the research policy of the DCS.

4.11.2 Human Rights

Leedy and Ormrod (2005) note that ethical implications should be carefully considered when human beings are the subject of an investigation. Therefore, ethics requires the application of a system of moral principles to prevent harming participants and uphold human rights (Denzin & Lincoln, 2005; Merriam, 2009). The rights of the participants were protected following Bogdan and Biklen's (1997) guidelines for ethical research. The four specific guidelines for ethical research are: (a) the terms of the agreement should be clear; (b) the identities of participants should be protected; (c) at all the stages of the project, the participants should be asked permission to proceed; and (d) the researcher should be devoted to reporting what the data reveal. Therefore, I observed the human rights of privacy and confidentiality, consent and debriefing, and respectful communication. However, equity was a concern, as was protection of the rights of the participants. All participants were informed of their right to withdraw from the process at any time. Smythe and Murray (2005) emphasise the need to pay attention to people's own words about what is important in their lives. Rossman and

Rallis (1998) indicate that, for the study to be ethical, it must not “exploit other people” (p. 48) for personal advantage.

4.11.3 Voluntary Participation

Teachers first contacted all the participants during their teaching time, and those who were willing to participate confirmed the time and the venue. The selected participants voluntarily attended the interviews.

4.11.4 Confidentiality

Owing to the sensitive nature of this research, the issue of confidentiality was of utmost concern. The correctional centre was not identified by names and pseudonyms were used in place of actual names of the participants. The participants were informed that the information they give would remain confidential. Therefore, the information was not used to implicate them or affect the terms of their incarceration in any way. Even though the research supervisor had access to the data, the participants were not linked to their responses to the questionnaires. Accordingly, confidentiality was maintained, and the study did not mention any of the participants’ names or specific information that could potentially lead to the identification of the individual (McMillan & Schumacher, 2006).

4.11.5 Risks and Benefits

The study posed no predictable risks and physical or emotional harm to the participants. It was explicitly articulated to the participants that they would not be paid for partaking, financially or otherwise (Fraenkel & Wallen, 2008). I explained that their participation in the study would benefit them because the research supervisor and I would anonymously communicate the findings to the senior districts of the DCS management systems in the form of a presentation. This would then contribute to the wellness of juveniles in correctional schools.

4.11.6 Consent

To obtain the participants’ consent, the aims and rationale behind the research were verbally made clear to the participants, giving the participants a chance to make an

informed decision on whether they wanted to take part in the research. Participants were given consent forms to sign to indicate their willingness to participate in the study. As such, participants were not compelled to participate in the research. It was explained further to the participants that their names and signatures would be required on the consent form to show that they were not coerced but willingly agreed to participate in the study. However, these forms would not be used in the report and would be retained in a safe place in the event that an audit of the research was required. From the onset of working with them, participants were asked if they had any questions about the consent form.

4.11.7 Harm

To be able to explore the experiences of teachers and juveniles, I reassured them of their safety. Leedy and Ormrod (2001) point out that the researcher should ensure that participants are not exposed to any undue physical and psychological harm. Therefore, precautions were needed to ensure that participants were protected from harm. Leedy and Ormrod (2005) suggest that the physical and emotional risks involved in a study should be no greater than risks of day-to-day living.

4.12 CHAPTER SUMMARY

The chapter described the research design, data collection using questionnaires, interviews and observations. I also described how data were analysed and arriving at themes. Furthermore, the chapter outlined the ethical considerations and the trustworthiness of the study. The next chapter presents the findings of the research.

CHAPTER 5

INTERPRETATION OF FINDINGS

5.1 INTRODUCTION

The chapter focuses on the interpretation of themes that emerged from analysed data. The interpretation of themes is presented in three sections. The themes that emerged from open-ended questionnaires, interviews and observations with juvenile offender learners and teachers are interpreted in subsequent paragraphs.

5.2 INTERPRETATION OF FINDINGS

In the following section, the themes that emerged from the interviews, questionnaires and observations are summarised.

A system of coding is used to identify the participants. JP followed by a number is used to identify the juvenile participants while TP followed by a number is used to identify teacher-participants.

Table 5.1:

Themes that emerged from the data collected from participants

5.2.1 THEME 1: Cooperative learning in supporting juveniles in a correctional school
5.2.2 THEME 2: Challenges experienced by teachers in supporting juveniles
5.2.3 THEME 3: Teachers' understanding of the concept of wellness helps them to support juveniles
5.2.4 THEME 4: Physical engagement as a means to support the physical wellness of juveniles in a correctional centre
5.2.5 THEME 5: Education and Christian fellowship as instruments to enhance the wellness of juveniles in a correctional school

5.2.1 Theme 1: Cooperative Learning in Supporting Juveniles in a Correctional School

The juvenile participants raised several concerns which they were faced with in the correctional centre school. The study gives insight into how juveniles interpret their wellness and day-to-day experiences as they learn. When asked how they were supported or if there were any extra classes of support in their school, the juveniles expressed their views as follows:

JP1: *“It is difficult for us to get help from teachers due to lack of time and the security is very tight. Besides, some inmates understand the lessons better than others. So, they are able to help the ones that are struggling.”*

JP2: *“Yes, from our friends here.”*

JP3: *“Sometimes our teachers do help us although time does not allow them because of the security.”*

JP4: *“It is a problem because we do not have books only the ones that we write on them, but we also help each other, especially those who struggle a lot. They get help from those who know better than others.”*

An additional response from JP4 was:

“No extra classes, but I don’t have a problem with my work. I also help when the teacher is not there. Although there is a challenge, we have no exercises to write on, no textbooks, and that there is also a shortage of qualified teachers who can’t help those who need help because we have to go back to the cells.”

JP5: *“Hhayi... for me is difficult.”*

JP6’s response was:

“I have a problem with my studies, and I get lost when I’m expected to do my work. Our teachers get frustrated with us because they need time to help us, but this is not the real school; it is a place to keep us busy.”

JP4's response shows that he did not have any problems but worked independently without being prompted, except that there was a shortage of stationery and books. JP5 found it very difficult to get support for his studies. JP6's response showed that juvenile learners in a correctional school may have significant gaps in their academic knowledge, because they may be placed in a higher grade level than their previous schooling.

Participants indicated that they did not receive support or extra classes from teachers. Due to lack of time and security constraints, teachers could not assist; it was not possible even for those who would like to help. Responses indicate that juveniles experienced challenges such as lack of resources, lack of qualified teachers, and lack of time that teachers had to attend to their learners. These are huge problems in correctional schools, and they hamper the progress of the juveniles.

However, juvenile participants pointed out that to have a better understanding of the subjects, their peers often helped them. In this way, when juvenile learner offenders supported each other in their learning social and academic wellness was enhanced.

5.2.1.1 Collaboration and support

It was revealed in the interviews with teachers that collaboration is needed to enhance learners' knowledge and their wellbeing. Participants identified collaboration as a strategy that promotes good support systems and effective teaching and learning of the juveniles in a correctional school.

TP1: "Yes, we do meet as teachers here in our school. Unfortunately, we do not have adequate time to discuss issues of supporting our learners because of time and security."

TP2: "Lack of time is another factor that inhibits us as teachers to help our learners. Yes, we don't have time at all. Again, our learners are experiencing difficulties with their work. One should remember that our students are school dropouts who have difficulty with reading and writing skills. What is worse, DCS and administration is not willing to help us to address these challenges which we

are faced with, meaning there is no partnership between teachers and the DCS personnel.”

The above extracts indicate that extra time is needed for teachers to support their learners and to help juveniles understand the material taught to them. Another notable observation by teachers was the lack of opportunities for their professional development. The following sentiment from TP3 points to the need for extension of time and the support from the DCS and the relevant stakeholders.

TP3: “To be honest with you, I love teaching but the way we are treated here discourages the love of teaching that I have. The DCS does not provide teachers with the money to attend Basic Education Department workshops and that course is a strain to us. If, for example, you don’t have a prescribed textbook, you know what? You have to pop out from your own pocket here in prison because no one cares about amabantinti (prisoners). Iyhhaa...what can I do and say?”

TP4 noted the need for resources. Lack of funds and professional development exacerbate teachers’ challenges, which further lead to negative attitudes by those who have demanding roles to fulfil. This suggests that correctional authorities are not aware of the teachers’ frustration in the classrooms. Therefore, development is necessary in the form of in-service training. Other considerations also should be made.

TP5: “Our learners here in prison experience emotional distress that makes it difficult for them to survive; hence they are referred for counselling. Because of that, we refer them to the psychologist or social workers for counselling.”

From the above comments by teacher-participants, it appears that psychologists and social workers are actively involved in support of the juveniles. Institutional support is essential for the emotional wellness of the juveniles. Findings revealed that most of the participants felt that their burdens were reduced by sharing the responsibility with the experts available from outside the correctional centre.

TP6: “Volunteers and offenders are used as interim to assist as we experience shortage of teachers.”

The challenge that participants were faced with was the shortage of teachers in some of the subjects. As a result, the school personnel needed to use volunteers from the local community to assist them. This means that the more the community is involved, the greater the chance for effective teaching and rehabilitation in correctional schools.

5.2.1.2 Sharing of resources

Despite limitations and other constraints that juveniles experience in correctional centres, sharing to support the juveniles was seen as vital in strengthening their relationship and care for each other. Even though juveniles have been cut off from the outside world, their needs and interest are very much the same as the other young people. When asked if they had friends whom they confided in or shared their matters with, JP1 responded as follows:

"I... do struggle with the things that I need because this is not my home. Nevertheless, then because all of us are in here, we share with those you are in good relationship with them. In our cell, we are eight, but the three of us share a lot, except the others belong to certain groups of gangs for their protection. Apart from that, we work very well together. Differences are there, but we try by all means to sit down and talk. For example, my parents are still angry with me, and they don't come to visit me. When it is a family day, I don't go outside because I do not have visitors. It becomes difficult for me. What happens when it is family day, one of my friends organises or asks one of his family members to pretend to be my sister, brother or anyone so that I get permission to go outside, share food with and enjoy the day like others."

Lack of resources and family support added stress to juveniles.

JP1 continued:

"Yes...his quite right; he helps us too with our school work because, without him, it would be difficult for us."

He added: "*Unesineke*" translated to the English language (He has patience and is very tolerant even if we don't understand) that is why *amajita amncanywa* so!!! (guys love

him so much). (He looked at him with a smile, and they nodded their heads, showing a sign of agreeing with what he said). They applauded him to show that what he said makes sense to them.

Participants highlighted that they took care of each other. They also stated that even if they were children in conflict with the law, they could value and respect one another with love. To share whatever one has and give one that does not have is the spirit of Ubuntu. An effort to share knowledge among themselves enhanced their skills and abilities to achieve more.

There was an overall increased sense of enjoyment, happiness, and decreased anxiety and stress levels in participants' relationships. Participants expressed feelings of love and caring, being accepted, camaraderie and providing for each other. This shows that an African child is not a shabby individual who lives in a hostile environment. It is only through community solidarity that circumstances can be overcome. In African communities, people are ever ready to extend a helping hand to those in need.

JP2 remarked:

"Yes, I share my matters to the security because I know that it is kept safe, I am sure that no one will know anything about me. She is the security (They all laughed). Ohhh she?...because imedi nnhe? lyhha you love ama ou lady a lana nnhee? (Pointing at his breast) ... (You love most of the security ladies here at the centre?) lyhaa nabo bayang' ncanywa (Yes they also love me too)."

The juveniles indicated that correctional staff were the most caring and loving people, taking into cognisance what English speakers mean by a broad sense of 'friendship'. Hence, one major component of South African culture places friendly relationships at the heart of morality.

JP3 explained further when asked what the needs of juveniles in correctional school were:

"We are struggling to get textbooks especially for most of the subject that we are doing. For example, I'm doing Life Science. It is a difficult subject for me. I need

to have a textbook. As a result, I asked my mother to buy me a book outside. So, my mother bought it for me, and I share it with my friends, which of course I cannot refuse to borrow them."

This shows that juveniles are struggling to get textbooks from the DCS. However, the good relations juveniles had among themselves helped them to stand together. Nevertheless, it put pressure on the owner of the book, but they shared and assisted one another. Sometimes it becomes a problem to share books since the strengths and weaknesses of the learners differ from one learner to another. This may delay learners who understand the content. In fact, juveniles struggle to get resources, which hinders them from expanding their knowledge and negatively impacts their academic wellness.

When asked how they feel about sharing their secrets with someone, one of the juvenile gave the following responses:

"I'm not really sure whether I understand you clearly, do... you mean to tell someone my secrets? Yes, I mean that. lyhoo... I feel good because I do have a friend whom I share the most, good and bad things with him but is not here today. He went to court. For instance, if I do not have soap or when I have no visitors, whatever his family brought him, he shares that with me. Same applies to me. I do the same thing to him."

JP stated:

"I have an older friend who always listens to me when I share my problems especially when things are not the way they should be when I'm faced with challenges here in prison. For example, he always calms me down and encourages me every day to be careful to choose good from bad so that I should keep my record clean and not come back to prison again."

A significant point that arose is that the relationship which teachers have with juveniles seems to be important. This helps juveniles to improve from what they were when they first entered prison. In other words, being listened to and being acknowledged as a valuable human being and receiving recognition and guidance from an older person is

viewed as a way of promoting the emotional wellness of juveniles in a correctional centre.

The findings of the study revealed that correctional education is not an easy procedure because of the many factors that complicate the system and teachers' work. It may be a systemic problem or that the teachers or juveniles felt insecure because of where they were. Sometimes it could be the lack of resources and miscommunication with the DCS personnel. When asked how often they met as teachers in order to encourage juveniles in their learning, TP1 commented as follows:

“What can I say?... We have challenges here because this is not a normal school; it's a prison. We do meet with each other, but we do not discuss the challenges that we have with the curriculum. We end up talking about behavioural problems of the learners instead of helping each other about 'how to teach and support them'. Some of our learners are interested in education but most do not because they are not coping with their studies iyhhaaa!! Hhey!!...shoo... it's tough.”

The crucial thing about prison schools is that teachers cannot teach juveniles outside the hours of teaching and learning because of security concerns. Even if they wanted to do their best to help these learners, they could not work after hours (extra time) because of security. Teachers also struggled to find appropriate activities that could help these juveniles to understand. In addition, it was difficult to find a safe place for juveniles to receive specific support. There was also a perception that teachers struggled to support their students with curriculum knowledge. It was clear that they met as teachers, but they did not know how to support the juveniles' behaviour and learning.

TP2's response was as follows:

“Ummm...(comments) yes...to answer the question. I motivate my learners all of them as mam indicated (pointing at the teacher who answered first) there are those who are very serious about education. Who aa.a..a...re... grabbing this opportunity to learn. Besides, even though we are trying our level best we do not receive support from DCS, it is important to us in order to enhance the academic

wellness of the students. We are also concerned of those learners who do not show interest not because they don't want to learn but because we as teachers do not have skills that we can support those learners that need individual attention, we don't know how to help them."

Generally, the conditions in correctional schools seemed to be very difficult for teachers because they lacked knowledge and had little experience and training to enhance the effectiveness of educational programmes that were meant to improve the wellness of juveniles during their stay in prison. This made the situation more complicated as it could lead juveniles to commit criminal acts again and run into second or third terms of incarceration.

TP3's response was as follows:

"You know what – teachers here in prison, we do not operate the same as public schools where I heard that teachers of different circuits come together and meet to discuss challenges regarding their learners. However, we do meet but not the way it is done outside school. We also need that to come together and sit down and share ideas of how best we can support our learners."

Teamwork and cooperation were highlighted in the interviews as vital in supporting and increasing the academic success of juveniles. For example, when TP4 was asked what could be done to engage learners in learning, she gave the following comment:

"We work as a team with my colleagues and has kept us going. Although we differ in our opinion, but we always work together. I think they forgot to mention the gym and the garden where some of our learners enjoy working in a garden as community members come and assist with the garden. One of the inmates is helping them with gym. I think all this keeps our learners busy than loitering around the yard. Another aspect is the lack of funds such as Learner Teacher Support Material (LTSM) to buy resources for both teachers and learners."

The responses from the participants clearly show that teamwork by teachers and learners played a crucial role in increasing the confidence and encouragement to

participate in all the activities in the centre. Such a spirit improved collective understanding of both teachers and juveniles. It also helped them know that one is valued by others. In addition, teachers managed to help juveniles by organising people from the community to assist in sport and in gardening. From this perspective, sport, gym and garden work both in and outside the prison might be a gateway to help the juveniles in their transition from the prison into society.

However, recreational opportunities may threaten the effectiveness of the institution as juveniles may use them as an excuse to be idle. Therefore, teachers require a wider approach that will help them develop strategies of teaching. They also need to make their teaching more practical, bringing teaching to life to change the lives and behaviours of juveniles. It also emerged from the study that teachers need funds to finance educational resources to address the needs of juveniles in correctional schools.

The study results show that establishing networks between families and the juveniles to address the needs of the juveniles in correctional schools is very important. It was revealed in the study that it was difficult for juveniles in correctional centres to be away from their family members, particularly for those whose parents were far away from the centre. However, some of them did not miss their families because of stressful family situations or problems at home.

Juvenile participants revealed that they missed their parents so much and openly expressed these feelings to their teachers or security members. Not only did the incarceration experience result in physical separation between a juvenile and his family but there was also an emotional vacuum. It is clear from participants' views that partnership with other stakeholders is necessary and should be used for better results in bringing family and juvenile together. Participants highlighted that the DCS should intensify family involvement as this would help to promote the wellness of juvenile offender learners.

JP1: "lyaaaah...I felt bad and frustrated and lost community respect and support since that time. Because of other cases, I have I decided to give the wrong

address so that I shouldn't be recognised. Besides my family is very angry with me, even now I'm afraid to look at them for what I did."

JP2: "I have a different story to tell, I have a family, but I have been on street for quite some time because I couldn't tolerate the treatment of my father abusing my mother. Actually, this is a best and secured place to stay, because out there it's rough. So, I'm safe here. I have made good friends and they are taking care of me and some of the teachers here."

JP3: "I lived with my grandmother, and she is a pensioner, stays far from the prison. She only comes once after some months. Prison is a 'bad place' for me to stay. My grandmother and my brother are the only people that I have but it takes time for them to come here and that cause a severe stress to me."

JP4: "Ehhh...if my mother would be here every day."

JP5: "Stay without family, it is the most hurting thing that is happening to me. If it was possible, I would see my parents whenever I want."

JP6: "Missing your loved ones, dad mom and my girlfriend but my girlfriend is the one who help me with some stuff that I need like Colgate and soap."

JP7: "No contact with my family, miss home and food."

Inferring from these statements with words like 'bad place' clearly indicates that participants are finding it difficult to acclimatise adequately to the prison conditions. Even facial expressions were a sign of emotional stress. Responses out of twenty-four, seven of juveniles indicated that they were struggling to get support from their families. They expressed a sense of feeling distant from being hurt in their relationship with their families. This affects their learning and ability to concentrate as well as their motivation to achieve. However, establishing a network between families and juveniles is crucial so that the family can take responsibility for providing support for the juveniles. However, for the academic wellness of juveniles, teachers should be adequately trained in facilitation skills for reintegrating juveniles into society.

5.2.2 Theme 2: Challenges Experienced by Teachers in Supporting Juveniles

Teachers in correctional schools are tasked with teaching juvenile offender learners with a wide range of intellectual abilities and previous experiences, especially those unsuccessful in public schools. When asked if there could be many contributing factors to emotional wellness, the following were some of the responses.

TP1 said:

“We [as teachers] have quite a lot of challenges here in our prison. My colleagues will bear with me. Ehhh.... the security standing next to your class or in the window as if you are also a criminal. That is the most frustrating thing to me because when I was employed, I wasn't aware of such conditions and the disturbances that erupt from prison during teaching time. Inmates maybe transferred to another prison without any notice and the new prison may not offer same educational programmes compared to us.”

The above response reveals that correctional centres primarily have full control and security, including in the classrooms. Circumstances for teachers in juvenile correctional settings are different from those in ordinary schools. Being observed by someone while teaching made the teachers uncomfortable. There was evidence that teachers were expected to teach these juveniles while security was standing next to the door with a weapon. This reveals that teachers found it difficult to work in the correctional centre. Most of the teachers faced learners who were typically behind regarding meeting academic standards.

TP4 gave the following explanations:

“Ummm.... There are a lot of things going on in this prison that one does not know about it. The school offers lessons from Level 1 to 4 qualified, and teachers teach offenders. Apparently, offenders who have registered for matric study privately. However, the inmates section of the prison is badly overcrowded with four inmates occupying a single cell, meaning one inmate is

supposed to be occupied. You can imagine how do they study for their exam that is a challenge to us as teachers as some of the students have potential.”

One major concern was overcrowding which is a disturbing factor for learners who are writing exams. This created a challenge in creating a favourable environment for the promotion of the intellectual wellness of the juveniles. It should be considered that it is the responsibility of the correctional administrators to ensure that facilities are safe and secure, especially for those students who are to study and sit for exams. Most of the constraints outlined above resulted from the fact that correctional centres are not schools or classrooms. Although teachers found that educational facilities are available for juveniles, overcrowding made it difficult for them to study and to concentrate on their studies. When a question was posed: ‘Are there enough resources to use to support the learners here at school?’, the teachers responded by saying:

“With our school we fall short of the required resources such as textbooks to help our students to prepare themselves for the exams. Due to high rate of unemployment, parents are unable to come and visit their children. Thus, I adopted one of the students to take it upon my shoulder to pay for his studies.”

The above expression reveals that the efforts made so far have not sufficed in assisting juveniles who do not have adequate books to prepare for their exams. It should be considered that the school is within a poor, low-income area where it is difficult to receive help from outside or the community. Any educational entity’s success rests on having well-trained personnel and engaging teachers with the resources needed to educate learners. One participant said:

“From the statement above, my colleagues have indicated a lack of teachers in the centre, which is true. However, there are good things that we can talk about. For example, we have produced students who have passed their matric here. What happens, they come back and fill the gap. You can imagine the correctional conditions but by God’s grace they manage to pass and that makes us to be happy.”

Though correctional schools lack qualified teachers, teaching and learning can be addressed if more juveniles become educated and graduate. Lack of significant resources makes it difficult for teachers to stimulate the intellectual wellness of their learners. Good education creates a human resource that has high competence in resolving problems in this era of globalisation. However, participants indicated a lack of facilities to support juveniles' educational needs in correctional schools. Although education is one of the most important rights for juveniles in correctional schools, they do not have resources to promote their intellectual wellness.

TP1 and 3 respectively responded:

“Correctional schools’ m...am are far different from the outside schools. The reason I say this is that we do not have relevant books to get information on what we are taught by teachers in class. It is really a challenge to us. Those that do not have families that will assist to buy books for you, like me (Pointing at his chest). It is clear to me that this is prison and was made to punish those who break the law but not for learning. That’s what I understand because no one helps us to get resources like outside schools. In fact, we don’t have access to information for our studies. Apart from that computers are there, and teachers don’t have computer skills; instead, we are taught by one of the inmates who have knowledge about computers.”

TP4 said:

“Conditions here at school in fact we entered prison school without knowing that we will be teaching such a diverse group of learners is a great challenge. Thus, I think we need training for such context in order to enhance the wellness of our learners.”

When JP2 commented on teaching and learning about resources, he said:

“I...yea.aah we do have serious challenges with learning.”

Participants revealed that they lacked proper teaching and learning resources that would help accommodate those with learning difficulties. Correctional schools are failing

to provide for the education of juveniles. Given the alarming rates of educational challenges of juveniles, teachers must work with such groups without resources. The main message that participants conveyed was related to the need to support teaching and learning with resources. When JP1 was asked how he viewed the deficiency of resources as well as the lack of promotion of academic wellness of juveniles, he responded as follows:

“One of the factors is that I would like to mention is that we do not have access to computers which are there but have no software and internet.”

Computers are tool that provides an opportunity for the development of career and job-related skills, which increases independence. Most importantly, computers can provide opportunities for a career that will support juveniles after release. It became apparent that teachers had limited skills and lacked computer literacy and internet knowledge. This challenges teachers as they need to acquire knowledge to incorporate technology in their teaching. The world today needs one to be computer literate, for example, to use the computer for typing, using PowerPoint, and spreadsheets, making use of emails and searching for information. This will prepare them for the twenty-first century world of work.

JP4 remarked as follows:

“We have a library, although it’s not always open for some reasons that no one can tell why today is opened or closed. Besides, we have cases where inmates would tear off pages from a book and use them for wrapping tobacco. Some inmates are committed to the library as it is the best place to study and provide sound mind for juveniles. We struggle to find resources relevant to what teachers teach us. Apart from that, our library is too small to accommodate us as we are too many to sit there to study.”

The above remarks suggest that correctional centres should provide educational resources that juveniles can use in order to improve their academic wellness. However, proper access to resources will encourage teachers’ support and increase juveniles’ success in preparing for their future.

The question posed was: 'What do you think contributes to career wellness of the juveniles in correctional schools?'

TP1:

"I think one of the challenges that we encounter in a teaching career in our schools here is the lack of teachers who specialise in vocational skills and the resources of teaching vocational are very limited."

It appears that teachers in correctional schools lack vocational skills to address the career wellness of juveniles. The findings also reveal that many teachers do not have the required qualification for teaching vocational career programmes in correctional centre schools. This response shows that correctional centres provide education programmes yet lack resources such as specialised teachers and resources. Teacher-participants indicated that the DCS tried to maintain educational services to ensure that teaching and learning happen effectively to enhance the career wellness of juveniles in correctional schools.

Based on the above response, skills training is one of the most important elements of rehabilitation that will enable juveniles to get employment after release. Regrettably, participants indicated that it is not always the case.

TP3 said:

"I believe that we need teacher training or DCS must pay for teachers to attend vocational training workshops so that our students may be able to balance their lives after release. Besides, our students have difficulty in learning, so they need vocational for life skills."

This is an indication of what most teachers felt about the practical activities to offer juveniles in correctional schools regarding the skills they need. In other words, skills are necessary for juveniles' career wellness.

TP4 responded as follows:

“The transfer of our students from one centre to another becomes a huge problem because for example, if the inmate is from where he was, say was studying electricity and come here to our centre there is no electricity. That is a challenge.”

Vocational training, which should provide the means for successful reintegration into society, cannot be successful if the juvenile lacks certain skills that will enable him to live a crime-free life.

TP5 said:

“Many students don’t want just to sit around a desk, but they enjoy more practical work. We do discuss about their career. The most mentioned topics were plumbing, soccer players, musicians and woodwork in which some of these careers we do not have in our centre. Besides, juveniles should be allowed to choose what they prefer to do in their career so that they feel good about what they want to do.”

The responses of the participants in this study indicate that juveniles should be supported to choose activities that would best suit their needs. I would also suggest that the DCS should create opportunities where people with career knowledge could come and provide information to the juveniles to know what is best for them.

5.2.3 Theme 3: Teachers’ Understanding of the Concept of Wellness

5.2.3.1 Definitions of wellness

Most of the participants’ responses to the question regarding the definition of wellness focused on understanding the holistic nature of wellness. It is emphasised that defining what it means to be an individual provides a platform for teaching and learning in correctional schools. Teachers’ understanding of wellness plays an important role in the education of juveniles in correctional centres. When asked what they understood by the word wellness, the responses were as follows:

TP1 referred to wellness as:

“My understanding with the term wellness, to me means to be well. This simply means it is when you have good relationship with your learners, and your colleague. For example, with our students, we relate very well but they lack discipline, especially when they have smoke dagga and drugs. That is our challenge as teachers here in prison... My understanding about wellness is that physical activity helps individuals to feel better psychologically. To be healthy and able to do things like walking, working and so on...unfortunately with the juveniles are not taking their health seriously as some of them smoke dagga, abuse of drugs, and worse sexual abuse is endemic in the cells.”

TP2 referred to wellness as the balance of mind and spirit.

“To be free all the time not to stay in trouble and free from sickness to be good in condition... If you are not well, you can’t do things as a healthy person can do ehhe... (lifting her shoulders). That is my understanding so far). If you not diagnosed with any disease, to me, you are very well.”

TP3 said that she also needed to be well:

“To be mentally fit... I personally think ehhe... if I have time to exercise, I would be an effective teacher, but most unfortunately, we have a lot of work. To me the term wellness means to be balanced, flexibility and no blood pressure. (Why I say this, the juveniles in correctional schools are giving us tough time as a result I have been diagnosed with blood pressure). Sometimes they just decide to go out from classes without even asking the teacher in charge. As a result, this has created much tension between learners and our seniors.”

“I’m well aware of the term wellness, but I don’t understand how it applies to me and to the context of correctional. Someone must come or intervene for our wellbeing and the situation in the prison school. For example, there is a lot of movement and interruptions here. Some learner juveniles need to go to court and sometimes we need to drop all and searching will take place more than two hours. On the other hand, some of the learners do not attend school because they are sick. Do you know what? Doctors come once a week.”

TP4 said:

“Shooo!!! Wellness means taking care of the physical self, like keeping my weight, healthy living, and constructing my mind. I’m very cautious about what I eat. I’m busy applying to go to mainstream schools than staying here and become frustrated.”

TP5 said:

“Wellness has its definition. I believe, but there are things that explain wellness differently as I work here. I cannot be well lacking support of the personnel as there is too much stress and conditions here are not good for teaching and learning.”

Responses from participants confirm the different dimensions of wellness and how the teachers are involved in promoting these dimensions toward juvenile offender learners' wellness. The statements show that teachers had established good relationships between themselves and their juvenile learners, which is attributable to a positive prison environment.

Based on the response from teachers, the term wellness appears as part of the transformation in the definition of health and is positive in focus. Teachers in correctional schools indicated that juveniles were not taking their health seriously because of smoking dagga, drugs, and sexual abuse, which was taking place in cells at night when there is no supervision. Hence, teachers were experiencing a higher rate of learners with difficulties in their classrooms.

The problem is compounded by the fact that teachers in correctional schools are not trained and are not coping with the rules and regulations of a correctional setting. It is difficult for teachers to work with such a group of students whose educational background is very limited. From the above responses from teacher-participants, coupled with the observation on how teachers in correctional schools struggled to work with juvenile learners, it is evident that the personnel had not been meeting their obligation of assisting teachers and juveniles in promoting their wellness.

The comments indicate that teachers encountered many problems, and this shows that they were stressed and problems lay heavily on their shoulders. One suggestion is that teachers and personnel need to find ways to decrease job frustrations to improve teaching conditions of correctional schools for the wellness of both teachers and

learners. The comments illustrate that education in correctional schools represents a great challenge to the wellness of the teachers.

5.2.3.2 Dimensions of wellness

Regarding the different dimensions of wellness, TP6 said:

“Everything in life is connected.”

TP1 said:

“Taking care physically, emotionally and possible intellectual socially and physically well.”

Participants viewed being well as striving towards wellness. This clearly shows the participants’ understanding of wellness in general and that participants had a clear understanding and awareness of wellness in the correctional centres. Teachers perceived themselves as playing a vital role in support of juveniles and strived to meet the academic needs of juveniles.

5.2.3.3 Support provided for learners’ wellness

When asked about what they did to support and motivate juveniles with learning difficulties, the following responses were given:

TP1 said:

“I usually encourage them by making comments such as ‘Well done. Keep it up!’ This is how I support and encourage them, and I have realised that they become encouraged having written those comments in their books. Although I realised that written work poses further challenges.”

TP2 said:

“Give him work that best supports his ability, although it came to my attention that the juvenile problem will not be resolved by doing that since most of the learners in class are struggling with their work.”

TP3 said:

“We want to support our learners because of the learning challenges they have but we are not allowed to work over hours as prescribed by the safety and security. I try to do individual teaching and simplify all teaching material.”

TP4 said:

“Repeating the work done previously, but I become frustrated if the learner’s problem cannot be resolved.”

There is clear evidence that teachers experienced emotional discomfort leading to stress. They pointed out that the needs of juveniles with learning difficulties manifested themselves in different ways, and of course, there was insufficient time available for supporting individual learners. From these responses, it emerged that most of the teachers were faced with challenges of the juveniles who have learning difficulties. They also needed skills that would help them address learners’ challenges. Juveniles do not have a foundation or experience of what is currently taught. This implies that a good foundation would make their work much easier than now. In terms of how to resolve such problems, there were various responses.

TP5 said:

“Use relevant illustration, but I feel that DCS should also work in partnership with DBE to practice inclusion and provide help those juveniles who have learning difficulties.”

TP6 said:

“Give regular reading skills and ask them to make their sums.”

TP7 said:

“Refer them for counselling to psychologists or social workers.”

TP8 said:

“Talk to them and refer them to the necessary support.”

TP9 said:

“I support them with whatever I have, like buy a book or pens for my learners, although some of the officials do not like when we were helping our students.”

The participants shared a significant range of emotions. Participants felt it was important to find ways to provide supportive input to address the learners’ needs in the learning environment. In promoting academic wellness, teachers need the support of the DCS and DBE to support the juvenile learners.

Participants teaching in correctional schools had different perceptions of support. These findings revealed that learners with learning difficulties were referred to a psychologist for counselling as a form of support, and social workers were also providing social support to identify the core problem of the learner, although their services seemed inadequate. However, the support given to juveniles by social workers is not based on the learning difficulties experienced by the learner in class. The core function of the social worker is to assess the juveniles and provide needs and services to enhance the reintegration of offenders back into the community.

Teachers in this study are the most important stakeholders to implement the principle of Ubuntu. Ubuntu reminds people to think of the plight of others and to share and regard others as brothers or sisters while involving them in collective actions. It is pleasing to note that Ubuntu and the support provided through the collective effort of teachers and juveniles was changing correctional education.

5.2.3.4 Curriculum coverage

To the probing question: ‘What do you mean by curriculum coverage?’, TP10 gave the following response:

“I mean how to cover time wasted for curriculum. For instance, during tuition time, security comes in and do the searching. The time taken from me while I was teaching how am I going recover that time lost, with such learners who have learning difficulties.”

TP3 said:

“Speaking of curriculum coverage, no one knows how to solve these challenges that we are faced with.”

Juvenile learners had different motives for participating in correctional education but these motives could change as the juveniles realise the benefits that education can offer them. Education is seen as one of the means of acquiring the skills that may help build better futures for themselves after release.

In the above sentiments, teacher-participants indicate that they encountered problems that juveniles had different motives for participating in correctional schools. Hence teaching in correctional schools may not be implemented with loyalty because there are so many things. This may lead teachers to abscond from their classroom periods and find themselves struggling to follow a specified curriculum. This shows that the participants are faced with challenges in the classrooms, including accommodating and managing the behaviour of the learners who have learning difficulties.

Teachers expressed their lack of interest to teach in correctional schools because things that may seem simple in community classrooms may be impossible in correctional schools. Most of the constraints outlined above result from the fact that a correctional centre is not a school or a classroom; therefore, what becomes apparent is the importance of what people value.

5.2.4 Theme 4: Physical Engagement

Many participants showed interest in participating in physical activities in a correctional centre. The support they received in the gym enabled them to overcome significant

challenges in the correctional context. This was confirmed by the responses from the following participants when asked about the significance of physical wellness.

JP1 said:

“When I came in this place, I couldn’t figure out how will I survive. The place is dirty, overcrowded and food too is not that good for me. I was sick and had depression. I couldn’t bear the conditions of prison. Every time you will find me sleeping, it happened that one of the juveniles my cell maid asked me to join him to the gym one day. I couldn’t resist the offer I then accompanied him. First time I took some few exercises it was very difficult for me. He was generous enough to help me with the exercises. Whenever he goes to the gym, he fetches me, and we go together. Since then, I’m far much better and healthy.”

JP2 explained it as follows:

“You can now see there is a difference. Like I’m much better and confident with other people. The sport has helped me to cope with this prison life, moreover there are cruel people in this place.”

JP5 said:

“Physical exercise has improved my physical health when I came to prison I would sleep the whole day angry and aggressive, but now since I started physical exercises which my friend took me and introduce me to the coach one of the prisoner who is assisting us with the exercises.”

The above comments by the interviewees show that participating in physical activity programmes ensures that juveniles are physically well. Exercising also produces positive effects in their lives and health, while incarceration has helped them manage their body in a positive, healthy way. Juveniles who participated in some of the exercises in correctional centres were able to familiarise themselves with their new prison life better than those who did not. In fact, juveniles point out that engaging in these exercises served as a coping tool that helped them deal with the stresses and anxieties of prison.

However, JP7 said:

“I do not take part in physical exercise I like reading books. I go to the library and get a book and read that takes my worries away from and concentrate on reading.”

This indicates that the juvenile did not see the necessity of exercising and felt that reading books is better than physical activities.

JP3 said:

“hhey...there are lot of things going on around us in prison, sometimes there are fights, you cannot keep quite while someone is making a fool out of you. Surely, you take him up and fight. So, the challenge is that, once you are caught up fighting you will not be allowed to go to gym and that is the bad thing that happens here in prison.”

This indicates that participants took responsibility for not breaking the rules so that they would not lose access to physical activity. This is an indication that most juveniles realise the positive benefits of enjoying physical activity.

JP4 said:

“lyhhhaa... exercising is very important, especially because it is the only place that one can escape the frustration of these long-barbed fences and to be away from drugs, and I feel very good and confident after attending the gym.”

JP7 said:

“I like sport because you have contact with other people every day and you can control your emotions. Like when I’m angry, I go to gym to cool down.”

When this question was posed to the juveniles as to whether there is anything that could be done to improve physical wellness in correctional centres, participants responded thus:

JP1 said:

“Yes soccer is there but what I want to say exactly is that we need lots of different sports like rugby, basketball, and maybe cricket for creating opportunities to some of us.”

This clearly indicates that the participant found it difficult that there was no other sporting code except soccer.

JP2 said:

“If we could have enough resources like recruit stars from outside to help us develop our talents so that we can establish relationships with people who specialise on what one wants to become.”

JP4 revealed that going to gym had helped him find a new way of improving socialisation and getting to know each other as inmates. For example, engaging in exercises has also been shown to increase juveniles’ “self-esteem” and confidence, not to mention that it has helped them to form social bonds.

JP4:

“Physical activities although they not varied but the soccer has made me feel good about myself. I’m very shy and couldn’t talk to anyone, but since I have been attending gym, I am now confident and feel free to talk to anyone. Above that, sometimes the person in charge of the gym will ask me to assist him.”

JP5 said:

“I am much more confident when I play soccer because I now get the ball and pass it to someone else and take people on that. Hence, we are looking at the DCS to support us to develop our talents and establish lines of communication with the experts who specialise in soccer.”

Most of the participants in this study shared that they had learned what was acceptable behaviour through physical exercises. Participating in daily physical exercises helped juveniles to learn to control their emotions and temper. This benefited not only the

juveniles but also other people around them as it inculcated some discipline in their lives.

From the study's findings, it is clear that various physical activities are essential in supporting and developing the talents of juveniles in correctional schools. These findings also highlight that juveniles need to be engaged in many forms of different physical activities. Well-known people such as that involved in sport could complement this by sharing their stories of how physical activities played a role in enabling them to avoid or quit a criminal lifestyle or drug addiction.

However, not all participants engaged in physical activities. There were mixed feelings among juveniles on what they choose to do in their own free time. JP6 said:

“Actually, I’m not of physical activities, but there are other activities that some of us engaged with. For example, um-ra-ba-ra-ba we play it using stones or bottle tops. Although we not allowed to use objects that may cause harm to others. However, I truly enjoy playing it.”

JP3 said:

“I want to be an artist. I like drawing too much; this is where I excel.”

Some juveniles preferred to spend time with their counterparts playing *um-ra-ba-ra-ba* to share ideas, experiences, and feelings to stay focused, while some chose to go to the library. To assist the juvenile offender learners in the school, the role of the DCS is crucial for them to realise their aspirations and access the various activities like drawing and developing as musicians.

When a participant was asked: ‘How do you maintain the same spirit that you get from the gym when you go back to your cells?’, this was the response:

“Well...., there are those that we do physical activities with them, and there are those that do not attend who have joined the gangs. Those that remain behind are very negative [and] belong to certain gangs. They like to start fighting with us, call us by names or taking our things by force.”

From the above findings, it is apparent that the juveniles face challenges inside the cells and during their social interaction, such as discrimination and bullying. Regarding bullying the perpetrators did this because they know that because one cannot escape from the environment. To assist the juveniles in the cells, security roles are crucial to protect them from being bullied.

5.2.5 Theme 5: Education and Christian Fellowship

5.2.5.1 Intellectual wellness

The current theme highlights the importance of education in supporting the wellness of juveniles in a correctional school. Education plays an important role in supporting the intellectual wellness of juveniles. It was revealed in the study that juveniles learned positive things in the correctional centre. The DCS has put more effort into education than into rehabilitation programmes. Juveniles noted the need for education, as it brought light and a revelation to them.

Education has shown that it can make one a better person who sees things differently. It is clear to me that juveniles were motivated to become educated. When participants were asked what good things they had learned from prison, JP1 and JP2 commented that:

“I have learned many things from prison, like going to school.”

JP2 said:

“I learned that I can attend school and have a better future.”

JP3 said:

“I learned how to read and write.”

JP4 said:

“Yes, school has helped me become a better person to respect and talk to other people.”

Learning many things here means that when they came into the prison, the juveniles had not been attending school and could not read and write, but education in prison brought about transformation. The way of talking to other people was seen as the most crucial achievement for the juveniles in a correctional centre.

JP5 and JP6 noted that through attending classes in the centre, they realised the mistakes they had made and were working on improving their lives, although it was difficult for them to change.

JP5 said:

“Many things like mistakes and you must know good and bad, but here in prison there are lots of wrong things that take place which sometimes is hard to ignore them.”

Offenders are learning how to control themselves and trying their level best to humble themselves. This shows the growth and change that takes place during incarceration.

JP7 said:

“The rehabilitation element we receive teaches how to grow up [and] live the life of assertiveness.”

JP8 stated:

“The good thing that I have learned is that you must work for something you want in life.”

The responses were the same from most participants. All emphasised the importance of education and that the correctional centre allowed the participants to go to school. Participants indicated the importance of the skills learned in the correctional school such as being patient, respecting other people, becoming independent, and going to school without being forced. Participants in this study showed interest in education and enjoyed going to school without being prompted. This means they have choices and decisions to make for the success of their lives. In a nutshell, there was a strong sense of needing to be educated and work hard to attain this.

5.2.5.2 Spiritual wellness

It was apparent from the findings that Christian fellowship plays a significant role in supporting the spiritual wellness of the juvenile participants. Several responses about spiritual wellness show that juveniles regarded having a relationship or interaction with God as important. The participants defined spiritual wellness as different religions or beliefs, including the ancestors. When asked if they had any relationship with God, they responded as follows:

JP1 said:

“Yes, I have a relationship with my ancestors. Having that spirit in me makes me feel very protected here in prison. I believe that they have supernatural powers, and they have great influence over everyday events. Besides, it is about

interacting with God and my ancestors. As I speak, I realise that there is a change in my life.

JP2's remarks indicated that participants understood what they meant because they actually agree with what he said. This remarks by JP3, JP4 and JP5 are clear evidence that juveniles were spiritually happy: JP? said:

"lyhhaa...you are right... throughout Africa, most of us believe that our ancestors have great influence on our daily events. My friend here told me that when one abandons his ancestors, they can withdraw their protection and open attacks from the most feared spirits which operate in the spiritual realm."

This indicates that ancestors are believed to have influence every day in one's life, with bad and good luck accredited to the favour of the ancestors. JP3, JP4 and JP5 shared their experiences about the joy of praise and worship they received in church. The participants indicated that going to church made them feel better. JP6 said

"It uplifts my spirit and brings joy to me. I feel like born again... You know the pastor that comes every Wednesday I like him a lot, he can sing and preach. Sometimes I feel like I am going to heaven." (Whaaa!!!!... Whaa!!!! [laughing]).

They all laughed at him, patting him on the back when he said: *"I feel like I am going to heaven"*.

JP5 said:

"Yes...I go to church on Sunday I go pray for my sins and worship the Lord. I feel free blessed and keeps me away from any trouble."

Participants spoke about regularly going to church and how this had helped them think better about their problems. Going to church helped them deal with their mood swings, develop self-understanding, and feel good and happy. It was evident that going to church connected them to the Creator, making them realise that they were sinners. In such programmes, morals and awareness of their spiritual being are actively taken care of.

I noted in my research journal how participants smiled and sounded lighter when they spoke about the role played by the church in their lives. Their spirits seem to be spiritually well. JP3, JP4 and JP5 shared the same sentiments about the joy of praise and worship they receive in church.

JP6 said:

“I love going to church, but I still believe in my ancestors as I grew up in a house where ancestors are recognised.”

Seemingly, participants regarded spiritual wellness differently. However, those different beliefs among juveniles did not create any misunderstanding among themselves. It was evident that in going to church, juveniles valued their pastors as they learned and adopted behaviours that they considered to be good. When others were talking about ancestors, they felt good and trusted that their ancestors had the power to protect them from anything that bad that could happen in prison and fee they felt safe.

5.3 CHAPTER SUMMARY

The findings of the study are presented in this chapter as derived and interpreted from the data gathered through both the open-ended questionnaire and semi-structured interviews. These findings were presented in the form of themes. Both instruments yielded the same results, and the findings were thus merged. They revealed that participants were aware of the wellness and the support in their school and acknowledge it. They also generally showed that physical, social, emotional, spiritual, intellectual, and career wellness is good, positive, essential, and accepted. In addition to this, the findings also indicated that juvenile offender learners in a correctional setting interacted, created positive relationships with each other, shared some aspects of Ubuntu, acknowledged it, and viewed it in a positive light.

CHAPTER 6

DISCUSSIONS OF FINDINGS

6.1 INTRODUCTION

This chapter discusses the findings from the themes that were interpreted in the previous chapter.

6.1.1 Theme 1: Cooperative Learning in Supporting Juveniles in a Correctional School

The study revealed that juveniles in correctional centres lack educational support from their teachers owing to safety and security control measures and are denied access to educational resources to address their learning needs. As a result, juveniles resort to helping each other in the absence of the teacher's support. Although the juvenile participants in this study saw this as a challenge, it is an important strength in correctional schools. For instance, Makhurane (2014) established that cooperative learning positively affects academic achievement, especially for learners with learning difficulties. When learners are engaged in cooperative learning, they are encouraged to do what they could not do and learn from others in the group (Meena, 2020). Cooperative learning also promotes social relationships among juveniles (Jovanic, 2011).

It was indicated in the current study that the juvenile offender learners believe that they learn best when their peers teach them. As a result, in this study, the juveniles played an important role in discouraging self-centredness and promoting cooperative learning to enhance their academic wellness – which is unique in this study's findings. This result echoes the findings of earlier studies which highlight that cooperative learning plays a vital role in promoting harmony and reducing stress among the juveniles in correctional schools (Bourghaba, 2017; Jagger et al., 2003). Likewise, Clark and Breman (2009) state that cooperative learning is emphasised in inclusive

education and can help juveniles develop skills necessary for working together and creating harmony.

Juveniles in this study were aware of their strengths and committed to taking part in group work, which reflects their commitment to their learning (Slavin, 2011). This finding is consistent with Mecartney et al. (1994), who found that cooperative learning instils confidence and commitment to education among incarcerated students. Contrastingly, McGlynn (2003) found that juveniles in correctional centres felt that they were all by themselves without any support and cooperation from teachers. However, the results of this study indicate that a lack of resources to hire skilled teachers led to the appointment of volunteer instructors to support juveniles in correctional centres (Gagnon & Barber, 2014).

Juvenile participants indicated that they struggle with the subject content and their needs are not met because of security processes. Lack of educational support for juveniles can have a negative effect on their academic wellness. There seems to be a definite need for support of the juveniles and their wellness. This lack of support from the schools has a negative impact on juveniles' academic wellness.

The current study reveals that teachers met with each other for a limited time to discuss how to support their learners since they could not work beyond the contact time because of the security processes. One of the greatest challenges was that teachers struggled to find ways of supporting their students whom they knew to have learning difficulties. Furthermore, teachers in this study indicated that they were not getting any significant help from the DCS to enhance the academic wellness of juvenile learners. Lack of support from the DCS was also regarded as a barrier to collaboration. This study produced results that corroborate the findings of study by Watts (2010), which testifies that the most difficult challenge in prison schools is that there is no collaboration, the prison environment is not conducive to learning, and the correctional personnel have negative attitudes.

This study acknowledges and reflects that collaboration must be strengthened between teachers and all the stakeholders to enhance the academic wellness of the juveniles in

correctional schools. The findings also indicate their awareness of the fact that lack of collaboration leads to failure in addressing learning difficulties of the juvenile learners within the institution. The teacher-participants in this study argued that they were faced with a situation where DCS did not fund them for attending workshops organised by the DBE. They, however, took the initiative in collaborating with teachers from neighbouring public schools in an attempt to share innovative methods of teaching.

A study by Mkosi (2013) in South Africa gave similar findings to this study that correctional centres operate within a limited budget for educational programmes. Hence, the DCS has established partnerships with other government departments and private sector to assist with funding to enable collaboration on some educational programmes. Contrary to expectations, this study suggests that barriers to collaboration should be addressed at a broader level and not only with teachers, but also with the system under which they work. Similar results are recorded in Tlale's (2016) study on developing the intellectual wellness of juveniles where he suggests that collaboration should not be restricted only to teachers but should also include the homes where juveniles come from. Teacher-participants maintained that collaboration with teachers in other schools broadens their scope of learning and their understanding of teaching in a correctional school. Participants further noted that it is important that collaboration be promoted between the DCS, DBE and other stakeholders to provide teachers with networking links that would support the education and needs of the juveniles in correctional centres. Teachers also felt that working together with the counsellors and social workers would promote positive learning of juvenile learners in correctional centres. Previous studies have also demonstrated that collaboration is a critical element used to curb reoffending of juveniles (Utting, Vernnard & Scott, 2002).

The findings of the current study indicate that juveniles in correctional centres are provided with necessities like soap and detergents for washing clothes, but they often run out of these items before time because they are stolen or they have to sell the soap for extra food or bread. Juveniles not only supported each other with material things but also asked their family members to pose as relatives to those that did not receive visits to enable them also to go out on family days and not remain in the cells all by

themselves. Inadequate resources, food, toiletries, and textbooks posed challenges to juveniles, especially those that did not get visits from their families and friends. That is an expression of Ubuntu. The former President Nelson Mandela is an example of Ubuntu. He donated a one-third of his presidential salary to the Nelson Mandela Children's Fund to help disadvantaged children in South Africa.

It was revealed in this study that Ubuntu strengthens the relationship among juveniles in correctional centres. The juvenile offenders who are attending school in a correctional centre have something important to contribute to a change of heart needed in the communities, which has become a culture among them. Consequently, this promotes the Ubuntu philosophy which reflects the collective solidarity values where juveniles in their day-to-day lives exercise humanitarian love and Ubuntu. The integrated theoretical framework of this study presented in Chapter 2 also supports this finding by identifying an African leadership style that is founded on community values to exhibit love and solidarity with others (Hailey, 2008; Shutte, 1993). The observed increase in embracing Ubuntu and caring could be attributed to juveniles and the correctional staff who support those who are less fortunate. The saying "*umuntu ngumuntu ngabantu*" (a person is a person because of others) essentially implies that no one is self-sufficient, and no one will wish to let the team down.

The current study's findings resonate with those of Gear (2007) in which he argues that juveniles in South Africa suffer terribly. Hence, Ubuntu is a norm for them and creates a conducive atmosphere for them to relate well. In the same vein, Hammington (2004) highlights the significant role of Ubuntu in supporting juvenile offender learners and in enabling them to flourish and become emotionally and physically well. Participants in this study articulated that to assist each other and to promote their academic wellness; they shared textbooks and knowledge.

The results of the current study show that sharing with others helps to develop skills and abilities and promotes the achievement of a satisfying life. Africans teach their children to care deeply for, and to be helpful to, their own families and to other people. These findings concur with Hettler's (2000) position that investing in intellectual wellness involves making an effort to share knowledge and to help others to develop a sense of

worth. An example is that of a successful business person who donated a hundred sewing machines which he gave to men and women who were interested in starting a tailoring business but did not have the necessary capital. This is typical of Ubuntu and many such examples can be found both in prison and among African communities.

In the present study, teamwork was highlighted as important and was identified as one of the major determining factors in the promotion of the academic wellness of juveniles in correctional centres. Teachers argued that they were not getting any significant support from DCS to enhance the academic wellness of the juvenile learners whom they were teaching. The findings echo those of Watts (2010) who indicates that management in correctional centres lacks cooperation and have shown negative attitudes towards the education of juveniles. Researchers have not investigated teamwork in much detail in correctional centres. The problem seems to be that officials are focused only on security ignoring the fact that teachers and correctional personnel should work as a team so that the teachers can actively support their learners during their teaching sessions. Seemingly, this appears to be a major challenge in most correctional schools.

As attention to this issue grows, it is important to understand the conditions under which the teachers in correctional schools work which no doubt places enormous pressure on their families or on their personal relationships. Many teachers found it difficult to teach because of the lack of resources and some of the officials complained that prison is not a place for reform. Teachers in this study revealed that correctional schools are far different from mainstream schools because mainstream schools have more resources. Hence, the purpose of teamwork was never fully realised. Consequently, the concept of teamwork is emphasised as a principle of Ubuntu in this study. Ubuntu operates as a unifying force to enable the DCS and stakeholders to cater for the wellbeing of teachers in general and juveniles in particular.

Findings from the juveniles indicate that many juveniles in correctional centres lack the support from their families. Some of the juveniles in this current study indicated that they gave wrong addresses and identities to the administration officers for their own personal reasons. As a result, it becomes a challenge for the correctional officers to contact the

members of their families. Magano (2015) supports this view in asserting that juveniles in correctional centres often have no links with their families. Furthermore, findings indicated that the home circumstances may sometimes play a role in making juveniles reluctant to give information that would facilitate visits from their families as they might not want to have contact with them. Some juveniles felt that it was good and safe to be in prison because of the abusive families they came from. In establishing a line of research that specifically targeted family contact, a study in Davao City Social and Development Office, in the Philippines (2001) corroborated these findings which found that 10 children within Tagum City Jail who were identified as run-aways, orphaned or abandoned children had no contact with their parents or relatives. Geographical distance, finance and transport were also seen as posing a challenge for families who lived far away from the prison.

6.1.2 Theme 2: Challenges Experienced by Teachers in Supporting Juveniles

As the findings of the study revealed, teachers in correctional schools are faced with substantial challenges of not being able to address the needs of the juvenile learner. The evidence in this study indicated that when they were teaching, the security officers stood next to the classroom or window which was regarded as a most uncomfortable situation. The same outcome was recorded in previous studies in which it is reported, as teachers teach, correctional officers are patrolling and monitoring offenders in class (Sarra & Olcott, 2007). Because of the security processes, teachers cannot freely engage in effective classroom practices to deliver their content through a variety of the best possible methods. Some challenges would weaken the enthusiasm of even the most committed teacher. The empirical findings in this study provide a new understanding of how teachers are struggling to enhance the academic wellness of their learners.

It was revealed in the findings of the current study that there is a lack of LTSM to support the academic wellness of juvenile learners. The same outcome was echoed in a previous study conducted in Uganda and Tanzania by Dissel (2000) who reports that in correctional centres, there is a lack of resources to enable adequate standards for educational provision to be applied. Similar results are also reported by Van Heerden

(2013) who points out that South African correctional centres are poorly equipped to offer skills training or any other rehabilitation programmes owing to restrictions on the use of some of the available resources such as libraries as these are not open for the juveniles to use most of the time. This impacts on the much-needed educational support to juveniles. In the same vein, the DCS (2011) also highlights that the lack of resources has become a serious challenge for the effective development and attainment of academic wellness of juveniles in correctional centres. Not only were participants in this study concerned about inaccessibility of libraries but they were also perturbed by their ill-equipped state. This finding correlates with Watts' (2010) study, which compared libraries in South African correctional centres to libraries in normal public schools and found that libraries in correctional centres are not well resourced.

It was reported in the current study that teachers are not adequately skilled to teach computer studies. This forces juveniles in correctional centres to turn to their peers who seemed to know more about computers than their teachers. Previous literature also reveals that there is little effort undertaken by correctional centres' authorities to equip juveniles with computer skills (Ngubane- Mokiwa & Tlale, 2015). This shows that teachers are unable to address some of the educational needs and wellbeing of juveniles in correctional schools. Therefore, much needs to be done in South African correctional centres if educational programmes and resources for the academic wellness of juvenile learners is to be achieved.

Participants in this current study indicated that correctional centres had computers but had no internet to access information. They also felt that the best way to support the academic wellness of the juveniles is to train them in computers. A possible explanation for the participants' assertion might be that the correctional school has computers, but teachers are not computer literate. In line with this, Anene (2013) convincingly argues that programmes that teach practical skills would enable the juveniles to be self-sustaining and would be able to generate some income for themselves and eliminate the trend of law-breaking. The former therefore becomes a challenge in the learning of juveniles since the aim of education within correctional centres is to enable the juvenile learners to learn and become responsible citizens. Magano's (2015) study revealed that

there are computers and libraries at correctional centres, but these are not for educational use.

It is important for juveniles to be taught vocational skills to improve their career wellness and to ensure their employability upon their release from correctional centres. However, teacher-participants in this study revealed that they were ill-equipped to teach vocational skills and were therefore not able to support the juveniles' career wellness. This is consistent with Jovanic's (2011) study, which established that many correctional centres around the world are faced with lack of specialised teachers in vocational training. Available evidence suggests that lack of vocational skills in correctional centres may affect the career wellness of the juveniles. An example of this is the study by Johnson (2015) in which lack of in-service support linked to inadequate vocational skills and resources within the institution led to feelings of anger, anxiety and lower academic performance, consequently impacting on the juveniles' career wellness. This finding is supported by Foley (2001) who reveals that some students may enter society with the ability to do certain types of work but without the basic of mathematics and reading skills that would allow them flexibility and independence in choosing a lifelong career. Therefore, Hollingsworth (2006) argues that specific courses are needed for the professional development of juveniles in correctional centres. Other research suggests that vocational training in correctional centres is misguided because higher education has proven to be the best way to prevent recidivism (McCarthy, 2006).

Although several participants in this study noted that correctional centres had resources, they struggled to access them for teaching and learning of their juvenile learners. The findings resonate with those of Tam et al. (2007) where teachers expressed their concerns about the availability of resources in correctional centre schools and accessibility of those that are available to be used for the purpose for which they were procured. Participants felt that their classrooms and chalkboards were too small and that they must wait for those juveniles who struggled to read to transcribe what was written on the chalkboard and that consumed more time. Seemingly, the teachers do not have an opportunity to provide learners with difficulties with extra tuition time. This is consistent with Mafumbate and Magano's (2016) findings which indicated

that in South African correctional centres resources are lacking, and yet teachers are expected to teach all learners including those who experience learning difficulties.

The findings of the present study revealed that even juveniles in correctional centres who have had negative experiences in school enjoy spending their free time participating in physical activities. The study also revealed that physical activities are beneficial in boosting juveniles' self-esteem. Considering that many juveniles entering correctional centres are unable to read and write, engaging in physical activities in a correctional school helps to compensate for lack of reading and writing skills. A similar perspective is expressed by Coalter (2007) and Witt and Crompton (2003) who conducted research in England in a Young Offender Institution (YOI) and found that sport can positively impact juveniles in correctional centres by promoting self-esteem and social skills.

Some of the more interesting findings in this study showed a teacher's dedication of his time to facilitate music lessons. Juveniles demonstrate a high level of enjoyment during music lessons and are seen to enjoy playing the guitar and keyboard and to join a band or choir which gives them an opportunity to be part of a greater whole. Confirming the findings from this study, Norman (2017) found that, in some instances, opportunities were given to some of the prisons for the juveniles to perform music at special occasions.

It is apparent from the observations made that even though the situation juveniles found themselves in was unfavourable, they were able to overcome their adversities by developing a strong sense of self-worth, which encouraged them to take part in physical activities. Roberts (2001) points out that physical activities are often enjoyable if they can be used as a pastime.

6.1.3 Theme 3: Teachers' Understanding of the Concept of Wellness

The teacher-participants in the current study perceived the use of different positive practices to enhance the academic wellness of the juvenile learner as one of their roles in supporting those juveniles. These participants indicated that they used accolades such as "well done" and gave them work that best supported or suited their ability to

encourage them to be committed to their schoolwork. Contributing to one's happiness and sense of accomplishment make juvenile offender learners feel proud of their achievements. (Hettler, 1976). Participants also point out that they do this to keep students motivated and make them feel proud of their achievements. This was demonstrated in the USA where juvenile centres have taken similar initiatives of rewarding juveniles offender learners who behave and perform well (Lorenz, 2002).

This finding echoes those of earlier studies which highlight that motivation is a key issue in any educational system, particularly in settings such as correctional facilities where many students have been discouraged by their past educational experiences (Contardo & Tolbert, 2008; Quality Improvement Agency for Lifelong Learning, 2008). There is a significant positive correlation between Haney (2003) and Contardo and Tolbert (2008) which established that teachers chose to award learner efforts by establishing a Student-of-the-Week award. Furthermore, the findings of this study further support the idea of The Quality Improvement Agency for Lifelong Learning (2008) which also explained that their learners received positive feedback and encouraging remarks to achieve their learning goals. Most of the teachers in this study indicated that they try hard to support their learners by buying books and cosmetics for them.

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Teacher-participants indicate in the study that wellness plays an important role in supporting juveniles in correctional schools although they face challenges. They argue

that wellness promotes many aspects of life to enhance the education of juveniles. The findings are in line with the study by Manzini (2014) which recommends that teachers have an important role in addressing learning challenges of the juveniles and ensuring that their wellness is well catered for. However, teachers in this study express the feeling that juveniles are not taking care of their schoolwork as well as their health as they are smoking dagga, drugs and are involved in sexual abuse behind closed doors of the cells. The study findings reveal that teachers do emphasise the value and importance of education to learners, pointing at education as the way to a better future. The same finding is likewise echoed in other studies which maintain that teachers should explain to learners the value of what they are being taught; pointing out that teachers can change the attitude of learners towards school work by pointing at its long-term. In accordance with the present findings, previous studies have demonstrated that inappropriate juvenile behaviour has contributed to ineffective classroom management (Christle, Jolivette & Nelson, 2005). Comparison of the findings with those of other studies in Alabama confirms that teachers were experiencing high levels of anxiety and stress as compared to their counterparts (Jones, 2013). This echoes my earlier observations where participants showed much concern regarding the language used by juveniles which contains inappropriate words in every sentence. Hence, teacher-participants note that juveniles require sensitive handling. It is therefore apparent from the findings that teachers in correctional centres need emotional support to overcome challenges in correctional schools. It has been suggested that the DCS and personnel should work with teachers as well as other professionals to fully implement the wellness dimensions on teachers for the benefit of juvenile learners in correctional schools.

The present study produced results which corroborate the findings of Batchelder and Pippert (2002) which indicate that to enhance the wellness of teachers, juveniles need to be fully engaged with productive activities during the day. This helps to reduce the stress levels of teachers. These findings mirror those of the previous studies that have examined the challenges faced by the teachers in supporting the wellness of juveniles in correctional centres (Christle, et al., 2005; Magano & Mafumbate, 2016; Makhurane, 2014; Manzini, 2014).

Teacher-participants in this study have shown concern about their health and lack of physical education in their lesson periods. They envisage the integration of physical education into the curriculum to help improve teachers' wellness, build some good links with the gym instructors and to find teaching worthwhile for them. One teacher expressed supportive evidence to this assertion when indicating that she has been diagnosed with hypertension because of the prison situation. From the same view point, Manzini (2014) maintains that teachers in correctional schools expressed that their learners strain them emotionally. Therefore, it is evident from the observations in this study that teachers lack training to support juveniles who needed more attention. As is uncovered and recorded in earlier studies, likewise this study records that most of the correctional institutions were not ready to be regarded supportive to the wellness of teachers (Peltzer, Ramlagan, Johnson & Phaswana-Mafuya, 2010).

Given the alarming rates of educational challenges of juvenile learners in a correctional school, teacher-participants argue that dealing with juveniles is stressful to them since they lack skills to accommodate them. It is somewhat surprising to note that no apparent support is given to teachers faced with these challenges.

In the current study, the teacher-learner relationship is regarded as reducing anxiety and emotional strain in both teachers and learners. This study, therefore, establishes that teacher-student interpersonal relationships are significant for the academic wellness of juvenile in correctional schools. These findings are supported by Manzini (2014) who indicates that relationships fostered through a positive approach improve the juveniles' academic wellness and positively change the perception others have of them.

It is established in this present study that teacher-learner interpersonal relationships are significant for the academic wellness of the juveniles in correctional schools. This finding is supported by Manzini (2014) who posits that positive relationships are key to improving the juveniles' academic wellness and self-image.

Participants in this study felt that having each other as friends and engaging with teachers during their incarceration helped them address some of their social needs and

not to feel the strain of being in prison as well as heightened their sense of caring and Ubuntu as a way of support among them. Ubuntu is also a way of being a code of ethics and behaviour deeply embedded in African culture. Makhurane (2014) reveals similar findings that engagement of personnel with juvenile learners in correctional centres creates a close relationship of caring for others who need support and care.

It is noted from the findings of the present study that when juveniles are surrounded by supportive and caring people, they get encouraged to take responsibility for their own actions and realise that there is still hope in life, despite challenges. Makhurane (2014) confirms the findings of this study by indicating that the principle of African inclusion builds trust among juveniles in correctional centres and strengthens relationships to help overcome anger and frustrations that they may be harbouring. Some participants expressed the view that there are challenges between some security officials and juveniles, which could impact negatively on their relationship, while also the number of participants that demonstrated a good relationship between themselves and their teachers outweighed those who conflicted with their teachers.

The current study found that mutual respect and interpersonal relationships where both teacher and learner interact improve the academic wellness of the juveniles in correctional centres. This basic finding is supported by Knowles, Holton and Swanson (2012) who stress the significance of cordial relationships between learners and teachers. The integrative theoretical lens of this study supports the finding of the current study by underpinning that all human beings share a universal brotherhood, common humanity and identity and are essentially the same (Kamwangamalu, 2013: 226).

The findings of the current study established that correctional centres provide skills development programmes for equipping juveniles and to prepare them for reintegration in society. These include, among others, training juveniles as radio presenters. These findings are in line with a study by the DCS (2005) conducted in South Africa, which discovered that the DCS provides skills that are educational to prepare juveniles for employability and poverty alleviation after release. Furthermore, these findings reveal that juveniles are taught literacy as well as life skills. Vacca (2004) acknowledges the significance of literacy and life skills and indicates that teaching juveniles to read and

write enables them to communicate with their friends and families within and without prison. Through observations in this study, it was established that the beds of the juveniles were beautifully and creatively arranged, which suggested the artistic nature of the juveniles' work. These findings echo those of Gussak and Virshup's (1997) study who maintain that juveniles' work articulated the aesthetic and rehabilitative value of prison artwork. In light of these findings, it is important that reintegration should begin in correctional centres by first attending to the needs of juveniles to enhance the positive integration into the community.

6.1.4 Theme 4: Physical Engagement

The current study revealed that physical activities provide a meaningful vehicle through which personal and social development can be achieved. Participants argue that physical activities are a way of boosting confidence and reducing anxiety and stress caused by several factors that apply in prison such as overcrowding, limited food supply and poor health care. These findings are consistent with previous research suggesting that every day exercise can result in reduction in depression levels and other health problems (Dierkhising, Ko, Woods-Jaeger, Briggs, Lee & Pynoos, 2013). In the findings, it is further argued that participating in physical activities affords individuals a temporary relief from seclusion and helps them to interact with other people and or other juveniles. These findings echo those of Norman (2017) who maintains that engaging in physical activities results in juveniles meeting new people, building personal relationships and reducing depression.

The findings of the study reveal that juveniles in correctional schools are involved in physical activities which helps them to deal with boredom, stress and other forms of emotional states (Dierkhising, Ko, Woods-Jaeger, Briggs, Lee & Pynoos, 2013). Juveniles also express a need for correctional centres to include more diverse sporting activities that would enable them to create employment for themselves and be independent. This implies that some participants expressed dissatisfaction with the services provided in a correctional centre are described as inadequate and negatively affecting the physical wellness of juveniles. In supporting this assertion, one participant asserts that the gym has given him confidence and is now assisting in training a team –

a thing which keeps him preoccupied and enables him to build good relationships with other juveniles. A similar pattern of results was obtained by Myers et al. (2000) who underscored the importance of physical activity in correctional centres and pointed out that most of the juveniles had embraced the good that physical activity does in changing their lives.

Correctional sport activities, as the current findings reveal, are handled by juveniles themselves. On the contrary, other studies reveal that in other countries, physical activities in prisons are handled by well-trained instructors who reside in correctional centres (Parker, Meek & Lewis, 2013). According to Parker, et al. (2013), in Wales, sports-based prisoner health promotion programmes are engrained in policy and allocated to well-trained sport instructors. However, some participants expressed dissatisfaction with the services provided in those facilities which they described as inadequate and negatively affecting the physical wellness of juveniles.

Juvenile participants highlighted a need for talented and skilled mentors who would prepare and develop them into the prestigious role of being a soccer player. They also pointed out the need for them to perfect their skill to an extent that they are enabled to continue this type of activity following their release from prison. Contrary to the findings of this study, Frey and Delaney (1996) interrogation the usefulness of recreation in correctional centres, arguing that juveniles' recreation activities are not extended to life out of prison. Participants further envisage physical activities aimed at supporting and developing their talents such as fine arts, which they believed would eventually present them with opportunities of becoming artists. They, however, lament the lack of such offers in correctional centres.

Some participants lament the lack of organisation in the correctional centres's sport as reducing the momentum in sports for the juveniles in correctional centres. For example, juveniles in this study suggest that the DCS should employ sport coaches or specialist to assist them in sports to become best soccer players and help maintain high levels of self-confidence. Such evidence serves to demonstrate how engagement in team sports can help juveniles as witnessed in the findings of Norman's (2017). Norman (2017) found that participating in physical activities helps juveniles to realise their talents and

turn these into occupations by giving them tools they need to live a normal life. Furthermore, participants indicate that they are also involved in board games such as traditional makeshift chessboard called '*morabaraba*', which helped them to be focused and intellectually alert. Batchelder and Pippert (2002) confirm the effectiveness of participating in different indoor games which have the benefits of helping juveniles to seek deeper understanding.

It is highlighted in the study that participating in gym activities is meaningful to juveniles and grants them an opportunity to relate to one another, learn social skills and to overcome the challenges of the prison. These findings are consistent with Roberts' (2001) assertion that the involvement of juveniles in physical activities has been highly successful to build good links with gym instructors and to meet individual needs.

It is revealed in the results of the current study that juveniles embrace diversity and appreciate the interactions with others at the gym and for the relationships they have with each other which enable them to know and learn from each other, therefore mutually benefitting. This highlights the knowledge gap and how physical activities can enhance juveniles' cooperation and relationships with each other in correctional centres from an Ubuntu philosophical point of view. In the same vein, Chaplin (2006) also found that love, forgiveness and good relationships optimise the spirit of Ubuntu which is a value that can be shared through correctional education.

As the findings reveal, juveniles in correctional centres who have had negative experiences in school also enjoyed spending their free time participating in physical activities. In this study, physical activities were found to be beneficial in boosting juveniles' self-esteem. Considering that most of them entered correctional centres not able to read and write, engaging in physical activities in a correctional school helped to compensate for the lack of reading and writing skills. A similar perspective is expressed by other researchers (Coalter, 2007; Witt & Crompton, 2003) who conducted research in England in a YOI and discovered that sport can positively impact juveniles in correctional centres by promoting self-esteem and social skills. In accordance with the present results, physical activities have been observed by Jones (2013) as the most supportive programme in changing the lives of offenders in correctional centres.

Wagner, McBride and Crouse (1999) also found that the engagement of juveniles in physical activities promotes interpersonal skills such as trust and problem-solving which help them adopt healthier lifestyles.

Some of the more interesting findings in this study show a teacher's dedication of his time to facilitate music lessons. Juveniles demonstrated a high level of enjoyment during music lessons and were seen enjoying playing guitar, band and keyboard which gave them the opportunity to be part of a greater whole. Confirming the findings from this study, Norman (2017) discovered that in some instances leisure time was given to some of the prisons for the juveniles to perform music in special occasions.

It has been noted through observations that even though the situation juveniles are in is not favourable to them, they are able to overcome their adversities by developing a strong sense of self-worth. Hence they feel encouraged to engage in physical activities. In the same line of thought Roberts (2001) remarks that physical activities are often enjoyable if they can be used as a time for pleasure.

6.1.5 Theme 5: Education and Christian Fellowship

Findings of the study by Johnston (2003) reveal that juveniles contribute delinquency to school failure and seem not to realise the value of education in their lives. However, the findings of this study do not correlate with these previous findings on the aspect that education is not important in juveniles' lives or does not bring success. Juveniles in this study, however, indicate that education plays an important role in their lives as they are able to pinpoint their successes because of being part of educational programmes during their incarceration. They report that education impacted them positively and brought change in their lives.

It is important to note that participants in this study point out that being in the classroom and learning to read and write is a blessing to them. It is evident that education does not only play the important role of supporting the juveniles' intellectual wellness but also modifies their behaviour, as witnessed in their reports on how they have grown in understanding the value of respecting and acknowledging others as well as in their changed manner of talking to others. These findings accentuate the unique experience

of the participants within the school and how they have shown interest in their learning. However, in contrast to these findings, Woolard, Odgers, Lanza-Kaduce and Daglis, (2005) report that in the USA, juveniles do not show any interest in education, especially those who have never attended school and those with learning difficulties.

Participants in this study reveal that they attend religious services organised by the DCS and administered by religious leaders as part of their rehabilitation. Christian fellowship is said to support juveniles to cope with prison life. Furthermore, participants show gratitude for the moral support provided by pastors or spiritual leaders. This study confirms the findings of Clear and Sumter (2002), which found that the effectiveness of religious programmes is building impressive track records and is helping juveniles' pro-social beliefs and skills.

The study reveals that juveniles in correctional centres feel that going to church to worship, sing and praise God keep them safe away from trouble and make them feel happy and blessed. The involvement by spiritual workers has been identified as pivotal in the support of juvenile offender and their engagement has been utilised in other countries (Korff, 2010). Spiritual intervention is reported as changing juveniles' behaviour for the better and gives them a fresh look on life as well as a yearning for a positive life. It also helps in behavioural change as supported by most juvenile offender learner participants. However, Mahoney and Pargament (2004) present a contradictory argument that religion cannot promote spirituality as a cure for negative behaviour, asserting that rather it can also link to crime and harmful actions.

The current study found that juveniles are paired with volunteer mentors of faith, depending on which faith they belonged to. This is done to enhance their spiritual wellness. Furthermore, findings from juveniles in correctional centres reveal that some of the juveniles believe in spirits of the dead ancestors; believing the worshipping of ancestral spirits to be at the same level as other faiths and therefore expecting it to be afforded the same rights and privileges as other faiths. This is consistent with earlier studies that maintain that ancestors' religion and spirits had supernatural powers and influence in juveniles' daily lives (Munza, 2005; McDonald; 2008). In the same line of

thought, Bird et al. (2010) argue that the ancestral spirits are -present in society and people convicted of crimes.

Therefore, religion has been seen as helping to support juveniles and distance themselves from crime while also helping them find their feet after release. Even though conditions in prison are not bearable, having the opportunity to fellowship with friends contributes to a higher level of spiritual wellness.

6.2 STRENGTHS OF THE STUDY

The main strength of this study is the support of the juveniles in a correctional centre regarding their wellness. This study has employed an eclectic theoretical lenses, which integrate the wellness theory and Ubuntu theory. The wellness theory and Ubuntu theory provide a good account of the individual development influenced by a variety of wellness dimensions: physical, social, spiritual, emotional, intellectual, and career (Hettler, 2000).

The major theory employed in this study is the wellness theory which has been an object of research since the 1980s studied by many researchers. Hence, I have chosen this theory because the changes experienced by researchers over the past decades remain unprecedented. This theory focuses on the holistic wellbeing of the juvenile and how they remain well despite ever-present stressors.

The present study fills a gap in the literature by looking at what support is provided for juveniles in correctional centres taking into cognisance their wellness. Ubuntu theory is aligned to wellness being a major theory. Despite its safety and efficacy, juveniles suffer from several major drawbacks. Wellness theory enabled me to explore how juveniles are supported and the potential use of the wellness dimensions in correctional centres.

Juveniles feel that much can still be done to improve their physical, intellectual, and career wellness through teachers with expertise in sports and career wellness. This, the juveniles feel, would best prepare them for integration into society after release (Parker, Meek, & Lewis, 2013). Since they lack support from their families, they are emotionally unstable. However, teachers try hard to help, but they cannot close the gap of the

juveniles' families. Teachers also feel that some juvenile learners struggle with reading and writing because they were shoved to any class without assessing their level of performance before entering the system.

Juveniles experiencing failure and difficulty learning is one of the most frequently stated problems with juveniles in correctional centres. Through its principles such as Ubuntu, loving, trust, discipline, commitment, and respect, the Ubuntu theory creates a conducive atmosphere for people to relate well and promote group solidarity, which are essential to the survival of communities and societies. The African belief that 'it takes the whole village to raise the child' has been confirmed in the study. On the contrary, through the wellness model, I have observed how interactional patterns influence the wellness of juveniles in correctional centres.

From this study, six aspects of transforming criminal lives were identified and explored: physical activity, spirituality, social, intellectual, and career. This enabled me to observe how things might change, and if necessary, be corrected. The wellness theory and Ubuntu theory have been adopted to foster hope and belief that change can happen even when things are not looking good. The wellness theory involves a sequence of dimensions that must be applied to move from one dimension to the next. This enabled me to gain a comprehensive understanding of what teachers are providing in supporting their learners in a Gauteng correctional centre school.

Employing an integrative approach helped establish how teachers in correctional centres may intervene in supporting their juvenile learners holistically whereby family, tutors and stakeholders should team-up. Teamwork will then be enhanced as teachers are trying hard to provide more support than expected in the lives of the juveniles in a correctional centre.

6.3 LIMITATIONS OF THE STUDY

There are several factors that may create limitations when researching with juveniles in correctional centres. For example, the prison context where juveniles attend school added to the difficulty of conducting research and maintaining privacy. The questionnaires were administered, and I translated them from English to isiZulu, Xhosa,

and Sotho., The lack of female offenders, was a limitation to the study. A greater number of both female and male offenders would have enabled similarities and differences across gender and ethnicity to be explored more fully. In other words, the sample selection was limited as it would be better to see how the results would be if both male, female juveniles and other correctional personnel could have been interviewed.

6.4 RECOMMENDATIONS

The study makes the following recommendations

- The DBE has to establish an explicit teachers' skills development plan to address the skills shortage on the side of teachers who are already working in the correctional schools.
- In-service education and training (INSET) should be ongoing to maintain lifelong professional development in education. Professors, psychologists and volunteers can be invited to such workshops to train teachers on current research developments.
- At least one course on inclusive education must be included in all future education curriculum undertaken by teachers in different universities. Attending degree programmes in support (inclusive education) will help the teacher to understand the social, physical, emotional, and intellectual wellness of the juvenile in the correctional centre.
- Correctional education should provide learning experiences designed to address academic and vocational competencies and promote positive changes in juveniles' self-images and aspirations. The use of appropriate resources for juveniles will meet their needs to practice and consolidate their skills.
- Integration of physical education into skills to prepare for career wellness of the juveniles. This will enable the juveniles to develop skills and knowledge necessary to produce highly regarded in the fitness industry by major fitness club operators to become gym instructors or personal trainers upon release.

- Collaborative consistency teachers will benefit intensely from networking with other teachers outside correctional centres, and a variety of courses in vocational skills will be of value to meet the diverse needs of the juveniles so that their support could improve from where it is now to another level.
- The correctional centre system should help family members understand and recognise the value of working with families as they are the primary emotional, social, cultural and spiritual resources.
- Exposure and access to different sporting codes, career, educational resources and cultural enrichment programmes.
- Correctional schools serve as the ideal 'hub' and must be staffed with counsellors, school psychologists, school social workers, school nurses, and remedial teachers who can provide proper support in the correctional context linked to the educational programmes.
- Connect students and families to the appropriate services in the community and work collaboratively with outside agencies.
- Staff should be highly qualified to specialise and be exposed to current relevant research. Moreover, flexibility should be exercised in delivering educational programmes to meet the specific needs of the juveniles in correctional schools.
- A well-stocked accessible library needs to support the work and to promote the independent study of the juveniles as a strategy of their development in correctional centres. More importantly, libraries should play a crucial role in implementing activities conducive to meeting the educational needs and recreational interests of the juveniles.
- Workshops should be held for staff for in-depth ICT training to provide teachers with the latest information on the good standard of learning opportunities for all juvenile offender learners.

6.3 CHAPTER SUMMARY

This chapter has explored and discussed different themes that emerged from the qualitative study. The chapter focused on the support of juveniles and on addressing their wellness in correctional centre schools. These findings reveal that juveniles and teachers face many challenges regarding teaching and learning in correctional schools. Furthermore, teachers are prone to stress because of the greater demands of managing such a population. Hence, there is a need for teacher-preparation programmes to support and train those teachers who struggle to deal with their learners in a correctional school. The following chapter focus on the proposed wellness framework that can enhance the wellness of juveniles in Gauteng correctional centres.

This chapter has explored and discussed different themes that emerged from the qualitative study. The chapter focused on the support of juveniles and on addressing their wellness in a correctional centre school. These findings reveal that juveniles and teachers face many challenges regarding teaching and learning in a correctional school. Furthermore, teachers are prone to stress because of the greater demands of managing such population. Hence, there is a need for teacher-preparation programmes to support and train those teachers who struggle to deal with their learners in correctional schools. The following chapter will focus on the proposed wellness framework that can enhance the wellness of juveniles in a Gauteng correctional centre.

CHAPTER 7

OVERVIEW OF THE STUDY, FRAMEWORK DEVELOPMENT, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The findings of the study established that juveniles in a correctional school are aware of some difficulties facing them and their teachers. The themes were interpreted in Chapter 5 and were used as focal points for discussion of the findings in Chapter 6. This chapter focuses on the overview of the study, outlines the framework to assist teachers to support the juvenile offender learners, presents the proposed framework, contributions to the body of knowledge, and gives conclusions and suggestions for future research studies.

7.2 OVERVIEW OF THE STUDY

The study focused on the support and the wellness of the juvenile offender learners in a correctional school. The qualitative method established that Ubuntu is an overarching philosophy which encourages the juveniles and the teachers to share the limited resources and support each other to benefit from the education offered. The findings of the study also revealed that juvenile learners experience difficulties in learning and teachers were not competent or trained in supporting them regarding their academic wellness. In addition, the findings revealed the need for more specialised training programmes of teachers. The study further revealed that juvenile offender learners are aware of the benefits of engaging in sports activities to enhance their physical wellness.

This study also revealed that lack of resources, inadequately trained teachers, and the lack of care and support from family members impacted the juvenile offender learners' emotional wellness. The juveniles also alluded to the shortage of trained teachers for physical extramural activities. They saw this as an opportunity to establish a career as they wished to be trained in different sporting codes, which they thought could be beneficial for them once they were released from prison.

In this study, spiritual wellness was found to play an important role in the lives of juvenile learners as they pointed out that worshipping the Almighty helped them cope with their present situation and reminded them that they were human. This also strengthened their social wellness in that they were encouraged to form supportive relationships with other juvenile offender learners.

7.3 THE WELLNESS FRAMEWORK IN SUPPORTING JUVENILES IN A CORRECTIONAL SCHOOL

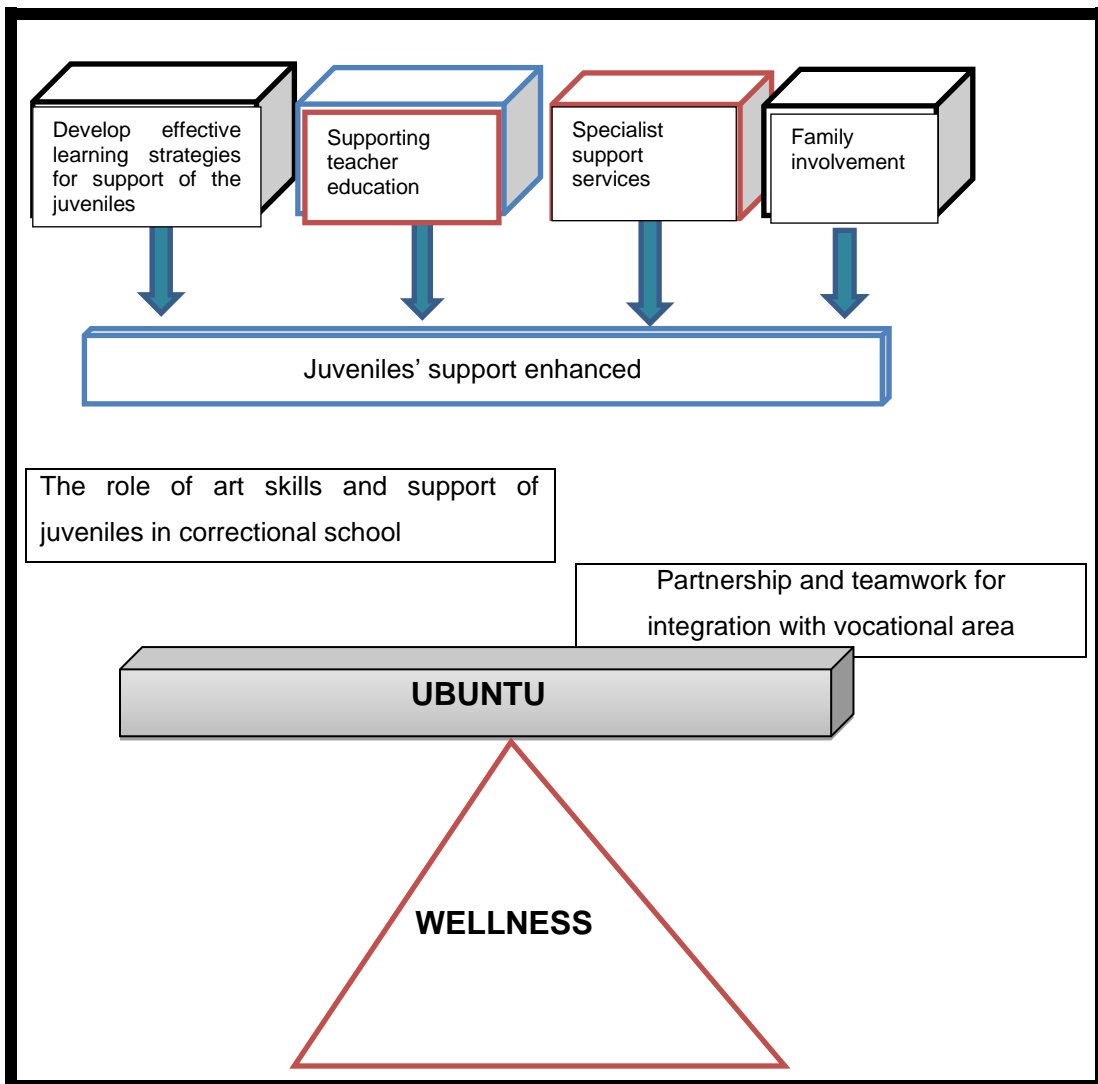


Figure 7.1: *Integrated Wellness Framework to assist teachers in supporting juvenile offender learners*

7.3.1 Develop Effective Learning Strategies for the Support of Juveniles

The Wellness Framework recommends that all teachers of juvenile offender learners in correctional centre schools be properly trained in supporting juveniles with learning difficulties. Teachers in correctional centres should develop learning strategies that would help them support their learners. This study proposes the following strategies to encourage teachers to become effective and to meet the needs of the individual:

- The framework proposes that visualisation can help teachers bring dull academic concepts to life with visual and practical learning experiences. The visualisation learning strategy will also assist teachers to help juveniles to understand how their learning applies in the world by using computers and whiteboards to display audio clips and videos.
- The framework acknowledges that a teacher should use examples to help the learners grasp the essence of a piece of work and form a picture of the work as a whole. This helps to enhance the intellectual wellness of juvenile offenders in correctional schools. The study revealed that cooperative learning has a positive effect on academic achievement (Sirin, 2005). The important feature of this strategy to learning is that learners are not competing for success. In this way, juveniles' social, physical, emotional, intellectual, spiritual, and career wellnesses are catered for.
- Inquiry-based instruction allows thought-provoking questions that will help the juvenile offender learners think for themselves, become more independent, and have a deeper understanding of academic concepts.
- The framework hopes that if classroom activities are assigned according to juvenile learners' needs, individuals with higher academic capabilities can be stretched to achieve more and those who are struggling can get the appropriate support.
- Learners should also be encouraged to ask questions and investigate their ideas to improve their problem-solving skills, which are important life skills.
- To ensure that no learner is left behind, teachers should differentiate their teaching methods by allocating tasks based on juvenile learners' ability.

- The study acknowledges that planning a balanced approach involves a balance between the knowledge, skills and attitudes to be achieved and involves various types of activity, the resources used, and the space occupied.

7.3.2 Supporting Teacher Education

Teachers working with juvenile offender learners with learning difficulties and special educational needs often need support to enhance the wellness of their learners in all the wellness dimensions, namely the intellectual, emotional, social, career, and physical dimensions. The framework proposes that the best way for teachers to enhance support for the juvenile learners is for them to inquire sensitively, listen carefully and look thoughtfully at learners' work. Teachers should also allow enough time to reflect on their experiences, be willing to be lifelong learners, and use every opportunity to develop their skills. This wellness framework also encourages teachers in correctional schools to attend workshops, classes, seminars, and conferences, to read books, converse with other subject experts and share experiences with colleagues. Furthermore, this framework recommends that teachers working in correctional centre schools have deep knowledge and understanding of the subject matter so that they can support the academic wellness of the juvenile learner offenders.

The study acknowledges collaboration and sharing of knowledge among teachers and allows them time to reflect on their experiences. Teachers are also encouraged to link the content of lessons with learners' daily lives by selecting examples with which they can identify. In this sense, teachers need to see how ideas connect across fields and with everyday life. In addition, teachers should keep a journal of what works and what does not work.

The study suggests active learning, which involves all learners in the learning experience, not just the bright or extroverted learners. Therefore, if learners are properly taught, they are better able to determine the pace of their learning and often have a say in the topics discussed and the presentation styles used. Through diverse learning experiences in which learners struggle to understand the activity, debriefing, which takes place in small group discussions, focuses the attention and attributes significance

to the learning experience. Also, through debriefing, the teacher ensures that the group's experiences do not drift along in an unquestioned, unintegrated and unorganised fashion. In addition, debriefing helps sort and order the information that learners gather during the learning experience and helps them to relate the activity to their lives.

7.3.3 Specialist Support Services

The framework proposes the establishment of a centre for learning-based support consisting of teachers, specialist services, support staff of the district office, NGOs and parents. The specialist support services give support to learners who experience difficulty in learning since the responsibility cannot be left to teachers alone. Specialists include psychologists, pastors, social workers, nurses, police officers, and learning support specialists.

I noted that for the attainment of academic wellness and success of the juvenile learners, a partnership is necessary with other stakeholders to understand dealing with learners in different contexts. For example, teachers should start building School-Based Support Teams (SBST) that will directly improve the physical, socio-emotional and academic performance of the juveniles in correctional centres. The establishment of an SBST requires adequate staffing in terms of teachers, school counsellors, psychologists, and social workers to ensure that services are of high quality and effective to support juveniles. School-based counsellors, social workers, pastors, DCS personnel, and psychologists provide the necessary socio-emotional support needed by every juvenile learner in correctional centres. This means that learners experiencing challenges in their learning should not be the sole responsibility of their subject teachers but should also be helped by the support services. Hence, communities and interest groups should support juvenile offender learners in correctional centres to see to it that juveniles are supported and that the existing resources are utilised in the most effective way. Furthermore, I also suggest that remedial teachers should be available to make the necessary arrangements for juveniles as far as practically as possible, making support accessible to such learners, and thus supporting the academic wellness of juveniles. Following this, assessment relating to the performance of juveniles must be

carried out by teams based at the school in consultation with parents, teachers and other relevant support personnel.

It was noted in this study that there is considerable movement in correctional centres; with juveniles being moved from one centre to another. However, the process of transfers should be handled as a matter of urgency to ensure that the juvenile offender learner is not neglected in receiving appropriate support when moved to another prison. Previous studies revealed that transfers also disrupt teaching and learning, thereby negatively impacting the intellectual wellness of juvenile offender learners (Van Heerden, 2013).

7.3.4 Family Involvement

This study recommends family involvement for juveniles in correctional centres as this will help increase juveniles' emotional wellness, even for those who have been neglected or orphaned, the sick, and those whose families stay far away from the centres. This follows an indication in this study that the majority of juveniles come from disadvantaged families. Hence, this framework proposes that involving families of the juveniles in the correctional context will help maximise the academic wellness of juveniles as these juveniles expect unconditional support from their parents.

I observed that families of some of the juveniles are not playing any role in supporting their children's education who are incarcerated. I also observed that these bodies (teachers, parents, community, and the DCS) work far apart. Yet they are supposed to work together to support the emotional wellness of juveniles. The wellness of juvenile offender learners needs to be assessed so that they are placed in their relevant grades and classrooms. This framework resuscitates the Ubuntu philosophy, which is the basic understanding that the education of the children is not the task of their biological parents only. Parenting is a collective responsibility of the whole village; as an Ubuntu idiom says: "Every member of the society was a parent, teacher and motivator to every child in the village". In other words, everyone has a role to play. This, therefore, simply means that teachers cannot carry the burden of helping juveniles alone.

Teachers envisage that they could collaboratively work together with parents and other stakeholders to support the academic wellness of juvenile learners. For example, the prison staff consisting of social workers, security officials, and psychologists should inform the parents of what they have diagnosed in their child so that they become part of what their children are going through. This is because many juveniles may be experiencing emotional problems. Hence, it is necessary to ensure that effective diagnostic assessments are applied correctly to meet individual needs. Such assessments will also show learners where they could benefit from additional help, depending on their areas of need.

7.3.5 Integration of Art Skills and Support

Art programmes appear to have yielded the best results in the support and emotional wellness of the juveniles in correctional centres. The teachers' responsibility is to make sure that the social, physical, emotional, spiritual, intellectual, and career wellness of the juvenile offender learners are met. Art education could be considered as a way of supporting and enabling those juveniles who are experiencing academic failure as well as those who are reluctant to participate in educational programmes. Furthermore, art skills will allow juvenile offender learners to turn their lives around. As part of a more creative domain, art skills encourage participatory learning and give juveniles the ability and freedom to self-direct their transformation. Also, the making of visual images expresses feelings and helps juveniles to cope with the stress of correctional life. In addition, engaging juveniles in artistic activities can help them to feel valued and important through the individualised attention and support received from teachers.

Incarcerated artists can make a valuable aesthetic contribution to society by displaying their work in museums, galleries and other venues for the public and tourists to enjoy and appreciate. Correctional centres and the Department of Art and Culture can also help juveniles to form partnerships with the art museums. Art can be included in a school programme to support the emotional wellness of the juveniles. Wherever possible, art programmes should be organised as, if they are well implemented, they can improve career wellness or employment opportunities, including academic, vocational and social skills, and emotional self-management. Therefore, it is envisaged

that more could be done in this area to strengthen what has already been started so that it becomes a more permanent feature in the educational programme to enhance the emotional wellness of juveniles in a correctional school.

7.3.6 Partnership and Teamwork for Integration with Vocational Areas

Integration with vocational areas is needed to support the career wellness of juveniles and is also an important part of the school curriculum for juveniles in correctional centres. When integrating skills into work areas in the centre, it becomes enjoyable, especially for a learner who is receptive to improving his skills. For example, painting, decorating and bricklaying will enable the students to improve their numeracy skills because they need to use measurements. Therefore, I believe that juvenile offender learners would value this support and become more confident in their communication and numerical skills. The use of ICT skills in real contexts will also increase their opportunities for employment.

7.4 TRAINING AND MENTORSHIP PROGRAMME IN SUPPORTING EDUCATION FOR TEACHERS IN CORRECTIONAL SCHOOLS

The framework highlights the importance of properly trained teachers to effectively support juvenile offender learners:

- Teachers who are new to correctional education should take part in informal training through classroom observations and team teaching with experienced correctional teachers, observe the intricacies of correctional education, and develop relationships with other teachers.
- Pre-service training should have a module on inclusive education that includes juvenile offender learners in a correctional school.
- Providing class and subject teachers with in-service training will equip them with the necessary skills to identify and support juvenile offender learners experiencing learning difficulties. Experts or volunteers should be involved in training programmes to improve the academic wellness of the juveniles.

- An important development in correctional education is that teachers should have an ongoing system of support organised for them so that they are not left to cope alone with learners with learning difficulties.
- In-service training programmes could be provided to teachers in correctional schools on identifying different forms of challenges. University lecturers and professors could be invited to in-service workshops to equip the teachers on current research developments.
- Newly appointed teachers will need to have INSET to equip them for the task. The DBE could also provide short-term certificate courses based on the support of the juvenile learner offenders supported by the South African Qualification Authority.
- In the event that teachers in correctional schools encounter serious problems with juvenile learners, whether emotionally or physically, they may also have to collaborate with the education support services of the district.
- A flexible curriculum that provides for the diverse needs of all juvenile offender learners needs to be implemented.
- An important development in correctional education is that teachers must be well informed about learning difficulties and specialised teaching.

7.5 IMPLEMENTING THE WELLNESS FRAMEWORK

The use of the integrated wellness framework is explained in this section.

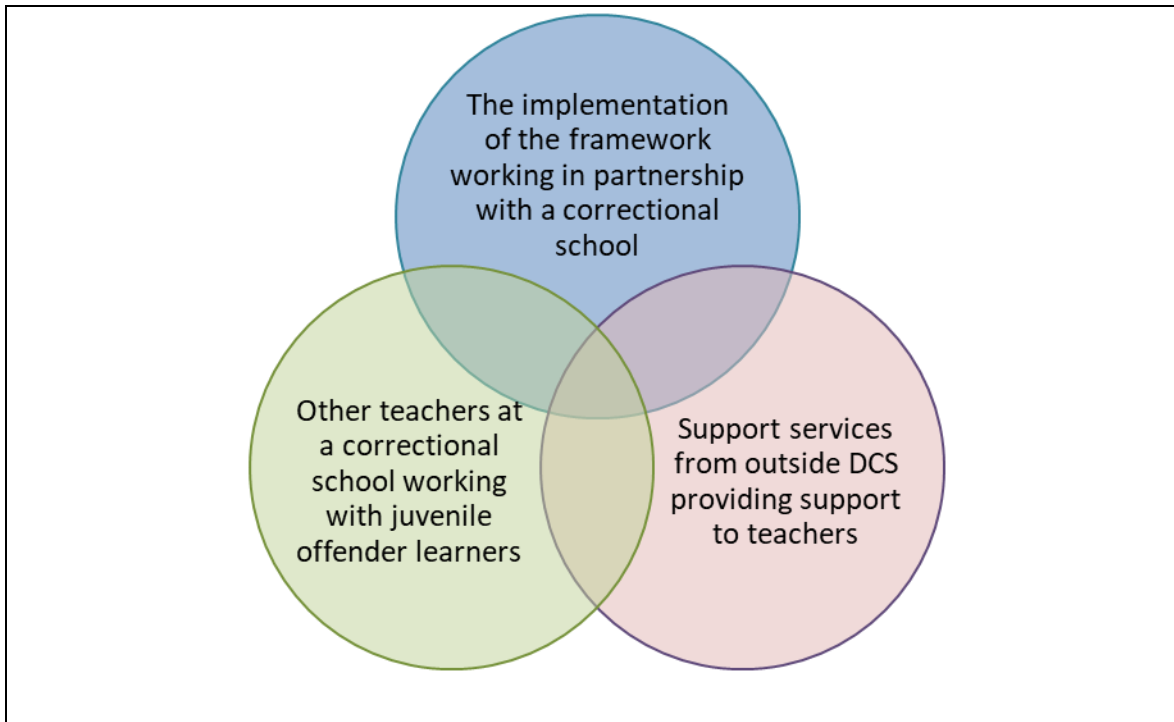


Figure 7.2: *The integrated wellness framework*

7.5.1 Implementing the Integrated Wellness Framework

The teacher is the key person in the implementation of the framework. Teachers design a plan or programme for teaching and providing support in the classroom. Thorough knowledge of the subject matter and lesson preparation should target the problem of the juvenile learner, that is, the areas in which the students are finding it difficult. It is the responsibility of the teacher to ensure that juvenile offender learners are supported and that their wellness is taken care of.

The teacher should always be present in a supportive capacity and continually monitor each learner's progress. In addition, continuous assessment must be part of the teaching and learning process to establish the progress of learners and their attainment of learning outcomes. At the same time, the collaboration of teachers, parents, relevant NGOs, the SBST, and psychologists in the school should coordinate the teachers' work to address the challenges of juveniles holistically. Involving experts within the school, for example, social welfare, pastors, parents and correctional personnel should be done to support teachers where appropriate.

7.5.2 The Role of Teamwork and Collaboration in Implementing the Framework

Teamwork and collaboration include school-based, externally based professionals and other stakeholders. Social workers plan consultations with the family on the issues impacting the care and support of juvenile offender learners while parents get involved in their children's criminal records. Teachers refer juvenile offender learners to the social workers who display poor academic performance, while the Department of Health needs to cooperate at government level to assist with identifying chronic conditions such as asthma, tuberculosis and HIV/AIDS. The Department of Health also provides the necessary support in health and health promotion. On the other hand, the police are an active, externally based participant educating the juveniles on issues of drugs, educating them to be drug-free and about safety. Psychologists provide individual counselling while administrators and teachers struggle with some of the juveniles who enter correctional centres without identity cards, with wrong names and no records for educational placement. However, the current study has revealed that teamwork and collaboration in correctional centres is not complete. In fact, the study showed that a multidisciplinary team does not exist, particularly in a correctional centre school. This, therefore, highlights the need for more active involvement of the externally based professionals.

7.6 CONTRIBUTION TO THE BODY OF KNOWLEDGE

The study contributes to theory, policy and practice as outlined in the following subsections:

7.6.1 Theory

Since this study has revealed new knowledge regarding the support and wellness of juveniles, researchers in the future will be able to identify aspects within this area that need further inquiry. Moreover, the lessons I have learned from the stories I shared in this study have enriched my life.

This study indicated that physical activity might assist the development of self-discipline and respect for others. The role of correctional centres offering physical activities to

participants opened broader avenues to support juveniles and reduce antisocial behaviour. Therefore, the findings of this study showed that if juveniles can be provided with meaningful sporting activities, they could contribute to the development of the community's social capital that would be an advantage to society and individuals.

Regarding spiritual wellness, through this study, I have discovered that juveniles have lived by hustling and crime, but religious conversion experienced by them in prison sets a path for a lifelong journey of discovery about the self. This new understanding should help improve outcomes of the impact of juveniles in correctional centres. These findings enhanced my understanding of religion and spirituality in prison and helped to humanise and assist juveniles to cope in a context that is unbearable and fraught with stress. Moreover, once a juvenile becomes an agent of God, it provides him with a sense of repentance and creates a new social identity to replace the label of a criminal.

Hettler's (1980) theory, with its emphasis on wellness in this study, included building competencies and enhancing job-related skills which can help them after release or their stay in a correctional centre may be made less problematic and can be effectively supported. With regard to career wellness, participating in educational programmes may open up employment opportunities and develop skills and self-worth that lead juveniles away from criminal activity.

The knowledge that I discovered on correctional education from a theoretical and practical perspective was the use of general teaching methods, which did not adequately address the support and the academic wellness of juvenile offender learners in correctional centres. Furthermore, the support was insufficient for juveniles attending school in correctional centres, looking at their individual needs. Therefore, the education of juveniles who experience severe learning difficulties should receive the highest possible levels of support from all stakeholders.

Without a doubt, I learned about gratitude, compassion and respect from the interviews shared with me by juvenile offender learners about their teachers; and I realised that teachers were also eager to support their learners. They showed Ubuntu by buying juveniles soap, books and assisting them to pay fees.

This study showed that involvement in creative arts contributes to and connects the juveniles with the community outside of prison, which could help prepare juveniles for society re-entry. Benchmarking with other countries would be useful. For example, one programme in the United Kingdom engaged prisoners in various artistic activities through collaboration with schools and the business industry. Another prison in the UK has collaborated with a local theatre company that produced a video and resource pack on drug abuse for social workers and teachers (Carlyle, 2000). Likewise, the Prison Creative Arts Project (PCAP) at the University of Michigan has worked collaboratively with offenders and correctional facilities in generating several art projects (Alexander & Gothard, 2006). The PCAP's Sister within Theatre Troupe has performed over 20 plays, held several workshops in juvenile facilities, and contributed readings and anthologies to prison workshops. These projects provide a 'creative space' inside the harsh environment of prison.

7.6.2 Policy

The study contributes to policy by identifying several gaps within the existing policy. For example, inclusive education, special needs and Life Orientation should seek to address the needs of the juvenile offender learners in correctional centres. White Paper 6 (DoE, 2001) and curriculum documents (DoE, 2002-2003) address the learners' needs in mainstream education and special schools only. The South African Schools Act 84 of 1996 (SASA) (DoE, 1996) is silent on the issue of juvenile learners in correctional schools. Within the South African context, Inclusive Education is understood to be inclusive of all learners and is intended to make all learners feel comfortable and welcome both in the classroom and in the school in spite of their diverse backgrounds. Since the theoretical models used for this study are the wellness model and the Ubuntu theory, I trust that they will assist policymakers in embracing some of the recommendations in modelling their ways of providing juvenile support in correctional schools.

7.6.3 Practice

Knowing of the challenges encountered by juvenile offender learners, such as the lack of resources and teachers' lack of skills to support them, the current study is a revelation to the DCS personnel, security guards, and teachers involved with these juveniles in their daily lives routine. Through this study, teachers and correctional personnel who play a part in the education of juvenile offender learners in correctional centres will become aware of the fact that these juvenile offender learners ought to be supported, and that their individual needs should be provided for if their wellness is to be enhanced. Therefore, I am confident that the framework and recommendations given in this study will give teachers and other stakeholders a clear idea of what juvenile learners need to progress from where they are to where they ought to be by giving them support. Furthermore, I hope that the current study will influence and increase the capacity for good practice in addressing juvenile offender learners' wellness and the use of strategies intended to help teachers support their diverse learners. The study revealed the significance of Ubuntu, which promoted a sense of humanness among the offenders through the engagement and involvement of teachers in the lives of juveniles and through juveniles' practice of brotherly group care, sharing and caring for each other. This shows that there is still hope of strengthening and continuing the spirit of Ubuntu. Therefore, the findings of this study have several important implications for future practice.

7.7 SUGGESTIONS FOR FURTHER RESEARCH

The present study focused on the role of teachers, peers, and correctional staff at large; the comprehensive support provided to juveniles and their wellness. In this study, the voice of the juveniles is reflected as they share knowledge regarding the challenges they encounter while attending school in correctional centres. The following are the suggestions for further research.

- The qualitative approach utilised in this study offered a detailed examination of the experiences of the juveniles and teachers in a Gauteng correctional school. A wider study could include more schools.

- A mixed methods design could be applied in future research to provide a balanced perspective on the phenomenon of wellness in correctional schools.
- Correctional school principals' perspectives could be explored to determine the factors that interfere with the schools' efforts to implement practices that focus on the support of juvenile learners.
- Research could be conducted regarding teachers' perceptions on the types of successful support for juvenile learners, for example, types of teaching styles used in classrooms to overcome the anxieties of juvenile learners.
- Another area that can be explored is the involvement of specialist structures such as social workers and psychologists in terms of their support of juvenile offender learners.
- The study proposes that the curriculum offered in correctional centres in South Africa promotes the philosophy of Ubuntu to solve the crime levels of the youth. An exploration of Ubuntu methods and strategies in correctional education programmes could be undertaken.
- Further research on the implementation of remedial and inclusive education in correctional centres could be conducted.

7.9 SUMMARY

The findings of the study revealed that teachers are struggling to provide support to juvenile learners undertaking education in correctional centre schools. In general, from all the available resources reported, juveniles entering correctional systems experience academic under-achievement and failure. Although teachers are making efforts to address the needs of juveniles, the major predicament is that teachers lack the skill and theoretical background to support their learners and enhance their academic wellness. Furthermore, library facilities do not have suitable books and resources to support the academic wellness of juveniles. Lack of different software such as power point, excel, programming, word processing and application software was regarded as not relevant to practising their skills to meet current industrial standards (career wellness) (Lorenz, 2002).

The support provided by juveniles to their peers, such as helping with books, sharing soap and other stuff was the most significant strength they had regarding caring and attaching value. Cooperative learning was also regarded as the most exciting moment where juveniles spent time sharing knowledge and bolstering each other's self-esteem. In this sense, the principle of Ubuntu which is also connected to Hettler's Wellness Model where the dimensions continually influence each other and are linked in addressing issues of supporting juveniles, was also highlighted. Moreover, the study focused on the important six dimensions of wellness that need to be addressed to enable the successful learning of juvenile learners in correctional centres. Using the integrated wellness model as a strategy to improve the support and wellness of juveniles will help address these challenges. In addition, the model will promote and encourage teamwork and collaboration as a strategy to improve the support provided by teachers, peers, families, and other stakeholders in correctional settings to the juveniles in correctional centres.

The DCS and personnel are not effectively involved in providing support to teachers for them to be able to support their learners. For example, there are no student records that show where the student was before entering the system. The administrators seem to be reluctant and unwilling to assist (SAHRC & UNICEF, 2016). Therefore, this calls for more efforts to be established for the pre-service and in-service of teachers in correctional centres and training them as to how they can support their learners based on the wellness dimensions in conjunction with the Ubuntu perspective. In this way, the philosophy of Ubuntu where a juvenile belongs to the whole community will be encouraged.

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APPENDIX 1: ETHICAL CLEARANCE



2014-07-03

Ref. Nr:2014/July/06887341/MC

To the researcher:
Ms. CN Nkosi
~~Debonairpark Lonsyde,~~
1914

This is to certify that the researcher,
Ms. CN Nkosi
declared that she has complied with the ethical requirements
stipulated by the Unisa Policy on Research Ethics during the fieldwork
of the research project stipulated below.
Ms. C.N. Nkosi furthermore declares that she will adhere to these ethical
requirements in the reporting of this study for degree purposes:

**The support of the juveniles in Gauteng Prison School: A wellness
perspective model**

This compliance notification (2014/July/06887341MC) has been considered by the chairperson
of the Research Ethics Review committee of the College of Education, UNISA on 01 July
2014 and was found to be acceptable.

Dr. Madaleen Claassens
Chairperson of the CEDU Research Ethics Review Committee
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APPENDIX 2: REQUEST FOR PERMISSION TO CARRYOUT RESEARCH: JUVENILE LEARNERS

Dear Sir/Madam:

REFERENCE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN CORRECTIONAL CENTRE SCHOOLS

I am a doctoral student at the University of South Africa in the area of Psychology Education. **My topic is 'The support of the juveniles in a Gauteng Correctional Centre. A wellness perspective'**. The study will recommend: A WELLNESS FRAMEWORK TOWARDS THE SUPPORT OF JUVENILES. This study will address wellness holistically considering the physical, intellectual, emotional, social, occupational and spiritual aspects of life.

The study will be carried out in a correctional school in Gauteng Province with juvenile learners. Only correctional school teachers of juvenile learner offenders will participate in the study. Participants in Gauteng Province will complete a questionnaire for 30 minutes and others will be interviewed for 30 minutes.

Participation is voluntary, only teachers and juvenile learners who volunteer will participate in the study. The identity of the participants will not be revealed and remain confidential. Participants will not be expected to write their names. Participants are also free to withdraw from the study at any time without fear of reprisals. The identity of participating schools will not be revealed. It is hoped that the study will be beneficial to the teachers on the support with regard to their wellness in correctional centre schools. The findings of the study will be emailed to the Provincial Heads of Department and Principals of participating special schools.

Thanking you in advance.

Yours Faithfully

_____Date:_____

C.N. Nkosi Cell: 0836887434 **Email:** nkosicynthian@yahoo.com

APPENDIX 3: CONSENT LETTER FOR JUVENILES TO PARTICIPATE IN THE STUDY

Consent form to participate in research Title of study: The Support of juveniles in a Gauteng correctional school: A wellness perspective.

I _____ (Name in full) give my consent to voluntarily take part in the research done by Ms Cunthia Ntombi Nkosi (Contact Number: 083 6887434) from the UNISA (Department of Psychology of Education). The study focuses **on how is the support of juveniles in a Gauteng correctional school from a wellness perspective.** This study involves juveniles selected youth and teachers who will be requested to complete questionnaires

I understand the following:

- My participation is voluntary
- I can withdraw my participation anytime without any penalty
- Results from this study may be published provided my identity is not revealed
- The researcher will make all efforts to protect me from any harm but is not liable to compensate me of injury
- ❖ The benefit of the study is to identify ways that can be used to promote the wellness of juveniles in correctional schools. Signature of

Participant _____ Date _____

APPENDIX 4: OPEN-ENDED QUESTIONNAIRE FOR JUVENILES IN A CORRECTIONAL CENTRE

The purpose of questionnaire is to explore your perspectives on how you are supported at school with regard to your wellness. Please answer all the questions. Do not write your name. Please respond to the questions by completing in the blank space. Thank you in advance for responding to the questionnaire. However, the questionnaire will take about 10 to 20 minutes of your times.

Social wellness

1. What do you do if someone picks up a fight on you?

2. Do you have someone whom you confide in?

3. How does it feel to lose your freedom?

4. Is there any support you get here at school? Or extra classes?

5. How do you describe the treatment with the correctional officers when you first arrived here?

6. Are there any good things you have learned working with other juveniles

7. How can you describe your relationship with other juveniles?

Physical wellness

8. As far as physical wellness is concerned, what do you think can be done to improve the physical wellness of juveniles.

9. How many times does physical training takes place here in prison?

10. Where do you get treatment when not feeling well?

11. What good things do you think you have learned here at the centre?

12. Are there any sports opportunities available here at school?

Emotional wellness

13. Have you ever experience any violence around here? Please explain.

14. What makes this place bearable to you?

15. How often do you get visits from your family?

16. what do you do when you receive bad news from home. For example; when you lost someone very close to you?

17. what do you do when you have a stress

Intellectual wellness

18. What grade/level were you before before you came here?

19. How much time do you normally spent here at school?

20. Are there any extra classes here in prison or individual attention if you need help with your subjects?

21. Is there a regular library here at school?

22. What support do you receive when you do not understand the subject?

23. What challenges are you experiencing with your studies

Career wellness

24. What would you like to become after you have served your sentence in prison?

25. What career have you chose that prepare you after release?

26. What are the resources available for your career? (material or equipment)

27. What challenges are you facing that hinder you in studying your career?

28. What guidance or support do you get in terms of your career

Spiritual wellness

29. Do you have a relationship with God?

30. Are you aware of the spiritual care services and programmes provided here? Please explain

31. who are the people render services to you? When do they come?

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32. I heard that there are services that take place here in prison? Do you attend to those services?

33. What is good about attending those services

THANK YOU FOR PARTICIPATION IN THIS QUESTIONNAIRE

APPENDIX 5: OPEN-ENDED QUESTIONNAIRES FOR TEACHERS

The purpose of this questionnaire is to explore your perspectives on the support of juveniles in a Gauteng Correctional School from a wellness perspective. Please answer all the questions. Do not write your name. Please respond to the questions by completing the blank space. Thank you in advance for responding to the questionnaire. The questionnaire will take about 10 to 20 minutes of your times

Please kindly respond to the following question by completing the blank spaces.

Social wellness

1. What do you understand by the term wellness?

2. How often do you meet for group discussions in your school?

3. How do you interact with your learners here at school? (in terms of behaviour)

4. What do you do when some of the juveniles do not receive visits from parents or friends?

Physical wellness

5. Do you teach physical education as a subject?

6. What do you think contributes to physical wellness? (something that excites the juveniles here in the centre?)

7. What sporting codes do you have here in the centre? Do juveniles participate in all the codes you have?

8. What challenges are you experiencing in implementing these sporting codes?

9. What are the bad or good things you have observed done by the juveniles?

--

Emotional wellness

10. What do you understand by the term emotional wellness?

11. What are the emotional challenges displayed by juveniles (fight sad anger)

12. What interventions are in place to assist juveniles to manage their emotions?

13. What do you think contributes to emotional wellness of the juveniles?

Intellectual wellness

14. What is do you understand about emotional wellness? What factors contribute to intellectual wellness

15. What do you do to support and motivate juveniles with learning difficulties?

Which are the dynamics do you think inhibit the implementation of curriculum

16. What are your goals as a teacher for your students?

17. How do you see your role as a teacher in prison school?

18. What support do you give when learners call for your help?

Career wellness

19. Which dynamics do you think inhibit the implementation of career wellness?

20. What factors contribute to career wellness?

21. What about career wellness, is there anything you would like to highlight that you feel contributes to career wellness of the juveniles?

22. How do you encourage or motivate your students to become better citizens?

23. What career subject do you have here at school vocational skills: if so? Mention the few that you have?

Spiritual wellness

24. What spiritual support is provided here in prison?

25. What effects can spiritual wellness have in the lives of the juvenile offender?

26. What are spiritual needs of the juveniles here in prison?

APPENDIX 6: OBSERVATION SCHEDULE

I used observations as a data-collection method. This study chose observations as there was a need to explore how juveniles are supported in a correctional school. It also provided me with an opportunity to gain direct access to research phenomena. Merriam (1998:46) indicated that the researcher can collect first-hand account the situation under study through observations. When this technique is used, a researcher can gain a holistic view of a phenomenon being studied. In the same way, Klein (2012) indicated that observations of juveniles in their natural setting is the natural method for examining the context for transformation and improvement. This involves observing the surroundings of the setting and the description of the participants in detail, unplanned activities, symbolic meanings, non-verbal communication, physical clues, and what has not happened.

I developed an observation guide following Merriam's (1998) example, in which various dimensions of wellness should be compiled and recorded in field notes. The first of these elements include:

- Physical environment: This involves observing the surroundings of the setting and the description of the participants in detail.
- The researcher records the activities and interactions that occur in the settings.
- The frequency and duration of those activities or interactions and other factors such as unplanned activities, symbolic meanings, non-verbal communication, physical clues and what should happen that has not happened.
- Factors contributing to their physical wellness, health, food, sports, music, art, among others.
- Challenges that teachers experience with juveniles in correctional schools.

- Are there any regular Christian fellowships or religious activities that take place in a correctional centre?
- The dynamics that inhibit teachers from implementing the curriculum and the participation of juveniles in teaching and learning activities. How are juveniles supported during teaching and learning in correctional schools?
- What skills are provided for the juveniles in career preparations, especially in life and at work?

APPENDIX 7: INTERVIEW GUIDE

The developed interview guide covered the following areas:

- Social wellness: Length of imprisonment, relationship with teachers and peers, freedom of the participants.
- Physical wellness: About physical opportunities available in the correctional centre, choices of sporting code, the value and importance of participating in sport.
- Emotional wellness: Causes of stress, the ability to share and confide in various people about personal matters, the safety and protection of the participant inside.
- Spiritual wellness: How they hold devotions or prayer assemblies in a correctional centre.
- Intellectual wellness: Level of education before incarcerated; support by teachers or peers, the availability of resources such as the library, books, support materials and computer laboratory.
- Career wellness: Decision-making about different careers.

APPENDIX 8: INTERVIEWS FOR JUVENILE OFFENDER LEARNERS

Transcription of interviews with Juveniles in correctional centres	Folder A
Name of interviewee	Thulani Mnisi
Date of interview	
Venue of interview	

Interviewer	My name is Cynthia Nkosi. I am doing PhD studies in the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools.
Participant	My name is Thulani (Pseudonym)
Interviewer	Have you been here before?
Thulani	No, it is my first time
Interviewer	What is your maximum sentence?
Thulani	7 years
Interviewer	How does it feel to be separated from your family?
Thulani	Iyaaaah...I felt bad and frustrated and lost community respect and support since that, because of other cases I have I decided to give a wrong address so that I shouldn't be recognised. Besides my family is very angry with me, as a result I'm afraid to look at them for what I did.
Interviewer	Do you have friends whom you confide or share your personal

	matters?
Thulani	I..... do struggle with the things that I really need because this is not my home. But then because all of us are in here we share with those whom you are in good relationship with them. In our cell we are eight but the three of us we share a lot except the others belong to certain groups as gangs for their protection. Apart from that we work very well together. Differences are there but we try by all means to sit down and talk. For example, my parents are still angry with me and they don't come to visit me. When it is a family day I don't go outside because I do not have visits. It becomes difficult for me. What happens when it is family day, one of my friends organised for me his family to share among themselves so that I can be able to go outside share food with and enjoy the day like others."
Interviewer	Now then your family is angry with you, where do you get support from?
Thulani	From my friends outside not all the time my family comes to visit.
Interviewer	So, you get help from your friends outside and from my friends here in prison. Is that what you say?.
Thulani	Yes, we have good relationship with each other.
Interviewer	What makes you to survive in this place?
Thulani	The support that I get from people even the teachers here at school?
Interviewer	How do you manage the stress since there are so many things that you need and the family is not visiting you?
Thulani	I'm trying to be strong but it is not easy to be always a begger that also kills me a lot. Because of the support of my friends and the teachers they try to help".

Interviewer	Seemingly not all prisoners are bad and cruel as one would think of that because of the crimes committed by inmates?
Thulani	No, no this is what I have learned that not all people are bad here in prison. You become a family but you need to be very careful whom you chose.
Interviewer	What have you learned in this place
Thulani	I learn so many things like respect, reading and writing, I did something wrong I have to look for the bigger picture.
Interviewer	Do you have friends whom you confide or share your personal matters.
Thulani	Yes, I do although I struggle with the things that I really need because this is not my home. But then because all of us are in here we share with those whom you are in good relationship with them. In our cell we are eight but the three of us we share a lot except the others belong to certain groups as gangs for their protection. Apart from that we work very well together. Differences are there but we try by all means to sit down and talk. For example, my parents are still angry with me and they don't come to visit me. When it is a family day I don't go outside because I do not have visits. It becomes difficult for me. What happens when it is family day, one of my friends organised for me his family to share among themselves so that I can be able to go outside share food with and enjoy the day like others.
Interviewer	So, you get help from your friends is that what you say?
Thulani	Yes, we have good relationship with each other.
Interviewer	Are you saying you get support from people that you don't know and from other learners who are also inmates?

Thulani	Yes the support that they give to me is so amazing as I said that I struggle with so many things since I do not have visits here in prison. since I do not have visits here in prison”.
	Yes...but we help each other, his quite right he helps us too with our school work because without him it would be difficult for us. He added: “Unesineke” translated to English language (He has patience and very tolerant even if we don’t understand) that’s why amajita amncanywa so!!! (guys love him so much) (He looked at him with a smile and they nodded their heads, showing a sign of agreeing to what has been said by juveniles). They applauded him to show that he has makes sense to them”.
Interviewer	Do you have someone whom you share your secrets with?
Thulani	I’m not really sure whether I understand you clearly, do.... you mean to tell someone my secrets? Yes, I mean that. lyhoo... I feel good because I do have a friend whom I share the good and bad things with him but is not here today he went to court. For instance, if I do not have soap or when I have no visitors whatever his family brought him he shares that with me. Same applies to him he does the same thing.
Interviewer	What is the significance of physical activities
Thulani	Is to keep my body healthy
Interviewer	Do you have relationship with God?
Thulani	Yes I have relationship with my ancestors because the spirits of ancestors I believe that they have supernatural powers and they have great influence over everyday events. Besides, it is about interacting with God and my ancestors. As I speak I realise that there is a change in my life. (Having said that the other two friends clap hands

	and they looked at him with a smile).
Interviewer	Thank you for your time and your contributions Thulani, May God bless you.

Transcription of interviews with Juveniles in correctional centres	Folder B
Name of interviewee	Seun Grootboom
Date of interview	
Venue of interview	

Interviewer	My name is Cynthia Nkosi. I am doing PhD studies at the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools.
Participant 2	My name is Seun Grootboom (Pseudonym).
Interviewer	Have you been here before?
Seun	No, it is my first time
Interviewer	What is your maximum sentence?
Seun	3years
Interviewer	How does it feel to be separated from your family?
Seun	I feel bad and to me it is the most painful thing that I ever felt in my entire life. I feel bad and to me it is the most painful thing that I ever felt in my entire life. As of now I struggle with many things that I really need because this is not my home. But then because all of us are in here we share with those whom you are in good relationship with them. In our cell we are eight but the three of us we share a lot except the others belong to certain groups as gangs for their protection. Apart from that we work very well together. Differences are there but we try by all means to sit down and talk. For example, my parents are still angry with me and they don't come to visit me. When it is a family day I don't go outside because I do not have visits. It becomes difficult for me. What happens when it is family day, one of my friends organised for me his family to share among themselves so that I can be able to go outside share food with and enjoy the day like others.
Interviewer	Do you have friends whom you confide or share your personal matters?
Seun	Yes I do have a friend not friends whom we share so many things. It is so difficult for me but I'm trying to be strong. It is not easy to be always a beggar

	that also kills me a lot. Apart from that, he's quite right. We help each other not only that, also with our school work. Because of the support of my friends and the teachers they try to help.
Interviewer	So where do you get the support or help from?
Seun	Right here inside my friends do help.
Interviewer	Are you saying you get support from people that you don't know and from other learners who are also inmates?
Seun	Yes, the support that they give to me is so amazing as I said that I struggle with so many things because for me to get visit is very difficult because my family is far away and they don't have money to come and visit.
Interviewer	Lack of resources and family support has added stress to you, how do you manage the stress?
Seun	I'm trying to be strong but it is not easy to be always a beggar that also kills me a lot. Apart from that, his quite
Interviewer	We help each other not only that, also with our school work because without him it would be difficult for us. He added: "Unesineke" translated to English language (He has patience and very tolerant even if we don't understand) that's why amajita amncanywa so!!! (guys love him so much) (He looked at him with a smile and they nodded their heads, showing a sign of agreeing to what has been said by juveniles). They applauded him to show that he has makes sense to them".
Interviewer	What is the significance of physical activities?
Seun	Physical activities have changed my lifestyle since I entered this place.
Interviewer	What do you mean?
Seun	It helped to occupy my time and reduces stress that I have
Interviewer	Do you have relationship with God?
Seun	I'm not sure because I grew up in house where my mother nevere went to church. My mother will take me and my baby brother to grave yard where will stay hours removing the weeds. My mother will start crying and talking on my fathers' tomb. I never see my mother going to church. Hence, I do not have a reason to go to church.
Seun	Thank you so much for your time and contributions that you made for this study.

Transcription of interviews with Juveniles in correctional centres		Folder D
Name of interviewee		Gift Mowabi
Date of interview		
Venue of interview		
Interviewer	My name is Cynthia Nkosi. I am doing PhD studies in the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools.	
Participant	My name is Gift Mowabi (Pseudonym)	
Interviewer	Have you been here before?	
Gift	Yes, but I stayed for only three months.	
Interviewer	What is your maximum sentence?	
Gift	5 years	
Interviewer	You said you going to be here for five years? How does it feel to be separated from your family?	
Gift	I can't tell how bad it is to be here	
Interviewer	Do you have friends whom you confide or share your personal matters?	
Gift	Yes, he's a good friend. He likes to talk a lot but I sometimes I want to quiet and read books or newspapers.	
Interviewer	Having mentioned that you sometimes lack soap and other resources, what do you do if the soap is finished?	
Gift	The institution provides us with the soap, sneakers and tracksuit but since we are so overcrowded it becomes a problem to get soap as one wish to have. So those who get visits almost regularly, they are helping us. I really appreciate what our fellow friends are doing to us.	
Interviewer	What do you think that physical activities is very important?	
Gift	I enjoy it and I always feel better off than before fit and strong.	
Interviewer	Do you have any relationship with God?	
Gift	To me going to church makes me feel better it uplifts my spirit and brings joy to me. I feel like born again. He continued to say: You know the pastor that comes every Wednesday I like him a lot, he can sing and preach.	
Interviewer	How do you survive in this place	
Gift	I'm trying to be strong but it is not easy to be always a begger that also kills me a lot. Because of the support of my friends and the teachers they try to help".	
Interviewer	Seemingly not all prisoners are bad and cruel as one would think of that because of the crimes committed by inmates?	
Gift	No, no this is what I have learned that not all people are bad. It's just that we are	

	here for correction and we work hard here to become better people.
Interviewer	What have you learned in this place
Gift	I learned to take care and helping other people as well.
Interviewer	Do you have friends whom you confide or share your personal matters.
Gift	Yes, I have a caring and supportive friend. He supportive because I have asthma and when it is cold more especially I can't breathe very well and our cells when it is winter are very cold. So, there are days not every day where I'm attacked, my friend will be the one to help me go through by putting me down and help me with the exercises until it passes on. Or he will run and call for help on my behalf.
Interviewer	So, you get help from your friends is that what you say?
Gift	Yes, he is very smart and helpful. I also help him with school work where he is experiencing difficulty
Interviewer	Are you saying you get support from people that you don't know and from other learners who are also inmates?
Gift	Yes the support that they give to me is so amazing as I said that I struggle with so many things since I do not have visits here in prison.gs since I do not have visits here in prison" Yes...but we help each other, his quite right he helps us too with our school work because without him it would be difficult for us. He added: "Unesineke" translated to English language (He has patience and very tolerant even if we don't understand) that's why amajita amncanywa so!!! (guys love him so much) (He looked at him with a smile and they nodded their heads, showing a sign of agreeing to what has been said by juveniles). They applauded him to show that he has makes sense to them".
Interviewer	Do you have someone whom you share your secrets with?
Gift	I'm not really sure whether I understand you clearly, do.... you mean to tell someone my secrets? Yes, I mean that. lyhoo... I feel good because I do have a friend whom I share the good and bad things with him but is not here today he went to court. For instance, if I do not have soap or when I have no visitors whatever his family brought him he shares that with me. Same applies to him he does the same thing.
Interviewer	What is the significance of physical activities
Gift	Is to keep my body healthy
Interviewer	Do you have relationship with God?
Gift	As I speak I realise that there is a change in my life. (Having said that the other two friends clap hands and they looked at him with a smile).
Interviewer	Thank you for your time and your contributions Thulani, May God bless you.

Transcription of interviews with Juveniles in correctional centres	Folder C
Name of interviewee	Solly Mntambo
Date of interview	
Venue of interview	

Interviewer	My name is Cynthia Nkosi. I am doing my PhD studies in South Africa at the University of South Africa. I am gathering information on the support of the juveniles and their wellness in correctional centres. What is your name?
Participant	My name is Solly (Pseudo name)
Interviewer	How long have you been here
Solly	Not long 1year and coupler months
Interviewer	Is this your first time?
Solly	No, second time
Interviewer	What brought you for the second time?
Solly	Theft
Interviewer	What is your maximum sentence
Solly	13 years
Interviewer	How does it feel to lose your freedom?
Solly	Really bad, it's not nice.

Interviewer	How does it feel to be separated from your family?
Solly	It is sad to be separated from your family because you miss so many things. Like what? Food and other stuff.
Interviewer	How does it feel to be separated from your family
Solly	Very bad
Interviewer	Do you have someone whom you share your secrets with someone.
Solly	I have an older friend who always listen to me when I share my problems especially when things are not the way they should be especially when I face hardships here in prison. For example, he always calm me down and encourage me every day to be careful to choose good from bad so that I should keep my record clean and not come back to prison again.
Interviewer	What is the significant of physical wellness
Solly	We have a lot of time and I spent my time in exercises and keep our bodies healthy.
Interviewer	Do you have a relationship with God?
Solly	Iyhhaa...you are right throughout Africa, most of us believe that the ancestors have great influence in their daily events. My friend here told me that when one abandons his ancestors, they can withdraw their protection and open them to attacks from the most feared spirits which operates in the spiritual realm.
Interviewer	Thank you for your time

Transcription of interviews with Juveniles in correctional	Folder E
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centres	
Name of interviewee	Mandlenkosi Dlamini
Date of interview	
Venue of interview	

Interviewer	My name is Cynthia Nkosi. I am doing PhD studies in the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools.
Participant	My name is Mandlenkosi Dlamini
Interviewer	Have you been here before?
Mandlenkosi	No, it is my first time
Interviewer	What is your maximum sentence?
Mandlenkosi	11 years
Interviewer	How does it feel to lose your freedom?
Mandlenkosi	It is painful
Interviewer	How does it feel to be separated from your family?
Mandlenkosi	Staying without family, it is the most hurting thing that has happening to me. If it was possible I would see my parents whenever I want. Missing your loved ones' dad mom and my girlfriend but my girlfriend she's the one who help me with some stuff that I need such as colgate and soap.
Interviewer	What is different here in prison than outside

Mandlenkosi	The different is the opening and closing of the doors or gates with big keys, I can't stop thinking about the iron sound doors and the lock.
Interviewer	Do you have friends whom you confide or share your personal matters
Mandlenkosi	I have an older friend who always listen to me when I share my problems especially when things are not the way they should be especially when I face hardships here in prison. For example, he always calm me down and encourage me every day to be careful to choose good from bad so that I should keep my record clean and not come back to prison again”.
Interviewer	Do you participate in physical activities? If yes, how do you find physical activities important to you?
Mandlenkosi	Physical exercise has improved my physical health when I came to prison I would sleep the whole day angry and aggressive, but now since I started physical exercises which my friend took me and introduce me to the coach one of the prisoner who is assisting us with the exercises.
Interviewer	Do you have friends whom you confide or share your personal matters.
Mandlenkosi	Yes, we are friends and we take care of each other.
Interviewer	What is the significant of physical wellness
Mandlenkosi	I do not take part in physical exercise I like reading books. I go to the library and get a book and read that takes my worries away from and concentrate on reading”. This indicates that the juvenile did not see the necessity of taking part in exercising felt that

	reading books is better than physical activities.
Interviewer	Do you have relationship with God?
	I feel like born again. He continued to say: You know the pastor that comes every Wednesday I like him a lot, he can sing and preach. Sometimes I feel like I am going to heaven". (Whaaa!!!!... Whaa!!!! They all laughed at him patting him at the back when he said: I feel like I am going to heaven). Yes...I go to church on Sunday I serve worship and praise God. I feel free blessed and keeps me away from trouble I truly came to know who God is and the love that He has for those who have sinned just like me.

APPENDIX 9: INTERVIEWS FOR TEACHERS OF THE JUVENILE OFFENDER LEARNER

Transcription of interviews with a teacher	Folder A
Name of interviewee	Dorothy Makhubela
Date of interview	
Venue of interview	- Gauteng

Interviewer	My name is Cynthia Nkosi. I am a PhD student at the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools. Can you please tell me your name
Participant	My name is Sylvester Scott.
Interviewer	What do you understand the word wellness?
Sylvester	My understanding about wellness is that physical activity helps individuals to feel better psychologically. Besides, to have good relationship with our students in order to promote their wellbeing. To be healthy and able to do things like walking, working and so on...unfortunately with the juveniles are not taking their health seriously as they some of them smoke dagga and drugs and worse sexual abuse is endemic in the cells"
Interviewer	Speaking of relationship, how is our relationship with your student.
Sylvester	Above average. Very good
Interviewer	How often do you meet as teachers in order encourage juveniles in their learning?
Sylvester	What can I say?..... We have challenges here because this is not a normal school; it's a prison. We do meet with each other but we do not discuss our challenges of curriculum and we end up talking about behavioural problems of the learners instead of helping each other about 'how to teach and support them'. Some of our learners have interest in education but most of them do not, because they are not coping with their studies iyhhaaa!! Hhey!!...
Interviewer	What are your challenges that you are faced with?
Sylvester	Our learners have their own challenges, too much of them
Interviewer	how often you meet as teachers in order encourage juveniles in their learning.
Interviewer	Are there any contributing factors to emotional wellness?
Sylvester	We have quite a lot of challenges here in our prison. My colleagues will bear with me. Ehhh.... the security standing next to your class or in the window as if you are also a criminal. That is the most frustrating thing to me, because when I was employed I wasn't

	aware of such conditions and the disturbances that erupt from prison during teaching time, inmates maybe transferred to another prison without any notice and the new prison may not offer same educational programmes compared to us.
Interviewer	What are the dynamics that inhibit the implementation of curriculum,
Sylvester	Prison schools' m..am are far different from the outside schools. The reason I say this we do have library but very small and inaccessibility of study material for the intellectual wellness of the juvenile learners. We struggle with simple supplies such as pens and updated material. You can see even our chalkboard are very small to extent that you have to wait for the learners to finish their work and erase the board and write again. Regrettably, we have learners who struggle to transcribe what is written on the chalkboard
Interviewer	What do you intend to do if what you have just said is happening here
Sylvester	We are told by the DCS that there are no funds for all what we need for teaching ... teaching and learning for our student
Interviewer	Thank you so much Sylvester. May God keep you and bless you

Transcription of interviews with a teacher	Folder B
Name of interviewee	Dorothy Makhubela
Date of interview	
Venue of interview	- Gauteng

Interviewer	My name is Cynthia Nkosi. I am a PhD student at the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools. Can you please tell me your name
Participant	My name is Dorothy Makhubela
Interviewer	What do you understand the word wellness?
Dorothy	Wellness means If you are not well you can't do things as a healthy person can do eh... (lifting her shoulders that is my understanding so far). If you not diagnosed with any disease, to me you are very well
Interviewer	When asked how often you meet as teachers in order encourage juveniles in their learning
Dorothy	Ummm...(comments) yes...to answer the question. I motivate my learners all of them as mam indicated (pointing at the teacher who answered first) there are those who are very serious about education. Who aa.a.a...re... grabbing this opportunity to learn. Besides even though we are trying our level best we do not receive support from DCS as it is important to us in order to enhance the academic wellness of the students. We are also concerned of those learners who do not show interest not because they don't want to learn but because we as teachers do not have skills that we can support those learners that need individual attention. We have quite a lot of challenges here in our prison. My colleagues will bear with me. Eh... the security standing next to your class or in the window as if you are also a criminal. That is the most frustrating thing to me, because when I was employed I wasn't aware of such conditions and the disturbances that erupt from prison during teaching time, inmates maybe transferred to another prison without any notice and the new prison may not offer same educational programmes compared to us
Interviewer	How do you motivate your learners?
Dorothy	I motivate my learners all of them as mam indicated (pointing at the teacher who answered first) there are those who are very serious about education. Who aa.a.a...re... grabbing this opportunity to learn. Besides even though we are trying our level best we do not receive support from DCS as it is important to us in order to enhance the academic wellness of the students. We are also concerned of those learners who do not show interest not because they don't want to learn but because we as teachers do not have skills that we can support those learners that need individual attention
	What are the dynamics that inhibit the implementation of curriculum?
Dorothy	To be honest with you ma...m we have no resources whatsoever. Here the security personnel doesn't want to know whether we do have books, charts and photocopy machine at least. Say if you have a book you are not allowed to photocopy for the learners and you are told there is no ink or the photocopy machine is not for

	prisoners
Interviewer	What do you intend to do if what you have just said is happening here?
Dorothy	We are told by the DCS that there are no funds for what we need for teaching and learning. As I said before there is nothing I can do if there are no funds
Transcription of interviews with a teacher	
Folder C	
Name of interviewee	Germinah Phiri
Date of interview	
Venue of interview	- Gauteng
Interviewer	My name is Cynthia Nkosi. I am a PhD student at the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools. Can you please tell me your name.
Participant	My name is Germinah Phiri
Interviewer	What do you understand the word wellness?
Dorothy	I personally think ehh... if I have time to exercise I really would be an effective teacher but most unfortunately we have lot of work. My understanding with the term wellness means to be balanced, flexibility and no blood pressure. (Why I say this, the juveniles in correctional schools are giving us tough time as a result I have been diagnosed with blood pressure). Sometimes they just decide to go out from classes without even asking me the teacher in charge. As a result, this has created a lot of tension between learners and our seniors.
Interviewer	Please explain to me what you mean by curriculum coverage?
Germinah	Curriculum coverage is the work prescribed by the policy that we teachers are expected to accomplish at that day, week, monthly and terms.
Interviewer	are there any resources to support for learners here at school?
Germinah	With our school here we fall short of the required resources such as text books to help our students to prepare themselves for the exams. Due to high rate of unemployment parents are unable to come and visit their children. Thus, I adopted one of the student to take it upon my shoulder to pay for his studies.
Interviewer	what are the dynamics that inhibit the implementation of curriculum?
Germinah	One of the factors is that I would like to mention is that we do not have access to computers which are there but have no software and internet. It will also be good if we can learn the computer so that we can assist our learners especially for those learners who do not want to be in class.
Interviewer	Are there any reasons that cause the learners not to attend classes? If yes please give the examples.
Germinah	Yes, some of our learners are not interested in school but you can see how much they enjoy working on computers
Interviewer	Do you think juveniles benefit from the computers?
Germinah	I can say yes but it is not enough because computers do not have software except Microsoft Word that is all, which they are taught by the juveniles.
Interviewer	What support are your providing for these learners whom you say they get bored when they are in class?
Germinah	We are trying to assist them with whatever we can.
Interviewer	Thank you so much Germinah for your time and contribution.

Transcription of interviews with a teacher	
Folder D	
Name of interviewee	Lindokuhle Mabena
Date of interview	
Venue of interview	- Gauteng

Interviewer	My name is Cynthia Nkosi. I am a PhD student at the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools. Can you please tell me your name
Participant	My name is Lindokuhle Mabena
Interviewer	What do you understand the word wellness?
Lindokuhle	Shooo!!! Wellness means taking care to the physical self like keeping my weight, healthy living and using my mind constructively". I'm very cautious about what I eat but I'm frustrated by working the working conditions of here prison. I'm busy looking for the vacant post in mainstream schools than staying here being frustrated
Interviewer	What makes you think that conditions in public schools are better than in prison?
Lindokuhle	Yes, with public schools they get a lot of help from DoE as compared to here. For instance, having learners with difficulties and you don't know how to help them. Then it becomes very difficult especially most of us
Interviewer	Have you been in public school?
Lindokuhle	No but we sometimes meet with public teachers and we discuss a lot about the whole thing of teaching in both schools. however, I have realised that I should really apply because prison does not allow teachers to excel in their work, lack of resources are also a challenge
Interviewer	So, what makes you think that you gonna make a good teacher?
Lindokuhle	Resources are available and workshops are there for development of the subjects you teach
Interviewer	How often you meet as teachers in order encourage juveniles in their learning
Lindokuhle	We work as a team with my colleagues and that, has kept us going. Although we differ in our opinion but we always work together. I think they forgot to mention the gym and the garden where some of our learners enjoy working in a garden as there are community members who come and assist with the garden. One of the inmates is helping them with gym I think all this keep our learners busy than loitering around the yard. Another aspect is lack of funds to buy Learner Teacher Support Material (LTSM) for both teachers and learners like in public schools
Interviewer	What is exactly provided by the correctional centre for the teaching and learning of the juveniles?
Lindokuhle	The DCS only provide us with the learners books that are not enough for the learners, they need to share because they not enough
Interviewer	How do you motivate your learners?
Lindokuhle	With our school here we fall short of the required resources such as text books to

	help our students to prepare themselves for the exams. Due to high rate of unemployment, parents are unable to come and visit their children. Thus, I adopted one of the students to take it upon my shoulder to pay for his studies
Interviewer	What are the dynamics that inhibit the implementation of curriculum
	One other thing that I forget to mention is the security and regulations applied in the centre. Some inmates are committed to library as it is the best place to study and provide sound mind for our learners. We struggle to find resources relevant to what we are teaching and that can be of help to support the learners
Interviewer	Thank you Lindokuhle for your time and contribution

Transcription of interviews with a teacher		Folder E
Name of interviewee	Elsie Shabalala	
Date of interview		
Venue of interview	- Gauteng	
Interviewer	My name is Cynthia Nkosi. I am a PhD studies at the University of South Africa. I am doing my studies on the support of the juveniles in correctional centre schools. Can you please tell me your name.	
Participant	My name is Elsie Shabalala.	
Interviewer	What do you understand the word wellness?	
Elsie	I think that wellness means to have compassion and passion about what you are doing so that you produce best results.	
Interviewer	How often do you meet as teachers in order encourage juveniles in their learning?	
Elsie	You know what teachers here in prison we do meet as teachers but sometimes I personally wish that we could meet the parents to discuss issues pertaining their children. The challenging part of this whole thing is that we discuss the challenges of our learners that have, but there is no solution because they are different learners from their counterparts in public schools.	
Interviewer	When asked what can be done to engage other parties so that effective teaching is taking part?	
Elsie	Teachers are trying to engage other parties in order to fight for the juveniles to have something in their hands after release. For example, my colleagues forgot to mention the gym and the garden where some of our learners enjoy working in a garden as there are community members who come and assist with the garden	
Interviewer	How do you motivate your learners?	
Elsie	I motivate my learners all of them as mam indicated (pointing at the teacher who answered first) there are those who are very serious about education.	

Interviewer	What makes you to feel good?
Elsie	There are good things that we can talk about. For example, we have produced students who have passed their matric here. What happens, they come back and fill the gap. You can imagine the correctional conditions but by God's grace they manage to pass and that makes us to be more happy.
Interviewer	what are the dynamics that inhibit the implementation of curriculum?
Elsie	We do have library but very small and inaccessibility of study material for the intellectual wellness of the juvenile learners. We struggle with simple supplies such as pens and updated material.
Interviewer	What do you intend to do if what you have just said is happening here?
Elsie	We are told by the DCS that there are no funds for all what we need especially for teaching and learning.

APPENDIX 10: DATA ANALYSIS CODING FOR QUESTIONNAIRES WITH TEACHERS

Question	Participant 1	Participant 2	Participant 3	Participant 4
1. Define wellness	Taking care physically, emotionally and possible intellectual socially and physically well	Balance of mind and spirit be free all the time not to stay in trouble free from sickness to be good in condition	To be mentally fit positive living be medical physical healthy and strong	To be fine physically, psychological and spiritually healthy body and healthy mind
2. Relationship with the students Collaborative	Actually become a mother to them respect each other The learners respect the teachers I always assist Support them with anything they want	I relate well with my learners help them all the time if I have positive relation Talk to them and refer them to the necessary support.	Good relationship based on trust loyalty and care It is good whenever they are not visited they are able to share their frustrations with teachers.	Is good and we go along with the offenders they respect us listen when you talk to them, give them respect.
3. Discipline in class	Classroom rules Classroom management is practiced Occupy them with school work.	Ground rules All learners to voice their feelings Treat them equally Refer them for counselling Involve security and social workers	Provide incentives to those who do well Separate those who normally fight Ask the security to assist	Allow them to voice their feelings Show positive attitude
4. consistency	Involve other sections in order to be in the same par By making a good relationship between a teacher and the students	Involve other sections we conduct lessons No education here is not taken seriously	Ask fellow teacher to assist in some Maths areas e.g., Meet with different sections for teacher development Ask Afrikaans teacher to explain certain words in Afrikaans.	Discuss problems with other teachers Seek more knowledge from teachers
5. what support do you give to your learners who has learning difficulties	Encourage one on one counselling Refer some to psychologists or social worker Encourage them to look after their physical being Spiritually as a church	Give them extra lesson and simplify all teaching material Give him work that best support his academic	Individual attention try to establish the root of the problem. counsel them Call the individual and listen to his problems	Repeating the work done previously Use relevant illustration Give regular reading skills and asking them to make their summaries

Question	Participant 1	Participant 2	Participant 3	Participant 4
	leader always pray for them mentioning their names.			
6. what factors that contributes to physical wellness	Unavailability of sporting facilities Take inmates to soccer field for soccer and rugby practices peer education	Take care of physical body Twice a week on Friday Rehabilitating the offenders in drama and art To help learners to be mentally fit	Parental support Lack of resources Need resources of volley and basket ball Shortage of professional help to reduce illness Healthy food	unavailability of medical staff Provision for athletics training
7. What do you understand about emotional wellness	Free from stress, harassment and all forms of treatment Avoid negative things Control anger/ tempour Deal with the impossible	To be physical fit Accept your faults Accept things that you cannot change	Feeling good and positive life Make a difference in one's life	Talk about things that stress you Management of stress Provide exercising time.
8. Factors contributing to emotional wellness	Going to church Lack of security personel Gangsterism Being without emotional disturbances	Unavailability of security in the cells Security for the teachers Shortage of resources Movement of learners from one prison to another	Give the offenders support Corporal punishment No visits from parent sometimes caused by the distance Juvenciles clean long corridors for discipline	The need for the medical staff Punishment by warders Lack of humanity
9. what is your relationship with God	Am born again Teacher of Ephessians 4:11 I believe in God Forged a relationship with God	I believe Shembe and my ancestors	I am a Christian Pray before we start teaching	ALAH I believe
10. Do you hold devotion here at school	Led by headmaster Pray lunchtime outside the class Not often once a month	At the beginning of the year Induction of the program Not everyday Offenders belong to different religion	When something has happened When there are visitors Facilitation of programmes Only the officials and staff hold assembly	If there are functions The priest
11. How to ensure support for learners when they feel they not safe	To slow in anger Pray for them Support them through	Intervention of the security Seek professional help Provide parental support	Life skills programmes Psychologists and social workers	Report the perpetrators to authorities Refer the matter to

Question	Participant 1	Participant 2	Participant 3	Participant 4
	counselling	Spiritual care	Good learning approach	superiors
12. What factors contribute to intellectual wellness	Enforce respect speak positive things Maintain discipline Lack of resources Lack of qualified teachers Use of recent text books	Provide quality education Prise giving for top Achievement Different activities in class Learning and physical wellness Recognition of talents	Learners who are struggling have lot of stress Supervisors who do not want change	Constant change of curriculum Lot of changes
12. What dynamics inhibit curriculum	Parental involvement English, Afrikaans and Xhosa in one class Shortage of teachers Not full school set up Skills development curriculum	Difficult to deal with inmates Quite a lot of changes Performance appraisal	Employment of qualified teachers Too much emphasis on security	Involved with DoE
13. How do you verify curriculum delivery	Learner's work is checked Moderation of tasks Teacher development	Working together with DoE to equip teachers No curriculum limitations Supervision by District Officials	Work checked as normal school Class visits	No workshop HOD's monitor teachers work
14. What do you think that contributes to career wellness	No incentives for inmate teachers Lack training of teacher developments Invitation of experts for motivating offenders Make difference in the learners	Fight the use of drugs Qualified teachers	Motivation of offenders to attend school Encourage learners to register after matric	Volunteers
Role of the teacher motivate students to attain career wellness	Support them to pass exams Achieve their goals Reduce recidivism Improve their level of education Attend vocational class Appreciating their	Use pictures of role models e.g Mandela from prison to President Assist them to pass at the end of the year Teach advance computer skills Encourage them to work	Create a conducive learning environment Show the importance of life after incarceration Skills empowerment for self-sustainability	Instil positive attitude Ensure about chances of being employed outside

Question	Participant 1	Participant 2	Participant 3	Participant 4
	hardwork by awarding them certicates	hard		

APPENDIX 11: DATA ANALYSIS CODING FOR INTERVIEWS WITH JUVENILES

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
3. How does it feels to lose your freedom	Iya...I felt bad and frustrated a...nd lost community respect and support	Freedom!!!! in prison we are bad boys Mmm.... Some members are good and not good	I feel crazy about my family and I am far from my parents It is a bad place my grandmother and my brother can't come here stress Broken hearted Abstaining from crime	Stay without family can't is very hurting see my parents whenever I want	Bad Eh...if my mother would be here every day
4. what are good things that you think you have learned here in prison	Respect other people The love of members There are a lots of programmes for us here they help us to change like a program for a life skills Lots of programmes available	Make friends support each other Lose support and friends I would not say to you there are no good things here I am lying to you there are a lot like attending school even if I have a problem but it is better than staying divide things to ourselves	Family does not come but I have friends who console me If don't have they borrow me as well Oh!!!...you mean here, yes, there are a lot of programmes available like....life skills and others.	I have learned that you need to work hard to have what you want ja nothing for mahala To share my problems with someone Chance to study Took my social life	We get free education here in prison School Knowing what is right and wrong Lots of sports like gym
5. What is different about this place compared to outside?	We share resources	Disciplined inside than outside Sharing information	A friend ask his mother to buy a book	Reading and writing enjoy going to school it is so good to go to school and for me it was hard first, but now I enjoy a lot. I just wish that my parents see me how much I have grown up but my parents are so angry with me	Free education Missing your loved ones dad mom and my girlfriend Food does not taste

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
8. Stress among youth is prevalent which factors contributed significantly to you	Parents disappointed Imagination of being home	No contact with my family Miss home and food Parents stay far away Fighting in the cells Abuse by prisoners I trust no one No	Fighting Further charges Stressed by security members Miss my mother and brothers Members are beating us Think of my family miss home	Scarcity of soap for washing clothes If you don't have visitors members beat you	
6. what can be done to improve physical wellness	Yeah!!!!, play soccer I like it after playing I feel I am able to face problems." To make us to be more confident with people, more confident when I play sport because when I first come I "d get the ball and just past it to someone else but now I get the ball and take people on that...."	Here in prison, we need to receive right medical care I really don't know because I am not interested and I just sit and watch those playing but I...don't feel good about everything " Time is not enough to practice basketball because I want to be a future star sothat I become a better person I like music very I want to be a pop star and help my family	I like music like Benjamin Dube and become one of the famous gospel singer." There are activities that I miss like drama I like it because I know hhee...how to express myself in it I know it!!!!!! but no one helps us. Must be a slave to the prisoners that you found in prison Members shouting on us	"I like music a lot and we usually sing those who like singing" Mmm.....give us chance to do what we like to do like art becos I have confidence with art I like it a lot but there is nothing to use for art here" Ohhh..... I like cricket; it's my life	It is good to have people around you can play and talk to especially when you have problems
7. what factors do you think can be contributing to physical wellness	If there were many activities here in prison like cricket I am crazy for it because I like it but it is not here but I play soccer now	Well... lyaa..there are regular physical trainings that take place twice a week and....like um-raba-raba we play together as inmates Heyif they can give us chance to do what we like to do	I enjoy soccer and to do physical training than to sit does nothing that makes me feel ok when I am with other people Any way to exercise helps reduce sickness	Oh well...Physical training is important because we play together and learn to I enjoy soccer and to do physical training than to sit do nothing. Here we have a lot of time and I spent my time in exercise and	Well, it will be good if given a chance to play rugby because not all of us like playing soccer Create more space Have more teachers

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
		like art I like art very much but there is nothing to use for art here. Do you know I can draw you		keep our bodies healthy Respect one another. To me we are able to social to know each other better. Need well-trained referees for sport Open computer labs and library	
What interventions do you think they can of help to support you in your learning difficulties?	Ehhh....we have social workers to help us with the problems that we have here in prison and at home	About support it is there like we have anger management skills and life skills but....they do not help me in my school work	Ohhhooo...we have our caring teachers and some of the security but...the support we have is when we get counselling by our teachers and the psychologist although.. I do not go see them only my teacher whom I call her mama because she provide me with soap and colgate	I face a lot of problems with my subjects because we are taught by inmates and they do not know everything like I have a problem with a spelling and I think.....I.....need help with my reading and spelling. Yeah neh....amajita (inmates) are helping us a lot	When I came here I didn't want to go to school because I ran away from school and here in prison I started Level 1 it is hard for me and we do not have books that help us to guide worse when it is lock up time there is no way that you can find a place to study because there is lot of fighting and bullying is rife
	Many at times we find it difficult That you must go to court yabo!!!! And that is a stress because ngiyashiyeka (I'm left behind with school work) B...ut abo bra help us there is no time	For me I attend the anger management program and because I was angry of my mother and she refused to tell me about my father I do not know my father, so this program helps me a lot because there are activities that we do to help us not to be	We are supported by teacher when they are there when we need them. Like teacher Dlamini help us.....when you are not happy will call you and try ukukududuzala "comfort" you	Most of us here we have a problem with maths and there are no good teachers of Maths here. I say this we are taught by people outside and when it is time for them to leave they must and the security is tight and sometimes we ask our classmates but	Bullied by offenders Fighting of prisoners My parents number always engaged

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
		angry. The life skills help me with drugs I use to struggle with them but now I am better		there is no time and we cannot do our work in the cells	
9. Do you have friends whom you confide about personal matters and because of the security there is no way we can get help much is taking place here in prison	I tell personal matters to security	To social workers Yes to my teachers I have a friend who support me	Hard to be locked up here A friend who listen although he is old	Yes to the members only I talk to a friend No prisoners beat other prisoners	I prefer to speak to the security if I have a problem
10. Do you feel safe here	follow gangsterism Members are beating us Security is there but inside not safe Fighting in the cells Abuse by prisoners I trust no one No	I have learned to be assertive to stand for myself, because I am here in prison because of the friends Stay out from one's business Need more security because of the abuse in the cells	Join the gangster to be safe	Yes am safe you have to a 26 or 28 gang	Yes, mothers and fathers are taking care of us
12. Do you have a relationship with God	uplifts my spirit brings joy to me I feel like born again It is good to know that God is there I feel good and I forget that I am in prison	I'm beginning to see what is wrong and right Relationship with my ancestors	I was churching at Lutheran Church accepted God in prison	Yes here I serve worship and praise time to learn from my mistakes It gives me hope that one day I will see the sun It gives me hope that one day I will see the sun	I go to church on Sunday I am close with God
13. After attending Bible study how do	Gives hope of the good things	I feel cool I go to church but it is	To gain hope for the future	It makes me happy I feel happy because	I feel free Blessed

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
you feel	My life is change	not mine Keeps me away from trouble	confident	I got some knowledge Brings hope for life	That God still loves me
Intellectual wellness					
14. Are there any extra classes here at school	Yes lot of help by teachers Teachers try to help but the Yes other prisoners help	Yes but not as outside school Good teacher who are helping us We help each other as inmates No extra classes I ask my close friend to help me understand	Teachers work hard to help us The one that teach in class help us Not all teachers help us when we have a problem	Teachers can't help because we have to go back to the cells No extra classes I struggle myself The library is always closed no one ever told us about library	The school goes out early no teachers and no proper class and teacher Library is there but not computer lab We never used it or occupied it
15. What do you plan to do after Matric	I want to continue learning To find a job I have a little bit knowledge of welding	I would love to go to college	I would like to communicate with people Go out help my family Study business administration	To go out to stop crime To get employment change my life Pass to get relevant point then go to university	I'm not finished with school yet my mind was not there I am in a low level
16. What would you want to become after you have served your sentence	Radio presenter and music producer Continue learning until I reach my goal	Cricket player Soccer star	High school teacher I become a good person, a doctor but I have a criminal record	To value other people An architecture businessman	Boilermaker To be responsible

APPENDIX 12: DATA ANALYSIS CODING FOR INTERVIEWS WITH TEACHERS

3. Discipline in class	Classroom rules Classroom management is practiced Occupy them with school work.	Ground rules All learners to voice their feelings Treat them equally	Provide incentives to those who do well Separate those who normally fight Ask the security to assist	Allow them to voice their feelings Show positive attitude
4. Collaboration	Involve other sections in order to be in the same part Seek more knowledge and training of how to help our students	Involve other sections we conduct lessons Ask Afrikaans teacher to explain certain words in Afrikaans	Difficult for a teacher to teach a subject that you don't like. I can't support the learner Ask fellow teacher to assist in some Maths areas e.g., Meet with different sections for teacher development	Have problem with our learners are struggling Refer them for counselling Involve security and social workers
5. what support do you give to your learners who has learning difficulties	Need more specialised training Refer some to psychologists or social worker Encourage them to look after their physical being Spiritually as a church leader always pray for them mentioning their names	Give him work that best support his academic if there is time Bring learners close to me	Difficult to do individual attention I do counselling to support security call the individual and listen to his problems	Repeating the work done previously Use relevant illustration Not easy to support the inmates because faulty standard
6. what factors that contributes to physical wellness	Unavailability of sporting facilities Take inmates to soccer field for soccer and rugby practices	Take care of physical body Lack of resources	Lack of parental support Need resources of volley and basket ball Twice a week on Friday	Rehabilitating the offenders in drama and art unavailability of medical staff Shortage of professional help to reduce illness Healthy food
7. What do you understand about emotional wellness	Has to do with emotional health	To be physical fit To help learners to be mentally fit	Feeling good and positive life Make a difference in one's life	Feeling good and positive with live

8. Factors contributing to emotional wellness	Security interaction Disturbances that erupts from prison during teaching time	Unavailability of security in the cells Security for the teachers Shortage of resources Movement of learners from one prison to another	Give the offenders support No visits from parent sometimes caused by the distance	The need for the medical staff Removal of inmates from place to place
	Sometimes there is not teaching Playing soccer with our learners	Spent our money to close the gab buy resources	Challenge skills to manage Watching out learners playing soccer	our learners lie to us about their education so it is difficult to support them
10. What is your relationship with God? Do you have any religion that you prefer?	I believe in God and non-other is like Him	I have relationship with God	I am a Christian	I go to church
11. Do you hold devotions and assemblies here at school?	Yes but not all the time If there are events	No, we don't hold assembly except the officials	Only the priest	Mondays or Fridays
12. What support do you give when learners call for support e.g., being bullied physically abused?	Call members to intervene Give learners incentives	We provide parental support	We have programmes that assist with problems of the prison especially life skills	We suffer a lot when it comes to this situation because we can only send them to a psychologist
13. What factors do you think contribute to intellectual wellness?	Shortage of qualified teachers No computers	No reading books Teachers Curriculum changes	Learners who are struggling	There is a lot of stress Moving of learners
14. Which dynamics do you think inhibit the implementation of curriculum?	Library Learners who are passive	Teachers with vocational skills	Teachers of empowerment	Curriculum change

APPENDIX 13: DATA ANALYSIS CODING FOR OBSERVATION WITH JUVENILES

Action observed	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6
	Juveniles doing different chores. Some were cleaning, sweeping the yard	Adult prisoners attends school with the juveniles	Juveniles participate in physical activities	Some waving hands, shouting and happy to see the visitors.	Security members are all over the place. Each cell has a security guard sitting	Juveniles were hanging around the yard standing in groups smoking and
	teachers, rehearsing music with musical instrument.	Juveniles transported to the field by a truck and are security guards with guns	shouting and happy to see there were visitors	Lunch time they make two lines outside then go to dining hall	Physical training is taking place	Students are taught computer skills by the student
	Use of broadcasting skills upon their release	Standing in groups of three or four talking and making jokes	Cleaning of floors of corridors removing a polish on the long corridors with using a brush	Inside the cells blankets have been removed from their beds and had been folded to decorate the cells. SKILL	Juveniles busking in the sun talking and laughing.	Moving of juveniles up and down talking to each other exercising
	All the classes have security guards stand next to the door window	Whenever they go to classes they are counted and have to make two lines	Juveniles not attending school	Lunch served by juveniles	Clothes hanged on the window burglars	Enjoy playing soccer amongst themselves
	Juveniles in the kitchen wear white uniform and caps.	Feeding process takes up a long time because of the long queues	Eat outside in an open space on the metal plates	There is gym that takes place around the court yard	Juveniles sleeping in the cell reported not feeling well	When they go to court they are handcuffed or shackled
	Student-teacher relationship in the class	Shown isolation cells in case juveniles are misbehaving will be locked up in isolation cells	peer relationship is considered important	The student assists the librarian by retrieving the books from students	Do not have writing material or books	Excited to see new faces in their school made nasty comments
	Juveniles acquire skill in compute	Attend school some show interest by assisting one another.	reading out dated magazines lent to them by officers	Exchange of books is done by one of the students.	Run around the yard smoking and talking to each other throwing looking back at the	Food preparation by juveniles

				classroom.	
Juveniles are involved in vocational skills development	Wash the cups and they enjoy being sent by their teachers	Lot of noise by juveniles and run away from classes	karate as their sport activity	Sick juveniles are left in the cells	Call their teachers and security members "baba no mama"
Involvement of social workers	Participation of juveniles in sport activities	Relationship with stakeholders	Peer-tutoring in the classroom	Juveniles assisting struggling students	Feel good to be sent by their teachers.
Engagement of students with the staff		Juveniles acquire skills in welding and computer skills	Accessed social work services	Students work together Attend technical education	Students find pleasure to be acknowledged by teachers
Group themselves in whatever they do	Show interest in their education	Inadequate teaching and learning material	Nurses were there for blood test.	Irregular timing of their meals	Full participation of students in the class
Spiritual advisors act as mentors for juveniles	Skills in place for improving learners life	Use of ICT	Acquire skills in literacy and maths	Juveniles become bored and disrupt the learning of others	Involved in physical activities
Support those peers who are experiencing difficulties	Participate well in learning sessions	Eating and talking enjoying their meals	participate in class discussion	Work independently	Pastoral support

APPENDIX 14: DATA ANALYSIS CODING FOR OBSERVATIONS WITH TEACHERS

Action observed.	A	B	C	D	E
Teachers are in class with the learners writing activities on the chalk board	Teachers are there busy marking the exams	Teachers teaching while learners are looking on their books	Are sitting in the staffroom marking	Positive attitude towards teachers themselves	Teachers spent time with learners
Teachers inducing and supporting change in juveniles	Assist students with musical instruments	Teachers support one another	Teacher assist the juveniles with computer	Teachers discuss about the problems they have with the learners	No teacher that teach Maths and Science but volunteers from outside are teaching
Teachers coordinate radio station	Do not know computer skills	Teachers collaborate with each other	Students assessed by traditional types of exams.	Good interpersonal relationship between learner and the teacher	Collaborative care between teachers and school officials
Acknowledge students by thanking them	A warm relaxing environment between teacher and the student	A conducive atmosphere for both teachers and learners	Tight security right next to the door	Create a comfortable child-friendly environment for these juveniles	Lack of skilled teachers vocational
Work within limited hours	Teacher is responsible for teaching computer	Service providers offer programmes	Teacher is the one controlling the library	Teacher try hard to involve juveniles in their teaching	Tutors from outside teach maths school.
Security is all over the school and outside the school	Good relationship of colleagues	Teachers are pleased with progress of the learners	Provide opportunities for basic skills	Disruptions of programmes at school	Teachers know their learners well call them by their names
Communicate effectively and cooperative	Experiencing learners joining courses at different times	Mutual trust between learners and staff	Teach personal skills like thank you, please	Work within prison routine	juveniles not paying attention to the teacher
Healthy relationship among teachers	Collaboration between teachers and justice officials	Always watched by security	Learners leaving to go to court	Security stands next to the class	Comments on what the learner has achieved

APPENDIX 15: COLOUR CODED RESPONSES FROM JUVENILE LEARNER OFFENDERS IN CORRECTIONAL CENTRES.

QUESTIONS	PARTICIPANTS					
	A	B	C	D	E	
How does it feel to be separated from your family?	lyaaaah...I felt bad and frustrated and lost community respect and support.	I feel bad and to me it is the most painful thing that I ever felt in my entire life.	It is sad to be separated from your family because you miss so many things.	Ehhh....I always wish if my mother was her every day, because she is the only one who understood me better than any other person.	Staying without family, it is the most hurting thing that has happening to me.	Establishing network between family and the juvenile
Do you have friends whom you confide or share your personal matters?	I do struggle with the things that I really need because this is not my home. But then because all of us are in here we share with those whom you are in good relationship with them. In our cell we are eight but the three of us we share a lot except the others belong to certain groups as gangs for their protection	Yes I do have friends not friend whom we share so many things, it is so difficult for me.	I have an older friend who always listen to me when I share my problems especially when things are not the way they should be especially when I face hardships here in prison.	Yes, I mean that. lyhoo... I feel good because I do have a friend whom I share the good and bad things with him but is not here today he went to court.	Yes, we are friends and we take care of each other.	Sharing resources as a way of support the juveniles
What is the significance of physical activity	Is to keep my body heathy	Physical activities have changed my lifestyle since I entered this place.	We have a lot of time and I spent my time in exercises and keep our bodies healthy	I enjoy it and I always feel better off than before fit and strong	Physical exercise has improved my physical health when I came to prison I would sleep the whole day angry and aggressive, but now since I started physical exercises which my friend took me and	The benefits of physical engagement to support the physical wellness of juveniles

QUESTIONS	PARTICIPANTS					
	A	B	C	D	E	
					introduce me to the coach one of the prisoner who is assisting us with the exercises.	
How does it feel to be separated from your family?	lyaaaah...I felt bad and frustrated and lost community respect and support.	I feel bad and to me it is the most painful thing that I ever felt in my entire life.	It is sad to be separated from your family because you miss so many things.	Ehhh....I always wish if my mother was her every day, because she is the only one who understood me better than any other person.	Staying without family, it is the most hurting thing that has happening to me.	Establishing network between family and the juvenile
Do you have friends whom you confide or share your personal matters?	I do struggle with the things that I really need because this is not my home. But then because all of us are in here we share with those whom you are in good relationship with them. In our cell we are eight but the three of us we share a lot except the others belong to certain groups as gangs for their protection	Yes I do have friends not friend whom we share so many things, it is so difficult for me.	I have an older friend who always listen to me when I share my problems especially when things are not the way they should be especially when I face hardships here in prison.	Yes, I mean that. lyhoo... I feel good because I do have a friend whom I share the good and bad things with him but is not here today he went to court.	Yes, we are friends and we take care of each other.	Sharing resources as a way of support the juveniles
What is the significance of physical activity	Is to keep my body heathy	Physical activities have changed my lifestyle since I entered this place.	We have a lot of time and I spent my time in exercises and keep our bodies healthy	I enjoy it and I always feel better off than before fit and strong	Physical exercise has improved my physical health when I came to prison I would sleep the whole day angry and aggressive, but now since I started physical exercises which my friend took me and introduce me to the coach one of the	The benefits of physical engagement to support the physical wellness of juveniles

QUESTIONS	PARTICIPANTS					
	A	B	C	D	E	
					prisoner who is assisting us with the exercises.	
Do you have relationship with God?	Yes I have relationship with my ancestors because the spirits of ancestors I believe that they have supernatural powers	I enjoy going to church as everyone who want to go to church does go.	I am filled with joy since I started going to church	Relationship with God uplifts my spirit	I feel like born again. Yes...I go to church on Sunday I serve worship and praise God.	Christian fellowship plays a role in supporting spiritual wellness of

APPENDIX 16: COLOUR CODED RESPONSES FROM TEACHERS IN CORRECTIONAL CENTRE SCHOOL.

QUESTIONS	PARTICIPANT					
	A	B	C	D	E	
What do you understand the word wellness?	My understanding about wellness is that physical activity helps individuals to feel better psychologically. Besides, to have good relationship with our students in order to promote their wellbeing	Wellness means If you are not well you can't do things as a healthy person can do	To be balanced, flexibility and no blood pressure	I'm well aware of the term wellness but I don't understand how it is applicable to me and to the context of correctional	I think that wellness means to have compassion and passion about what you are doing so that you produce best results	Teachers view wellness as significant role to support juveniles
How often do you meet as teachers in order encourage juveniles in their learning	We do meet with each other but we do not discuss our challenges of curriculum and we end up talking about behavioural problems of the learners instead of helping each other about how to teach and support them	This only happens when it is time for assessments maybe to discuss the management plan in fact, the whole arrangement for exams and to prepare our learners, though it is difficult for teachers to give extra time to prepare them	You know what teachers here in prison we do meet as teachers but sometimes I personally wish that we could meet the parents to discuss issues pertaining their children	Teachers are trying to engage other parties in order to fight for the juveniles to have something in their hands after release. For example, my colleagues forgot to mention the gym and the garden where some of our learners enjoy working in a garden as there are community members who come and assist with the garden	With our school here we fall short of the required resources such as text books to help our students to prepare themselves for the exams	Team work and cooperation are vital in supporting and increasing academic success
How do you motivate your learners,	I motivate my learners, as mam	I motivate my learners, all of	Overcrowding and there is no	Due to the high rate of	We have produced	Challenges experienced by

QUESTIONS	PARTICIPANT					
	A	B	C	D	E	
learners?	indicated (pointing at the teacher who answered first) some are very serious about education	them as mam indicated (pointing at the teacher who answered first) some are very serious about education	space for studying, especially those learners who are doing Level 4	unemployment parents are unable to come and visit their children. Thus, I adopted one of the students to take it upon my shoulder to pay for his studies"	students who have passed their matric here. What happens, they come back and fill the gap	teachers in supporting juveniles
What are the dynamics that inhibit the implementation of curriculum?	We a have a library but very small and inaccessible of study material for the intellectual wellness of juvenile learners. We struggle with simple supplies such as pens and updated material	The security personnel does want to know whether we do have books, charts and a photocopy machine at least. Say if you have a book, you are not allowed to photocopy for the learners and you are told there is no ink or the photocopy machine is not for prisoners	We do not have access to computers which are there but have no software and internet. It will also be good if we can learn the computer so that we can assist our learners, especially those learners who do not want to be in class	I can say yes, but it is not enough because computers do not have software except Microsoft Word that is all, which the juveniles teach them	We struggle to find resources relevant to what we are teaching, which can help support the learners	Unavailability of resources is a barrier for teachers in supporting juveniles in correctional schools.

APPENDIX 17 TURNITIN REPORT

Feedback studio | Cunthia Nkosi | THE SUPPORT OF THE JUVENILES IN GAUTENG CORRECTIONAL SCHOOL: A WELLNESS PERSPECTIVE MODEL

THE SUPPORT OF JUVENILES IN GAUTENG CORRECTIONAL SCHOOL: A WELLNESS PERSPECTIVE
by
CYNTHIA NTOMBI NKOSI
Submitted in accordance with the requirements
for the degree of
DOCTOR OF EDUCATION
IN THE SUBJECT OF

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**THE SUPPORT OF JUVENILES IN A GAUTENG CORRECTIONAL SCHOOL:
A WELLNESS PERSPECTIVE
by
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I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 200 Masters and Doctoral theses, as well as articles, books and reports.

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