

**THE EDUCATIONAL ROLE OF ORGANIZED SPORT PROGRAMMES IN  
SUPPORTING THE PHYSICAL WELLNESS AND REHABILITATION OF  
JUVENILE OFFENDER LEARNERS: A CASE OF A GAUTENG  
CORRECTIONAL SCHOOL**

**by**

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## DECLARATION

I, Remember Moyahabo Ramohoebo, declare that; **The educational role of organised sport programmes in supporting the Physical Wellness and rehabilitation of juvenile offender learners** is my own work, and to the best of my knowledge and believe, all sources have properly acknowledged. This work has never been submitted to any university.

**Signature:**\_\_\_\_\_

**Date:**\_\_\_\_\_

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## **DEDICATION**

To my family, brothers and sister, colleagues I worked with over the years at schools and correctional centres.

## **ACKNOWLEDGEMENTS**

I really owe my sincere gratitude to the people whose expertise added value to my research project. I will always feel indebted to the following people and institutions:

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## **ABSTRACT**

Sport has been identified as a vehicle in addressing rehabilitation in many correctional centres of juvenile offenders. The study focused on the educational role of organised sport programmes in supporting the physical wellness and rehabilitation of juvenile offenders. Furthermore, it explored how sport as a physical wellness component may be enhanced through various activities in the correctional school's context. It also explored how the teaching and learning activities support the role played by sport. The main aim of the current study was to explore and to investigate the role played by sport among the juvenile offender learners in promoting the physical wellness. Furthermore, the study was embedded in the interpretive paradigm. The qualitative research design was employed. The open-ended questionnaire and semi-structure interviews were used to collect data in order to gain insight of the juvenile offender learners and understand the experiences of an educational role of organised sport in a correctional centre. Purposive sampling was used in sampling participants for the study. Sport Recreation Art Culture officials, teachers, principal and the juvenile offender learners were selected to participated in the study voluntarily. The participants were given the consent forms to complete after they understood agreed to participate. Data were analysed manually by the researcher. The findings revealed that organised sport programmes strategies were successful in reducing juvenile crime and appear to develop feelings of competence, connectedness and empowerment among juvenile offender learners. It is recommended that the DCS should prioritise physical wellness in sport as one of the strategies in order to achieve its objective of rehabilitating juvenile offender learners and lowering recidivism.

### **Key terms**

Sport; physical wellness; juvenile offender learner; youth centre; recidivism

## **KAKARETŠO**

**Nyakišišo ka ga bohlokwa bja kamaganyo ya mananeo a dipapadi le dithuto go hlohleletša boitšhidullo bja mmele le tshokollo ya barutwana ba bagolegwanyane: Sekolong sa tshokollo ya bagolegwa sa Gauteng.**

Dipapadi di laeditšwe go ba mokgwa wo o šomišwago mafelong a mmalwa a tshokollo ya bagolegwanyane. Nyakišišo ye e mabapi le taetšo ya bohlokwa bja mananeo a tša dipapadi ao a beakanyeditšwego go hlohleletša boitšhidullo bja mmele le tshokollo ya bagolegwanyane go mekgwa ya go se amogelege setšhabeng. Nyakišišong ye go lebeletšwe le ka tsela yeo boitšhidullo bja mmele bo kago go maatlafatšwa ka mekgwanakgwana ya go fapana go ya le ka dinyakwa tša lefelo la tshokollo ya bagolegwa. Go šeditšwe le ka fao mananeo a tša thuto ya bagolegwanyane a kago thekga bohlokwa bja mananeo a dipapadi.

Maikemišetšo a nyakišišo ye e bile go fatolla le go utolla bohlokwa bja dipapadi go barutwana ba bagolegwanyane go hlohleletša bophelo bjo bobotse mebeleng ya bona. Nyakišišo e ithekgile godimo ga mokgwa wa tlhathollo wo o amantšhitšwego le mokgwanyakišišo wa boleng. Kgoboketšong ya tshedimošo, go šomišitšwe phatadiganong ya dipotšišo tša go hloka magomo gore monyakišiši a kgone go fata tshedimošo go bakgathatema ba gagwe gore ba mo utollele maitemogelo a bona ka ga bohlokwa bja mananeo a dipapadi ao ba a beakanyetšwago lefelong la bona la tshokollo. Bakgathatema bao ba hlaotšwego ka mokgwatthaolo wa maikemišetšo e bile; Baemedi ba lefapha la tša dipapadi, bokgabo le setšo; Barutabana; Hlogo ya sekolo le barutwana ba kgolegong. Bakgathatema ba tšeere karolo ka go latela molawana wa setho le botho wa boikgafo le boithaopo. Bakgathatema ba ile ba fiwa foromo ya boitlamo bja bokgathatema morago ga go hlalošetšwa ka ga maikemišetšo a nyakišišo le go dumelelana le monyakišiši.

Tshekasekong ya tshedimošo, go utolotšwe gore mananeo a tša dipapadi ao a beakanyetšwago barutwana dikgolegong tša bagolegwanyane a kgatha tema ye bohlokwa tshokollong le phokotšong ya bohlokotsebe, ka ge dipapadi di godiša moya wo mobotse wa phadišano, tšhomišano, le maatlafalo magareng ga barutwana ba dikgolegong. Go ya ka dikutollo tšeo di bilego gona, go akantšwe gore

Lefapha la tša Tshokollo ya Bagolegwa le ele tlhoko mananeo a dipapadi le boitšhidullo bja bagolegwanyane bjalo ka mekgwa ya tshokollo go fokotša gore ba se be le poeletšo ya bosenyi.

Mareo

Dipapadi, Boitšhidullo bja mmele, barutwana ba bagolegwanyane, Lefelo la merero ya bafsa, poeletšo ya bosenyi.

## **ABSTRAK**

### **DIE OPVOEDKUNDIGE ROL VAN GEORGANISEERDE SPORTPROGRAMME TER ONDERSTEUNING VAN DIE FISIEKE WELSYN EN REHABILITASIE VAN JEUGMISDADIGE LEERDERS: DIE GEVAL VAN 'N KORREKTIEWE SKOOL IN GAUTENG**

Sport is 'n erkende strategie in die rehabilitasie van jeugmisdadigers in korrektiewe sentra. Hierdie studie fokus op die opvoedkundige rol van georganiseerde sportprogramme ter ondersteuning van die fisieke welsyn en rehabilitasie van jeugmisdadige leerders. Dit ondersoek verder hoe sport, as 'n komponent van liggaamlike welsyn, bevorder en uitgebou kan word deur verskeie aktiwiteite in korrektiewe skoolverband. Omgekeerd, ondersoek dit ook hoe onderrig- en leeraktiwiteite die rol van sport ondersteun. Die hoofdoel van die studie was om die rol van sport in die fisieke welsyn van jeugmisdadigers te verken en te ondersoek. Die studie is in die interpretatiewe paradigma ingebed en maak gebruik van kwalitatiewe data-insamelingsmetodes. Oop-einde vraelyste en semi-gestruktureerde onderhoude is gebruik om data in te samel ten einde insig te verwerf ten opsigte van die jeugmisdadige leerder, asook van hulle eie ervaring van die opvoedkundige rol van georganiseerde sport in die korrektiewe sentrum. Doelgerigte steekproefneming is gedoen om die deelnemers aan die ondersoek te selekteer. Die amptenare belas met Sport, Ontspanning, Kuns en Kultuur, onderwysers, die skoolhoof en jeugmisdadige leerders het vrywillig deelgeneem aan die studie. Hulle het geskrewe toestemming verleen nadat hulle hul gewilligheid tot deelname te kenne gegee het. Die navorser het die data per hand ontleed, wat tot die bevinding gelei het dat strategieë vir georganiseerde sportprogramme suksesvol was om die geneigdheid tot misdaad by die leerder deelnemers te bekamp. Dit blyk dat sport gevoelens van bevoegdheid, verbondenheid en bemagtiging by jeugmisdadigers bevorder. Dit word aanbeveel dat die Departement van Korrektiewe Dienste prioriteit sal verleen aan die algehele welsyn van jeugmisdadigers deur middel van sport. Sport word as een van die strategieë beskou wat meewerk tot die uiteindelijke doelwit van die Departement om jeugmisdadigers te rehabiliteer en toekomstige herhaling van misdaad te voorkom.



## **Sleutelterme**

Sport, fisieke welsyn, jeugmisdadige leerder, Korrektiewe jeugsentrum, herhaling van misdaad

## ACRONYMS

<b>DCS</b>	<b>Department of Correctional Services</b>
<b>DBE</b>	<b>Department of Basic Education</b>
<b>FET</b>	<b>Further Education and Training</b>
<b>HCC</b>	<b>Head of Correctional Centre</b>
<b>NICRO</b>	<b>National Institute for Crime Prevention and Reintegration of Offenders</b>
<b>SRAC</b>	<b>Sport, Recreation, Art, and Culture</b>
<b>RSA</b>	<b>Republic of South Africa</b>
<b>UK</b>	<b>United Kingdom</b>
<b>UN</b>	<b>United Nations</b>
<b>UNISA</b>	<b>University of South Africa</b>

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## CHAPTER ONE: OVERVIEW OF THE STUDY

### 1.1 Introduction and background

In the era of apartheid in South Africa, punishment for transgressions within prison was harsh and it included whippings, solitary confinement, dietary punishment, and additional labour (DCS), 2015). There was much talk of rehabilitation and physical wellness but very little actually materialised (ibid, 2015). Late in 1990, the government announced that it planned to introduce extensive reforms in the prison system. The Prison Service was separated from the Department of Justice and renamed it the DCS (DCS, 2015). The process of renaming was done to eradicate the legacy of apartheid and establish a society based on democratic values, social justice and fundamental human rights (Republic of South Africa,1996).

The DCS has change its plan of rehabilitation programmes and focus on education and training to curb all juvenile offenders and reduce recidivism. These rehabilitation programmes also demonstrate more focus on the intent to increase the quality and quantity of services using Sports programme in the correctional centre within the broader framework of rehabilitation (DCS, 2011). These activities are in turn supporting the juveniles in their rehabilitation process. Education and development does not only focus on classroom teaching only but also focuses on how juveniles are developed holistically. Furthermore, one of the central goals of the democratic government's education policy is to endow learners with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country (DBE), 2011).

The population in the correctional centre in respect of sentenced offenders, in the juvenile category consist of 27045 offenders, representing 24% of the sentenced offender's population (Statistic South Africa, 2013). Comparatively, these categories are similar to those reported in the previous 2014, i.e. 26282 (Judicial Inspectorate of Correctional Service, 2014). Recidivism in South Africa is a challenging factor because the previous regime did not rehabilitate but only punished offenders. The United States has the highest recidivism in the world; it has only 5% of the world's



population, but one quarter of its population are prisoners. With 716 of every 100,000 of the United States residents was behind bars. This figure demonstrates that United States locks up nearly one-quarter of the entire country in prisons. Worse yet, when USA offenders are released, they are extremely likely to fall into recidivism. The current recidivism data for state prisoners reported by the Federal Bureau of Justice Statistics show 68% are back in prison. However, Sweden prison system shows impressive numbers about juvenile offenders, in the sense that the number of Swedish juvenile and adult offenders has dropped from 5722 to 4500 out of a population of 9.5 million (Federal Bureau Juvenile, 2015). The country has closed a number of prisons, and the recidivism rate is around 40%, which is far less than in the U.S. and most European countries (Oberg, 2014). The research has revealed that Nordic (Norway, Denmark and Iceland) countries rehabilitative ethos in sport produces tangible results for those countries. Even in the high-security prisons in Sweden, Denmark, Norway, and Finland there is low recidivism (Larson, 2000).

The statistics around the world demonstrate that acts of delinquency are at two thirds of criminal acts. While this is true among nations around the world, it is particularly true among larger and more populous countries. For instance, data from the Russian Federation: delinquent or criminal behaviour among groups of juvenile offenders was about three to four times higher than that of adult offenders (RBF, 2014). When considering age ranges, juvenile group crime is most prevalent among 14-year-old and least prevalent among 17-year-olds. These rates are high for theft, robbery and rape.

## **1.2 Motivation of the study**

According to Stats SA, South Africa is a country with a high incarceration rate with 290 people per 100 000 being imprisoned. It is interesting when fewer people are sent to prison in those years. In those era of apartheid, offenders were being sentenced to terms of imprisonment. In 1995, there were 443 offenders serving sentences of life imprisonment, less than 0.5% of the total sentenced population. In

2017, there were 13 190, accounting for 12% of the sentence. South Africa is racked by violent crime. There is a delay to achieve one objective of the Correctional Services mandate which is “promoting the social responsibility and human development of all offenders” (Ballard, 2015). People who commit different crimes will reoffend unless rehabilitated. It is 50% of the budget is spent on incarceration and less than 5% on social reintegration while “rehabilitation” and “care” receive about 14%, of the budget. The interpersonal violence of the offenders increased at much the same point in time as the prison population (Ballard, 2015). That is nearly a thirty-fold increase. Currently, more offenders are serving life sentences in South African prisons than ever before. The number of offenders serving sentences of more than 20 years has increased 5.25 times; 15 to 20 years, 4.8 times; and 10 to 15 years, 3.5 times incarceration at a rate of almost 290 per 100 000 and in 2014 the figure drop to 210 of incarceration (Gallo, 2015). The absence of appropriate rehabilitation in sport for the juveniles in the correctional centre combined with gender violence and immorality among the juvenile have a significant impact on recidivism (National Institute for Crime Prevention Reintegration, 2012). In this research the researcher used sport as a component of physical wellness that has been identified as an ideal approach in promoting organised sports programmes in supporting the physical wellness and rehabilitation of the juvenile offenders in the correctional centre. Therefore, aspects such as sport are of utmost importance to the rehabilitation of an offender (DCS, 2013). In exploring the effectiveness of sport as a dimension of physical wellness of the juvenile offender, it is an attempt to see if it is a contributing factor to rehabilitation and the reduction of recidivism in the juvenile correctional centre.

### **1.3 Rationale and significance of the study**

The underlying premise of this topic is that there is need of an exploration of physical wellness of juvenile offenders in enhancing rehabilitation. It is imperative to explore how this will be of benefit to the offender and the wider society. This will be done by carrying out a study that will identify strategies that have the potential of making physical wellness and sports programmes to be of importance. The research also

investigated how the educational role of organised sports programme can contribute to the rehabilitation of juvenile offenders.

Another research conducted in African countries like Botswana, Kenya, Nigeria and Zimbabwe on physical wellness for juvenile offenders found that implementation was limited in the prisons (Corlett, 2010). In European countries like Belgium–Flanders, Denmark, Romania, Spain and the Netherlands studies have been done in researching whether the rehabilitative role of sports as a physical wellness in the juvenile correctional centre has positive effects in reducing recidivism (Day & Sparkes, 2012). The findings of that study revealed that several rationales for reducing juvenile offender delinquent behaviours is through active participation in sport linked to excitement and an increase in self- esteem (Nichols,1997).

The rationale behind the physical wellness of juvenile offenders and the role of rehabilitation in the agenda is to come up with an effective strategy for implementing the organised sport programme within the school context in a correctional centre. This study takes as its focus the educational role of organised sports programme in supporting the physical wellness and rehabilitation of juvenile offenders. Furthermore, I also want to explore how sport as a physical wellness may be enhanced through various components in the correctional school's context. The researcher aims to explore how the teaching and learning activities support the role played by sport.

The purpose of the study was to see to it that organised sport reduces recidivism and rehabilitation is promoted. Through organised sport, juvenile offenders may develop problem solving skills and teamwork spirit. Juvenile may also develop cognitive competencies, athletic abilities and sport provides positive role model and mentors. The organised sport programmes engage youth, provide opportunities for positive peer mentoring and tend to reduce crime and recidivism (Sheehan, 2002). The juvenile offenders participating in organised sport programme have demonstrated significant increases in physical wellness competencies and self-esteem and a reduction in recidivism (King,1998).

## 1.4 Problem statement

Four out of every 100 South Africans youth are incarcerated in correctional centres. In the United Kingdom, the total is 1.25% of every 1000 UK citizens (Rodrigo, 2013). Even though there are many juveniles who are in incarceration, it is sad as a researcher to realise that in South Africa only 18% youth offenders attended sport programmes in correctional centres (Judicial Inspectorate of Correctional Service, 2013). What is more disturbing is re-offending figures which are high in South Africa. Currently, the statistics rate of recidivism is at 47% in South Africa (DCS, 2014). This clearly contributes to overcrowding in correctional centres. South Africa has 241 Correctional Centre Management Area which have a capacity of 118154, but incarcerated offenders are in 153556. Studies indicated that offenders re-offended due to variety of personal and circumstantial factors. These include the individual's social environment of peer, family and community as well as a lack of support system (DiRubbe, 2013).

National Institute for Crime Reintegration of Offenders (2012) provides the following figures (85% - 94%) as estimates of recidivism among juvenile offenders which is very high. The researcher found it necessary to investigate and explore alternative strategies that can be put into place to ensure effective organised sport programmes which supports rehabilitation for juveniles who attend school in correctional centres.

Regardless of the sport programmes that exist in correctional centres, there is no qualified Sport Practitioner to implement organised sport programmes in supporting physical wellness accordingly for juvenile (DCS, 2012). The other challenge is the time allocated to sport physical wellness programmes. In addition, there is a challenge of overcrowding which causes to a rise in violence, suicides and self-harm incidents. The infrastructure of the correctional centre is not suitable for the ideal effective implementation of sport rehabilitative organised programmes. A well-designed well-built modern construction can create a positive atmosphere for both youth offenders and staff to have effective sporting activities (Malmsey, 2005). The effectiveness of the implementation of the sport programmes for juvenile offenders

may enhance rehabilitation which may lead to mature responsible citizen of South Africa.

Graycar (2000) asserts that with careful planning to rehabilitate the offenders, sport and physical wellness had crime prevention potential. Martos and Garcia (2001) in countries like Greece, Belgium-Flanders, Denmark, Romania, Spain, and Netherlands, it has been proven that implementing sport, as part of rehabilitation to juvenile offenders in correctional centre, there was a reduction in re-offending. Diana (2000) also suggests that the investment into sport programmes targeting juvenile offenders has a potential to reduce recidivism. Considering these findings, therefore, it is necessary to explore the organised sport programme in supporting the physical wellness of juvenile offenders and rehabilitation in Gauteng correctional facility in South Africa.

Effective delivery on the core mandate by the DCS as defined by section 2 of the Correctional Service Act 111 (1998) is dependent on proper alignment of the integrated justice system and a common understanding of rehabilitation as the desired outcome (DCS Act 111 1998). Findings by the Parliamentary Portfolio Committee on Rehabilitation in 2012 reveal that there was no qualified Sport Recreation Arts Culture Practitioner who can facilitate appropriate training programmes in correctional centres. Furthermore, there is no one to assist in identifying the needs of the offender regarding organised sport programmes. It was further discovered that there were no daily structured programmes for juvenile offenders in organised sport programmes. It is against this background that the researcher conceptualised a study which address the sport in supporting physical wellness of juvenile offenders and how this may promote rehabilitation in correctional schools and reduce recidivism.

## **1.5 Research questions**

The main research question for this study was:

- What is the educational role of organised sport programmes in supporting the physical wellness and rehabilitation of juvenile offender learners in a Gauteng correctional school?

### ***Sub-questions***

- How can organised sport be explored in a Gauteng correctional school?
- What measures are in place to improve sport in a correctional school?
- What is the educational role of organised sport programmes for the juvenile offender learners' wellness?
- How can organised sport programmes be improved to enhance juvenile offender learner's physical wellness and rehabilitation?
- Which strategies may be used by a correctional school to promote organized sport programmes to enhance juvenile offender learner's physical wellness?

## **1.6 Aim**

To explore the educational role of organised sport programmes in supporting the physical wellness and rehabilitation of juvenile offender learners in a Gauteng correctional school.

## **1.7 Objectives**

- To determine how organised sport programmes may be explored in a Gauteng correctional school.
- To find out which measures are in place to improve sport in a correctional school.
- To describe the educational role of the organised sport programmes for the juvenile offender learners' wellness.
- To explore how rehabilitation and physical wellness may be attained through organised sport programmes in a correctional school.

- To develop strategies that may be used by correctional school in promoting organised sport programmes in enhancing the physical wellness of juvenile offender learners.

### **1.8 Literature review**

Juvenile offender crime is a dilemma both nationally and internationally, affecting the social environment in a number of countries. On the one hand, community factors contribute to the occurrence of the juvenile offending and on the other the community is responsible for taking correction against those juveniles who commit crimes (United Nations, 2005). The harsh reality experienced in a country is juveniles living in poverty are often considered as the main contributing factor towards juveniles in conflict with the law (United Nations, 2005).

In 2012 and 2013 only 15% of the juvenile Correctional Centres had Sport, Recreation and Art Culture programmes (National Institution for Crime Prevention and the Reintegration of Offenders, 2014). This shows that it is only little of physical wellness that took place in the juvenile Correctional Centres. The juvenile offenders only attend the Sport, Recreation, Arts and Culture programme on voluntary basis. The Head of Correctional Centre in consultation with SRAC practitioners must ensure that offenders who qualify and wish to do so are afforded the opportunity to participate in Sport Recreation Art Cultural activities on an organised basis (Sport Recreation Art Culture Manual, 2013).

Programmes which are compulsory in South African correctional centres are tailored by the Parole Board (DCS, 2005). These correctional programmes traditionally provided the necessary protection for the community against criminal behaviour, but did less to ensure that juvenile offenders did not become hardened criminals. This implies that security is the first priority together with rehabilitation. This results in the absence of effective organised sport programme in supporting physical wellness in juvenile offender correctional centre which leads to recidivism.

The opportunity to participate in sport and recreation activities during incarceration is essential for the well-being of a juvenile offender.

### **1.9 The significance of sport**

Participation in sport and other physical wellness activities are a vehicle for developing inclusion, acceptance and social skills (Bailey, 2006; Coulter, 2005). Generally, it can make a good contribution in reducing community criminal behavioural patterns.

Physical wellness and sport are regarded as a vehicle for social change that results to impact the reduction of crime in a society (Kaufman & Wolf, 2010). Rehabilitation has typically been regarded in terms of "doing good" for juvenile offenders (McGee,1998). To motivate juvenile offenders to change their lifestyle, it is necessary to offer them activities that strengthen their self-esteem and self-efficacy in their life. This can be achieved by participating in different sport and culture, arts activities as part of rehabilitation in correctional centres.

### **1.10 Overcrowding**

Overcrowding was identified as a key concern in juvenile correctional centres (DCS, 2010). The problems related to overcrowding include lack of privacy and personal space (Artz, 2012). Overcrowding results in juvenile waking at 3h00 for showers owing to insufficient shower facilities (two showers per 44-inmate cell) which also exacerbates illnesses.

DCS reported 35,95% of overcrowding which was 28,48% (DCS, 2013). However, because these statistics are not disaggregated according to gender and age, it is impossible to discern whether there has been any reduction of overcrowding in juvenile correctional centres. DCS (2013) report also revealed the concerns related to fact that because there are fewer juvenile correctional facilities, juvenile offenders are more likely to be incarcerated far away from their homes and families which leads to overcrowding and poor hygiene resulting in physical wellness being



compromised (Artz, 2012). Overcrowding in correctional services can also contribute to lack of resources, as well as poor living conditions and stress for juvenile offenders (Sharkey, Cox, McCain & Paulus, 2010).

### **1.11 Theoretical framework**

Bill Hettler's (1977) Wellness Theory was relevant theoretical framework that underpinned this study. The model has six dimensions, namely, physical, social, spiritual, occupational, academic, and emotional wellness. This model implies that in order for one to achieve wellness and live a fulfilling life, one should keep a balance on these six dimensions. The researcher used the physical wellness dimension which served as the lens in exploring how the physical wellness of juveniles may enhance rehabilitation in a correctional school. The physical wellness dimension entails personal responsibility and development care. The physical wellness benefits of one looking good and feeling terrific most often lead to the psychological benefits of enhanced self-esteem and self-control. Physical wellness and sport can even play a symbolic evasion and personal liberation (Sparkes, 2007).

### **1.12 Research paradigm**

This study is embedded in an interpretive research paradigm which is based on the exploration of organised sport based on the views of the participants (Creswell, 2007). According to this paradigm, knowledge is socially constructed and the researcher attempts to understand phenomena by getting the meanings assigned by participants to the particular phenomena (Walsham, 1993). In using interpretive paradigm, it has been argued that knowledge produced can be justified as true compared with other approaches (Sandberg, 2005).

### **1.13 Research method**

The researcher used a qualitative research method in this study in order to gain insight into how juvenile offenders' physical wellness is shaped by organised sport

programmes in a correctional school. Qualitative research is concerned with processes and meaning attributed to phenomena within a particular context (Denzin & Lincoln, 2005). In qualitative research, the context is deemed important as it influences the behaviour and acts as a set of parameters with the individual (Woods, 2006).

## **1.14 Research Design**

### 1.14.1 Phenomenological research design

Phenomenological research is a strategy in which the researcher explores the educational role of organised sport programmes and also attempts to clarify the definition of a phenomenon as experienced by participants in a study (Creswell, 2009). This is an important research study where the experiences on physical wellness of the juvenile offenders from the correctional centre were explored. The purpose of this was not to solidify a particular viewpoint as the primary one but to include as much diversity and meaning in order to elucidate the topic on physical wellness.

### 1.14.2 Location

The research took place in a correctional centre school situated in Gauteng Province in South Africa.

### 1.14.3 Sampling

Sampling was purposive and the researcher focused on juvenile offender learners in a correctional centre which has typically young offenders. According to McMillan and Schumacher (2010), purposive sampling chooses samples that are likely to have rich data with knowledge and information on the topic under investigation. In this case therefore, it helped the researcher to choose participants who gave information related to physical wellness matters in a correctional centre.

These participants were from juvenile offenders who are currently attending classes in the correctional school. The sample chosen was relevant and knowledgeable regarding the topic on physical wellness. Twelve juvenile offenders were requested

to participate on a voluntary basis in the study. Three officials responsible for Sport, Recreation, Arts, and Culture currently running the sport programmes were identified and sampled so that they could provide the necessary information on matters pertaining to physical wellness. With participants who were knowledgeable regarding the topic the researcher had an opportunity to produce findings that were likely to be trustworthy.

### **1.15 Instruments**

#### **Questionnaire (with open-ended questions)**

A questionnaire with open-ended questions was used to explore the phenomenon of physical wellness. The open-ended questions were used in order to allow the participants' perception on physical wellness to be thoroughly elucidated. The questionnaires were piloted to a number of juvenile offenders who were not part of the study. The issue relating to concepts, language and cultural concerns were considered during the piloting of the questions. The questions covered aspects such as sport issues and almost all activities that promote wellness in a correctional school.

#### **Semi-structured interview**

Semi-structured interviews are interviews which are used in collecting in-depth data through questioning the participants using a set of pre-planned open-ended questions (Merriam, 2002). The semi-structured interviews allowed the juvenile offenders to contribute as much detailed data on their involvement in physical wellness and how it enhances rehabilitation and support in a Correctional school. The interview questions covered aspects such as sport and recreational activities.

### **1.16 Data collection**

#### **Questionnaires with open-ended questions**

Juvenile offender learners were placed in a classroom where they got an explanation on the purpose of the study. Furthermore, their names and surnames were not required on a questionnaire. In addition, the participation was on voluntary

basis. However, the researcher did not influence answers to open-ended questions but allowed the participants total freedom to respond in their own words, based on their interpretations of the questions.

### **Semi-structured interviews**

Individual semi-structured interviews were conducted with the juvenile offender learners in the office of the unit manager of the section at a correctional centre. The offenders were informed on how the interviews were going to be conducted. The recorder was used to record the interviews. An audio-recorder helped in storing a record of the interviews so that the analysis can be based on accurate renditions of what was said (Hove, 2005).

### **1.16 Data analysis**

In this study, data analysis is a mechanism and organising data to produce the findings that require interpretation by the researcher (Burns & Grove, 2003). The analysis begins as soon as the first data is collected from the analysis of data from the questionnaire and interview process of the 13 juvenile offender learner, 4 teachers 2 SRAC official and the principal was by coding, compiling similar information into cluster groups and categorise information by identifying similarities, differences and recurring regularities into emergent themes (Creswell, 2007; Henning, et al. 2004). When the researcher prepares to attend to the data, the first task was to conceptualisation and the clarification of their own preconceptions of the phenomena under study. The data analysis should be a true reflection of perception of the participants or juvenile offenders. The researcher read through all data from interview transcriptions several times to ensure that data were accurate (Creswell, 2009).

### **1.17 Ethical considerations**

#### Permissions

The researcher got permission and ethical clearance from the DCS to carry out the study in a Gauteng correctional school. Ethical clearance from the University of

South Africa (Unisa) Ethics Committee was sought to enable the researcher to conduct the research.

#### Voluntary participation

Participants were given enough information on the purpose of the study the expected duration and the procedures to be followed during the study. They were also informed that their participation was voluntary and that they have the right to withdraw from the study should they wish to do so without any penalty.

#### Risk and benefits

Potential risks, discomfort and adverse effects that may be encountered during the study will also be highlighted before participants commit themselves to participate in the study. The researcher explained to the prospective benefits of the study. It was also brought to the attention of potential participants that there would be no financial incentives for participation.

#### Human rights

Every effort was made to protect the participants' confidentiality and privacy. No real names would be mentioned in the research and all participants would remain anonymous. Data collected and findings would be solely used for the purpose of this study and would be submitted to Unisa. Only the researcher and Unisa will have access to the collected data.

#### Confidentiality

The confidentiality relates to the steps that ensure that research findings portraying the experiences and views of the participants would be protected. This means that research findings should be a true reflection of the participants (Key, 2006).

## **1.18 Trustworthiness**

### **1.18.1 Credibility**

To ensure credibility, the researcher ensured that sufficient data was collected. More time was spent in the correctional school, observing juveniles interacting with each other and other stakeholders as Lincoln & Guba (1985) suggest. Teachers and learners observed during teaching and learning respectively to gain an insight of what went on in their programme. Information obtained was recorded early to avoid losing it (Key, 2006). Preliminary findings were given to participants to comment and check if they are in line with the views they gave to the researcher. Participants were also asked to check the correctness of findings before being finalised.

### **1.18.2 Dependability**

Dependability was ensured by asking other experts like the supervisor and fellow researchers to critique the research manuscript in order to get an accurate report. Data were verified to check whether it agrees with themes that emerged from the participants' information (Lincoln & Guba,1985).

### **1.18.3 Confirmability**

This was a measure of how well the inquiry's findings are supported by the data and how free they are from biasness (Lincoln & Guba,1985), and replaces the conventional criteria of neutrality or objectivity.

### **1.18.4 Transferability**

Although qualitative data is generally not transferable, what the researcher did was to give rich information and a detailed description of the applicability findings on sport programmes that promote physical wellness rehabilitation of juvenile offender learners. Sufficient data can truly reflect the state of affairs in South African correctional centres.

## **1.19 Clarification of concepts**

### **Wellness**

Wellness is an active process of becoming aware of and making choices towards a healthy and fulfilling life. It is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity (The World Health Organization, 2012). It is also a conscious, self-directed and evolving process of achieving full potential (National Wellness Institute, 2012). Wellness is more than being free from illness; it is a dynamic process of change and growth.

### **Physical wellness**

Overall, physical wellness encourages the balance of physical activity, nutrition and mental well-being to keep your body in top condition. Obtaining an optimal level of physical wellness allows you to nurture personal responsibility for your own healing. The ability to maintain a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue.

### **Recidivism**

Recidivism is the act of a person repeating an undesirable behaviour after he/she has either experienced negative consequences of that behaviour, or has been treated or trained to extinguish that behaviourist is also used to refer to the percentage of former prisoners who are rearrested for similar crimes (Prinsloo,1995).

### **Desistance**

Desistance is defined as the field of criminology which is generally referred as the cessation of offending or other antisocial behaviour (Prinsloo,1995)

### **Juvenile**

A juvenile is a young person youngster, child, teenager minor. In this study, it refers to an offender who is between the ages of 14 and 18 (Children Act, 2011).

### **Offender-learner**

Offender-learner refers to children in conflict with the law. It refers to the anti-social acts of children and of young people under a given age (14 years to 24 years). Law

specifically forbids such acts (Badenhorst, 2011). A learner is any person in a learning context. For the purpose of this study, the word “learner” refers to juvenile offenders who are in the learning context of a correctional school.

### **Juvenile Centre**

This refers to a prison or a correctional centre for juveniles (Act 111 Department Correctional Services, 1998; 47).

### **Overcrowding**

This is when the demand for space in correctional centre in a jurisdiction exceeds the capacity for prisoners in the place, Correctional centre overcrowding can occur when the rate at which people are incarcerated exceeds the rate at which other prisoners are released or die, thereby freeing up correctional centre space.

### **Rehabilitation**

Rehabilitation is the action of restoring someone to former privileged or reputation after a period of disfavour (Trester, 1981).

## **1.20 Delineation of the study**

The research consists of five chapters outlined as follows:

### Chapter 1

Chapter 1 focuses on an introduction to the study which explains the background, rationale the research question, the aim of the research, the theoretical framework, the research methodology, literature review, trustworthiness, ethical considerations, and concept clarification.

### Chapter 2

In this chapter, the literature and theoretical framework were outlined. The educational role of organised sport programmes in supporting the physical wellness and rehabilitation of juvenile offenders were explained. The sport as a physical activity and the juvenile offenders were also outlined in this chapter.



### Chapter 3

Chapter 3 focuses on the methodology used in the study, the research design, research method, sampling, data collection, data analysis, ethical considerations, and trustworthiness were discussed.

### Chapter 4

The chapter outlines the findings and results of the study which clarify the understanding of the problem that initiated the research.

### Chapter 5

Discussion of the findings is presented, strengths and limitations of the study are indicated. Conclusion and recommendations to improve the effectiveness of sport in juvenile correctional centre were outlined.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

The purpose of this chapter was to outline and discuss the literature on sporting activities performed by juvenile offenders in a correctional school. Literature in this chapter covers aspects such as the wellness model, where emotional, spiritual, intellectual, environmental, and physical wellness are discussed. Other concepts that the researcher discusses, include rehabilitation and the various sport programmes that aid in juvenile offenders being rehabilitated. Rehabilitation policies and practices in other countries such as Australia, United States of America (USA), Netherlands, Kenya, Norway, and South Africa are discussed in this chapter. The chapter concludes with reviewing rehabilitation programmes offered in some correctional centres.

### **2.2 Theoretical framework**

The study used a wellness model of Hettler (1977) as a lens. Wellness is an active process through which become aware of, and make choices towards, a more successful existence. Hettler (1980) – the co-founder of the National Wellness Institute theorised and developed a wellness theory that has six dimensions of wellness that could be used as a guideline for attaining a whole and complete life. Each dimension forms six piece of a lifestyle pie, without one piece in one life, create a void, a missing link that imbalances the remainder of the dimensions.

Wellness is a conscious, self-directed and evolving process of achieving full potential of life (Norris, 2010). One needs a balance in these dimensions to achieve full wellness (Patalsky, 2010). The six dimensions of wellness are emotional, spiritual, intellectual, career, social, and physical. The subsequent paragraphs outline each of the wellness dimensions and how they link with the current study.

### 2.2.1 Emotional wellness

Emotional wellness implies the ability to be aware of and accept our feelings, rather than deny them. It informs the juvenile offenders to have an optimistic approach to life, and enjoy life despite its occasional disappointments, frustrations and incarceration. It involves being attentive to the thoughts, feelings and behaviours of the juvenile offenders whether positive or negative in their sporting activities. In addition, many programmes were developed in the correctional centres to meet the needs of the juvenile offenders which were designed to produce positive emotional or behavioural changes in a specific population of the juvenile offenders. The programmes were designed to stimulate juvenile offenders to excel academically and productively and meaningfully in after school programmes (Boldt & Brooks, 2006). Other programmes were developed to improve juvenile offenders' writing skills and help them develop an enhanced sense of self-awareness and social programmes (Jocson, 2006). It also remains unclear, however, whether alternative literacy programmes which are in a correctional school are effective at bringing about positive emotional and behavioural changes in juvenile offenders owing to a few studies that were conducted.

### 2.2.2 Spiritual wellness

Spiritual wellness is a personal matter involving values and beliefs that provide a purpose in one's life. It is important for everyone to explore what they believe in and it is their own sense of meaning and purpose of being involved in sport or physical activity. Juvenile offenders may have different views of what is spirituality. It is considered to be the search for meaning and purpose in human existence. Spiritual life is meaningful also in the educational role of the organised sport programmes and has a purpose that we are guided in our life time. The spiritual wellness involves meditation, prayer or specific spiritual practices that support the connection to a higher power or belief. The capacity for love and forgiveness, joy and fulfilment help to enjoy the spiritual health and life. The person's religious faith, values, beliefs, principles, and morals define his /her spirituality.

### 2.2.3 Intellectual wellness

The intellectual wellness dimension encourages creative, stimulating mental activities of the juvenile offenders in a correctional school. An intellectually well person uses the resources available to expand one's knowledge in improved skills in organised sport programmes along with expanding potential for sharing with others. The intellectual wellness is the creative and stimulating mental activities which expand, knowledge and skills and help the juvenile offenders to discover the potential for sharing their knowledge with others. The intellectual wellness allows one to engage juvenile offenders in sport and lively interaction with other juvenile offenders. The juvenile offenders are open to new ideas and are willing to learn more and expand their knowledge and skills in organised sport. Intellect is all about flexing the mind muscle and opening the mind. It is also related to problem solving, creativity and learning. Juvenile offenders do not become satisfied with what they already know but have the willingness to gain more knowledge.

### 2.2.4 Environmental wellness

The environment of the correctional services inspires the lifestyle of the offenders to be respectful to their surroundings. This realm encourages juvenile offenders to live in harmony with the earth by taking action to protect it. Environmental well-being promotes interaction with nature and one's personal environment. Everyone in a correctional centre can have a strong environmental conscious simply by raising their awareness (Davies, 2013). The environmental dimension of wellness includes trying to live in harmony with the earth by understanding the impact of one's interaction with nature and one's personal environment, and taking action to protect the surrounding around you (Linois, 2014). The environmental wellness is all about respecting nature and one's surroundings and in gaining personal fulfilment from the surroundings but in this case is the structure of the correctional centre which is highly depressing. Environmental wellness encompasses not just our relationship with the planet and nature but our relationship with our personal surroundings as well. When our personal surroundings are well cared for, clean and organised, we experience a greater sense of comfort and less anxiety. Environmental wellness

also affects the other seven aspects. It is hard to feel good when your space is messy or disorganised. Caring for our homes and other personal environments also help us to maintain a sense of personal care (Davies, 2013).

#### 2.2.5 Social wellness

The social wellness is the interacting and communicating well with each other. It involves using good communication skills, having meaningful relationships, respecting yourself and others. In social wellness, emphasis is put on contributing to the common welfare of our community than to think only of ourselves. It is better to live in harmony with other juvenile offenders and our environment than to live in conflict with people (Chobdee,2014). Positive social relationships offer a potent health benefit (Uchino, 2004). Experts categorise this area of health as social wellness, a lifestyle dimension that incorporates our full spectrum of relationships and social activities.

Juvenile offenders see the value in living in harmony with their fellow human beings seeking positive interaction when they are engaged in a social wellness. People in all aspects of our lives are tantamount to social wellness. Social wellness is very important to our overall health. A person who is socially healthy has the skills to socialise, be confident and function in all situations that involve other people. A juvenile offender lacking social wellness tends to lack the ability to adjust to social situations (Davies, 2013).

#### 2.2.6 Occupational wellness

Occupational wellness is the achievement of a balance between work and leisure time which is used in sport. It recognises personal satisfaction and enrichment in one's life through work. Occupational development is related to ones' attitude about one's work. Juvenile offenders in sport programmes contribute their unique gifts, skills and talents to work because that is personally meaningful and rewarding in the rehabilitation process.

### 2.2.7 Physical wellness

Physical wellness is the major focus of the current study. It is the ability to maintain a healthy quality life that allows us to get through our daily activities. It also has the ability to recognise the behaviour and the significant impact on our wellness. Physical wellness has the potential to positively contribute to the health and wellbeing of juvenile offenders. Healthy juvenile offender performs better in school (Randall, 2015). According to Vaiciulis (2011), one explanation for the concentration in this area is that sport has become the type of activity that has significant impact on offender's physical, mental and social health in modern imprisonment institution. It is evident that sport activities have positive impact on physical wellbeing in offenders.

The physical benefit of promoting physical wellness is looking good and feeling terrific which often leads to the psychological benefit of enhancing self-esteem of the juvenile offenders and a sense of direction. The benefit of participation in sport is more than just physical: it is more holistic in fostering social, emotional and cognitive development of the juvenile offender as well (Keller, 2011). Sabo (2001) argues that offenders participate in sport activities to "create a healthy body in an unhealthy environment". Good health, research has found, is about much more than the cornerstones of nutritious diet and regular exercise (Wanne, 2015).

### 2.3 Juvenile delinquency

Juvenile delinquency is, both nationally and internationally, a dilemma affecting the social environment of a country. On the one hand, community factors contribute to the occurrence of juvenile offending and, on the other, the community is responsible for taking corrective action against those juvenile who commit crimes (Rustenburg, 2012).

The delinquent identity is always constructed as an alternative to the conventional identity of the larger society especially in correctional centres. Violence and conflict are regarded as elements in the construction of group and delinquent identities. The

foundations of group identity and activity in sport are established and strengthened through the maintenance of conflict relations with other juvenile offenders and society as a whole (McKellar, 2009).

Delinquency is characterised by a complex array of social problems such as racial and gender imbalances, inequality, poverty, unemployment, and crime. One of the harsh realities experienced in the country is juveniles living in poverty, and this is often considered as a main contributing factor toward juvenile delinquency (Palmary, 2001; United Nations, 2005).

Juvenile delinquency is a problem that has been occurring within society at higher rates and more frequently (Petechuk, 2003). Juveniles showing persistent disruptive behaviour are likely to become juvenile delinquents and in turn juvenile delinquents are likely to become serious, violent, or chronic juvenile offenders (Farrington, 2003). The issue of understanding recurring and persistent problem in behaviour of juvenile is essential to point out some of the risk factors that lead to juvenile delinquency.

## **2.4 Rehabilitation**

The correctional centre with juvenile offenders has a central policy issue that the correctional system hopes to accomplish with those it places behind bars or on community supervision. The purpose of the correctional sanction is to “punish” the criminally wayward. The South African DCS has embraced rehabilitation.

Trester (1981) is of the opinion that the concepts “rehabilitate” derived from the word “habilitate”. Habilitate refers to the Latin word “habilitatus” meaning the “ability or “tendency” of someone to achieve something. Rehabilitation is further defined by Trester (1981) as the process of imparting knowledge about the skills needed for successful living. Rehabilitation is a lifelong process in which prisoners acknowledge their anti-social behaviour and display a considerable level of commitment to reconstructing, asserting and redeveloping themselves to becoming reintegrated to

their society after undergoing a psycho-educational programme (Tewksbury, 2012). It is therefore imperative that the DCS fulfils its mandate, namely, rehabilitation, retribution, deterrence, incapacitation, and restoration (Mutingh, 2005).

The history of the Department shows that correctional officials were not trained in the skills and knowledge critical for a new Rehabilitation-Centre Correctional System. According to Shaliyu and Pretorius (2014), prison warders who lack professionalism could also daunt the rehabilitation process. As a result, the Department faces a major challenge to retrain the members in the new paradigm of rehabilitation through correction and development in a secure, safe and humane environment.

The strategic direction that has developed in the Department in the democratic dispensation has resulted in the Department being faced with major human resource development challenges. The main challenges are to ensure the paradigm shift among existing personnel, as well as the development of an appropriate recruitment, promotion and retention strategy for the various categories of personnel required to deliver on the rehabilitation mandate.

A classic theory which best describes the effective rehabilitation is called *transformational rehabilitation theory*. Transformed rehabilitation theory emphasises that if qualified social workers, psychologists and correctional officers execute their therapeutic services in a non-judgemental manner, as suggested by Rogerian's person-centeredness approach (Schultz & Schultz, 2013), recidivism may be reduced, and discrimination from community toward ex-convicts would be decreased (Tewksbury, 2012). Furthermore, prisoners may be assertive as opposed to being shameful, take full responsibility of their lives, acknowledge their wrongdoings, and develop a healthy mature personality which purpose that the mature adults subscribe to a unifying philosophy of life, commitment, extension of the self to others, cooperation and tolerance (Deci & Ryan, 2000; Ryckman, 2008). According to many criminology experts, the most effective approach to reducing juvenile crime is to steer juvenile offenders away from negative social activities



before they become involved in criminal activities (Hartmann & Depro, 2006). Rehabilitation was seen by 64% of the public as the most effective way of dealing with young offenders (Hartnegal & Baron, 1994). Rehabilitation refers to activities designed to change criminals into law-abiding citizens, and may include providing educational course in prison, teaching job skills and offering counselling. Muntingh, (2005:23) asserts that “rehabilitation intervention targets some specific aspect of the juvenile offenders with the purpose of reducing the likelihood of him or her re-offending”. He maintains that the ultimate goal of rehabilitation should be the reintegration of offenders into society. Reintegration entails not only education, life skills training and self-control, but also employment, physical wellness and family relationships. Falshaw (2004) states that rehabilitation in its simplest form is the process of dealing with convicted offenders following sentence and through various processes of training capacity building and psycho-social support re-introducing offenders back into communities after the completion of their sentences.

Rehabilitation requires the positive commitment and voluntary participation of the offending individual. In order to contribute to the reduction of recidivism and crime prevention, the aim of needs-based rehabilitation is therefore to influence the offender towards the following goals (Department of Correctional Services, 2004):

- Adopting a positive and appropriate norms and value system;
- To develop life skills, sport; and
- Improvement of social entry and increase opportunities for juvenile offenders in order to assist them not to return to crime.

The critical role played by the DCS in crime prevention is the reduction of recidivism through the provisioning of effective rehabilitation services to juvenile offenders (Skosana, 2001). The DCS has therefore developed rehabilitation programmes as a key point of departure in contributing towards a crime-free society. In line with the stipulations of the White Paper on Corrections in South Africa (DCS, 2005), the DCS had to adopt an offender needs-based approach to deliver effectively on its core business of rehabilitation. The DCS (2005) defines offender needs-based approach as the rendering of rehabilitation programmes according to the identified needs of

offenders. Rehabilitation programmes must also be specifically aimed at eliminating offending behaviour upon release.

Available statistics on recidivism in South African prisons suggest that 94% of offenders in South Africa re-offend after their release (Hammond, 2006). The aim of rehabilitation is firstly to provide treatment and development programmes to offenders in partnership with communities; secondly to enhance personal and social functioning, and to prepare offenders for reintegration into the community as productive well-adapted and law-abiding citizens (DCS, 2003). Thirdly, the aim of rehabilitation is to reduce the rate of recidivism upon release. A multi-disciplinary approach should therefore ultimately render inter-related services to prisoners and should be representative of all the different disciplines and available expertise relevant to offender treatment to reduce recidivism (Neser, 1989).

## **2.5 Factors that hinder rehabilitation**

### **2.5.1 Overcrowding**

Overcrowding in correctional centre is the major factor which impedes rehabilitation, since there is no space available to conduct focus group in sport, role play and individual counselling the offenders (Ramagaga, 2011). The overcrowding in correctional prisons afford the inmates to discuss the best methods to assassinate and destroy their victims as they perceive prison as the “school of crime” (Stevens, 2006). Moreover, the physical discomfort of inmates arises as a consequence of overcrowded accommodation and facilities, which limit the implementation of effective programmes of rehabilitation (Tapscot, 2009). The correctional officials are simply unable to deliver a comprehensive programme of rehabilitation and are compelled to focus on a restricted number of activities owing to this overcrowding. It also impinges on the basic human rights of offenders not least in limiting offender’s personal space and privacy. It also restricts the opportunity for physical activities and mental stimulation. Overcrowding is further aggravated by the design of prisons themselves. Most of the prisons in South Africa were designed for security purpose only.

### 2.5.2 Lack of specialised Correctional officials in SRAC

In South African correctional centres, there are no specialised sport, recreation, arts and culture practitioners. Furthermore, according to Meek and Lewis (2012), sport and physical activities can be detrimental to juvenile offender's health (e.g., increasing risk of injury) if poorly delivered or supervised by unqualified prison SRAC members. The head of correctional centre is responsible to appoint correctional official for the provision of SRAC.

The transformed rehabilitation theory emphasises that if specialised SRAC practitioner, social workers, educator, psychologist and correctional officers execute their services in a non-judgmental manner. As suggested person-to-person approach (Schultz, 2013), recidivism may be reduced, and discrimination from the community towards ex-convicts will be decreased (Tewksbuey, 2012). Furthermore, prisoners may be assertive as opposed to being shameful, take full responsibility of their lives and acknowledge their wrong doings (Ryckman, 2008).

### 2.5.3 Lack of facilities in the correctional centre

The current conditions of rehabilitation facilities in most South African correctional centre are inadequate (Coetzee, 1997). Inadequate facilities refer in essence to a lack of adequate recreation and leisure time facilities, sleeping facilities training opportunities and accommodation.

The importance of offering juvenile offenders a variety of rehabilitation-type programmes and services is the provision of multi-purpose spaces to be used for rehabilitation, such as academic and vocational classrooms, activity and workshops areas, multi-faith space and counselling rooms for both individual and group therapy. Any correctional centre design should maximise programme space, to avoid activities and treatment programmes having to compete for the space, therefore compromising juvenile offenders' participation and regular access to programmes and services.

A correctional facility requires a humanising approach to design that few other kinds of public architecture demand. A new generation of rehabilitation centres should provide spaces that reduce stress, fear and trauma; spaces that stimulate motivation for participation in positive activities that reduce idleness and negative behaviour and that, rather than warehouse or isolate juvenile offenders, work with them to encourage reformation and reintegration into society as law-abiding citizens. Life inside the secure perimeter of a rehabilitative correctional facility should allow for as much normality as possible, providing juvenile offender with a level of responsibility and autonomy that will prepare them for life on the outside, and imposing as few restrictive conditions in spaces, circulation pathways and access to indoor and outdoor spaces as possible, for those spatial and environmental considerations.

## **2.6 Physical activity**

According to World Health Organization (WHO) in 2013, physical inactivity accounted for 6% of all global deaths and was the fourth leading risk factor for global mortality. In addition, physical inactivity was the main cause for approximately 21-25% of breast and colon cancers, 27% of diabetes and 30% of ischemic heart disease burden. Regular physical activity such as walking, cycling, or the physical activities of daily living has significant benefits for health (Ewles, 2005).

Physical activity has also closely related terms such as exercise, physical fitness and sport. Exercise involves a planned, structured and repetitive activity for the purposes of conditioning any part of the body (Balady,1999). Physical fitness, in contrast with physical activity and exercise, is a set of attributes or characteristics that people have or achieve that relate to their ability to perform a given physical activity task in a specified physical, social and psychological environment and these attributes include muscle strength, body composition, cardio respiratory fitness, and flexibility (Ewles, 2005).

Fitness is also a result of genetic factors, with some lucky individuals having a natural capacity and physique to excel at physical challenges. This becomes more

noticeable in competitive sport, such as distance running, or weight lifting where the best performers have a genetically superior body that is in a peak condition through vigorous training (Balady, 1999). Evidence to date, however, suggested that it is regular participation in physical activity rather than any inherited component of fitness that is related to sport. Finally, the term “sport” is used when speaking about physical activity which involves structured competitive situations governed by rules. In many European countries, sport includes all exercise and leisure time physical activity (Ewles, 2005).

The sport benefits of physical activity are seen in children and adolescents, young and middle-aged adults, older adults, women and men, people of different races and ethnicities, and people with disabilities and chronic conditions (Balady, 1999).

The human body is built for movement. Hence, when people become more active, they reduce their risk of early death from heart disease, some cancers and diabetes; they manage their weight better, increase their tolerance for physical work; and they improve their muscle and bone health. They are also likely to improve their psychological well-being, life quality and prolong life through regular consistent physical activities, most organs and tissues in the body become positively affected by physical activity and adapt to regular exercise (Stockholm, 2010).

Physical activity also decreases the level of anger, aggressiveness and boredom. The juvenile offender gained from engaging in some of physical activity is its ability to aid in the decrease in the level of anger, boredom and aggressive behaviour which are major phases that many juvenile offenders experience during their period of incarceration (Libbus, 1994). This state of being may produce in the individual different emotional moods ranging from anger at his incarceration, boredom at the new rules and regulations to new restrictions at his movement. indicated study found that the positive effects physical activity has on reducing anger, boredom and aggressive behaviour, all negative emotional states that many juvenile offenders experience while they are in prison (Garcia, 2009). The physical activity is simple to reduce the stigma of no satisfaction that leads to the spiral represented by insecurity, stress, anxiety, fear, violence, and anger of the juvenile offenders. Verdot's (2010)

study detainee's mood and wellbeing in a French correctional centre found that regular physical activity has a psychological benefit such as release anxiety or stress and also has effect as antidepressant.

Juvenile offenders who engaged in exercise showed a keen awareness not to break any correctional centre rules so as not to lose access to exercise equipment (Crouse, 1999). The physical activities serve as an incentive for good behaviour and promote social control in the correctional centre (Sparkes, 2009). Furthermore, exercise teaches the juvenile offenders what is acceptable behaviour and this can be important to replace the unacceptable criminal behaviour they had before imprisonment. The personal changes may occur within juvenile offenders with regular access to exercise daily. This does not benefit only the juvenile offenders but also society as it can reduce the likelihood of future criminal behaviour on the part of juvenile offenders upon their eventual release from the correctional centre. Correctional services directives state that physical activities should have a structured approach. The latter should support prisoners in tackling their offending behaviour, impact upon individuals' attitudes and behaviour, enable prisoners to gain vocational qualifications, link effectively with resettlement policy and community provision, and even encourage the purposeful use of leisure time after release (Ministry of Justice, 2011).

Participating in various activities should be considered as a resource with positive outcomes and strategy to promote the health of people in incarceration (Belmont, 2010). Physical activity is an important contribution to the development of the generalized resistance resources and sense of coherence to juvenile offenders (Belmont, 2010). Lastly, participation in physical activities may facilitate social interaction as it offers a great way to meet people and bond with juvenile offenders, learn the tenets of fair play, teamwork, solidarity, and has a great impact on minimising the incidence of engaging in antisocial behaviour (Wills, 2009).

## **2.7 The educational role of organised sport**

Sport can be regarded as an educational role that can help in the development of the juvenile's personality (Osness, 1992). Through participation in sport, the juvenile offenders learn discipline and self-expression. The juvenile offender discovers his own limits and potential. Sport helps the juvenile offender to act independently and to be more motivated. They learn to handle challenges in life (Van Rensburg, 1991). Participation in sport can help to overcome weaknesses and to accommodate and develop personality traits (Van Rensburg, 1991). Using sport in education may lead to the enrichment of the quality of life. This is essential as we enter a decade of communication and a technical environment (Osness, 1992). Sport aims at developing the whole individual. The educator requires knowledge and understanding of the complicated growth patterns of people. Education is aimed at improving the quality of life and sport can be used to obtain this quality (McEwan, 1984).

During adolescence, internal and external frustrations appear to be the most stressful. The individual is very confused about his role in society and finds it difficult to form a life philosophy.

Religious values, political values, social concepts and questions regarding identity seem to be complicated. Others turn to deviant behaviour patterns, such as, delinquency, drug use and abuse and even suicide (Sullivan, 1990). Physical education and sport can be used to help deviate the stressfulness of everyday life and keep the adolescent positively occupied (White Paper Corrections, 1995).

The importance of physical education and sport in education is acknowledged by the White Paper Corrections (1995). School sport is the single most important feeder system for sport in general. It is a nursery for the nation and facilitates the learning process. Most importantly, sport helps to convey the importance and values of health, welfare, the economy and education. Horkel (1992) stresses the ever-increasing important role of physical education. The values of physical education to

health have been ignored and unappreciated, especially in the present state of bad health and a decrease in fitness in any countries.

In the school's involvement with the juvenile, the juvenile is educated to adulthood. Therefore, sport should be included as one of the important educational instruments. During the primary school phase, each juvenile should be granted the opportunity to encounter a wide variety of sport activities. Mass participation in several activities will ensure that juvenile offenders through their own experience can make a choice later in life. A wide variety will help to stop boredom. Negativity can also be ruled out (Oschman, 1986) and (Evans, 1990). Evans (1990) and Osness (1986) indicate that the ideal situation to learn various movements is created in well-organised physical education programmes during the school phase.

Physical education and sport can be utilised to form the juvenile offenders. In that way, the juvenile offender is equipped for life. Both effectively applied as an instrument in education lead to the holistic development of the juvenile offender (psychological, physical, intellectual and social development). Juvenile offenders spend more hours than before in school. Therefore, sport can be used to cancel out possible boredom that could exist (Lion-Cachet, 1997).

Sport plays a significant role during incarceration since it helps an offender to cope and deal with frustration. Sport is also therapeutic for juvenile offenders. Furthermore, sport tends to make people more social as they generally are unable to exercise in isolation as they need to go either outside or to go to gym to engage in it. This leads to individuals expanding their social network. These findings by Green (2010) are supported by the studies of Hays (1999).

Hartman Donaldson and Ronan (2006) stated that through playing team sport with others, juvenile offenders can build cooperative relationships and meet their need to belong. They also learn key cooperation skills as they work together and perform specific team roles. Organised sport experiences are regarded as potentially important for juvenile offenders and adolescent development as participation is



believed to have direct relevance to the development of important behaviours such as cooperation, unselfishness, and attitudes toward achievement, stress management skills, perseverance, risk taking, and the ability to tolerate frustration and delay gratification (Donaldson & Ronan, 2006).

Research indicates that in cities where youth are involved in organised sport programmes, there is a reduction in the crime rate (Carmichael, 2008). Several Midnight Basketball programmes reported a one to two thirds reduction in juvenile crime following the implementation of the programme. It was also found that youth sport can promote the development of problem-solving skills as well as teaching youth how to work cooperatively with peers as a member of a team (Carmichael, 2008). According to Wicks (2007), youth sport is about promoting physical activity and healthy lifestyles as well as strengthening communities.

Some studies suggest that juvenile offenders' participation in sport can reduce crime and recidivism and promote desistance ("maturing out" of crime). This is owing to its alternative focus, time occupation, positive peer socialisation, and intermediate sporting outcomes. These include heightened self-esteem, positive identity, connectedness, empowerment, and acquisition of new skills – problem solving and decision-making skills, teamwork, goal setting, leadership, and discipline (Ball-Rokeach, 2002).

Physical activity and other processes can contribute greatly juvenile offender to improved mental health, social functioning, physical fitness, recreational networks, and community integration and can reduce drug taking and criminal activity in young adults (Brown, 2009). The rationale that sport participation creates experiences of enjoyment and excitement, meets the need for excitement and risk taking, reduces instances of leisure boredom, boosts feelings of empowerment, develops cognitive and athletic ability, builds character, and provides positive role models (Coalter, 2001). Proponents suggest that the investment into sport programmes targeting juvenile offenders has the potential to reduce incarceration costs and adverse

health, social, and legal consequences for young people, and create opportunities for positive social integration (Diana, 2000).

## **2.8 Sport programme in correctional facilities**

The organised sport programmes that are successful in reducing juvenile crime appear to develop feelings of competence, connectedness and empowerment among juveniles. Sport programmes dominated by unequal access and the obsession to win-at-all-costs often foster social problems among at-risk juvenile offenders (Hawkins,1998). The Northern Fly-In Sport Camps in Manitoba that focused on building teamwork, character and self-esteem among Aboriginal juvenile offenders and potential juvenile offenders resulted in an average 49% reduction in juvenile crime. A multi-sport programme in Bristol, England that engaged juveniles at-risk of offending or re-offending resulted in a 43% reduction in juvenile crime between October 1997 and January 1998 when compared to crime statistics from 12 months earlier (Sport England,1999).

The benefits of organised sport for at-risk juvenile offender are maximised if programmes are skills-based, team-focused and learning-rich (Diana, 2000). Sport programmes that engage at-risk juvenile offenders by empowering them and providing opportunities for positive peer mentoring will foster reductions in juvenile crime (Sheehan, 2002). Offenders in organised sport programmes have demonstrated significant increases in ratings in perceived competence in sport skills and increased self-esteem (King, 1998).

### **Basketball programme**

Basketball promotes positive behaviour for youth development and as a distraction from negative influences, or a diversion of attention. Recent research has shown that crime rates among at-risk youth drop when they have something to occupy their time, such as a sport programme or recreation centre (Guest, 2005). Furthermore, Wright and Li (2009) found that positive youth development sport programmes should strengthen social, emotional, behaviour, cognitive, and moral competencies. Through basketball programme, crime rates were lowered significantly in Australia

(Hartmann & Depro, 2006). A study by Carmichael (2008) showed that sport as a youth development programme should be throughout the year, as that is the optimal amount of time for youth development to occur. Guest (2005) found that sport as a distraction only takes care of the problem of crime reduction for the amount of time of the programme and at-risk juvenile offenders would not be able to help themselves from committing crimes or behaving in an anti-social manner.

### **Soccer programme**

The goal of soccer is to help lower the crime rate and create routes into education, training and employment (Kickz, 2008). Soccer focuses not only on playing soccer but also the coaching and officiating aspects of the game as well (Kickz, 2008).

According to criminology experts, the most effective way of reducing youth crime is to lead young people away from negative social activities, such as a gang involvement, before they become involved in criminal activities (Carmichael, 2008). Soccer programme is about accomplishing one positive outcome. First, by having direct contact with a juvenile offender for one hour, that juvenile offender is not involved in negative activities, such as crime and drugs, but rather is involved in soccer for that hour (Carmichael, 2008). By doing this, they are essentially using sport as a positive distraction for the youth, by taking the kids and using soccer to distract them from drugs and crime (Guest, 2005). Secondly, the soccer programme keeps juvenile offenders busy for a long period of time and, consequently, increase the likelihood of permanent behaviour change (Kickz, 2008).

During soccer programme coaching youth grow intellectually, in terms of learning the effects of drugs and drug usage and also socially because it teaches juvenile offenders about social issues. The soccer programme help the youth to develop physically by teaching them proper soccer technique. One study found that soccer and the soccer programme will teach juvenile offenders about flexibility, muscle strength, and even bone structure (Cote, 2009). In doing so, the programme teaches kids about taking care of their bodies. The programme includes training on healthy eating and learning how to stretch properly before and after games (Kickz, 2008). When looking at it from a psychological perspective, soccer helps the youth develop

positive self-esteem through playing soccer (Kickz, 2008). It is quite obvious that soccer is used to help juvenile offenders have a positive youth development by keeping them away from drugs and crime (Carmichael, 2008).

## **2.9 The significance of organised sport for juvenile offenders**

Sport and physical activity can combine with other interventions to reduce crime in particular groups and communities. It appears that sport and physical activity can reduce crime by providing accessible, appropriate activities. In other words, sport and physical activity must be connected positively within (Cameron, 2000). In addition, sport and physical activity-based interventions must be conducted in collaboration with a range of other strategies and sectors. It is essential to consider how the design, location and funding of sporting and recreational infrastructure contributes to social cohesion of the juvenile offenders and avoids taking sport and physical activity out of its social context (MacDougall, 2000). Sport programmes established for the explicit purpose of crime prevention should be subject to rigorous evaluation. All the juvenile offenders with socio-economic status and ethnicity need to focus on building character and self-esteem (Gatz, 2002).

It is clear that juvenile offenders who are engaging in various physical activities serve as an incentive for good behaviour and promote social control within the correctional centre (Sparkes, 2009). Through sport, juvenile offenders learn what is acceptable behaviour and this can be important to replace the unacceptable criminal behaviour they had before imprisonment. The personal changes may occur within juvenile offenders with regular access to sport. This does not benefit only the juvenile offender but also society as it can reduce the likelihood of future criminal behaviour on the part of these juvenile offenders upon their eventual release from prison. Participation in regular physical exercise helps juvenile offenders by reducing their tension and tempo, thereby enhancing their well-being (Mukiza, 2014).

Sabo (2011) argues that sport and recreation activities were not only utilised as a diversionary service by correctional officials but also by offenders themselves. On

one hand, sport and exercise provide offenders with vehicles for self-expression and physical freedom. On the other hand, correctional officials know that involvement in sport and exercise activities help make tractable and compliant. Therefore, the cultivation of the body through sport and fitness activities is simultaneously a source of personal liberation and social control. The organised sport programmes for juvenile offenders that develop social skills, mentoring opportunities with adult role models, cognitive skills, and increase feelings of self-confidence and self-esteem provide an antidote to antisocial behaviour.

Sport and physical activity play a significant role in contemporary society of a juvenile offender. Meek (2014) argues that offender participation in sport could promote the development of socially accepted identities and assists in building more positive social network with those outside the prison setting, such as coaches and programme volunteers. Among teachers, SRAC members, sport are perceived to aid offender rehabilitation (Gras, 2005). Sport and physical activity have the potential to improve the quality of life. It is worth exploring the idea that sport and physical activity are important if juvenile offenders are to fully participate in society of the correctional centre. Sport and physical activity are plain fun, or a fantasy that allows one to escape from day-to-day reality of family conflict, homelessness, or the temptations to use alcohol.

## 2.10 Summary

This chapter address the literature related to the educational role of organised sport programme in supporting the physical wellness and rehabilitation of juvenile offender learner. In addition, it also assists the researcher to gain insight of the study.

## **CHAPTER 3: RESEARCH DESIGN**

### **3.1 Introduction**

The aim of this chapter is to describe the research design and methodology used in the empirical investigation. Attention was given to the sampling of participants and procedures for data collection. The chapter describes how data were analysed and how themes emerged.

### **3.2 Research paradigm**

The study was embedded in an interpretive paradigm which concerns itself with an understanding of the physical wellness experiences and interpretation of the organised sport programmes in a correctional school. The interpretive research paradigm also sought to understand in-depth meanings that participants attach to specific physical phenomenon (Henning, Van Rensburg & Smith, 2010). This paradigm is suitable for this study because it assists the researcher to understand the perceptions of juvenile offenders and SRAC officials on the phenomenon that promote physical wellness in organised sport programmes of juvenile offenders.

This paradigm was used in this research to enable the researcher to understand the juvenile offenders' own perceptions with regard to their physical wellness as they experience it in a correctional centre. The researcher had enough time to talk to juvenile offenders, SRAC officials and to observe their behaviour and participation in sport.

### **3.3 Research method**

The researcher used a qualitative research method in order to gain insight of the juvenile offenders and understand the experiences of educational role of organised sport programme in supporting the physical wellness and rehabilitation of juvenile

offender in a correctional school. The qualitative research focuses strongly on the meaning and significance of the process that occur as well as the outcomes of the physical wellness. This research design provides a deeper understanding of the social situation based in the correctional school. It is based on a small scale sample; it uses interactive data collective methods, such as interview of the participants; it allows new issues and concepts to be explored (Merriam, 2002). The researcher used this method because it was a flexible data collection method and allowed him to be directly involved in the research process by interviewing and observing events in their natural setting (Merriam, 2002). Denzin and Lincoln (2005) maintain that in qualitative research method, the researcher obtains an in-depth thick rich description and understanding of actions and events of data, rather than assuming or controlling the data.

Demean and Fleming (2007) concur that qualitative design's main objectives is to explore and to discover issues about the complexity of the study on hand since very little was known about the experiences of juvenile offenders in addressing the educational role of organised sports programme in supporting the physical wellness and rehabilitation in a correctional school. The aim of the study was to understand how juvenile offenders interpret and construct their world and what meaning they attribute to their experiences in addressing the physical wellness. The overall purpose was to understand how participants make sense of their lives and their experiences (Merriam, 2009).

Creswell (2007) further asserts that the researcher undertakes qualitative research in a natural setting like in a correctional school. The researcher used the instrument of data collection, gathers words, analysed them inductively, focused on the meanings of participants and described a process in expressive and persuasive language. The qualitative researcher talks to people about their experiences and perceptions (Henning, 2004). The qualitative research design was suitable for this study since it tried to explore and get deeper understanding of the experiences in the educational role of organised sport programmes in supporting physical wellness and rehabilitation of juvenile offenders at a correctional school.

### **3.4 Research design**

#### **3.4.1 Phenomenological approach**

The phenomenological research approach was the most appropriate one for this study, which was to explore and understand the educational role of organised sport programme in supporting the physical wellness of the juvenile offenders. Phenomenology aims to gain deeper understanding of the nature of the meaning of our everyday experiences. Patton (2002) articulates that the phenomenological approach allowed juvenile offenders through in-depth interviews to elicit their own meaning of the experience of being involved in performing sports and physical wellness in the correctional school. The meanings are constructed and conveyed through in-depth interviews and questionnaires (Patton, 2002). The phenomenological design further examines the particular experience of juvenile offenders in a given situation, therefore exploring not what is reality but what it is preconceived to be (Burns, 2003). Therefore, phenomenology is an attempt to describe lived experiences without making previous assumptions about the objective reality of those experiences (Holloway, 2005). This approach was important in this study as it allowed researcher to interact effectively with participating juvenile offender and obtained in-depth views regarding their experiences in addressing the physical wellness in the correctional school. The main purpose of the study was to obtain meaning and elucidate the topic.

### **3.5 Location**

The study was conducted in one of the full-time correctional schools in Gauteng Province. The correctional centre is situated near the City of Tshwane, it is a juvenile centre which incarcerates juvenile offenders for long and short term sentences. This correctional centre incarcerates male juvenile offenders. The correctional centre has a population of approximately 360 incarcerated juvenile offender learners with only 80 juvenile offender learners attending school.



### **3.6 Sample**

In this study, the researcher used purposeful sampling. The latter applies when the researcher makes a precise judgement about a feature or features of a group of people. Selection of sample is therefore based on the visibility of the feature of central interest to the research (Murray, 2000). In purposive sampling, the researcher has to use personal judgement to select participants that will best meet the purpose of the study (Merriam, 2002).

The sample is chosen from the study population that is commonly referred to as the target population or accessible population in a correctional school (Grove, 2003). Therefore, the current study had sample of four teachers, one principal, SRAC officials also 13 juvenile offenders who are doing Grade 10 -12 from the correctional school were selected. This activity took place at the juvenile offenders' correctional school. The selected participants had long service of working at the youth correctional centre. These were the participants who were willing to participate in the research and who met the sampling criteria during the period of data collection. The selected participant enabled the researcher to gather sufficient data related to the research questions based on the educational role of organised sport programmes in supporting the physical wellness.

### **3.7 Instrument**

A qualitative researcher often uses different data collection instruments as part of the processes called triangulation (Sowell, 2001). The researcher in qualitative research often uses method of collecting data such as semi-structured interviews and sometimes one method might be used (Merriam, 2009). In this study, the researcher used semi-structured interviews, questionnaires with open-ended questions as data collection instruments.

#### **3.7.1 Semi-structured interviews**

In this study, the researcher utilised semi-structured interviews. The interviewing process provided a means of inquiry using different languages. The main purpose of interviewing was an interest in understanding the experience of other people and the meaning they make of those experiences (Seidman, 1991). According to Delport

(2005), semi-structured one-on-one interviews are suitable where one is particularly interested in-depth answers or responses. Furthermore, Denzin and Lincoln (2005) assert that questions should be semi-structured so that responses were open-ended which allowed the researcher to ask probing questions. This method assisted the researcher to generate rich and detailed data. The level of questioning was varied to suit the context of the juvenile correctional centre (Creswell, 2007). The questions on the semi-structured interviews covered the following aspects like the implementation of organised sport programmes and the educational role of sport in curbing the recidivism.

### 3.7.2 The questionnaire with open-ended questions

The questionnaire is the most widely used data collecting technique. The questionnaire has to deal with a significant topic that the respondent recognise as important enough to warrant attention (Van den Aardweg,1993). The main aim of using an open-ended questionnaire was to obtain information regarding the experience of juvenile offenders and how organised sports programme are in supporting the physical wellness. The researcher ensured that adequate time was allocated for the construction of open-ended questionnaire (De Vos,1998).

## 3.8 Data collection instruments

### 3.8.1 Semi structured interviews

In this study, the researcher conducted the interview schedule at the youth correctional centre. The participants agreed that a tape recorder should be used during interview sessions. A recording ensures that accurate data is collected and stored for later transcription. The arrangement was made for the provision of the interview of the 13 juvenile offenders and 4 teachers schedule according to the date that suited the correctional centre. It was agreed that per participant the interview will last only for 15 minutes and it will be one on one session. The deputy principal office it was identified to be utilised for interviews. The second interview date was

scheduled for four teachers and three SRAC officials. The interview questions were similar to items in the questionnaire administered to the SRAC official, correctional officer and the teachers.

### 3.8.2 Questionnaire with open-ended questions

The questionnaire with open-ended questions was also used to collect data. The aim of the questionnaire was to obtain information regarding the experiences of the educational role of organised sports programme in supporting the physical wellness and rehabilitation of juvenile.

Thirteen juvenile offender learners were given questionnaire at school in their classrooms in the presence of their teachers during physical training period (Life Orientation) for 25 to 35 minutes each. However, a reasonable distance was allowed to ensure privacy and allow juvenile learner offender to be free. The following day five teachers, principal and three SRAC officials were interviewed and given questionnaire which contain questions regarding the topic which was the educational of organised sports programme in supporting the physical wellness and rehabilitation. It was very clear to them that participation was voluntary, and it would also be treated anonymously. The researcher explained the questionnaire to the juvenile learner offender in English. The questions for questionnaire and interview were the same because some participants prefer to be interviewed and others only questionnaire. Furthermore, the researcher utilised probing strategy to obtain sufficient data from respondents on their experience in physical wellness in sport within a correctional services environment before they start completing the questionnaire and also those who choose to be interviewed. On the same day, the researcher collected the questionnaire after completion because the authorities of the correctional centre advised likewise owing to security.

The two instruments the researcher piloted the questions of the questionnaire and the interviews by giving the correctional school principal and the research supervisor to give feedback. The purpose of piloting the instrument was to provide the

researcher with the insight into the phenomenon and to ensure that errors can be rectified and to be acquainted with qualitative data collection and analysis.

### **3.9 Data analysis**

Data analysis is a mechanism for reducing and organising data to produce findings from the research that require interpretation by the researcher (Burns, 2003). In qualitative research, the researcher collects data from several individual and depicts their experience of the phenomenon organised sport (Christensen, 2000). The researcher analysed data daily as data collected and transcribed. The qualitative data analysis in this inquiry involved coding, categorising and clustering. Coding refers to the process of dividing data according to a classification system (McMillan & Schumacher, 1997:609).

#### **Step 1**

The researcher carefully read through all the transcription of the participants and made notes of ideas that come to mind. The responses were written and organised in two columns 1 and 2 according to the interview open-ended questionnaire.

#### **Step 2**

I selected one interview open-ended questions and read it to try and get meaning from the information, writing down everything that comes to mind. Then organised in column labelled 1 and 2 in order to get overall meaning and general ideas of the participants.

#### **Step 3**

In this study after going through the transcripts, then I arranged the similar topics in groups by forming columns labelled major topics, unique topics, and leftover. The statements were manually analysed by hand colour coding.

#### **Step 4**

The researcher then abbreviated on the topics as codes and wrote the codes next to the appropriate segment of the text. The researcher then observed the

organisation of data to check if new categories or codes emerged. Data belonging to each category were put in one place for preliminary analysis.

#### Step 5

A researcher described the wording of the topic and covered them into categories. The aim was to reduce the total list of categories by grouping topics together that relate to each other.

#### Step 6

The researcher made final decision then on the abbreviation of each code and the categories will be arranged accordingly.

#### Step 7

As a researcher, the data material belonging to each category would be put together in one and themes would emerge. A theme is a pattern that emerge within a particular data set. Ideally, what would constitute a theme is the prevalence of the particular instance occurring across the data set. Themes that share the same meaning assisted the researcher in making comparisons during data analysis phase.

### 3.10 THEMES THAT EMERGED ON OPEN-ENDED QUESTIONNAIRES

<b>Teachers/ principal</b>	<b>SRAC Officials</b>	<b>Juveniles Offender</b>
Effective teaching of physical wellness through sports	SRAC officials promote physical wellness through sport at the school	Availability of professional support structure
Change of behaviour using sport to promote rehabilitation		Effective schooling and sport keep the mind occupied with positive things
Effective participation in organised sports encourage teamwork		

### 3.11 Themes that emerged from semi-structured interviews

Teachers/ principal	SRAC Officials
Sports influence discipline in juvenile offender learners	Effective use of physical training period in school

### 3.12 Ethical considerations

The research was conducted in a secure environment. The researcher had to be clear about all processes required before a research was undertaken.

The guidelines followed to assure the ethical acceptability of the current study (Johnson & Christensen, 2000), were as follows:

- The researcher obtained permission and the informed consent of the participants.
- No deception was justified in the current study educational or applied values.
- The participants were informed to be free to withdraw from the study at any time.
- The participants remained anonymous and the confidentiality of the participants was protected.

#### 3.12.1 Permissions

The permission was granted by the DCS to carry out the study in a Gauteng correctional school. Clearance from Unisa was also sought to enable the researcher to conduct his research. The study was part of the project which was led by my supervisor, namely; the professional development of educators in enhancing the wellness of juvenile offender learners. The permission from the DCS was granted to my supervisor and I too conducted my research in one of the Correctional Schools in the Gauteng Province. The head of the centre and the principal of the correctional school were phoned to secure the appointment of the interviews that will suit the teachers and SRAC officials so that the school and centre programmes are not disrupted.

### 3.12.2 Informed Consent

McMillian and Schumacher (2001) said that an informed consent is achieved by providing subjects with an explanation of the research and an opportunity to terminate their participation at any time with no penalty as well as full disclosure of any risks associated with the study. As a researcher, I explained everything that transpired in the research in detail for every participant in this study. Furthermore, I informed the participants that they have a right to withdraw from the study at any time without penalty. The participants fully understood the research and consent to participate.

### 3.12.3 Voluntary participation

In the current study, the participants were not forced to take part in the study (McMillian & Schumacher, 2006). As a researcher, it was my responsibility to inform all the participants that it is their choice whether to participate in the study or not. There was no enforcement to anybody to participate in this study.

### 3.12.4 Confidentiality

Confidentiality means that information that the participant divulges is made public or available to others (Hunger, 1999). In the same vein, Burns and Grove (1993) fully concur that confidentiality was maintained by keeping the collected data confidential and not revealing the participants' identities when reporting or publishing the research study. All the participants were assured that their names would not be used in the research study which took place at one of the Gauteng Province correctional centres. It was further emphasised that all information that they shared would only be used for the purpose of the research study.

### 3.12.5 Anonymity

The current study ensured anonymity by not disclosing the participants' name on the questionnaires and research report and detaching the written consent from the questionnaires and interviews.

### **3.13 Trustworthiness**

The trustworthiness relates to the validity of the results obtained by a qualitative study. According to Shenton (2004), there are four criteria that he believes should be considered by a qualitative researcher in the research to make the study trustworthy. The criteria are credibility, transferability, dependability, and conformability.

#### **3.13.1 Credibility**

According to Shenton (2004), credibility is described as the ability of the findings to be a fair reflection of reality. Furthermore, credibility entails responsibility for the entire study process and includes actions in preparation of the field of research, authority of the researcher, participants' control of the data and peer group valuation (Maxwell, 1992). In terms of data collection methods, interviews and questionnaire were the only real methods used for the offenders, SRAC officials and teachers. Although the researcher did observe the sports sessions and noted how the juvenile offenders from school were participating in the sessions and interacting with one another. The researcher was persistently observing for what he thought was relevant to the study at the correctional centre as Creswell (2009:191) suggests. I went back to participants allow them to check what has been written and if it was accurate on what they said (Shenton, 2004).

#### **3.13.2 Transferability**

Shenton (2004) describes transferability as the extent to which the findings of one study can be applied to other situations. The qualitative research is generally not transferable (Lincoln & Guba, 1985). In a qualitative study, it is important to provide the appropriate context so that the users can decide whether the information can be transferred. The researcher compiled a thick and rich description of educational role of organised sport programmes in supporting physical wellness and rehabilitation of juvenile offenders. The findings, interpretations and recommendations attest that they are supported by data.



### 3.13.3 Confirmability

The confirmability relates to the steps taken by the researcher to ensure that research findings express the experiences and views of participants and not that of the researcher, by reducing the researcher biasness (Shenton, 2004). The findings and interpretations of the collected data must be internally coherent (Guba & Lincoln, 1985). It means that findings are free from bias. The purpose of confirmability is to illustrate that the evidence and thoughts processes give another researcher the same conclusions as in the research context (Carpenter, 2003).

### 3.13.4 Dependability

Dependability is the ability of results to be repeated in the same context, with the same methods and the same participants the research design and its implementation, describing what was planned and executed on a strategic level (Shenton, 2004). The operational detail of data gathering addressed what was done in the field in detail. The results obtained from these juvenile offenders and other participants, accurately reflects what was happening regarding physical wellness. An audit trail by my supervisor ensured that data were dependable.

## **3.14 Summary**

The chapter described the qualitative research processes and multiple method approach when collecting data followed in conducting this study. The instruments that were used in this study of data collection were semi-structured interviews, open-ended questionnaires. Data were analysed and trustworthiness of data was ensured. The themes that emerged will be outlined in the next chapter.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1 Introduction

The chapter outlines the findings and results from the questionnaire and the interviews that will be described, discussed and classified in order to clarify and to understand the problem that initiated the research in the beginning. The main aim of the study was to explore the educational role of organised sport programme in supporting the physical wellness and rehabilitation of juvenile in a correctional school in Gauteng. Various themes emerged from the data analysis. In this chapter, themes were individually discussed in the following paragraphs which were supported by direct quotes from SRAC officials, teachers and juvenile offender participants.

### 4.2 Themes that emerged open-ended questionnaires

<b>Teachers Principal</b>	<b>SRAC Officials</b>	<b>Juveniles offender learners</b>
Effective teaching of physical wellness through sport	SRAC officials promote physical wellness through sport at the school	Availability of professional support structure
Change of behaviour using sport to promote rehabilitation		Effective schooling and sports keep the mind occupied with positive things.
Effective participation in organised sports encourage teamwork		

### 4.3 Themes that emerged from interviews

Teachers/ Principal	SRAC Officials
Sports influence discipline in juvenile offender learners	Effective use of physical training period in school

### 4.4 Interpretation of themes that emerged using questionnaire from the teachers and the principal

Themes that emerged using questionnaire from the teachers and the principal	
1.	Effective teaching of physical wellness through sport in school.
2.	Change of behaviour using sport to promote rehabilitation.
3.	Effective participation in organised sport encourages teamwork.

#### **Theme 1: Effective teaching of physical wellness through sport in school**

It is vivid that findings from the teachers and principal in the school strongly believe that effective teaching of sport must be implemented. The implementation of the sport is towards the enrichment of the educational role of organised sport and rehabilitation of juvenile offender learners in attaining optimum physical wellness. The teachers alluded that through classroom teaching physical wellness in sport need to be taught so that the juvenile offender could have a clear understanding of an educational role of an organised sport programme. It was evident from the responses of teachers and the principal when a question was posed: "How is the sport programme in supporting physical wellness implemented in a correctional school?" The teachers and the principal revealed the way they teach sport programme in supporting physical wellness in their classrooms to the juvenile offenders.

Teacher A: *"Offenders are taught the importance of physical wellness through sport."*

Teacher B: *"Offenders attend lessons of sport."*

It is clear that teachers and the principal from the above responses embrace teaching the juvenile offender learners in the classroom about physical wellness in

sport. This clearly showed effective teaching in order to improve the educational role of the organised sport programme in supporting the physical wellness and rehabilitation of juvenile learner offenders.

### **THEME 2: Change of behaviour using sport to promote rehabilitation**

It is clear that sport can change a person to be a better person in life. The teachers and principal did attest that they see changes in juvenile offender learners' behaviour particularly those who are participating in sport at a correctional school. The responses of the teacher and the principal are as follows:

Participant A: *"Sport keeps offender busy and they neglect crime."*

Participant B: *"Sport diverts offenders from negative things to positive things."*

Participant C: *"It keeps the juvenile offender learners away from crime."*

They fully expressed how sport changed the juvenile offender learners from negative things to positive things. The question posed was: Do sport programmes rehabilitate juvenile offenders? The teachers and the principal responded strongly by highlighting how sport changed the juvenile offenders from negative action to positive action in their life. Further responses by the teacher and principal were that sport also allows the juvenile offenders to work together. This really shows that sport impacts on the behaviour juvenile offenders. The responses of the teacher and teacher reflected teamwork.

Participant D: *"Sport teaches the offenders to work as team."*

Participant E: *"They work together and make peace with others."*

Participant F: *"They forget their bad habits or actions."*

Participant G: *"It changes the offender's behaviour to be good."*

### **THEME 3: Effective participation in organised sport encourage teamwork**

The findings revealed that participation in organised sport really encourages teamwork. The teachers and the principal when they were asked this question "What is the educational role play of organised sport programme for the juvenile offender

learners”? The teachers and principal answered the question citing that juveniles playing soccer form a good team to challenge the adult team from the school and they always win the game. It is true when they say sport really unites the people. Teachers and principal gave the following responses:

Teacher A: *“It enables the offender to read more about sport and participate with others.”*

Teacher B: *“It teaches the offender to be healthy and to be able to work as team.”*

Teacher C: *“It helps the offenders to make the right decision while they are within the group.”*

Teacher D: *“They learn to tolerate one another and also to understand other people behaviour.”*

Principal: *“It teaches the offenders to work as a group.”*

When the teacher and the principal responded to the question of educational sport role play of all reflected teamwork. This shows that the role played by organised sport an important role in the lives of juvenile offenders at school.

#### 4.5 Interpretation of themes that emerge from using open ended questionnaire used on the juvenile offenders

Themes that emerged from using open-ended questionnaire used on the juvenile offenders	
1.	Availability of specialised SRAC officials.
2.	Effective schooling and sport keep the mind occupied with positive ideas.

#### **THEME 1: Availability of specialised SRAC officials**

Availability of professional support structures is important in addressing the sport to the juvenile offender learners at the school. It was highlighted that unavailability of professional structure delays the sport programmes. The findings revealed that SRAC officials at the correctional centre do not specialise in sport and this hinders the programmes of sport. The juvenile offender learners alluded that they need

officials who are specialising in sport so that they can have a wider scope of the sport. Hence, the sport programme was considered to be included in the time-table in the school. All the participants indicated that they need professional structure for their sport in the school. Some of the responses were as follows from the participants:

Participant A: *“Providing qualified personal to train us”.*

Participant B: *“More sport and qualified Sport Recreation Arts Culture (SRAC) officials to teach us sport”.*

Participant C: *“More qualified Sport Recreation Arts and Culture (SRAC) officials will bring tournaments and leagues for sport during school holidays”.*

Participant D: *“By implementing the sport programme need extra (SRAC) officials in the school.”*

Most of the juvenile offender learners in the school made it very clear in their responses that the shortage of specialised SRAC official to run sport. It is clear that juvenile offender learners who are engaging in sport serves as an incentive for good behaviour and it promotes positive social control within the correctional school. Hence, they insist to have more specialised SRAC officials so that they can be more engaged in sport.

## **THEME 2: Effective schooling and sport keep the mind occupied with positive ideas**

When juvenile offender learners were asked how can sport programme contribute to your learning and educational developments in the school, they indicated that effective schooling and sport keep their mind occupied with positive things. They further highlighted that the purpose of schooling helps to study and forget about crime . Moreover, sport is part of the time-table in the school. It keeps their mind and body active and healthy all the time. The juvenile offender learners emphasised that sport programme contributes to their learning and educational developments.

Participant A: *“Sport helps me to understand and concentrate in the classroom.”*

Participant B: *“Sport helps me to forget about crime.”*

Participant C: *“It keeps mind occupied with positive things.”*

Participant D: *"It keeps my mind active when I study."*

Their responses reflected how organised sport contributes to their rehabilitation in a correctional school. This clearly shows that juvenile offender learner benefited from participating in sport.

#### 4.6 Interpretation of themes that emerge from using questionnaire on SRAC official

Themes that emerge using open-ended questionnaires from the SRAC officials	
1.	SRAC officials promote physical wellness through sport at the school.

#### **THEME 1: SRAC officials promote physical wellness through sport at the school**

When SRAC officials were asked how do they promote or implement the physical wellness through sport in the school, they were so passionate and keen to answer the question. They indicated that they enjoy every moment to train the juvenile offender learners in sporting activities at school. They further alluded that they engage the unit manager in the section so that they can have enough time and security when they train the juvenile offender learners.

Participant A: *"Engaging unit managers and teachers to be part of the sport."*

Participant B: *"By encouraging the teachers to promote sport during their teaching period."*

It was clear that SRAC officials want juvenile offender learners to know more about sport; hence, they encourage the teachers about sport. Even the unit managers are involved so that physical wellness can be well promoted to the juvenile offender learners and also to those offenders who are not attending school.

#### **4.7 Interpretation of themes through interviews with teachers and principal**

Themes the emerges through interviews with teachers and principal	
1.	Sport influences discipline in juvenile offender learners.

## **THEME 2: Sports influence discipline in juvenile offender learners**

When teachers and the principal were asked how do they perceived sport influence discipline in a Correctional School, they clearly indicated that effective schooling rehabilitates and influences discipline in sport. They further highlighted that in a correctional school, physical training period and Life Orientation are taken seriously in the curriculum for the juvenile offender learners. However, this learning area has been taught to juvenile offender learners who are participating in sport at the school. They emphasised that the goal was to provide the juvenile offender learners with discipline and rehabilitation. The participants were asked how sport assists in rehabilitation. Their responses reflected that the success lies in stimulating the mind of the juvenile offender learners. They mentioned the new ways of thinking when they play soccer and understanding the rules of the game. In addition, the way they maintain discipline among themselves in sport.

Teacher A: *“By teaching the offenders discipline.”*

Teacher B: *“Teaching offenders sport in class.”*

Teacher C: *“Using the physical period effective in sport.”*

Teacher D: *“Teaching the right behaviour in sport.”*

Teacher E: *“Involving them in many sport activities.”*

Principal: *“Teaching the offender rules and regulations of sport.”*

Their responses reflected the objective of the DCS that aims at rehabilitating juvenile offender learners’ behaviour through sport to reduce re-offending.

### 4.8 Interpretation of themes through interviews with SRAC officials

Themes that emerged through interviews with SRAC officials	
1.	Effective use of physical training period in school

## **THEME 1: Effective use of physical training period in school**

It was clear that from the findings that SRAC officials believed on motivating offenders to participate in sport at the correctional school needs more time. They mentioned the unit managers from the section and head of the centre need to be fully engaged so that time can be extended for before lock up. They further alluded



that more support of sport to rehabilitate the juvenile offender learners. This was evident from the responses of participants when they said:

Participant A: *“By allowing offenders enough time to participate in sport.”*

Participant B: *“Using the period of physical training effectively.”*

From these responses, it has emerged that more time is needed to spent on sport and exercising. These activities enhance organised sport programme in supporting the physical wellness.

#### **4.9 Summary**

The chapter interpreted themes that emerged from the data collected through questionnaires and interviews which were conducted with juvenile offender learners, SRAC officials, teachers and the principal at the correctional school. The themes clearly gave the researcher a clear identification of how an educational role is seen in an organised sport programme in supporting the physical wellness.

## **CHAPTER 5: DISCUSSION OF FINDINGS, RECOMMENDATIONS, LIMITATIONS OF THE RESEARCH AND CONCLUSION**

### **5.1 Introduction**

As indicated in Chapter 1, the educational role of organised sport programmes in supporting the physical wellness and rehabilitation of juvenile offender learners it was a concern to the researcher and the teaching at correctional services. The researcher embarked on a literature review, which stated clearly that juvenile offender learners through organised sport programmes may be rehabilitated. The current chapter focuses on the themes as well as research limitations also presenting recommendation and the conclusion of the study.

### **5.2 How theoretical framework was used in the study (physical wellness)**

Bill Hettler's (1977) Wellness Theory was relevant to this study and it was used as the theoretical framework underpinning this study. The model has six dimensions, namely, physical, social, spiritual, occupational, academic, and emotional wellness. This model implies that for one to achieve wellness and live a fulfilling life, one should keep a balance on these six dimensions. The researcher used the physical wellness dimension which served as the lens in exploring how the physical wellness of juveniles may enhance rehabilitation in a correctional school.

This theory of physical wellness supported the idea that sports participation is associated with less juvenile offender learner delinquency. Hass (2001) argues that sports participation has a positive influence on all four elements. Sport is supposed to enhance the attachment to significant others as juvenile offender learners become members of a sport team, generally supervised by a SRAC official who is closely related to all the team. When a juvenile offender learner is committed to conventional activities, such as organised sport, they may refrain from deviant acts as this may jeopardise their opportunity to participate in organised sport.

Furthermore, the "sports build character" – idea claims that sports may contribute to the development of positive traits, skills, and virtues in juvenile offender learner (Sage, 1990). For example, Arnolds (1994) states that soccer players what is right

or wrong according to the rules of the game, care for the wellbeing of all participants in the game, and choose an appropriate moral action. By committing to the internal goals and standards of the sports, soccer practice the exercise of virtues, such as honesty and fairness (Arnold, 1994). It has been mentioned as well that organised sport teach juvenile offender learners to deal with setbacks, stimulate perseverance and self-control, enhance the co-operation between peers, and increase peer acceptance (Bredemeier,1995). Furthermore, higher rates of initiative and emotional regulation have been found among juvenile offender learner who participate in organised sport compared to non-participation (Bredemeier ,1995). Finally, there is a widely supported assumption that organised sport participation will lead to more self-esteem in juvenile offender learners (Findlay, 2009). Therefore, many scholars hypothesise that sports participation can reduce juvenile delinquency (Donnellan, 2005). The Physical Wellness Theory was implemented to the juvenile offender learner which did harnessing the power of sport and providing juvenile offender learners in sport programmes with strong SRAC officials, the sport for development sector can strongly impact the lives of juvenile offender learner and environments in the correctional centre to help prevent juvenile offender learner violence and reduce recidivism. While many sports for development programmes exist that are successful in touching the lives of these juvenile offender learner before they go down the road of crime, there needs to be more organised sport programmes that are dedicated to rehabilitating delinquent juvenile offender learners so that recidivism does not occur.

The current study findings revealed that organised sport-for-development programmes have the power prevent juvenile offender learner from turning to delinquent activities, and there are many sport programmes which do this very well in the correctional centre around the country reducing recidivism. The findings of this study are similar to a study by Kicks, Boxing Academy Teenage (2011) sport programmes in the UK, the report showed that sport programmes can reduce costs for society by “reducing costs to the criminal justice system and improving the life chances of juvenile offender learner.” The report tracked juvenile offender in various stages of the criminal pathway. In one Kicks location in North London, juvenile crime dropped from more than 2,500 incidents to less than 900 incidents in the third year

of sport programming; 20% of this reduction is thanks to the Kicks Sport Programmes. This demonstrates that intentionally designed sport-for-development programmes can be used to prevent crime and reduce recidivism.

These organised sport programmes often result which promote the acceptance of juvenile offender learner from different backgrounds and encourages strong and positive relationships between these individuals. There needs to be more organised sport programmes that aim to rehabilitate juvenile offender who are already engaging in criminal activity and not attending school sport will steer them in the right direction through mentorships and physical activity. The theoretical lens physical wellness in a correctional school with organised sport show the positive impact sport programmes have on the juvenile offender learner in the correctional centre.

### 5.3 Themes that emerged on open-ended questionnaires

Table 5.2.1 Themes from open-ended questionnaires

<b>Teachers/ Principal</b>	<b>SRAC Officials</b>	<b>Juveniles Juvenile offender learners</b>
Effective teaching of physical wellness through sport	SRAC officials promote physical wellness through sport at the school.	Availability of professional support structure
Change of behaviour using sport to promote rehabilitation		Effective schooling and sports keep the mind occupied with positive things
Effective participation in organised sports encourage teamwork		

## **5.4 Themes that emerged from questionnaire used on the teachers and the principal**

### **5.3.1 Effective teaching of physical wellness through sport**

In this study, the findings revealed that effective teaching of physical wellness through sport in a school environment is important. The findings of this study are similar to a study by Becker, McClelland, Loprinzi (2014) which was conducted in Carolina. They discovered that juvenile offenders who are participating in physical activity (sport) at school are associated with academic achievement. Furthermore, they have better memory and attention in class. Teachers responded positively that sport needs to be touched in the classroom where all the juvenile offender learners' attention is drawn. Full participation in sport can help the offender learner to overcome weaknesses and to accommodate and develop personality traits (Van Rensburg, 1992). They further emphasised that it will also encourage the juvenile offender learners to come to school. Sport aims at developing the total individual. This will encourage the educator to require knowledge and understanding of the complicated growth patterns of juvenile offender learners. Education is aimed at improving the quality of life and sport can be used to obtain this quality (McEwan, 1984). The principal made it very clear that teaching physical wellness through organised sport in the classroom set up will give birth to rehabilitation to juvenile offender learners. She further echoes that issue of lack of non-participation in sport will be history in a correctional school.

### **5.3.2 Change of behaviour using sport to promote rehabilitation**

The juvenile offender learners view a change in behaviour among individuals since they were involved in physical activity particularly sport. The findings revealed that juvenile offender learners who were attending school and receiving lessons on physical wellness as part of their curriculum, had a change in behaviour. In the same vein, Hartnegel and Baron (1994 ) echo the same sentiments of the juvenile offender learners that sport in his research did contribute 64% of the public as the most effective way of changing behaviour when dealing with young offenders.

The findings of this study are similar to a study by Doctoroff, Greer, and Arnold, (2006) which was conducted in the UK who revealed that prosocial behaviours that include the ability to understand self and others cooperate with peers and regulate emotions are also achieved in sport. The wellness perspectives of teachers in physical, intellectual, emotional, social, and spiritual display a vivid variety. In a school there is a multidimensional construct that includes the domain skills related to intellectual and social development (Duncan, 2007). The cognitive skills that promote change of behaviour of juvenile offender learners in a school is the control of goal-directed cognition and behaviour (Koziol, 2012). It further involved the development of abstract thought and the formation of rules in the sport that involved in the learning process (Kharitonova & Munakata, 2011).

Rehabilitation refers to activities designed to change criminals behaviour into law abiding citizens, and may include providing educational course in prison, sport, teaching job skills, and offering counselling (Muntingh, 2005). The principal believed that the juvenile offender learner behavioural change was clearly seen that communication took place among themselves when they play soccer as a team. They strive to encourage each other while they are playing and aim to achieve the goals as collective measures. It also eradicated tendency of delinquency and leading them to rehabilitation.

### 5.3.3 Effective participation in organised sport encourage teamwork

The findings of the study revealed that in the centre, there are different juvenile learner offenders with their own character and crime committed which leads them to unhealthy understanding among themselves. The juvenile offender learner were faced with the challenge of not working as team from the centre and even at school with poor participation in sport. Sport plays a significant role during incarceration since it helps learner offenders to cope and deal with frustration. Sport is also a therapeutic intervention for juvenile learner offenders. More importantly, sport tends to make people more social as they generally are unable to exercise in isolation as

they need to go either outside or to go to gym to engage in it. This leads to individuals expanding their social network. These findings by Green (2010) are supported by the studies of Hays (1999).

The findings of this study are similar to a study by Hartman, Donaldson and Ronan (2006) which was conducted in the UK which they discovered that through playing team sport with others, juvenile offenders can build cooperative relationships and meet their need to belong. In sport, you must collaborate with other teammates to win. To succeed in education, juvenile offender learner needs to work hand in hand with teachers and fellow juvenile offender learner. After school when working on a project, those with teamwork skills achieve their objectives. They further stated that also juvenile offenders learn key cooperation skills as they work together and perform specific team roles. It was also stated that sport has been related to positive developmental outcomes because these organised sport programmes promote the immediate practice of social skills (Ewing, et al. 1996). From the findings, the teachers were encouraging effective participation in organised sport. The teachers and the principal highlighted that the purpose of effective participation help the juvenile offender learners to work as a team. It was further emphasised that the aim was to offer juvenile offender learners the educational role of organised sport programme which will lead them to be one team. The principal and the teachers believed that effective participation rehabilitates and could lower recidivism.

#### **5.4 Themes that emerge from questionnaire used on the juvenile offender learner**

##### **5.4.1 Availability of specialising SRAC officials**

The current study findings show that in South African correctional centres there are no specialising SRAC practitioners. Furthermore, according to Meek (2014), sport and physical activities can be detrimental to juvenile offender's health (e.g., increasing risk of injury) if poorly delivered or supervised officials who did not specialise in SRAC. From the findings in the study, it was revealed that SRAC

officials at the correctional centre are not specialising sport and this hinders the programmes of sport. The juvenile offender learners alluded that they need officials who are specialising so that they can have a wider scope of the sport. The juvenile offender learners said they need specialising officials who will be able to teach them various sporting code. Furthermore, they indicate very clearly they need professional structure for their sport in the school. The Transformed Rehabilitation Theory emphasises that if specialising SRAC Practitioner, social workers, educator, psychologist and correctional officers execute their services in a non-judgmental manner, as suggested person-to-person approach (Schultz, 2013). Recidivism may be reduced and discrimination from the community towards ex-convicts will be decreased (Tewksbuey, 2012).

#### 5.4.2 Effective schooling and sports keep the mind occupied with positive things

In addressing physical wellness, the findings revealed that juvenile offender learners sport programme did contribute to their learning and educational developments in the school. They indicated that effective schooling and sport keep their mind occupied with positive things. Physical education and sport can be used to help deviate the stressfulness of everyday life and keep the juvenile offender learner positively occupied (DCS White Paper Corrections, 1995). Sport is regarded as the best in fighting stress. Furthermore, sport helps to improve the juvenile offender learner cognitive and memory function of the brain. After spending several hours in class, juvenile offender learners need some time to refresh the mind. Sport active juvenile offender learner are top scholars in academics. Sport builds juvenile offender learners' ability to concentrate and focus in class.

It was further highlighted that for the purpose of schooling, sport helps to study and forget about crime which comes from as their background life. Moreover, sport is part of the timetable in the school, it keeps their mind and body active and healthy all the time. The juvenile offender learners emphasised that sport programme contributes to their learning educational developments. Some students are good at sport. There is nothing as fulfilling as using one's talent. As a footballer in school,



you can have a passion of becoming a top footballer after which you can later become a coach and train other people. One can also decide to venture into sport to become a soccer referee or a coach. Sport has many careers that need professionals.

It was clear that juvenile offender learners view themselves as changed individual since their incarceration and attending correctional school. They indicated that their main aim of attending school and be involved in sport was to achieve keep the mind occupied with positive things and since their lifestyle are under pressure of their families and relatives.

## **5.5 Themes that emerge from questionnaire used the SRAC officials**

5.5.1 SRAC officials promote physical wellness through sport at the school. Qualitative studies revealed that outdoor sport encourages the juvenile offender learners to be physically active, promotes activities that include a combination of movement and complex motor skills such as soccer it is associated with school readiness (Derek, 2004). The SRAC officials felt strongly about promoting physical wellness through sport at the school. They also state that it encourages the juvenile offender learners to be more active in the class and also identifying talents and to improve health and lifestyles. The findings of this current study are similar to a study by Arrigon (2020) conducted at UK which he discovered that sport and physical activities improve long-term opportunities which aims to achieve the following; participation, identifying and showcasing talents, diversifying sport also improving health, and lifestyles. The school has an important contribution to make in encouraging and providing opportunities for juvenile offender learners to take participate in physical activity, especially as in term time this is where juvenile offender learners spend most of their day at school.

## 5.6 Themes that emerged on interviews

Table 5.6.1 Themes that emerge from interviews

<b>Teachers and Principal</b>	<b>SRAC Officials</b>
Sports influence discipline in juvenile offender learners	Effective use of physical training period in school

### 5.6.1 Themes that emerge from interviews used on the teachers and principal

#### 5.6.2 Sports influence discipline in juvenile offender learners

According to the juvenile offender learners before they started organised sport programme, they were not respecting each other. Furthermore, they were working as an individual owing to the incarceration which puts them at risk for psychological consequences like personal disorder. Sport taught them to respect each other and also adhering the rules. In addition, sport encourages juvenile offender learners to work as team in order to win a goal.

A study by Bailey (2009) revealed that discipline is the important key to success in sport. This confirms the findings from this current study. In sport, juvenile offender learner has to follow the rules set and obey his SRAC officials. While other offenders are idle thinking of delinquency in the centre, a sport juvenile offender learner is busy training; he has no time for any delinquency. Teachers also educate juvenile offender learners on the negative impacts on delinquency in their sport life. With discipline, juvenile offender learners can reach his goals (Bailey, 2009). Time management skills are mostly learned in sport.

Emotions run high in the team on sport. Sporting juvenile offender learner can control their emotions. SRAC officials train juvenile offender learners how various negative emotions can affect their performance. Emotion management skills learned at a young age help one handle critical life challenges later on in life.

### 5.6.3 Themes that emerge from interviews used on the SRAC officials

### 5.6.4 Effective use of physical training period in school

According to SRAC officials, the use of centre for physical training is a big challenge owing to space and overcrowding. They are unable to deliver comprehensive programme of physical training and they are restricted to the number of activities owing to overcrowding in the centre. It also impinges on the basic human rights of offenders and restricts the opportunity for physical activities. In the findings, it was evident that using physical training period at the school create good environments for the offenders. It also allows the juvenile offender learners to access the playgrounds of the school and other gym equipment positively. Becker's (2014) study shares the same sentiment with the current study for using physical period in school effectively. He discovered that juvenile offender learners who spend more time on their physical training periods outdoor playing sport could improve in school. He further echoes that high quality educational setting plays a crucial role in a correctional school which promote educational skills, yet less attention work has focused on outdoor sport physical training periods. The school could promote academic skills development if they balance the academic and physical training periods. This also serves as an encouragement to other juvenile offender learners to attend school. It also offers more choice and variety of physical training opportunities for juvenile offender learners to participate.

## **5.7 Limitations to the study**

The limitations of the current study include the small sample size. Moreover, it took place at a correctional school. It was at a juvenile correctional school at Gauteng Province in South Africa. The total sample consisted of five teachers, principal and two SRAC officials who were willing to participate in the study. The teachers and principal had extensive experience of more than ten years teaching male juvenile learners. SRAC officials have three-year experience running the sport programme in the offender learner juvenile centre. All participants had other matters that were not part of the study that they felt the need to address them during interviews which prolonged the interview.

## 5.8 Recommendations

This study has several recommendations that can be made:

- It is a fact that only few juvenile learners are attending school; many do not attend but remain in cell section. The DCS should make school to be compulsory to all juvenile learners.
- The effective schooling and teaching of the juvenile learners, the DCS should motivate juvenile learners by involving them in sport to motivate those who dropped out of school.
- The DCS should prioritise physical wellness in sport so that it can achieve its objective of rehabilitating juvenile learners and lowering recidivism.
- There is a need for more in-service training on sport to be given to all SRAC officials in correctional centres.
- The physical sport programmes should be implemented in the correctional services school to reduce misbehaviour and to improve the physical, emotional and cognitive well-being. This study found that a physical sport programme for juvenile offender learner should participate for physical training period, three times per week for at least ten weeks, significantly reduced their levels of misbehaviour.
- More time needs to be added in sport and academic classes from, owing to the fact that juvenile offender learners have ample time in their cell sections. This ample time could be used effectively for the juvenile offender order to be rehabilitated.

Strategies:

- To promote lifelong sport programme and learning, correctional services should track sport programme and learning progress of juvenile offender learners even after their release. This will eliminate recidivism.
- More sport resources to be made available to both SRAC officials and juvenile offender learners.

- Educators should promote sport programme during their contact time to promote participation to juvenile offender learners and the use of physical training periods. These will strength their physical wellness.
- The physical sport programme should involve the parents as well during their parent day. They need to understand the benefits of such programmes to motivate their juvenile offender learners to participate.

## **5.9 Conclusion**

Recidivism in correctional services schools is a major cause for concern. A review of the existing literature indicated that physical wellness in sport contribute to people's well-being. Therefore, this study investigated the following main research problem, "What is the educational role of organised sport programmes in supporting the physical wellness and rehabilitation of juvenile offender learners in a Gauteng correctional school?" For the DCS to achieve its objectives of rehabilitating juvenile offender learners and to lower recidivism, it has to prioritise sport programme in the correctional schools. The main goal is to provide juvenile offender learner with resources so that they may advance sport organise programme in order to focus on rehabilitating and lowering recidivism.

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## **APPENDIX A: QUESTIONS FOR JUVENILES**

1. What is your favourite sport?
2. How can organised sport program be improved in your correctional school?
3. How do you want to be supported in sports and physical wellness in correctional school?
4. How has the sports program contribute to your learning and educational developments?
5. How do you think the sports program can be improved?
6. How have the sports activities assisted in your rehabilitation processes?
7. How often do you participate in sports?

## **APPENDIX B: INTERVIEW QUESTIONS FOR TEACHERS**

1. How can organised sports for juvenile offender marketed in a correctional school?
2. Which sport activities do most juvenile offender participate?
3. How is the sport programme in supporting physical wellness be implemented in a correctional school?
4. How can sport programmes rehabilitate juvenile offender?
5. What strategies can be implemented to improve the physical wellness sport activities for offenders?
6. What is the educational role of organised sport programme for the offenders?

## **APPENDIX C: INTERVIEW QUESTIONS FOR SRAC OFFICIALS**

1. How is the sport programme in supporting physical wellness be implemented in a correctional school?
2. How can sport programme rehabilitate juvenile offender?
3. What strategies can be implemented to improve the physical wellness sports activities for offenders?
4. What is the educational role-play of organised sports programme for the offenders?



Questionnaire juveniles	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
1. What is your favourite sports	I love playing <b>soccer</b> especially with other offenders	I attend school just to participate in <b>soccer</b>	At school they have no time <b>volleyball</b> and it is my favourite	I have played <b>soccer</b> outside and I am still playing in the Correctional centre	Soccer	Football	Soccer
2. How can sport programme be improved in your Correctional school?	It should be a <b>structured programme</b> that involves most of the juvenile offenders	By involving other <b>stakeholder and offenders</b>	Creating more <b>tournaments</b> and soccer team	By involving other <b>soccer team outside the DCS</b> and play more <b>tournaments</b>	More tournaments and competition in sports	By watching TV for sports programme	By involving other teams for tournaments outside DSC
3.Strategies? How do you want to be supported in sports and physical wellness in Correctional school	Having <b>more time</b> to train after school	To have <b>more time</b> and <b>equipment</b> to train	To be provided <b>more time and equipment</b> to train	By offering <b>enough time</b> to accommodate training and <b>equipment</b>	Enough time to train	By providing qualified personal in sports	Sports must be given more time in prison
4.How has the sports programme contribute to your learning and educational developments	It keeps <b>mind occupied all the time</b> and <b>forget about crime</b>	It also makes me the <b>mind and the body to active all the time</b>	It helped me to be at <b>the level of understanding and concentration.</b>	It keeps my <b>mind active when I study and forget about the crime</b>	It helps to forget about crime	Sports keeps mind busy all the time and forget about gangstarisim	Forget about crime
5. How do you think the sports programme can be evaluated?	By implanting the <b>programme of sport</b>	By <b>providing qualified personal</b> to train us	Bring more sports and have <b>qualified SRAC officials</b> that can <b>teach us about sports</b>	<b>Making tournaments and leagues during school holidays</b> by the SRAC official	<b>To have qualified SRAC officials</b>	By <b>making tournaments and leagues during school holidays</b>	By <b>planning the sports programmes</b>

<b>Questionnaire SRAC official</b>	Participant 1	Participant 1
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How is the sport programme in supporting physical wellness be implemented in a Correctional school?	By <b>engaging the unit manager</b> to part of the sports	I will put <b>posters</b> around the corridors about sports programme
How can sport programmes rehabilitate juvenile offender?	The offender is able <b>to think positive</b> all the times the is no more fights	They are able <b>to work as a team</b> in the section
What strategies can be implemented to improve the physical wellness sports activities for offenders?	By involving <b>sponsorship</b> that will motivate the offenders	Also calling <b>people who are popular</b> in sports to run workshop for the offenders

Interview Questions Juveniles	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
1. I am attending school	I attend school and I am doing grade 10	I attend school just to participate in sports	I love to attend school that is why I am in class	I was attending school outside and I am still attending school inside Correctional centre	Yes I do attend school	No I, am not attending school	
2. What do you learn about sports as one of physical wellness at school	I learn to behave good to other people	Sports make me to work with other offenders	I have learn to keep my body active	I have learn to attend school and to keep my life active	Sports make me to solve my problems	I can face challenges at anytime	It keeps my minds active and the body
3. Which role does education play in sports and which lesson do you get for sports.	Education it stretches my mind	It makes me to realise what can I do in sport	It help me to be the mentor of other offenders in sports	It create opportunity to know my potential	It stretches my mind to think openly	I was able to realise my talent	It does limit me to think or see things in a bigger picture
4. Which sport do you like most and what impact does it make in during your incarceration	Like soccer and it taught me to love school	Soccer and it made me to stay away from all crime activities	Soccer and it taught me to focus on my school books	Volleyball and it help me to be committed	Soccer ,It helps to forget about crime	Soccer ,sports keeps mind busy all the time and forget about gangstarisim	Rugby, Forget about crime
5. How will you measure that sports you are rehabilitated?	I am able to work with other offenders	I can plan the games with other offenders	At school I am able to take instructions	In sports the is discipline which I have learn	I am able to share ideas with other offenders	I have learn to work as a team	I am able to understand things better.



Interview Questions Teachers and Principal	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
How can education play a major role through offender sports?	It Keep <b>my mind active</b> and able to focus	The more I participate <b>in sport the more I learn in sports</b>	Offenders who are attending school they are able to <b>solve the problems</b>	I am able to <b>work with other offenders</b>	I can <b>see what is wrong especially</b> when I participate in sports	It teaches me to be <b>discipline</b>	It help me <b>to work as a team</b>
Through educational sports how can offenders be rehabilitated?	By teaching the offender <b>discipline</b>	Teaching offender about <b>sports in class</b>	By allowing an offender to <b>express his feeling about sports</b>	Using the physical period <b>effective in sports</b>	Teaching the <b>right behaviour in sports</b>	Teaching the <b>rule and regulations of sports</b>	Involving the in <b>many sports activities</b>
Which strategies can be used to in promoting sports?	Recognise the offender the <b>good work in sports</b>	By involving <b>sponsorship to</b> all sporting code	Giving <b>physical rewards</b> to the best offender in sports	By increasing <b>competition in different</b> sporting codes	More sports <b>equipment need</b> to be bought	Management <b>issuing the certificate</b> to the best performer	The <b>grade 10</b> can play with <b>grade 11</b> this will promote sports
How can sport programme enhance the physical wellness of the offenders?	<b>Arranging tournaments</b> for the juvenile offenders	In the classroom teach mostly about sport to keep their <b>body healthy</b>	By involving other <b>school outside to play</b> with the juvenile offenders	<b>Creating league games</b> that will involve the juvenile to be sports	To allow the juvenile offender <b>to play with the adult in sports</b>	To encourage all the offender to <b>participate in sports</b>	To make the offenders to <b>realise how important to in sports</b>

Interview Questions SRAC official	Participant 1	Participant 1
How can you motivate offenders to participate in sports at school?	Allowing offenders <b>enough time</b> to participate in sports	Using <b>the period of physical</b> training effectively
Which lesson do you offer to offenders in sports as an educational role?	I teach them how to behave like a sportsman	I always tell them that sports is a teamwork spirit
Which strategies do use in sports to support the physical wellness for the offenders?	By bring outside people who involve in <b>sport to talk</b> to the juvenile offender about sports	Involving other team from different school <b>to play soccer</b> with the juvenile offenders

<b>Interview Questions</b> <b>SRAC official</b>	Participant 1	Participant 1
How can you motivate offenders to participate in sports at school?	Allowing offenders <b>enough time</b> to participate in sports	Using <b>the period of physical</b> training effectively
Which lesson do you offer to offenders in sports as an educational role?	I teach them how to <b>behave like a sportsman</b>	I always tell them that sports is a <b>teamwork spirit</b>
Which strategies do use in sports to support the physical wellness for the offenders?	By bring outside people who involve in <b>sport to talk</b> to the juvenile offender about sports	Involving other team from different school <b>to play soccer</b> with the juvenile offenders

## APPENDIX E: UNISA ETHICAL CLEARANCE



### COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

14 September 2016

Ref : 2016/09/14/35780916/07/MC

Student : Mr RM Ramohoebo

Student Number : 35780916

Dear Mr RM Ramohoebo

**Decision: Approved**

**Researcher:** Mr RM Ramohoebo  
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COLLEGE OF EDUCATION

2016 -09- 21

Office of the Executive Dean

**Proposal:** The educational role of organised sports programmes in supporting the physical wellness and rehabilitation of juvenile offenders: A case of a Gauteng correctional school

**Qualification:** M Ed in Inclusive Education

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

*The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 14 September 2016.*

*The proposed research may now commence with the proviso that:*

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should*



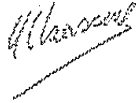
*be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*

- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

Note:

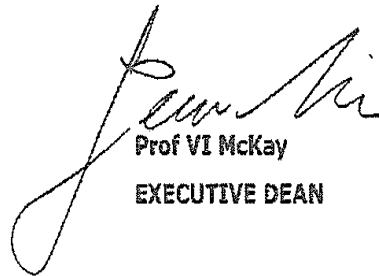
*The reference number 2016/09/14/35780916/07/MC should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.*

Kind regards,



**Dr M Claassens**

**CHAIRPERSON: CEDU RERC**  
[mcdtc@netactive.co.za](mailto:mcdtc@netactive.co.za)



**Prof VI McKay**  
**EXECUTIVE DEAN**

## APPENDIX E: LANGUAGE EDITING CERTIFICATE

### **EDITING AND PROOFREADING CERTIFICATE**

7542 Galangal Street

Lotus Gardens

Pretoria

0008

05 February 2021

#### TO WHOM IT MAY CONCERN

This certificate serves to confirm that I have edited RM Ramohoebo's dissertation entitled, "The educational role of organized sport programmes in supporting the physical wellness and rehabilitation of juvenile offender learners: A case of a Gauteng correctional school".

I found the work easy and intriguing to read. Much of my editing basically dealt with obstructionist technical aspects of language, which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors' Guild.

Hereunder are my contact details:



Jack Chokwe (Mr)

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Professional  
**EDITORS**  
Guild

