

**THE ROLE OF EDUCATORS IN ENHANCING THE SOCIAL WELLNESS OF  
JUVENILE OFFENDERS IN MIDLANDS REGION PRISON AND  
CORRECTIONAL SERVICES IN ZIMBABWE**

**by**

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## ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
CRIN	Child rights international network
FAREM	Family Religion and Moral Studies
HIV	Human Immunodeficiency Virus
NPA	National Prosecution Authority of Zimbabwe
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa
UNODC	United Nations Office on Drugs and Crime
ZIMSEC	Zimbabwe School Examinations Council

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## **ABSTRACT**

The purpose of the study was to examine the role of educators in enhancing the social wellness on juvenile offenders in Zimbabwe. The theoretical framework that underpinned the study was the Wellness Theory of Bill Hettler (1980) used as the lens to explore and generate understanding on how educators enhance the social wellness of juvenile offenders. The study was located within an interpretive paradigm. Qualitative research design and case study approach were used in this study. Moreover, purposive sampling approach was used to select the samples of educators and juvenile learners who responded to the qualitative questionnaires and those who participated in the interviews, which were used for data collection. The research had five educators and ten juvenile offenders who participated at one of the correctional centres in Zimbabwe based on availability and willingness. In addition, the researcher adhered to ethical standards in terms of gaining permission for access, issues of informed consent, voluntary participation, and confidentiality. Data were gathered by means of self-administered qualitative questionnaires with open-ended questions, interviews and observation. The research identified that no research has been carried out in Zimbabwe's correctional centres to thoroughly explore the role of educators in the enhancement of the social wellness of juvenile offenders. The findings firstly revealed that education promoted the social wellness and resulted in positive behavioural change among juvenile offenders at the correctional centre. Secondly, education promoted the development of various technical skills in juvenile learners, such as agriculture and welding, as well as interpersonal skills such as anger management, respect, problem solving, and communication. The findings revealed that some juvenile offenders developed entrepreneurship skills. Some of the juveniles were making doormats, fence making and plaiting extensions. One of the juveniles had a unique skill in plaiting and braiding. He taught his friends, and now they are plaiting extensions and selling them. Thirdly, the findings revealed that educators are essential in the enhancement of the social wellness of juvenile offenders in an effort to reduce recidivism and facilitation of good and smooth social reintegration into mainstream society after incarceration. The challenges

faced by the educators included limited resources and inadequate training as specialists who teach juvenile offenders. It was recommended that educators be empowered through in-service training to enable them to facilitate the capacitation of juvenile learners' social wellness.

### **KEY TERMS**

Social wellness; juvenile offenders; educators; correctional centre; education; counselling; reintegration; recidivism; incarceration; enhancing

## ISIQOQO

Ucwaningo lolu luphenye ngendima yothisha ekuthuthukisweni kwenhlalanhle yabantu abahlukumezanayo abasebasha eZimbabwe. Lolu cwano luyimodeli yokuphila kahle ekaBill Hettler futhi ucwaningo lutholwa phakathi kwomongo wendaba ohumushekayo. Kusetjenziswe ukuhlalela okuphathelene nesimo kanye nokuhlaziya okubhekane nesimo esisodwa noma nomuntu oyedwa isikhathi esithile okwenziwe esikhungweni esisodwa sokuLungiswa eZimbabwe. Ngaphezu kwalokho, isampula elinenhloso lalisetshenziselwa ukukhetha isampula eyayiqukethe othisha abahlanu nabahlukumezi abasebasha abayishumi. Leli sampula labantu lihanganyele ngokutholakala kanye nokuvuma kwayo. Umcwaningi wenze izinto ngenkambo elungileyo ngocela imvume yokungena endaweni, ukuthola imvume ebhaliwe ebantwini abayingxanye yocwaningo, ukulanganyelwa ngokuzikhethela, nokugcina umbiko ngokwemfihlo. Idatha iqoqwe ngohlu lwemibuzo evulekile, izingxoxo kanye nokubukwa. Lokhu okutholiwe kubonisa ukuthi alukho ucwaningo oluyenziwe emajele aseZimbabwe ukuhlola indima yothisha ekuthuthukisweni kwenhlalanhle yabantu abahlukumezanayo abasebasha. Ucwaningo lubonisa ukuthi, okokuqala, imfundo ithuthukisa inhlalanhle yomphakathi, futhi iholele ekuguqukeni kokuziphatha okuhle kubahlukumezi abasebasha. Ngaphezu kwalokho, imfundo ithuthukise amakhono ahlukahlukene wezobuchwepheshe, njengezolimo, ukushisela, namakhono wokusebenzisana nabantu njengokuphatha intukuthelo, inhlonipho, ukuxazulula izinkinga nokukhulumisana. Okunye okutholakele ukuthi abanye abahlulumezi bathuthukise ikhono lokuqala ibhizinisi elizimele. Abanye bayenze izisulelo zasemnyango, ukuyenza ucingo, nokuluka. Omunye wabahlukumezi nokhono olukhethekile lokuqhina izinwele. Wafundisa abangani bakhe, kanti futhi manje baqhina imifakelo yezinwele, bese bayazithengisa. Okwesithathu, ucwaningo lubonisa ukuthi abothisha babalulekile ekuthuthukisweni kwenhlalanhle yabantu abahlukumezanayo abasebasha njengendlela yokugwema

ukona ukophindaphindiwe kwabahlukumezi, kanye nokuthuthukisa ukubuyela kwabo ephakathini okukahle emva kwokuboshwa. Ezinye izinselelo ezibhekane nabothisa izinsizakusebenza ezilinganiselwe nokuqeqeshwa okunganele njengogoti abafundisa iziboshwa zentsha. Kululekwe ukuthi othisha banikezwe amandla ngokuqeqeshwa basasebenza okuzokwenza ukuthi balungiselele ukhlomisa kwenhlalohle yabantu abahlukumezanayo abasebasha.

## **AMAGAMA ABALULEKILE**

Inhlalakahle yomphakathi, abenzi bokubi abasha, othisha, isikhungo sokuqondiswa kwezigwegwe, imfundo, ukwelulekwa, ukuhlangana kabusha, injwayelo yokona ukophindaphindiwe, ukuvalelwa/ ukuboshwa, engezela.



## NGOVEPO

Chinangwa chetsvakurudzo ino chaiva chekuongorora basa revarairidzi mukuvandudza ukama namagariro akanaka munharaunda evapari vemhosva vechiki muZimbabwe. Donzvo rakateverwa netsvakurudzo ino raiva ramafungiro ava Bill Hetter (1980) anotaridza zveukama namagariro akanaka ayo akashandiswa semuono wekuferefeta nekubudisa manzwisisiro angavapo pakuti varairidzi vangavandudza sei ukama namagariro akanaka munharaunda evapari vemhosva vechidiki. Tsvakurudzo iyi yakazendama pamafungiro anosimbisa madudzirirwo akanaka epfungwa. Mutsvakurudzi akashandisa maonere anokoshesa kunzwisisa mashoko avanhu munharaunda, maitiro avo nemaonere avo. Mutsvakurudzo iyi, umboo hwakadzika hwakatorwa muzviitiko zvikuru zvakamiririra zviitiko zvakada kufanana nazvo. Pamusoro pazvo, avo vakasharwa kuti vave vapi vepfungwa vakasarudzwa zvichienderana nezvavakambosangana nazvo uyewo zvavanoziva pamusoro pedambudziko riri kuferefetwa. Vapi vepfungwa ava vaisanganisira varairidzi uye vadzidzi vechidiki vemazera epakati nepakati. Ava vakapindura mibvunzo yaiva yakagadzirwa pamagwaro avaizadzisa uye vamwe vakaita zvekupa pfungwa dzavo kupfurikidza nehurukuro dzakarongwa nemutsvakurudzi. Pfungwa dzakabuda mutsvakurudzo iyi dzakabuda kubva kuvarairidzi vashanu nevapari vemhosva vechidiki gumi avo vakasarudzwa kubva munzvimbo dzinochengeterwa vakapara mhosva nechinangwa chekuvavandudza mararamiro avo muZimbabwe zvichienderana neuvepo hwavo uye kuzvisarudzira zvakasunguka kupinda mutsvakurudzo. Mutsvakurudzi akatevera mitemo inomusungira kuremekedza kodzero dzevanhu, uye nzvimbo zvinosanganisira kuwana mvumo yekupinda munzvimbo, kupa vapi vepfungwa ruzivo rwakakwana pamusoro pechinangwa chetsvakurudzo, kupa vapi vepfungwa sununguko yekupinda mutsvakurudzo pasina kumanidzwa uyewo mutsvakurudzi akavimbisa kubata hana nekusashambadzira mazita avanhu vakapinda mutsvakurudzo. Pfungwa dzakaunganidzwa kuchishandiswa magwaro emibvunzo akapiwa kunevamwe vevakapinda mutsvakurudzo. Mutsvakurudzi pachezvake ndiye akagovera magwaro aya kuvapi vepfungwa. Mibvunzo yaiva mumagwaro aya yaipa vapi vepfungwa mukana wekurondedzera maonero avo vakasununguka.

Dzimwe nzira dzakashandiswa dzaisanganisira hurukuro pakati pemupi wepfungwa nemutsvakurudzi uye kuongorora kupfurikidza nekucherechedza zvakadzika zviitiko. Tsvakurudzo iyi yakawana kuti hapana tsvakurudzo yati yamboitwa inoongorora basa revarairidzi mukuvandudza ukama nemagaririo akanaka munharaunda evana vemazero epakati nepakati munzvimbo dzinochenderwa vapari vemhosva nechinangwa chekuvandudza magariro avo akanaka munharaunda. Chekutanga, kwakaonekwa kuti dzidzo inosimudzira ukama nemagaririo akanaka munharaunda zvinozoita kuti pave nekushanduka kwakanaka kweunhu hwevapari vemhosva vechidiki vezera repakati nepakati. Chepiri, zvakabuda kuti dzidzo inosimudzira kuvandudzwa kweunyanzvi hwekurima, kupisira simbi, kudyidzana, kuzvidzora pahasha, ruremekedzo, kugadzirisa matambudziko uye kutaurirana. Zvakabuda mutsvakurudzo zvinotaridza kuti vamwe vapari vemhosva vechidiki vakavandudza unyanzvi hwekutanga mibato inovandudza upfumi. Vamwe vechidiki ava vaigadzira zvidhava zvepamikova, mafenzi uye kuruka kwamazuva ano. Umwe wevechidiki ava akataridza unyanzvi hwepamusoro hwekuruka nekukosha bvudzi remvere mumusoro. Akadzidzisa vamwe vake avo vave mubasa rekuruka nekukosha bvudzi remvere vachitengesha. Chetatu, zvakaonekwa kuti varairidzi vakakosha pakuvandudza ukama nemagaririo akanaka evadiki vezera rekapati nepakati munharaunda nechinangwa chekudzikisa kupariwazve kwemhosva naavo vakasimbopara mhosva uye kuona kuti kupinda nekukwana zvakare munharaunda kwevakambopara mhosva kwaitwa zvakana pasina zvigozhero. Matambudziko anosanganikwa nawo navarairidzi anosanganisira kushaikwa kwezvishandiso uye kushaikwa kwemukana wekudzidza unyanzvi hwakakwana hwekudzidzisa vapari vemhosva vechidiki vezera repakati nepakati. Mutsvakurudzi akapa rairo yekuti varairidzi vapiwe unyanzvi kupfurikidza nekudzidziswa vari pamabasa avo zvingaite kuti vagone kubetsera vechidiki vemazera epakati nepakati ukama nemagarire akanaka munharaunda.

## **MANZWI MAKURU**

Ukama nemagarire akanaka munharaunda, vapari vemhosva vechidiki, nzvimbo dzinochengeterwa vakapara mhosva nechinangwa chekuvavandudza mararamiro avo, dzidzo, kurayira, kuparazve mhosva, kupfigirwa, kuvandudzwa.

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# CHAPTER ONE: OVERVIEW OF THE STUDY

## 1 Introduction

Social wellness in communities is essential for the wellbeing of the people and incarcerated juvenile offenders are not an exception. Education can play an important role in promoting social wellness of young people involved in crime. Education possesses the power to transform communities. Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world" (Nelson Mandela Foundation, 2017). The research explored the role of educators in Zimbabwe correctional centres in enhancing social wellness of juvenile offenders.

Crime is a global phenomenon and has neither age, race nor gender, and has always been a cause of concern in most societies worldwide (Bartollas, Schmallegger & Turner, 2014). World Population Review Report (2020) further posits that countries or areas where there are high poverty and high unemployment levels mostly witness high crime rates. Young people commit crime at different ages and for different reasons. This scenario causes great concern in many communities including Zimbabwe. In Zimbabwe, which is the focus of this study, there is growing concern over juvenile offences. People from different sectors in Zimbabwe have expressed a great concern over crimes committed by young people. The rate at which juveniles are involved in criminal activities is disturbing. Worrisome statistical evidence proves that juvenile crime has increased in intensity since 2013 with averages of 263 offenders being arrested monthly in Harare, Bulawayo and Mutare (United Nations Children's Fund, 2013). The National Prosecution Authority of Zimbabwe (NPA) is concerned over the rise in crimes of juvenile offenders with 691 in 2016 arrested for various offences (Langa, 2016). The NPA 2015 Annual Report presented in Parliament by President Emmerson Mnangagwa when he was Vice President showed that the City of Harare had the highest number of juvenile offenders with 273 cases, followed by Chitungwiza at 164, Bulawayo 151, Gweru 69

and Murehwa 34 (Langa, 2016). Over Seas Advisory Council (OSAC) Report (2019) stipulates that overall crime increased 10-20% across most sectors in the past few years in Zimbabwe. The increase in crimes committed by juveniles is not unique to Zimbabwe but is also experienced in other countries in Africa such as South Africa, Zambia. Magano (2015) postulates that, the former Correctional Service Minister Sbu Ndebele reported that South Africa has the highest population of juvenile offenders in Africa. This state of affairs is also a great cause of concern.

### **1.1 Background to the study**

Education in Zimbabwe is a basic right that should be provided to all its people and juvenile offenders are not an exception to the rights offered to the society. Zimbabwe is one of the signatories to the United Nations Declaration Charter for Human Rights, which regard education as a basic right provided to everyone. Chigunwe (2014) postulates that Zimbabwe is making significant strides to empower prisoners through education, but it is facing challenges owing to the present problems characterised by economic and political problems. While education is regarded as a basic right, little has been done in the criminal justice system to enhance the wellbeing of the juvenile and there are limitations on the education of juvenile inmates. However, some inmates were able to write their Ordinary level and Advanced level while serving but under the environment which is not friendly. In Zimbabwe, lack of resources is a deterrent to study for a diploma or degree while in prison, and there are no university programmes in prisons at the moment (Chigunwe, 2014). Chigunwe (2014) further notes that most of the inmates come from a culture of poverty, and they are illiterate, having little or no knowledge in vocational skills. On the other side, there are some prison officers who are trained as artisans in welding and brick laying but lack resources to impart skills to inmates, while some officers also lack the skills to help the young offenders. It becomes essential to examine the role of prison educators in imparting skills for the social wellness of juvenile offenders. In Zimbabwe, juveniles in conflict with the law are perceived as a threat to the society; hence, they suffer stigmatisation (Ruparanganda &

Ruparanganda, 2016). There is need for change and this need for change is echoed by many authors on the social wellness of offenders such as Makhurane (2015), Ozdemir (2010) and Magano (2015).

Several countries are implementing prison education, the aim being to enlighten and rehabilitate delinquent juveniles through it (Hawley, Murphy & Souto-Otero, 2013). However, research shows that various countries face the challenge of overcrowding of juveniles in correctional centres. In Turkey, education is fundamental in equipping young offenders in problem solving and contributing in promoting social wellness juvenile offenders (Ozdemir, 2010).

The current research explored the role of educators in enhancing social wellness of juvenile offenders in Zimbabwe correctional centres. The study also examined the educational intervention strategies used to promote social wellness of juvenile offenders to reduce recidivism and empower them in the process of reintegration in the community. Education is critical in this process to improve academic wellness and transform communities; hence, educators are essential stakeholders in this process. This resonates well with what Agboola (2016) highlighted, that education necessarily means holistically studying of imprisonment which implies physical, educational, occupational, and social conditions. Agboola's study (2016) in South Africa revealed challenges such as sanitation, food, overcrowding, which is the physical condition, lack of study materials, and the nonexistence of correctional education for girls, which is under educational condition. This lack of education for girls in prisons undermines compulsory education that is supposed to be mandatory offered in South Africa. A similar situation exists in Zimbabwe where prison education for girls is lacking. Agboola (2016) further argues that inadequate facilities in prison led to poor performance in their studies to the extent that half of the women did not contribute in prison educational programmes, and a number of them did not have a high school certificate. The other challenge for girls is abuses they encounter in prison, lack of medical services and safe housing. Furthermore,

Fedock, Kubiak, Campbell, Darcy and Cummings (2016) argue that many women encounter different forms of abuse while in prison.

Educators who have positive relationships with students might face few challenges in engaging with students, and will be able to effectively help them develop social skills in life after prison. For a successful education programme to take place, there is need for a conducive environment, innovative programmes and well-trained staff (Jovanic, 2011). Therefore, the educator should create a favourable environment since learning improves when the conditions for learning are favourable. Similarly, it is the educator's role to help students to manage their own emotions and have good relations with others. This means educators are change agents and expected to advocate for learner friendly relationships. Educators can also help students in problem solving and decision-making. Across the globe, inmates develop their own way of communicating only understood among themselves. Zimbabwe prisoners use slang language among themselves as a code of conduct and to resist the power of the administration (Gohodzi, 2013). Educators need to have good appreciation of the existence of the prison language. Therefore, the role of educators is critical in enhancing social wellness of juvenile offenders.

This research took a different course from research studies conducted by Gumi, Kusada and others who explored the prison system and education in Zimbabwe while the current study analysed a juvenile Zimbabwean prison community. The analysis explored the role of educators in augmenting social wellness of juvenile offenders. In this case, the researcher sought to establish whether juvenile prisons in Zimbabwe facilitate positive behavioural change. Educational programmes such as skills training, formal education and literacy teaching are included in the prison rehabilitation policy document of Zimbabwe to facilitate positive behaviour among inmates. Ngoro and Rupande (2014) postulate that prison programmes help the offenders unlearn the acquired criminal behaviour and rehabilitation must go beyond prison walls to facilitate successful reintegration. Furthermore, correctional centres should

facilitate positive behaviour in the lives of offenders and not to treat them to an extent that they will be worse than before.

This compares well with Zimbabwe prison service's mission statement, which says, "The Zimbabwe prison service is responsible for protection of society through the incarceration and rehabilitation of offenders for their successful reintegration into the society while exercising safe, secure and humane control" (Ndoro & Rupande, 2014:62). Nevertheless, Gona, Mugari and Zundayi (2014) highlight that employment is difficult to get since correctional programmes do not continue after imprisonment, and this is a challenge for inmates to adjust in the society. This line of thought was adopted during apartheid on transforming South African prisons, that rehabilitation and reintegration were not considered part of South African prisons (Ndoro & Rupande, 2014). Hence, some of the inherited prison governance systems from the colonial era might have affected Zimbabwe, leading to the slow pace of prison transformation. Similarly, the Kamiti Maximum Security Prison in Nairobi is arguably the worst prison in the world because of the inhuman conditions that inmates are living in which were created by governance system from the colonial era (Gumi, 2014). Omboto (2010) further argues that harsh prison conditions in developing countries like Kenya are characterised by overcrowding and congestion, poor diet, dilapidated clothing and beddings, lack of clean water, poor sanitation, infectious diseases and homosexuality among others. Justice should be provided to all prisoners since they do not cease to be human beings because of the crimes they committed. Dzadya (2016) points out that inmate's rights were not considered in the past, as they were to be punished for their wrong doings according to the social perception.

In South Africa, some prisons have conducted test with restorative justice approaches as part of a holistic initiative that allows the rebuilding of harmony by allowing offenders and their families to interact (Chikadzi, 2017). One of the examples is the Goodwood Prison. Scholars like Gumi (2014) and Coyle (2018) advance the same argument that a prison is a place for one to reform and to be prepared to reintegrate into the society,



and not only a place to restrict those who are in conflict with the law. Therefore, it is vital for prisons to educate the society to rebuild the broken relationships. Gumi (2014) propounds that many people who are in prison have poor standards of education, unemployed and come from extreme poverty and this led them to land in prison. He asserts that prisons should be places where constructive activities take place, and bring reformation to people. Dzadya (2016) is not alone in his critique of prisons. Coyle (2018) argues that no prisoner should be punished twice for the same offence. Moreover, instruments of physical restraint may never be applied as punishment and only the punishments, which may be imposed are those, which follow from a formal disciplinary hearing. This means that unofficial punishment should not be exercised on offenders. Just like schools and hospitals, prisons are institutions run by the civil power with the objective of contributing to the public good (Coyle, 2018).

It is essential to prioritise education because it is a human right issue irrespective of the conditions of one's life. Education is not the only human right for the incarcerated juvenile offenders. There is growing evidence that prisons globally are experiencing challenges on the provision of accommodation, nutrition, and health. Zimbabwe prisons lack medications, specialised medical personnel, and food, accommodation, and have out-dated regulations (Maseko, 2014). The challenges on health are caused by poverty, poor health status and overcrowding. Consequently, the poor prison conditions led to the death of 100 inmates because of hunger in 2013. Likewise, countries such as Kenya, Zambia, Cameroon, and Rwanda do have the most overcrowded correctional centres in Africa (Maseko, 2014).

The other aspect to be considered in analysing the social wellness of juvenile offenders is the family. Since family is an immediate support unit, the relationship among juvenile offenders with family and other stakeholders is vital. Research shows that the environment and the family play a vital role in shaping one's behaviour and improving the quality of life (Korff, 2010). Hence, parents must be empowered to

develop good parenting skills, and to be responsible for the welfare of their children.

## **1.2 Rationale for the study**

Education plays a vital role in the lives of people. It is therefore important to conduct this research study to examine how the role of educators can enhance social wellness of juvenile offenders in correctional centres focusing on Prison Services in Zimbabwe. The rationale for carrying out this research was an attempt to develop holistic and integrative strategies that will enhance education in correctional centres in Zimbabwe to facilitate positive behaviour in the lives of juvenile offenders. The assumption of the researcher is that educators are critical stakeholders in bringing holistic development in any social system. Hence, the educators in correctional centres should be empowered to enhance the social wellness of the juvenile offenders. There are insufficient studies carried out in Zimbabwe as compared to developed countries on the role of educators in enhancing social wellness of juvenile offenders. Educators are not adequately empowered to facilitate social wellness (Magano, 2015). The families of the juvenile offenders also need to be sensitised through education on the role they are to play to promote social wellness of the young offenders.

## **1.3 Significance of the study**

To my knowledge, previous studies of the justice system in Zimbabwe have not dealt with social wellness on juvenile offenders focusing on the role of educators in correctional centres. Therefore, this study makes a major contribution to research on social wellness by demonstrating the role educators do perform in enhancing wellbeing of juvenile offenders. The recommendations from the study are crucial in improving the education system in the young offenders and bringing about positive inmate change. The findings are also expected to influence policy makers to facilitate programmes that enhance social wellness of inmates to ensure that correctional centres facilitate positive behaviour in the lives of offenders in order for prisons to become better places for transforming

lives of young offenders. Henceforth, policy makers can consider taking up the findings and recommendations for implementation. UNICEF (2013) attests that historically, Zimbabwe's juvenile justice system used to focus on punishing the juvenile offenders. However, research studies reflect that the juvenile justice system of Zimbabwe is transforming by introducing policies such as the rights of children in conflict with the law. Moreover, the system abolished death penalty for convicted juvenile offenders.

Stakeholders such as the Zimbabwe Prison Service may benefit and this may result in them amending their prison policies. The research also adds to the wealth of knowledge on juvenile justice. Therefore, the findings may influence the policy makers of the Constitution of Zimbabwe to ensure maximum protection of the juveniles. These juveniles are to benefit while in incarceration and in their future life. The juvenile offenders, educators, community, the researcher, and correctional services are the intended beneficiaries of the study. The study provides evidence-based information in issues concerning juveniles that may be used by other researchers and the academic community to look further into this phenomenon. The study contributes to the national and global body of knowledge by providing new findings to the study area. It will also provide solutions, which can lessen the national problems faced by juveniles in Zimbabwe.

This study is a significant endeavour in contributing findings and recommendations to assist in enhancing social wellness of juvenile offenders while in incarceration and after they are out of prison. The outcomes of the study will also add value to education, educators, correctional centres, and the broader community. The research findings may assist in identifying intervention strategies for educators in correctional centres to be empowered, striving for the development of human personality and education to be relevant to offenders. Therefore, the hope is that the findings of this study may influence the Ministry of Education to incorporate social wellness into the curriculum of juvenile offenders in the Midlands region and Zimbabwean correctional service

centres at large. The findings of the study, if accepted, are of significance to the government of Zimbabwe in providing human rights based education for juvenile offenders. The fundamental aim of the study is to empower juvenile offender learners in the process of reintegration into the community, hence reducing recidivism. The society may benefit since there will be less criminals and more people to work on economic production.

#### **1.4 Problem statement**

The social wellness of young people is essential in any society, including juvenile offenders in correctional services. Some research studies have been conducted on social wellness on juvenile offenders (Magano, 2015; Makhurane, 2014). However, these studies were conducted in South Africa, but there is no research conducted to thoroughly explore the situation in Zimbabwe. This is a worldwide problem, though other countries such as United States of America (USA) made effort to address it. In the USA, numerous organisations provide for correctional education and administer entities that operate correctional centres (United Nations, 2003). Jiri (2013) notes that there is little examination carried out in the criminal justice system in Zimbabwe concerning the enhancement of the wellbeing of the juvenile offenders. Similarly, the author argues that the inmates' rights and special needs are being defied notwithstanding there are overt international guidelines for juvenile justice.

There is no research to examine the role of educators in the process of the enhancement of social wellness of juvenile offenders in Zimbabwe. The researcher could not find literature that examined area under study. Hence, there is need for a research carried out concerning the social wellness of juvenile offenders in correctional services in Zimbabwe as well as the role of educators in enhancing their social wellness, thereby adding to the existing knowledge. After going through many studies, the researcher did not come across any study that focused on the social wellness of juveniles in correctional services in Zimbabwe. The scarcity of literature on this subject has led the researcher to explore the role of an educator in enhancing social wellness of juvenile offenders in

Zimbabwe. The problem affects the young offenders' social wellness after incarceration because they lack skills to integrate and effectively participate in the society, and there is still high risk of returning to crime. Chigunwe (2014) asserts that juvenile offenders are illiterate; most of them belong to a culture of poverty, and some lack vocational skills while others have little skills knowledge necessary for employment and survival.

In my view, the role of educators in enhancing the social wellness of juvenile offenders is the gap that needs to be addressed, since there is no attention paid on the social factors of juveniles and the role of educators in prison education. In addition, little is known about the experiences of educators in correctional centres of Zimbabwe in addressing the social wellness of juveniles. The assumption of this research is that educators lack adequate training for juvenile correctional schools, which becomes a barrier to the enhancement of juvenile offenders' social wellness.

Owing to restrained budgetary constraints, prison conditions in Zimbabwe are in a dire situation characterised by overcrowding, lack of adequate resources such as water, food and proper sanitation in the country's 72 prisons (Tafirenyika, 2014). There is an estimated 17,500 prisoners, including approximately 500 women and 200 juveniles, spread across 46 main prisons and 26 satellite prisons (Tafirenyika, 2014). The notable number of offenders, which is gradually increasing is a concern particularly because conditions in which they are detained should facilitate rehabilitation processes that ensure change of behaviour. According to the African Charter on Human Rights and Peoples' Rights cited by Maseko (2014), the African system just like the American and European systems protect prisoners' right to education, food and adequate accommodation. In addition, the prisoners have the right not to be ill-treated, tortured or treated in an undignified punishment. Education is critical for the rehabilitation of juvenile offenders. Hence, this study presupposes that education in many juvenile correctional centres is inadequate and educators are not adequately empowered to facilitate

social wellness. The problem affects the young offenders' social wellness during and after incarceration because they are not entirely equipped to integrate effectively in the society. This study took the form of a case study to provide an extensive analysis of the social wellness of juvenile offenders in correctional services and the educators' role in one prison in Zimbabwe.

### **1.5 Research question and sub-questions**

The following research questions guided the study in examining the role of educators in enhancing social wellness of juvenile offenders in Zimbabwe correctional centres. The main question is:

- How are educators enhancing the social wellness of juvenile offender learners in the Midlands region prison and correctional services in Zimbabwe?

In dealing with this question, the researcher also identified and explored the following sub-questions critical for the study:

- What factors contribute to juvenile offenders committing various crimes?
- What challenges do educators face in enhancing the social wellness of juvenile offender learners in the correctional centre?
- How do the juveniles perceive social wellness in the correctional centre?
- Which strategies can be used to promote the reintegration of juvenile offender learners into the community?

### **1.6 Aim and objectives**

The aim of the study was to examine how educators can enhance the social wellness of juvenile offenders in the Midlands region prison and correctional services in Zimbabwe.

The research objectives are:

- To explore the factors that contribute to juvenile offenders committing various crimes in Zimbabwe.

- To identify the challenges faced by the educators in enhancing the social wellness of juvenile offender learners in the correctional centre.
- To explore how the juveniles perceive the social wellness in the correctional centre.
- To develop relevant strategies that can be used to promote the reintegration of juvenile offenders in the community.

### **1.7 Theoretical framework**

The theoretical framework that guided this study is the wellness theory (Hettler, 1980). Wellness perspective is fundamental to successful behavioural change for all inmates. In conducting this research, the Six Dimensional Model was used. The wellness model is the brainchild of Bill Hettler. It is holistic and globally respected. This holistic model explains that in order for one to achieve wellness and live happily, one should keep equilibrium on these six key aspects as lens which identifies areas that lead to a healthy living (Hettler, 1980). These areas are social, spiritual, physical, intellectual, occupational, and emotional. The model is relevant to the study because social wellness is all about the six dimensions. Wellness is multidimensional and holistic in nature. Therefore, social wellness cannot be viewed in isolation for holistic development to take place in the life of an offender. This proves that all the wellness dimensions play a vital role in enhancing social wellness in one's life. Hettler (1980) included an occupational dimension in his model because social wellness is affected when one is unemployed; hence, holistic model is vital. Therefore, the presence of elements like physical health and happiness are essential even to juvenile offenders. The World Health Organisation (1967) defines social wellness as being not just the absence of illness, but a state of complete physical, mental and social well-being. The term wellness appeared as part of transformation in the definition of health and this began after the end of Second World War (Miller, 2010).

Hettler (1980) describes a socially well person as one who gets well with others, willing to express own feelings and is supportive of others. This

means that social wellness is personal and interdependent, which involves good communication skills, respecting yourself, others and having meaningful relationships. This social wellness model by Hettler (1980) emphasises the interdependence between people and their environment to promote harmony in society. Schaffer (2000) concurs that social wellness enables an individual to engage in good acts of taking care of others, like supporting various people who are in need. Therefore, one who cares creates a conducive environment for growth and can live in harmony with people that share different values and beliefs. The study indicated that it is of utmost importance to enhance social wellness in juvenile offenders so that they are equipped with social skills that will help them in terms of problem solving skills and anger management.

Gussak and Devick (2004) attest to this assertion by saying that wellness is a constant and cautious effort to stay healthy and attain the highest potential for wellbeing. Furthermore, Miller (2010) defines wellness as the integration of the five dimensions and high levels wellness as the balance among them. These five dimensions include the emotional, spiritual, intellectual, physical, and social. This is stressing wellness as the process of becoming aware of wellness, which will lead an individual to make a choice towards optimal living. Miller (2010) highlights that wellness can involve one or all the three dimensions, namely, the body, mind and spirit. This dimension aids to total wellness, which is crucial in one's life. Social wellness is comprehensive because individuals interact with one another. This relates strongly to the level of communication skills, nature of employment and the community. One who has attained wellness will have the ability to contribute to the wellbeing of others. In correctional centres, teaching social skills such as respecting diversity, sharing and working which will help them in future life can promote social wellness (Jovanic, 2011).

## **1.8 Literature review**

The scarcity of literature in Zimbabwe on social wellness of juvenile offenders is a great concern. Literature on prisons in Zimbabwe such as Chigunwe (2014) researched on access and inclusion of inmates to



education. His analysis revealed that inmates in Zimbabwe are denied the opportunity to study in correctional institutions while in incarceration owing to the fact that there are no special education facilities. Dzadya (2016) explored the effectiveness of the Zimbabwean youth justice framework in meeting the needs of both young offenders and society. The focus of his study was on the Zimbabwean youth justice system's failure to meet the needs of the offenders and the society. Moreover, the author propounds that people of Zimbabwe feel distanced from their legal system since they were colonised by Britain. African societies before colonisation had their own ways of maintaining order and justice other than emphasising on punishment. Zimbabwean constitutional law is based on the Roman Dutch law. Ndoro and Rupande (2014) studied the challenges in implementing prison rehabilitation programmes. The study showed that policies have not been followed and inmates need rehabilitation programmes that equip them with relevant skills for self-help projects and employment. Gohodzi (2013) did a critical analysis of prisons as discourse communities. The objective of the study was to provide a sociolinguistic analysis of the language used in the correctional centres for easy communication among inmates and officers.

Authors such as Chigunwe (2014), Ndoro and Rupande (2014) and Gona et al. (2014) emphasise on correctional programmes such as building, tailoring, mechanical engineering and religious programmes like preaching the Christian gospel and singing. Consequently, the role of educators in enhancing social wellness of juvenile offenders is critical. It is the role of the educator to integrate social skills into the learning process and enforce these skills. Social skills are essential for an individual to survive in a community (Jovanic, 2011). These skills form an integral part that will lead to social wellness of juvenile offenders. The other role of the educator is to identify the needs of learners and motivate them to reach their potential. An individual who has attained social wellness will be able to live positively and accept diversity (Magano, 2015). Social wellness creates a good mood, enhances self-esteem and handles stress. Lack of social wellness may lead to negative, anti-social behaviour that has psychological and biological effects and loneliness

has negative effects. According to Sawahel (2012), if the juvenile offenders are educated, recidivism will be reduced and reintegrating flows smoothly. Gumi (2014) points out that many prisoners get the first opportunity to develop vocational skills while in prison, and the purpose for them to work is to prepare them for day-to-day work in their transition back to society. Jovanic (2011) denotes that if offenders are not well educated, they remain isolated from both socio-economic activities. A conducive environment is also vital in bringing wellness to the young offender. Therefore, educators are an essential component.

Education is the primary method through which societies transmit knowledge from one generation to another, learn how to develop and accumulate knowledge and introduce socio-cultural change (Rabie, 2007). Therefore, education is an essential stepping-stone in a prisoner's journey towards transformation and reintegration into society. Education promotes social wellness and that results in positive behavioural change among most offenders. Hence, literature has revealed that most countries are now focusing on education to strengthen their rehabilitation programs in prison. A nation should not be judged by how it treats its highest citizens but its lowest ones (Ghanotakis, Bruines, Peacock, Redpath & Swart, 2007). Correctional centres therefore are expected to facilitate positive behaviour in the lives of offenders, and not treat them in such a way that they will be worse than before.

In other countries, research studies have been done on the wellbeing of offenders in correctional centres. The researcher therefore examined studies carried out in neighbouring countries as well since the countries share many things in common such as Zambia and South Africa. Countries such as Kenya, Zambia, Cameroon and Rwanda do have the most overcrowded correctional centres in Africa (Maseko, 2014). Furthermore, the author propounds that in some Zambian correctional centres, inmates are frustrated by the way they are treated especially those who are affected by sexually transmitted infections and HIV. Research studies show that Kenya has the worst prison system globally and with more emphasis put on punishment rather than restitution and

rehabilitation. On a different note, in the USA, punishment has no place in the treatment of delinquent children since they cannot control the environment. Guiding, training and creating a favourable environment replace punishment (Jones, 2011). Research says that in Scotland, suicide attempts among offenders are very high. Juveniles do not retain the same development level of psychological maturity as adults; hence, they struggle to adjust the way they interact with the other inmates (Spear, 2000).

What happens in prisons impact inmates immensely, and juveniles are not an exception. Traumatic exposure and experiences such as witnessing violence happening to other inmates may negatively affect the offender (Puzzanchera & Adams, 2009). Lambie and Randell (2013) emphasise that incarcerating youth in prison has little positive impact in reducing crime. Incarceration environments are often associated with victimisation, isolation and unaddressed issues. These factors may not bring transformation to an individual. Juvenile offenders incarcerated in adult prisons also face the challenge of victimisation. Another challenge faced by juveniles in prison is abuse, which includes verbal, emotional, physical, and sexual (Lambie & Randell, 2013).

Despite the adversities in prisons, education plays a vital role in the lives of inmates. Education in prison leads to smooth reintegration of the offenders and gives them the ability to bounce back from setbacks and failures. Moreover, education in correctional centres may have a positive impact since inmates are equipped with some skills that help to promote social wellness.

### **1.9 Clarification of concepts**

The specification of the meaning of the concepts and variables to study is critical in research. Some terms have come to mean very different things to different people. Therefore, the researcher specifies the meaning of the terms used in the study.

### **1.9.1 Enhancing**

Enhancing is improving and augmenting something especially in effectiveness and value (Harvey, 2004).

### **1.9.2 Social wellness**

Social wellness refers to the ability to relate to and connect with other people in our contextual realities. According to Hettler (1980), social wellness is all about the six dimensional model consisting of social, spiritual, emotional, occupational, physical, and intellectual aspects. Consequently, the whole person wellness exemplifies a comprehensive approach to wellness and one should be responsible in shaping one's health.

### **1.9.3 Juvenile offender**

The term juvenile offender refers to any person who is under the age of 18, found to have committed a crime or ant-social behaviour before a juvenile court (Hoge, 2012).

### **1.9.4 Educator**

An educator is a person (such as a teacher or a school administrator) who has a job in the field of education (Korth, Erickson, & Hall, 2009).

### **1.9.5 Recidivism**

Recidivism is the tendency to revert to crime after release from the prison so that one will not return to the correctional centre. Then, recidivism means to return to a penal institution because of violation of conditions of probation or parole (Bennett, 2015).

## **1.10 Research methodology and research plan**

The current study followed a case-study design and was qualitative, with in-depth analysis of the role of educators in enhancing social wellness of juvenile offenders in Zimbabwe. It is also interpretative in nature. Data for this study were collected using semi-structured interviews, self-administered qualitative questionnaires with open-ended questions and observations as suitable instruments.

### **1.10.1 Research paradigm**

The study is embedded within an interpretive paradigm (Henning, Rensburg & Smith, 2010). This research paradigm helped the researcher to get deep understanding of the meaning that participants attached to specific social phenomenon. Hence, the paradigm was suitable for this study. A research paradigm determines what the expert perceives as important and unimportant, reasonable and unreasonable. In learning a paradigm, theory, method and standards are acquired together. Paradigm includes underlying assumptions, data interpretation, areas of exploration, questions posed and conclusions drawn (Leedy & Ormrod, 2010). Therefore, it is a model or pattern for something that may be copied, a theory or a group of ideas about how something should be done.

### **1.10.2 Research method**

The study is a qualitative study and used a case study approach to provide an extensive analysis of one juvenile prison in Zimbabwe. As advocated by Creswell (2014) qualitative research tends to collect data in the field at the site where participants experience the issue or problem under study. This means that in qualitative research, information is obtained in direct interaction with the participants in their settings (McMillan & Schumacher, 2010).

Qualitative research is the most appropriate to address a research problem where the researcher needs to explore and learn from participants. By nature, the participant is the source of information, and the researcher should see him as someone who plays a vital role in the research (Henning et al., 2010). Creswell (2014) indicates that qualitative research enables multiple forms of data gathering, such as interviews and observations, rather than rely on single data source. If concept or phenomenon needs to be understood because there is inadequate research, then it merits a qualitative approach. Creswell (2014) further defines qualitative research as the researcher's intention to interpret or make sense of meanings that other people have about the world. This resonates with De Vos, Strydom, Fouche and Delport (2011) who argue

that qualitative research is an umbrella term for different approaches or paradigms, each having its own theoretical background, methodology principles and aims. The researcher used qualitative research since it allows exploring the experiences of the individual and addresses environmental problems. Qualitative research also seeks to develop explanations of social phenomena aiming to help one understand the social world in which we live, and why things are the way they are.

### **1.11 Population**

A population is a collection of units that are studied (Babbie, 2012). The target population, according to Macmillan and Schumacher (2010), constitutes the entire group in which the research is interested and which the study seeks to draw conclusions. For the purpose of this study, the juvenile offenders and educators were the targeted population.

#### **1.11.1 Purposive sampling**

Purposive sampling was employed in selecting participants to be involved in the study. Henning et al. (2010) define a sample as anything less than the full survey of a population taken to give an idea of the quality of the whole that is a limited subset of the population. Therefore, a sample is a representation of the population from which generalisations of the population are made. Purposive sampling looks for people who fit the criteria for the participants who may participate in the research. The elements that are characteristic of the sample include person, sex, age and population to mention a few. Babbie (2012) argues that purposive sampling is used to select a sample based on the researcher's belief to obtain the most comprehensive understanding of the area being studied. Hence, the researcher looked for participants who were willing to participate and suited the research selection criteria. These included five educators and ten learners from the correctional centre.

### **1.12 Location**

The study took place in Zimbabwe and the place is located near Gweru. Gweru is the provincial capital of Midlands Province. The Midlands Region Prison incarcerates males only and it is the only correctional

centre for juvenile offenders in Zimbabwe. The languages used at the prison are English and Shona. The correctional centre chosen was viewed as ideal for the study because the researcher would have faced a language barrier had she conducted this study in South Africa.

## **1.13 Instruments**

### **1.13.1 Semi-structured interviews**

Research instruments are tools that are used to gather information. The study made use of semi-structured interviews as the basic research instrument. Interview is one of the common sources of data collection in qualitative research. Semi-structured interviews were conducted with the learners and educators. Leedy and Ormrod (2010) postulate that semi-structured interview comprise a list of questions that guide the researcher when conducting the interview. Interviews also assist the interviewer to remain in alignment with questions that answer the study's objectives. Interviews are arguably considered as effective in terms of providing information that is more comprehensive. Hence, they are unstructured and the answers may be more informative than answers one gets from qualitative questionnaires. However, interviews may be time consuming as the participants can take much time. According to Creswell (2009), data collection methods have some advantages, limitations and options within each type. The researcher asked single questions, one question at a time and open-ended questions were asked. These do not predetermine the answers and they allow room for the participants to respond in their own terms (De Vos et al., 2011).

### **1.13.2 Open-ended qualitative questionnaires**

Babbie (2012) denotes that a questionnaire is a document containing questions designed to solicit information appropriate for analysis. It is an instrument used to collect data and compile information from people, was seen to have several advantages. The researcher can mail or personally distribute questionnaires to a large number of participants at the same time (Babbie, 2012). A qualitative questionnaire is relatively easy to administer, more reliable, has greater validity and can carry more volume

in items than most instruments. The researcher may solicit information from participants without face-to-face interaction.

The questionnaire was relevant to this study as it allowed participants to express themselves freely. Therefore, the researcher was able to obtain richer descriptions of the phenomenon under study. An open-ended qualitative questionnaire is a good data gathering instrument. However, it has its own disadvantages as it fails to provide non-verbal cues so it can be difficult to tell whether some of the responses were accurate. Creswell (2014) posits that even common words may mean different things to different people. Therefore, responses may not reflect the views of the subject of discussion. Questionnaires also require literate people, that is why the researcher decided to use the qualitative questionnaires on educators only and not on learners. The response rate is generally low since some questions can be left unanswered and there is no control over who actually answers questions.

## **1.14 Data collection**

### **1.14.1 Semi-structured interviews**

Information was collected by obtaining data on social interaction. The research was conducted in Zimbabwe where a sample of participants was drawn. Each interview was scheduled for about 20 minutes to seek clarification and gain more information on the state of social wellness of juveniles. The researcher conducted these semi-structured interviews with the educators and learners. The researcher started with an introduction, creating good rapport and the researcher explained the purpose of the research to the participants. Since the topic under study is very sensitive, some participants were not willing to avail themselves to the research. However, the researcher assured the participants about confidentiality, which meant that only the participants and the supervisor would have access to the research. The learners signed the consent forms and everything was explained to them, and that their participation was voluntary and they were free to withdraw. Face-to-face interviews were conducted and the researcher tried to remain in alignment with the questions that answer the study's objectives. The researcher allowed the



participants to do the talking without being interrupted since interview is not a dialogue (De Vos et al., 2011).

A number of the participants participated well and were free to provide the information needed because of the conducive environment that was created by the researcher. Supplementary notes during the probing interview sessions were also provided. Interviews are an efficient means of collecting data since there is an opportunity for probing and seeking clarification (Creswell, 2009). Henceforth, the researcher probed deeply to discover new intimations, both participants who included educators and learners were able to open up, and this helped the researcher to obtain more information from the participants. However, the researcher did not manage to do the audio interview because the institution authority did not grant permission. The educators and the learners managed to state the way they live in the correctional centre, the impact of education and the role of the educator.

#### **1.14.2 Open-ended qualitative questionnaires**

Data were collected from the educators using open-ended qualitative questionnaires, which helped the researcher to collect the data for analysis, interpretation and to compile information. The researcher designed the qualitative questionnaires in such a way that the participants were able to provide the answers effortlessly. The researcher introduced herself to the participants and explained the purpose of the questionnaire. The researcher informed the research participants that their names and in all academic writings on the study, that anonymity is respected and guaranteed. First-hand information was obtained through qualitative questionnaires. The educators were given two days to respond to the questions and this helped the participants to respond to the questions when it was expedient to them, and during the absence of the researcher. Through the qualitative questionnaires, the researcher attained different perspectives from the educators.

## **1.15 Data analysis**

In this research, the researcher made use of thematic content analysis, which involved coding, categorising and theme development as key elements of the data analysis strategy (Henning et al., 2010).

### **1.15.1 Semi-structured interviews**

The researcher used interviews to categorise the data and organised it to search for patterns and themes that develop from data. Each topic and category was given a code name and manual coding was done (Creswell, 2009). The researcher read the data from interviews, made sense of the data, and divided it into themes and patterns. Each participant's qualitative questionnaire and interview was given codes and the researcher made a table for each question. Responses of the qualitative analysis related to the questions in accordance with the schedule were recorded. Thematic content analysis method was used to identify issues that related to the study. This was done by coding the data using six sequential phases to identify meaningful patterns. The researcher also observed different patterns during data analysis. When analysing data, the researcher looked for causality, scrutinised as she observed all the participants' behaviour in totality for each situation, and tried to understand what was happening. This included a close observation of the behaviour and patterns of the participants without communicating with them. The researcher used thematic analysis to identify emerging patterns and establish themes from educators' interviews. The researcher analysed and deduced themes from juvenile offenders' interviews and educators' interviews.

### **1.15.2 Open-ended qualitative questionnaires**

The study used open-ended qualitative questionnaires to categorise the data and organised it to search for patterns and themes that develop from data. The researcher read the data from the questionnaires, made sense of the data and divided it into themes and patterns. Each participant's qualitative questionnaire was given codes and the researcher made a table for each question. When analysing data, the researcher looked for causality, scrutinised as she observed all the participants' behaviour in totality for each situation, and tried to

understand the phenomenon. The researcher used thematic analysis to identify emerging patterns and establish themes from educators' questionnaires. The last step the researcher took to analyse data was to interpret the data and compare the findings to the literature and theory in relation to (Creswell, 2009). Therefore, the researcher managed to reduce data to a story and its interpretation.

## **1.16 Trustworthiness**

It is vital to ensure trustworthiness in research. For the current study, the researcher used the four criteria introduced by Guba and Lincoln (2005) to determine the true value of qualitative research. The qualitative part of the research sought to establish these four criteria, namely, dependability, credibility, conformability, and transferability as introduced by McMillan and Schumacher (2010).

### **1.16.1 Dependability**

Dependability is used to ensure that the findings are dependable by asking the supervisor and experts in the field (McMillan & Schumacher, 2010). The researcher carried out the study and examined throughout by the supervisor and experts in the field. Therefore, if the work is repeated with the same method, same participants and with the same context, similar results would be obtained. The researcher did this to ensure consistency.

### **1.16.2 Credibility**

Credibility is essential to ensure a prolonged engagement with the participants. The researcher had to spend time with participants at the correctional centre, observing how they interact with each other. According to Guba and Lincoln (2005), credibility also seeks to determine how corresponding the findings are with what was being observed. Babbie and Mouton (2011) further state that the study confirms that the results are credible from the perspective of the participants involved in the study.

### **1.16.3 Conformability**

To ensure conformability, the researcher followed the steps to ensure that the research findings are the results of the ideas and experiences of the informants rather than the researcher. The findings and interpretations of the collected data must be internally coherent, and confirmed by other people. Bias is inevitable; hence, the role of triangulation in promoting conformability must be emphasised (McMillan & Schumacher, 2010; Abdalla, Oliveira, Azevedo, & Gonzalez, 2018). The researcher documented the procedures for checking data in the study and carried out data analysis.

### **1.16.4 Transferability**

In the context of this study, the role of educators in enhancing social wellness in juvenile offenders, the researcher gathered adequate information to enable readers of the research report to develop thorough understanding of the methods and their effectiveness. Interpretations and conclusions of the study can be used in other contexts. with other participants. Since the study is limited to one correctional centre, the researcher made a description of the research findings without making any generalisations (Korstjens & Moser, 2018).

## **1.17 Ethical considerations**

Research ethics are vital in conducting a study. The researcher considered ethical codes in conducting the research in Zimbabwe to collect data needed at the correctional centre. Babbie and Mouton (2011) assert that ethics committees have the responsibility to assess research proposals for any ethical dilemmas when studying human beings. The researcher got clearance from the College of Education Ethics Committee at University of South Africa. The researcher adhered to ethical standards in terms of gaining permission for access, issues of informed consent and voluntary participation. Confidentiality was ensured to the participants by the researcher that only the supervisors and the researcher would have access to research data and the data used specifically for the study and confidentiality of results were kept at all costs. Furthermore, the researcher respected the rights of the

participants since this is essential in research. The rights of participants were considered, irrespective of gender, age and social status. The researcher fully presented the study results and there was no plagiarism. The study represented ideas of other people in an ethical manner. Mouton (2011) argues that scientists have developed codes of conduct to regulate the behaviour of members of the scientific community. Therefore, the ethics concerns what is right and wrong in the conduct of research. The ultimate goal of all science is the search for truth.

#### **1.17.1 Informed consent**

According to Henning et al. (2004), all participants are given written consent by the researcher before taking part in any research study. This means the researcher explains everything to the participants to enable them to decide if they want to proceed with the study.

#### **1.17.2 Anonymity**

McMillan and Schumacher (2006) advise researchers not to identify participants by their real names in research. Therefore, the researcher ensured the participants that no identifying information was gathered and pseudonyms are used.

#### **1.17.3 Privacy**

In a qualitative study, the researcher makes every effort to gain trust from participants so that they may disclose information to a strange person (Miltigen & Peyrat-Guillard 2014). The researcher informed participants of the way of concealing their personal information. Moreover, the secrets were kept and the researcher did not disclose personal information of participants to the public.

#### **1.17.4 Acceptance and access**

The researcher sought and was granted permission to conduct research in the correctional centre (Maxfield & Babbie, 2014). Ethics clearance from the university was also applied for by the researcher, and was granted permission and ethical clearance to conduct the study.

### **1.17.5 Competence**

The researcher has knowledge about professional ethics and standards of ethical decision-making.

### **1.18 Confidentiality**

Confidentiality refers to decisions about people that have access to research data, how records are kept and whether participants remain anonymous (Surmiak, 2018). The researcher assured the participants that only the supervisors and the researcher would have access to research data and the data shall be used specifically for the study and confidentiality of results is kept at all costs. The limitations of the study are communicated to the participants.

### **1.19 The demarcation of the study**

To obtain a complete picture of the whole matter conceptualised in this study, it would have been ideal to do this study with a greater percentage of educators and juvenile learners at the correctional centre. The reason is that a wider coverage of this nature was not possible because of limited time and resources. For the purpose of this study, the researcher was limited to the correctional centre in the Midlands Province of Zimbabwe.

### **1.20 Chapter outline**

In Chapter One, the researcher introduced the topic and focused on giving the reader the background to the study.

Chapter Two presents literature review, focusing on providing necessary background to this research.

In Chapter Three, the researcher discussed the research methodology employed to collect and analyse data on the role of educators in enhancing social wellness of juvenile offenders in Zimbabwe.

Data interpretation was presented in Chapter Four, and it included interpretation of themes from interviews and qualitative questionnaires with educators and only interviews with juveniles.

In Chapter Five, discussion of findings, recommendations, limitation of the study and conclusion were presented.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2 Introduction**

The previous chapter gave an outline of the requirements of the study. Chapter Two reviews pertinent literature related to social wellness, role of educators and prison education. The study focused on the role of educators in enhancing social wellness of juvenile offenders in Midlands's region prison and correctional services in Zimbabwe.

#### **2.1 Theoretical framework**

This study is underpinned by Hettler's (1980) wellness theory. The six key areas are social, physical, spiritual, emotional, occupational, and intellectual, without these one will have challenges to fit in the society. In his earlier writing, Hettler (1976) points out that the achievement of these dimensions leads to a healthy satisfactory life. These wellness dimensions are essential because they prepare incarcerated people for a successful reintegration into society. The dimensions can be distinguished but never separated for they are interwoven and holistic in nature, and this model is of value worldwide. Taking these dimensions in isolation from one another will falsify the wellness model. All the six dimensions reflect how interconnected they are, and that interconnectedness is crucial for the wellness of people, juvenile offenders included. This model is relevant to the study because social wellness is relational, emphasising wholeness and interdependence between people and their environment to promote harmony in any community. The study is from an African perspective of life, which is relevant in the contextual realities of Africa, with particular reference to Zimbabwe.

##### **2.1.1 Social wellness**

The case study conducted has incorporated the six dimensional model of Hettler (1980) as a framework to explore wellness. Social wellness is the ability to relate to and connect with other people in our contextual realities. Schaffer (2000) cited by Magano (2015) states that the attainment of social wellness in an individual is crucial as it enables the



person to recognise the importance of interdependence, working together and creating harmony in society. Therefore, the attainment of social wellness is essential in the process of preparing juveniles for social integration. This will boost self-esteem, empowering people to enhance their social wellness, good communicating skills, handling stress, and cultivating healthy life just to mention a few. Schaffer (2000) asserts that the attainment of social wellness in an individual is crucial as it enables a person to recognise the importance of interdependence between people and the environment, working together and creating harmony in own society. Henceforth, Maslow (1999) echoes that the views for the wellness of humanity as a whole as a by-product of the wellness of every individual. Consequently, a socially well person's interaction should spread from one's family further to the whole community. The proverb, 'charity begins at home' is relevant since one cannot socialise well with others if they do not amply socialise at home. Activities such as going for shopping as a family, going out, taking a walk, and having parties are a healthy situation. Hence, the social dimension is commended since one contributes to the welfare of the community.

The attainment of social wellness of juvenile offenders enabled them to cope with the prison context, because social wellness involves interaction, respecting yourself and others and good communication skills to mention a few. These attributes enhance social wellness and it plays a pivotal role in the life of a young offender. Moreover, a correctional centre community is a place where there is diversity of life, and one should acquire good communication skills for smooth interaction. What surrounds that person determines the way an offender relates with others. Hence, one should be at peace with self to relate well with others. Equally, the prison environment does have a great impact on the life of the juvenile offenders.

The environment in the correctional centres in Zimbabwe affects negatively on the social wellness of the young offenders. The Human Rights Committee of the Parliament of Zimbabwe (2011) noted that the Zimbabwean prison situation is excruciating, inmates complain about the

state of the prison; for example, poor toilets, shortage of water, medication, food, blankets, accommodation, clothes and the cells are infected with lice and bed bugs. This equally affects the juvenile offenders. The government should provide for all the basic needs of the juvenile offenders in prisons to enhance their social wellness. United Nations (2003) supports this idea of provision of basic needs to juvenile offenders when it contends that governments have the obligation to provide every prisoner with suitable and dignified clothes. Henceforth, prisoners' rights to life and their physical wellness are crucial regardless of the crime they might have committed. The other challenge the prisoners encounter in Zimbabwean prisons is the delay in conclusion of their cases in the courts of law. The report of the Parliamentary Human Rights Committee (2011) makes it clear that some prisoners can stay in prison for more than 12 months without appearing before a magistrate or judge because of lack of transport. Such situations result in offenders developing negative attitude towards life. Situations found in the prisons of many African countries are appalling. Countries such as Kenya, Zambia, Cameroon, and Rwanda are said to have the most overcrowded correctional centres in Africa (Maseko, 2014; Gumi, 2014). Therefore, the state of the prison either positively or negatively affects the social wellness of the juvenile offender.

### **2.1.2 Physical wellness**

Human beings are physical and it is paramount for them to do exercises since they assist in the proper functioning of the body. Hettler (1976) highlights the importance of physical wellness by postulating that individuals strive to look good because looking good makes them feel good thereby enhancing determination, self-esteem and self-control. Several people are enhancing their fitness and wellness regardless of health, sex ability and age. One can engage in a fulfilling life within the six dimensions of wellness. Attaining physical wellness necessitates having activities such as swimming, soccer, athletics, and volleyball proves that sport enhances the social wellbeing to juvenile offenders. Taking a walk, working, and other activities ought to be the culture of the juvenile offenders to manage prison life. The report of the Parliamentary

Human Rights Committee (2011) indicates that Zimbabwe inmates get the opportunity to compete with prison officers in sports activities and this enhances their social wellness.

Physical activities such as sports and recreation, exercises and spending friendly time with their inmates reduce stress that causes anger. Exercises are critical for health purposes in one's life not just eating nutritious. Therefore, stress management is vital and one should be willing to accept different feelings in one's life and that of others. In the same vein, Gallant, Sherry and Nicholson (2014) concur that sports help to improve physical, emotional and mental health, and it also helps to blow off steam and escape the monotony of the prison routine. Furthermore, they maintain that sports provide inmates with a sense of belonging, achievement, self-expression, reduces tension, arguments among inmates themselves and officials. More importantly, sports works as a major rehabilitation strategy. Concurring with the aforementioned view, is Rikli (2005) who posits that regular physical activity has a positive impact on a variety of social and psychological factors including improved mood states, reduced depression/anxiety, increased self-confidence, expanded social interactions, improved cognitive functioning, self-esteem, happiness, self-concept and in general improves the quality of life. In addition, physical exercise reduces stress, and this is crucial in the life of the juveniles since they encounter stressful situations

It is vital in one's life to avoid habits that are destructive to one's health such as abuse of drugs, smoking and consumption of alcohol. Proper eating is also essential for the wellbeing of an offender since it develops a healthy lifestyle and it is the right of the juvenile to have nutritive food, decent accommodation, and medical service and right to sport and exercises (United Nations, 2003. According to the Parliamentary Human Rights Committee (2011), inmates suffered from malnutrition diseases such as pellagra because Zimbabwe Prison Service (ZPS) could not supply adequate food. The report goes on to say that during 2008 and 2009, 839 inmates died owing to suspected pellagra. This dire situation

affects the juvenile inmates as well. Therefore, food is essential for human survival and juveniles in particular.

### **2.1.3 Spiritual wellness**

Spirituality is the desire to find an ultimate purpose in life and to live accordingly, to experience a deep sense of wholeness or connectedness to the universe (Myers, Sweeney, & Witmer, 2000). Culliford and Powell (2005) indicate that there are several techniques available to foster spiritual wellness, such as meditation and prayer; belonging to a faith tradition; participating in associated community-based activities; singing and quality of fellowship. Therefore, spiritual wellness is branded by the ability of an individual to develop a deep appreciation of life and establish peace and harmony in one's life. It is crucial for juveniles to be able to appreciate different situations in life and have peace with others and self. The role of chaplains, counsellors and psychologists is essential in the life of offenders for it enables them to attain spiritual wellness since they reinstate the confidence and hope in the lives of young offenders. Singing, citing poems, listening to the preaching of the Word of God enable the young offenders to cope with the prison context.

### **2.1.4 Emotional wellness**

A human being is emotional in nature. Maslow (1999) points out that an emotionally balanced person maintains a balance or harmony in the world, hence achieve a higher level of self-actualisation. Therefore, the integration of body, mind and environment helps one to function properly, can freely express and manage feelings, thoughts and behaviours hence maintains relationships. In Zimbabwe, many prisoners are not able to win their cases even though they are innocent because they cannot afford to have lawyers (Parliamentary Human Rights Committee, 2011). This affects the lives of offenders emotionally and psychologically, and the government should accommodate the poor inmates' right to representation in the courts of law. For an individual to manage his or her own situation, one has to understand the source of anger and what it is. If anger is not controlled, one becomes emotional, potentially leading to violence. Psychologists can help offenders with skills for controlling anger as a problem solving strategy. Camenisch (2013) propounds that

offenders are taught to let go of anger and live a life of tolerance for a smooth reintegration. This enables offenders to implement anger coping plans and manage future anger. Thomas (2015) further expresses that human beings have mixed feelings, which affect them at different times in their lives. These feelings can affect positively or negatively one's life. Therefore, living positively, celebrating life and having appreciation of music assist offenders in controlling emotions since inmates interact with different people of different backgrounds. Good communication skills are vital in the lives of juvenile offenders and laughing is healthy since psychologists say it is medicine. An offender who has attained emotional wellness displays a positive behaviour in life, reveals the feelings in a positive manner and such a person is quite disciplined.

#### **2.1.5 Occupational wellness**

Occupational wellness is a component of everyone's life. There is need, in any community, to create conducive environment for people to choose a career of own choice, with personal values and beliefs. On the wellness path, an individual develops skills, positive attitude towards work, appreciates and is satisfied (Kathy, 2010). Consequently, people should have good attitude towards work because negative attitude leads to many frustrations. Solvang and Hualand (2014) further contend that a job is a "calling" because you do what you enjoy doing and through that one contributes to the community, country and the world. Hence, one should obtain career guidance to have satisfaction in life. Failure to address the whole person approach leads to dissatisfaction. Prison education also plays a vital role in the life of a young juvenile since this leads to acquiring appropriate skills for particular jobs.

In Zimbabwe, prisoners complained that the expertise and skills they acquire during incarceration were useless because they cannot obtain jobs after being released from prison (Parliament of Zimbabwe, 2011). Inmates entreated the repeal of the law that ordered the government not to employ ex-convicts but only the private sector (Parliament of Zimbabwe, 2011). The Mutare Border Timbers provided work for nursing mothers in prisons, and they were able to buy necessities for the children

and this impressed the Parliamentary Human Rights Committee since there is inadequate funding. Prisoners in Gambia are sentenced to hard labour on farms to engender revenue for the prison (Dissel, 2008). This trend also applies to prisoners in Zimbabwe.

Governments in Africa should do more to encourage and motivate for the employment of ex-convicts. However, other countries employ ex-convicts to enhance occupational wellness and the knowledge acquired during incarceration. Such countries include Iraq, that provides money to ex-convicts to start small businesses, and Japan provides financial assistance to companies that employ ex-convicts. This is in line with United Nations policy (2003), therefore promoting occupational wellness of offenders. It seems that rehabilitation is more advanced in countries like United Kingdom, the USA and Canada where cognitive skills, sexual offender treatment and problem solving are offered.

#### **2.1.6 Intellectual wellness**

Technology today plays a crucial role in one's life since it stimulates the mind. Brain stimulating activities such as games, computers, puzzles, and poems encourage critical thinking and allow for personal achievement. Attainment of intellectual wellness helps offenders in sharing skills with others, problem solving and creativity. Hettler (2004) postulates that intellectual wellness involves self-directed behaviour and personal achievement. Botha (2007) agrees that an intellectually well person uses the intellectual and cultural activities in and beyond the classroom, as well as the human and learning resources available within the larger community. Intellectual wellness plays a vital role in the life of an offender since prisoners are being empowered educationally. By this, social wellness enhances the potential for living a more fulfilling life.

In Zimbabwe, some prisons have qualified artisans while others are teachers who teach vocational and academic courses, but they encounter problems such as the shortage of stationery, no libraries and tools for tailoring and carpentry. The prison centres use cells as classrooms and these places are not conducive environments for

learning to take place (The Human Rights Committee of the Parliament of Zimbabwe, 2011). It is commended that inmates receive any information necessary from officers in charge who communicate through wireless transmission. However, prisoners are encouraged to read newspapers brought to them by their relatives and friends, which help them to be conversant and acquire information.

## **2.2 African philosophies on social wellness**

In the African context, a human being does not develop in isolation; hence, interdependence of people is highly treasured. Mutual caring, having compassion, respect, sharing, and cooperation are essential in enhancing social wellness. In Zimbabwe, the Shona people say, “Munhu munhu nekuda kwevanhu”, meaning a person is a person through others. Similarly, in South Africa, the Zulu people say, “Umuntu ngumuntu ngabantu” which conveys the same meaning (Chirikure, 2020:51). Therefore, interdependence is a reality for all and is highly respected in the African context. These sentiments resonate with what Gumbo (2014) states on solving crime in Africa; it takes the whole village to raise a child, and in the African context, a family is responsible for good materials, cultural beliefs, socialisation and this is where inspiration is imparted. Mandela (1994) argues that a person is viewed as a person through the way one relates with other people because social wellness respects all human kind irrespective of differences.

Working as a team and sharing is encouraged since the culture of individualism has no place in African communities. In contrast to Western individualism, Africans have a strong sense of belonging, and one believes that being a person is fundamentally being in relationships. This means a relationship can reveal various degrees of interaction, living in love and harmony (Mbiti, 2015). Therefore, African people acknowledge relationships, and there is no self-sufficiency and this is our strength as Africans. The Venda saying, which says, “Muthu u bebelwa munwe” meaning a person is born for the other (Chirikure, 2020: 51), supports this assertion; therefore, a person does not belong to self but belongs to the community.

Ontologically, Africans emphasise on reality basing on the spiritual nature whereas the Western put more emphasis on the material aspect (Ekanem, 2012). Contrary to African beliefs, Western civilisation was traditionally built on the premise that the world is made up of individual discreet units (Blume, 2017). This Western mind set is expressed as “Or I think therefore I am”, that is Western individualism (Friston, 2011) “I think therefore I am” is expressed as “I am, you are” and this contradicts the African context since “a person is a person through others”, and humanness is nothing without the other (Mbiti, 2015). These studies concur with the observation made by Blume (2017) who noted that axiology is an African way of appreciating a person-to-person relation while Europeans value person-to-object relations. Hence, Africans believe in interdependence, extended families and are willing to actively participate and contribute to the welfare of the community. Offenders may need support of the family, community and social workers are crucial in the behavioural change of juvenile offenders.

Psychologists assert that the environment also plays a vital role since people learn from observing others hence we are what we are because of the environment. Donald et al. (2010) further argue that the microsystem is the individual’s immediate environment such as family, friends and peers, who are responsible for the behaviour performed. The macro system is made of the value system of the wider society that influences one’s behaviour. Therefore, a human being is subject to the context in which one lives and the environment influences one’s behaviour. An individual who is living in Harare or Pretoria is naturally different from one living in New York. These people have different backgrounds, beliefs, values, motives, and attitudes and they behave differently.

The approach in Zimbabwean prisons to enhance the social wellness of juvenile offenders should be guided by African philosophies to be effective and relevant. Mbiti (2015) propounds that delinquents, criminals and prisoners need special social care while incarceration and when they



reintegrate. This sentiment fits well with what Gumi (2014) states when he said that the prison's aim is to bring transformation and not to punish. On the contrary, Dzadya (2016) points out that inmate's rights were not considered in the past, they were to be punished for their wrong doings according to the social perception. Ultimately, according to Mbiti (2015), African philosophy is people's image, attitudes, backgrounds and other ways of seeing things in the world. Nussbaum (2003) further argues that Africa's traditional culture is oral rather than written; hence, it is practised in our day-to-day lives.

Culture also provides knowledge in relation to what Africa has to offer, and guides cultural practices. However, some of the Africans have become strangers to themselves and alien to their culture. For one to belong in a community, appreciation of ethics is crucial, and one has to be aware that cultures are unique to the enactment of peoples' lives. Africans share the same essence of humanity and because of this cohesion, they will experience the spirit of oneness. According to Nelson and Prilleltensky (2010), research has shown that psychologists can have a substantial impact on the psychological and social well-being of an African person; hence, they promote liberation and optimal functioning in the present and future. In addition, psychologists play a vital role in the community in addressing social issues, defining problems and solving them (Blume, 2017). Ubuntu goes further than most Western understandings; Western people focus on individualism while African people emphasize on relationships hence the saying "It takes a village to raise a child" and "Your neighbour's child is your own child" applies (Mugumbate & Chereni, 2019). The same author continues to argue that individuals are part of a family, and families are part of the community and communities are part of the environment. Hence, many authors such as Mbiti (2015) and Mugumbate and Nyanguru (2013) emphasise the importance of Ubuntu for Africans and this makes Africans what we are and enhances the social wellness.

### **2.2.1 Social wellness and its impact on juveniles**

The term “wellness” is subjective; it is personal, emotional and encompasses the entire person. It is a multi-dimensional aspect that enables wellness to be part of everyone’s life (Richie, 2015). This resonates with National Wellness Institute (2013) which says that the model is made up of various aspects, which are multidimensional and holistic in nature. The attainment of social wellness is essential in the process of preparing juveniles for social integration. This will boost self-esteem, empower people to enhance their social wellness, good communicating skills, handle stress, and cultivate healthy life just to mention a few. A person who has attained social wellness is able to accept diversity. Magano (2016) reasoned that ‘born frees’, born after apartheid, enjoy human rights that affect their well-being. Therefore, there is need for guidance and counselling to help them in realising their freedom and identity, therefore empowering them to enhance their social wellness.

One of the aspects to be considered in analysing the social wellness of juvenile offenders is the family. Since family is an immediate support unit, the relationship among juvenile offenders with family and other stakeholders is vital. Schaffer (2000) argues that working as a team in a society to achieve the same goal brings the attainment of social wellness. Research shows that the environment and the family plays a vital role in shaping one’s behaviour and improves the quality of one’s life. Parents must therefore be empowered to develop good parenting skills and be responsible for the welfare of their children. Vulnerable children in Zimbabwe get assistance in the form of payment of school fees from the Basic Education Assistance Programme to enhance social wellness. Similarly, in South Africa, vulnerable people are given social support grants so that they may be able to cope with life.

### **2.3 Correctional school and its role on social wellness on juveniles**

Educators are agents of social change in the world since they share insights and facilitate catalytic transformation of society (Chemhuru & Makuvaza, 2014). The social skills imparted upon offenders by educators serve as a bridge for smooth reintegration into the community. Hence, education should be implemented in line with the needs of juveniles. Zimbabwe regards education as a basic right that provided to all its people and juvenile offenders are not an exception to the rights offered to the society. Zimbabwe is one of the signatories to the United Nations Declaration Charter for Human Rights, which regard education as a basic right that which governments provide to everyone. Chigunwe (2014) postulates that Zimbabwe is making efforts to empower prisoners through education, but it is facing challenges owing to the present economic and political problems. The economic, social and political turmoil has had a devastating effect on the Zimbabwe education system and the education in correctional centres is not spared. While there is a regard for education as basic right, little has been done in the criminal justice system to enhance the wellbeing of the juvenile, and there are limitations on the education of juvenile inmates. However, some inmates were able to write their Ordinary Level and Advanced Level while serving but under the environment which is not friendly.

The role of education in rehabilitating juveniles in correctional services involves developing basic social skills. Studies show that juvenile learners enjoy lessons that are practical, which will help them to adjust in the society after release. The South African Minister of Higher Education, Dr Blade Nzimande, also emphasised the importance of skills education (Department of Higher Education and Training, 2010). This resonates well with what Gumi (2014) highlighted, that finding a way of earning a living is crucial to reintegrate into society after incarceration. He further asserts that many prisoners get the first opportunity to develop vocational skills while in prison, and the purpose for them to work is to prepare them for day-to-day work in their transition back to society. Gumi (2014)

propounds that employment is one element of social rehabilitation, and differing societies will oblige differing skills and opportunities for prisoners to develop the essential skills for their integration. Programmes such as agricultural, vocational, educational, life skills, and psychosocial therapeutic have been established to improve the social wellness of offenders in Zimbabwean prisons (Kusada, 2014).

Lack of resources is a deterrent to studying towards a diploma or degree qualification while in prison, and there are currently no university programmes in prisons. Chigunwe (2014) further posits that most of the inmates come from a culture of poverty, and they are illiterate, having little or no knowledge in vocational skills. On the flip side, there are some prison officers who are trained as artisans in welding and brick-laying but lack resources to impart skills to inmates and some officers also lack the skills to help the young offenders. It becomes essential to look at the role of prison educators in imparting skills for the social wellness of juvenile offenders. In Zimbabwe, juveniles in conflict with the law are perceived as a threat to society; hence, they suffer stigmatisation (Ruparanganda & Ruparanganda, 2016). There is need for a change of mind-set, and this need for change is echoed by many authors on social wellness of offenders such as Makhurane (2014), Schaffer (2000), Ozdemir (2010) and Magano (2014). Many countries are implementing prison education with the aim of enlightening and rehabilitating delinquent juveniles. In Turkey, education is contributing in promoting social wellness, hence equipping young offenders in problem solving (Ozdemir, 2010).

Globally, countries are trying to offer free education to empower people. Coyle (2018) connotes that the objective of education is to bring back the inmates to society well equipped with skills and knowledge, craving to be good citizens with positive attitude towards life. Without these skills and knowledge, one will have challenges in coping with life, hence the eminence of recidivism. Studies have proved that inmates who have been equipped with vocational skills are less likely to re-offend (Farley & Pike, 2016) and (Mbatha, Kerre, Ferej & Kitainge, 2019). This is also reflected by Donald, Lazarus and Lolwana (2010) who assert that if the

juvenile offenders are educated, there is attainment of reduction of recidivism and reintegrating into community flows smoothly. Gumi (2014) also echoes that prison education provides an opportunity for employment, time to think, improves an individual and turn his life around for better and a door for re-entry into the society. Therefore, the sentiment, the person who opens a school door closes a prison door. Offenders would therefore be productive and useful to the society if they were empowered through education. In the same vein, Jovanic (2011) concurs that the law in Serbia states that education in prison should endow and meet the needs of prisoners in preparation for reintegration. On the same note, distance learning is accessible to Sweden prisoners. In addition, Ozdemir (2010) makes it clear that Turkey focuses on needs-based education; therefore, the educator should be responsible for meeting the needs of the offenders.

Emphasis put on education in correctional services across the globe is good for empowering inmates. Coyle (2018) connotes that the objective of education is to bring back the inmates to the society well equipped with skills and knowledge, craving to be good citizens with positive attitude towards life. Without these skills and knowledge, one will have challenges to cope with life. Hence, recidivism becomes imminent.

Education as a human right issue should be prioritised irrespective of the conditions of one's life. UN Special Rapporteur on the right to education argues that education in prisons is much more than a tool for change; it is subservient in its own right. Ndoro and Rupande (2014) postulate that educational programmes such as skills training, formal education and literacy teaching are included in the Zimbabwean prison rehabilitation policy document to facilitate positive behaviour among inmates. Ndoro and Rupande (2014) further maintain that prison programmes help the offenders unlearn the acquired criminal behaviour, and rehabilitation must go beyond prison walls to facilitate successful reintegration. Nevertheless, Gona, Mugari and Zondayi (2014) highlight that employment is difficult to get since correctional programmes do not continue after imprisonment and this is a challenge for inmates to adjust

in the society. Nevertheless, it was estimated that 80% of prisoners in South Africa return to crime (Readucate, 2012). Moreover, the South African justice system does not provide effective education programmes for preventing recidivism and enhancing social wellness. According to Brand in Citizen News (2016), the ex-convicts are facing challenges to reintegrate into society, the isolation of offenders leads to re-offending. According to Brand, Citizen News (2016), the ex-convicts are facing challenges to reintegrate into society. Moreover, the isolation of offenders leads to recidivism.

Many people have stereotypical views on ex-offenders for they see them as untreatable thereby affecting their progress in life (Ilea, 2018). Brand, Citizen News (2016) contends that the skills taught in prison are not of much use in the real world since ex-offenders are failing to get employment because some companies do not trust them. Furthermore, Brand, Citizen News (2016) maintains that a human being is not a 'finished product,' but one who is in continuous process of transformation to integrate smoothly into the society. Hence, society should view ex-offenders as human beings and help them to reintegrate into the society. In Iraq, the government provides money to offenders without jobs to get married, to start small business and they provide counselling to boost the self-esteem of offenders (United Nations, 2003). In Japan, the government also gives financial assistance to companies that employ juveniles; this is also in line with United Nations, therefore promoting social wellness of juveniles.

#### **2.4 Juvenile delinquency in Africa and beyond**

Since the dawn of history, almost every country has regarded juvenile delinquency as a solemn problem and Zimbabwe is included. This problem has become a topical issue in schools and several newspaper reports about substance abuse, theft, teachers, students and people being attacked or shot, engaged in gang activities and committing rape just to mention a few. Hence, the delinquent today brings great threat to the society compared to the rest of the populace. Roberts (2014) postulates that a juvenile offender is a child who is below 18 years

therefore if a person who is 18 years or under commits a crime, it is recognised as a juvenile crime. Conversely, the Japan law states that a juvenile can be referred to a person who is under the age of 20 years (Korff, 2010). However, there is no universal definition of a juvenile offender. Laws of different nations specify different age ranges for the juveniles. In the USA, it differs from state-to-state, and the term is used interchangeably with adolescent or youth. Each delinquent is unique although what one does may seem to be similar and demonstrates a degree of ingenuity. The juveniles brought before any court for their crimes at a minimum age that fluctuates from country-to-country.

The Child Rights International Network's (CRIN) policy (2010) works on the minimum age of responsibility, and it monitors these ages around the world. For instance, Zimbabwe at eight years, South Africa 11, Britain 12, United States 9, France 13, Italy, Norway, Germany and Belgium at 14. No person can be held criminally responsible for an offence committed under the age of 14 in Angola, and in Algeria, children who are under 13 are sentenced to protection and education measures. Research indicates that gangs of young boys and girls from India are highly effective smugglers of illegal liquor and drugs. Young shoplifters are found in every country, and in Belgium, these shoplifters are not referred to the police (Psaila, 2014). In USA, the juvenile court has responsibilities toward the delinquent child, same as the correctional schools, and these two works together to achieve the same goal (Emerson, 2017).

There is high increase rate in the number of crimes committed by juveniles, and this has become a major social problem locally and globally (United Nations, 2003). The USA, which is one of the highly industrialised countries in the world, is startled and perplexed by the level of delinquency in that country. There is even evidence that since 306 B.C. among the first laws of the Romans, there were special provisions for children who had stolen. The Romans acknowledged that their responsibility for crimes was limited (Kvaraceus, 1964). Hence, juvenile delinquency is by no means unique to our generation. It is not a new phenomenon at all, and the adage "history repeats itself" suits very well.

Goldson (2011) concurs that the problem is “as old as problem families” and the paranoiac discovery of alcohol beverages.

Sources of media reports and research findings show that the rate of delinquency also is very high in South Africa (Van Raemdonck & Khan, 2017). For the past 30 years, there has been a culture of violence, and what differentiates this country from other countries is the violent nature of crime. According to the ENCA (2017), a prosecutor wanted a 12-year sentence for a 14-year-old juvenile murderer in Cape Town, who committed the crime at 13. This was not his first victim. Hence, juveniles need to be informed that despite their age, they should respect the law and should not expect light sentences. This proves how violent many young ones in South Africa are. Poverty is the main contributing factor to crime in South Africa and most nations worldwide. However, motivations for crime are diverse.

While Zimbabwe, like most African countries is in transition from political and economic challenges, one of its major challenges it faces is the very high unemployment rate. According to Mutandwa's (2012) report to Integrated Regional Information Networks (IRIN), now known as The New Humanitarian, “There has been an increase in juvenile crimes caused by harsh socio-economic circumstances”. Many people are struggling to earn a living and issues like poverty, lack of food and lack of accommodation have affected them immensely. The scourge of the situation affects more on children than other groupings in Zimbabwe. Children are becoming family heads as parents leave them alone migrating to other countries or are orphans because of the impact of the AIDS epidemic (Gubwe, Gubwe & Mago, 2015). The African proverb, “it takes a village to raise a child” compresses the wisdom implanted in African societies in raising children. This old axiom has now been replaced by “it takes a child to raise a family” as Africa faces a new phenomenon of child-headed households. Most of these children cannot afford to go to school. Such situations are driving many children to fend for themselves, and some through criminal activities. Owing to the harsh socio-economic situation in Zimbabwe, juveniles are the most vulnerable



and become such victims propelled into deviant actions. The offences committed by children range from theft, robbery, public fighting, and fraud to mention few.

Katongomara (2018) asserts that the most predominant crime committed by juveniles owing to poverty is theft. In this newspaper (The Herald, 2018), Minister Ziyambi, Minister of Justice, Legal and Parliament Affairs stated that bullying and assault was the second offence constituting 30,7% of the cases. Furthermore, 629 juvenile offenders were saved from appearing in court through the pre-trial diversion (PTD) programme in Zimbabwe that aims to prevent children from having criminal record early in their lives. The aim of the programme is to protect the well-being of the child and rehabilitate them so that they become useful citizenry conveying useful skills and education to promote the child development in line with Article 6 of the United Nations Convention on the Rights of Child. Minister Ziyambi also said that the diversion mechanisms included paying reparations, counselling and attending a particular institution for educational or vocational purposes just to mention a few.

Poor living conditions, overcrowding and broken families are the major causes of delinquency in Africa (United Nations, 2003). People living under such conditions are at risk of becoming delinquent and developing antisocial and criminal behaviour. However, there is evidence that children from the high salary bracket families are also becoming delinquent. Support is essential for a juvenile who commits crime, which will help in anger management and problem solving thereby equipping him/her with social skills. The community should be practical about the programme of preventing delinquency, and the delinquent should not be considered as a weird and isolated species of manhood. There are times when the delinquent child behaves like any other boy of his age; hence, assistance is very crucial. According to Korff (2010), juvenile perpetrators in Brazil are offered programmes, which are related to health and hobbies to enhance social wellness.

Many theories have emerged and one of the theories says that delinquency, as with any other form of rebellious behaviour, results from severe frustrations suffered by a growing child (Al-Mataka & Hussainat, 2012). The same authors concurs and further states that some theories emphasise juvenile delinquency as an expression of child rebellion, and clearly not a rebellion for something, but against something. Hence, a child may turn desperately to delinquency as an answer to his or her problems to get relief from his fears and anxieties. Almost every country, since the dawn of history has regarded juvenile delinquency as a solemn problem and Zimbabwe is not exonerated.

#### **2.4.1 Factors that may lead to juvenile delinquency**

##### **2.4.1.1 Environment**

There are many associated factors responsible for a high rate increase of juvenile crime such as the environment, family, socio-economic factors, migration, and school to mention a few. Though a family shapes the life of a child, the child is not immune to the environment around him. The environment also influences one's behaviour, and touches a child's life and leaves a deep imprint. In the same vein, Blume (2017) asserts that offenders are not responsible for their behaviour, but their behaviour is a response to the factors and experiences in the social environment which one has no control. Therefore, there must not be room for punishing the juvenile delinquent. Training, conducive environment and guidance can be used to replace punishment (Korff, 2010). Sociologists assert that deviant behaviour, as well as normal behaviour, is a product of the social environment. The behaviour created by the environment can be primary, such as the family or secondary, which is the society (Adegoke, 2015). The same author further asserts that psychologists affirm that delinquent behaviour is an outburst of not socialising well. Hence, socialisation is essential.

Sociologists, anthropologists and many other people have addressed the notion that adolescents face challenges in making a shift from behaving as a child to behaving as an adult (Griffin, 2013). Nowadays, children are supposed to be released from their parents' power, but it depends on

cultures. It is important to be aware that many forces shape the life of a child; these include interior and exterior forces. The family plays a vital role, but the child is vulnerable to the environment one lives. Hence, the environment influences one's behaviour and leaves a deep inscription. Being delinquent can be a sign that something is wrong either with the child, the environment or both. The juvenile delinquent tries to solve problems his own way, which will be in conflict with the elders. Hence, this is an indication that help is crucial since delinquency may be a prologue to a life of crime. Available scientific evidence indicates that movies can contribute to delinquent behaviour (Elson & Ferguson, 2014).

#### **2.4.1.2 Family**

The family plays a pivotal role in the life of a person since it is an immediate support unit and a source of inspiration. Dysfunctional and disenfranchised families contribute to delinquency (Blume, 2017). Hence, love, unity and openness should be practised. Lack of love from parents may lead to delinquent behaviour, and the child may try to get revenge for not being loved. The juvenile delinquent may behave in an undesirable behaviour because of some hidden feelings that he cannot identify himself. If the child does not have for example, a male authority figure to identify himself with, this person may feel insecure about his own image as a man, and this may lead to delinquent behaviour. Hence, parents are expected to provide guidance, love and support to their children.

It is crucial for a family to have a good-natured background for proper development of a child, which will lead the child to being a good and concerned citizen. Furthermore, parents should live exemplary lives in order for their children not to accede to their bad ways. Gumbo (2014) points out that children learn from the way their parents live; therefore, parents should be very careful in the way they conduct themselves. In the same vein, Alfrey (2010) concurs that stable families that have a balanced structure of two parents who are good role models are able to influence their children to acquire good behaviour. Lack of parenting supervision therefore contributes to anti-social behaviour, and this leads

to associating with deviant peers. Parents might find it difficult to acknowledge that the child's anti-social behaviour can possibly be caused by their mistakes in raising up the children or the education they implemented. Therefore, it is critical for parents to understand their own lives and problems to minimise delinquent habits.

United Nations (2003) asserts that working class people and single parents should spare time to monitor their child so that they may not be exposed to delinquent activities and groups. This is very crucial, and the parents should endeavour to create time with their children to supervise activities such as watching television and monitoring friends. In Iraq, offenders who are orphans face more challenges because they do not have anyone to take care of them. Hence, they are financially vulnerable (Korff, 2010). Many people are struggling to earn a living and factors like poverty, lack of food and lack of accommodation have affected them immensely. Some children cannot afford and are not going to school. These situations are driving many children to fend for themselves and some through criminal activities.

The influence of family instability on juveniles, among other factors, has resulted in controversy. Children from unstable homes participate more in juvenile delinquency than their counterparts from more stable homes. Most of anti-social children get revenge for not being loved by their parents. These children are more likely to run away from their families. Therefore, inadequate parental supervision precedes delinquency. This assertion is in agreement with that of United Nations (2003) which says juveniles living in poor and overcrowded areas, orphans and from broken families are prone to delinquency in Africa. Hence, it is critical for the family to play its role in moral grooming of the children to guard them from delinquency. Moreover, parents should be good models because when parents are passive, it will be difficult for children to imitate them. A child may become a delinquent when parents do not delimit rules, and values are not considered in the home. Hence, the child seeks for solutions to his problems to relieve his fears and anxieties. However, some theories contradict this view, while others overlap. For example,

parents in China, India and Japan make all decisions for their children, and their children are not able to make their own decisions and such children may turn to delinquency.

Anti-social behaviours of young people have been posing many problems to the wellbeing of people in Nigeria. Citizens, researchers and public officials perceive juvenile delinquency as a major social contemporary concern in Nigeria. Juvenile crimes witnessed in Nigeria include drug abuse, cultism, bullying, truancy, examination malpractices, prostitution, and theft (Ugwuoke, 2010). The sources of delinquency include exposure to violence within the family or outside, physical, sexual and emotional abuse. Hence, adolescents who come from less intact families need nurturance spirit. If violence incorporates the emotional aspect of the juvenile, one may engross in delinquent activities. The juvenile delinquent acts the way he or she does because of hidden feelings within self. This person struggles to identify with self and does not know how he or she became that kind of person. Such a person will be at conflict within self. In addition, juvenile delinquency occurs when a child fails to identify himself with the known in the family. According to psychoanalysts and psychologists, mother-child relationship is also crucial and motherly deprivation leads to delinquency.

#### ***2.4.1.3 Economic and social factors***

Owing to the harsh socio-economic situation in Africa, juveniles are propelled into deviant actions. According to Mutandwa's report to IRIN (2012), says that juvenile crimes caused by harsh socio-economic circumstances have increased. The offences committed by children in Zimbabwe range from theft, robbery, public fighting and fraud to mention few. Juveniles living in poor, overcrowded areas, orphans and from broken families are at risk of becoming delinquents.

#### ***2.4.1.4 Migration***

Children in Zimbabwe are becoming family heads as parents leave them alone migrating to other countries, or are orphans because of the scourge of the AIDS pandemic. Blume (2017) outlines that African Americans face challenges in the USA because of different norms and

values, which may lead to cultural conflicts and crime. Similarly, the United Nations (2003) concurs that migrants usually exist in the margins of society and the economic conflict is imminent owing to differences in norms and values. Several crimes may also be committed. Illegal immigrants such as people without permits may end up committing crimes and being delinquent to earn a living.

#### **2.4.1.5 School environment**

School is one of the crucial factors that affect the ultimate behaviour of the child. Therefore, it plays a vital role in the life of a juvenile delinquent. Children who start good schooling between five and seven years face fewer challenges that lead to delinquency. The community should provide support to make good schools since the school could not solve problems of delinquents on its own. Together with the community, the school can detect social problems that can affect the students. However, the school environment itself is a factor that may escalate delinquent behaviour. Hence, proper guidance and protection of learners in and outside school environment is crucial. Schools can help to solve the problems of the delinquents by having specialised people such as teachers, psychologists and social workers. The educator should have a small class since overcrowded classrooms can act as a handicap to both the educator and the learner, and the educator would not meet the needs of the learner (Mufanechiya & Mufanechiya, 2011). Educators face challenges by acts of learner delinquency directed to themselves and to other learners, and this sometimes leads to educator absenteeism.

The parents should also support school programmes that intent to solve delinquency problems. In addition to the aforementioned point, Mufanechiya and Mufanechiya (2011) further state that delinquency behaviour can also manifest in students who face challenges with academic education. This can be solved through establishing separate vocational high schools instead of making all students follow the academic route. The juvenile delinquent may not be involved in difficult issues since he is associated with failure in life. When habits of delinquency set in, it is the role of both parents and the school to support,

love, understand why the child behaves that way, and be patient enough to provide therapy services. Jansen (2012) concurs that love and discipline is the blueprint for schools. The culture of caring should be cultivated in schools to prevent the risk of delinquency.

## **2.5 Justice juvenile system in Africa and beyond**

Globally, escalating juvenile crime is also a challenge. However, the United Nations has endorsed and expanded its mandate to strengthen juvenile justice through the implementation of the world programme through UNICEF and other organisations (United Nations, 2010 – 2011). An agreement was made and some countries are adhering to the United Nations standards, guidelines and norms to promote the rights of juvenile offenders and improve their Juvenile Justice System and the way juveniles are treated. Some of the standards agreed upon by the international community through the United Nations include provision of food, clothing, bedding, hygienic conditions, and suitable accommodation. Like many other countries, Zimbabwe has developed laws that govern human interaction, protecting society and two main institutions that deal with offenders have been set up; these are juvenile courts and the magistrate courts. Laws are essential instruments for implementing and enforcing societal rules. According to Chimbga's report in Integrated Regional Information Networks (IRIN, 2012), Zimbabwe has no policy of separating the juveniles whether they have been convicted or awaiting trial. Consequently, this can lead to psychological, emotional, physical, and sexual abuse. In Zambia, issues relating to the treatment of offenders are being implemented to conform to the United Nations standards and rules for the treatment of offenders. Agricultural production and industry in its correctional centres is on increase to enhance the wellbeing of the young offender. However, some countries have no laws on how to treat juvenile offenders. They are therefore treated the same way adults are treated (Korff, 2010).

According to De Coninck, Culp and Taylor (2013), justice is perceived as something positive, religious, critical, analytic and moral. African prisons endeavoured to have policies that support the rights of inmates after the

attainment of independence. South African law mandates the use of legal provisions such as the Criminal Procedure Act 51 of 1977 and the Child Justice Act 75 of 2008 in the regulation of juvenile crimes. The South Africa justice system has moved away from retributive to restorative justice with the aim of not punishing offenders, but giving them a chance to reintegrate in the community (Tshabalala, 2012). Goyer (2006) asserts the effect of apartheid on transforming South African prisons, that is, reintegration and rehabilitation. This was not considered part of the mandate of South Africa prisons, classrooms in prisons and having desks and chairs was lost on prison designs. Magano (2015) argues that the South African justice system does not provide effective educational programmes for preventing recidivism and enhancing wellness. As a result, educators play a crucial role in providing appropriate skills to address effectively the wellness of the juveniles. Moreover, Zimbabwe might have inherited part of the colonial era system, hence experienced slow pace towards transformation of policy changes.

It is worth noting that Korff (2010) states that juvenile offenders in Zimbabwe and Vietnam have legal provisions to be represented by their guardians and parents during trial proceedings. The same author maintains that a Family Court probation officer and a juvenile officer carry out juvenile offenders' assessment in Japan and the measures taken are effective. Sixteen different countries met on the 136<sup>th</sup> international training course to discuss issues concerning the criminal justice system, mainly focusing on juvenile delinquents. This shows a great concern on the lives of juveniles hence, promoting wellness to rehabilitate delinquent juveniles. Actions have been taken to institute policies for the administration of juvenile justice system (United Nations, 2003). In Nigeria, a life of want, family instability, exposure to physical, sexual and emotional abuse has been associated with delinquent behaviour among children. As a result, a great number of youngsters are expected to be involved with the juvenile justice system.

Nigeria has three categories of children who may be involved with the juvenile justice system (United Nations, 2003). These comprise children



in conflict with the law, children in need of care and protection and children beyond parental control. Remand homes serve as detention/custody sites (maximum of three months) for juveniles awaiting trial, or disposal after a guilty verdict. Children in need of care and protection and children beyond parental control are also commonly kept in the remand home while a social inquiry report is being prepared. Approved schools are more permanent educational facilities for children in contact with juvenile justice where they are placed for at least three years. Children who enter the Nigerian juvenile justice system usually meet the police as their first point of contact. Studies on juvenile justice systems in Nigeria reveal that these facilities were established for the purpose of reformation, rehabilitation and reintegration of juveniles, and as such, facilities for vocational and formal educational instruction were established to realise these goals (United Nations, 2003). These facilities, however, have undergone a marked deterioration since the 1980's owing to lack of proper policy, legal and institutional frameworks, and gross under funding, inadequate staff, and lack of necessary training facilities. United Nations' (2003) criminal policy has covered many subjects like juvenile delinquency, the treatment of offenders, torture and cruelty, social aspects of crime just to mention a few. Hence, the prisoners enjoy their rights and fundamental freedoms set out in the international Bill of Rights.

## **2.6 Conditions in African and international correctional centres**

This research sought to take a different course by analysing a Zimbabwean prison community and the analysis explores the social wellness of juvenile offenders. This is another area of concern, the conditions of prisons and inmates. In this case, the researcher sought to establish whether juvenile prisons in Zimbabwe facilitate positive behavioural change. Ngoro and Rupande (2014) stipulate that correctional centres should facilitate positive behaviour in the lives of offenders and not treat them in such a way that they will be worse than before. This compares well with Zimbabwe prison service's mission

statement, stated before that, the Zimbabwe Prison Service is responsible for the protection of society through the incarceration and rehabilitation of offenders for their successful reintegration into the society while exercising safe, secure and humane control. Nevertheless, the same authors quoted a documentary titled 'hell hole' in South Africa, which showed video images of malnourished inmates working in the fields or locked in prison cells without any activities of rehabilitation. These are not favourable conditions for one to reform.

Research reveals various countries face the challenge of overcrowding in juveniles' correctional centres. There are horrific conditions in some prisons in Zimbabwe, poor sanitary and shortage of clothing is the business of the day. In other countries, correctional services are working to improve the prison environment. Through parole system introduced in Japan, they overcame the problem of overcrowding (Korff, 2010). Similarly, the Kamiti Maximum Security Prison in Nairobi is debatably the worst prisons in the world because of the inhumane conditions, which were created by the governance system inherited from the colonial era (Gumi, 2014). Thinane and Tsekelo (2010) also undertook a study at South Africa's Groenpunt Maximum Security Prison to explore why rehabilitation is ineffective, and identify ways to reduce recidivism. The researchers concluded that many prisons in South Africa are ineffective since 94% of offenders were engaged in reoffending. Therefore, there is a need to pay attention on the conditions of correctional centres to reduce recidivism.

However, other scholars advancing the same argument hold that a prison is a place for one to reform and be prepared to reintegrate into the society, and not only a place to restrict those who are in conflict with the law. Studies carried out in other countries on correctional centres have shown that prisons are anticipated to inform the community about the role of prison in order for the community to understand and improve their perception of prison. Gumi (2014) propounds that many people who are in prison have poor standards of education, they had no employment and come from extreme poverty and this led them to land in prison. He

maintains that prisons should be places where constructive activities take place and bring reformation to people.

There is growing evidence that prisons globally are experiencing challenges on the provision of accommodation, nutrition, health, and education. The challenges on health are caused by poverty and poor health status. Zimbabwe, like most African prisons, lack medication, specialised medical personnel, food, accommodation, and have out-dated regulations (Maseko, 2014). The poor prison conditions led to the death of 100 inmates because of hunger in 2013. Similarly, countries such as Kenya, Zambia, Cameroon, and Rwanda do have the most overcrowded correctional centres in Africa (Maseko, 2014). Overcrowding of inmates in prisons is also experienced in Brazil and the conditions are not conducive because of high recidivism (Korff, 2010).

The United Nations Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment was adopted in 1984 in an attempt to protect the rights of people brought before courts of law and sentenced to prisons. The established committee functions as a monitoring body with professionals members for the protection of detained people under International Law. A pan-African conference that took place in Uganda in 1996 led to the Kampala Declaration on Prison Conditions in Africa. The declaration requires that 'any person who is denied freedom has a right to human dignity' and declares that 'the human rights of prisoners should be safe guarded at all times. The European and American Convention on Human Rights also prohibit inhumane treatment, torture and degrading treatment or punishment of prisoners.

## **2.7 Summary**

The literature reviewed in this chapter highlighted the topic under study. It outlined issues pertaining to social wellness of juvenile offenders and the role of educators in enhancing social wellness in the life of the offender. The chapter critically discussed relevant literature from different scholars

pertaining social wellness. The following chapter will focus on the methodology used in gathering data.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3 Introduction**

This chapter focuses on the research methodology employed to collect and analyse data on the role of educators in enhancing the social wellness of juvenile offenders. The researcher used qualitative method for the study and a case study approach to provide an extensive analysis of one juvenile prison in Zimbabwe. The researcher identified the research design, research paradigm and sampling procedures to carry out this study. Furthermore, data collection, data analysis, research instruments, size of population and ethical considerations are described.

#### **3.1 Research paradigm**

The study was embedded within an interpretive paradigm and identified for the framework of the study. Henning et al (2010) postulate that interpretive paradigm seeks to understand the worldview from subjective experiences of individuals. Therefore, research paradigm helps the researcher to get deep understanding of the meaning that participants attach to specific social phenomenon. Different authors understand the word paradigm differently. Creswell (2009) refers to paradigm as research methodology or ontology. Paradigm determines what the expert perceive as important and unimportant, reasonable and what is unreasonable. Hence, the interpretive paradigm was suitable for this study since the context where research was conducted was vital to the interpretation of the data that has been collected. The researcher also chose this paradigm since it maintains that human beings can create and give meaning to what they do, can interpret and are self-directing.

It was very crucial for the researcher to understand individual cases, beliefs, feelings about the world and not universal laws since people are unique and have different issues. Maree (2016) postulates that every situation is considered as unique, and it is better to understand the perceptions of individuals by observing them and getting their interpretations of their own context. Creswell (2014) supports this opinion

by saying that the context where events and behaviour take place is crucial since they enable the researcher to understand the problem better. Epistemological and ontological aspects are concerned about a person's worldview, which is knowledge and reality. However, people may perceive things in different ways but there is no view that is superior to the other in academic circles (Babbie & Mouton, 2011). Therefore, the researcher went on observing the life of the juveniles and face-to-face interviews were conducted to get in-depth understanding.

Moreover, the researcher sought for more understanding from the educators through administering interviews and qualitative questionnaires. The research conducted has incorporated interpretive paradigm. Beyond the affirmed advantages above, the paradigm has some limitations. The paradigm is critiqued for acquiring knowledge of a phenomenon within its social and cultural phenomena rather than making generalisation of people and other contexts (Cohen, Manion & Morrison, 2011). Consequently, a gap will be created in verifying the results of the research. Furthermore, interpretive research may have its own critique as it rejects knowledge developed as foundation base shared as a universal law, and questioning its validity (Alharahsheh & Pius, 2020).

### **3.2 Qualitative research**

The researcher used qualitative research as it allows exploring the experiences of the individuals, and it uses a naturalistic approach hence, deemed the most appropriate for this research. In qualitative research, information is obtained in direct interaction with the participants in their settings. McMillan and Schumacher (2010) posit that qualitative research is most appropriate to address a research problem where the researcher needs to explore and learn from participants. By its nature, the participant is the source of information and the researcher should see him as someone who plays a vital role in the research (Henning et al., 2010). According to McMillan and Schumacher (2010), qualitative research involves collecting and analysing in-depth information from a small group of participants. Likewise, Creswell (2014) postulates qualitative research as a way of gathering data from multiple sources, such as interviews and

observations, rather than relying on a single data source. This enables the researcher to get deeper information on the topic under study. The Midlands prison in Zimbabwe was selected as a site that would provide the most comprehensive understanding of the role of educators in enhancing social wellness in the life of juvenile offenders.

The researcher observed the way the juveniles interact at the institution, their behaviour and the patterns of how the things occur. The researcher took the context in which the behaviour is exhibited into contemplation and tried to understand and describe what was happening rather than envisage one's behaviour or give an explanation. Learning and exploring from both learners and educators were vital in this research. Interviews, qualitative questionnaires and observation were used to gather data. The research used qualitative questionnaires to distinguish from the quantitative questionnaires. If concept or phenomenon needs to be understood because there is inadequate research, then it merits a qualitative approach. Creswell (2014) further defines qualitative research as the researcher's intention to interpret or make sense of meanings that other people have about the world. This resonates well with De Vos, Strydom, Fouche and Delport (2011), who argue that qualitative research is an umbrella term for different approaches or paradigms, each having its own theoretical background, methodology principles and aims.

Qualitative research method as discussed above was developed in the social sciences and enabled the researcher to study social and cultural phenomena, such as observing their behaviour. Henceforth this leads to a deep insight, understanding and comprehensive data collection since qualitative research may be authentic in gathering data. However, qualitative research is criticised for its subjectivity and unreliability as it is problematic to document observations of a number of people making a sweeping statement (Queirós, Faria, & Almeida, 2017). For that reason, the outcome of the research may be influenced by researcher's bias. Qualitative research has more negative connotations than any other single part of the research process. As a result, qualitative research records data in the form of opinions, words and descriptions just to

mention a few and there is no dependence on statistics (Alharahsheh et al., 2020).

### **3.3 Location**

The researcher collected data in the Midlands Province of Zimbabwe. The choice of this province and prison in particular is based on the fertile ground for juvenile offenders since it is the only correctional centre for juveniles in Zimbabwe.

### **3.4 Sampling**

The researcher therefore adopted purposive sampling. The researcher interviewed ten juvenile offenders and five educators, and administered qualitative questionnaires to educators. Therefore, the total number of participants or sample was fifteen. Out of five educators, four were qualified and one was not qualified. Consequently, the participants were selected from the correctional centre and the centre has male juveniles only. Sampling is vital in any research, and samples are used as a representation of the population from which generalisations of the population are made. Henning et al. (2010) define sample as anything less than the full survey of a population taken to give an idea of the quality of the whole, that is, a limited subset of the population. McMillan and Schumacher (2014) assert that sampling is choosing individuals who are knowledgeable and informative about a phenomenon of interest. The elements that are characteristic of the sample include person, sex, age and population to mention a few. In research, the researcher uses own knowledge on the topic when selecting the sample and chooses samples that provides rich information for analysis (De Vos et al., 2011).

### **3.5 Purposive sampling**

The study employed purposive sampling in selecting participants involved. Babbie (2012) argues that purposive sampling is used to select a sample based on the researcher's belief that he or she obtains the most comprehensive understanding of the area being studied. Hence, purposive sampling looks for people who suit the set criteria, who are



knowledgeable of the issues under exploration and have understood the phenomenon. The participants who suit the set criteria took part in the research. The researcher used her own judgement in selecting the sample to have the good and comprehensive understanding of the role of educators in enhancing social wellness in the life of juvenile offenders. The researcher selected a few from among the juvenile offenders and educators at the Midlands prison. The researcher sought for participants who were willing to participate in the research. Therefore, the researcher identified participants among the juvenile offenders and educators with knowledge of useful information related to the subject under study. Sampling was purposive because only educators of the correctional centre teach the juveniles. The institution where the research took place is essential in an attempt to have a good understanding of the situation.

The research conducted in Zimbabwe where samples of 15 participants were drawn. The size of the sample is a significant parameter of the sample design since it affects the cost, accuracy and interval of the study (Creswell, 2014). The same author maintains that the sample size is also determined by whether the research questions are adequately answered. The researcher also chose this sample size owing to availability of time, distance and resources. Practical considerations influenced sample size in this study at the correctional centre. In this case, the prison institution of juveniles is a sensitive area and it is not easy to get many participants.

### **3.6 Research instruments**

Appropriate instruments are essential in research. The researcher employed semi-structured interviews, self-administered qualitative questionnaires and observations as data collection instruments since these were seen to be suitable instruments in this study.

#### **3.6.1 Semi-structured interviews**

Interviews are one of the crucial instruments engaged in the study. Maree (2016) postulates that an interview is a two-way conversation where the interviewer collects data, learns about ideas, beliefs and behaviour of the participant. The researcher assured the participants

about confidentiality. The educators and the learners were willing to take a twenty-minute interview. The focused interaction between the interviewer and the participants helped the researcher to get in-depth information. Probing for more information from the participants insured validity of interviews in the study. Leedy and Ormrod (2010) assert that semi-structured interviews consist of a list of questions to guide the researcher when conducting the interviews. Leedy and Ormrod (2016) further maintain that interviews also assist the interviewer to remain in alignment with questions that answer the study's objectives. A semi-structured interview schedule was used as the fundamental research instrument for this study (See appendix F for educators and appendix G for learners).

The questions interrogate the relationship between the juveniles and the educators, the relationship among the juveniles themselves, and the relationship between the juveniles and prison officials. The role of an educator to improve social wellness of juvenile offenders and the challenges faced by the juveniles in correctional centres are covered by the questions asked by the researcher.

### **3.6.2 Self-administered qualitative questionnaire with open-ended questions**

A questionnaire is a good data-gathering instrument. The questions asked in the research focused on the attitude of learners towards education, as well as how educators enhance the social wellness of juvenile offender learners at the correctional centre. Babbie (2012) denotes that a questionnaire is a document containing questions designed to solicit information appropriate for analysis. It is an instrument used to collect data and compile information from people, deemed to have a number of advantages. Hence, the researcher collected data from the educators using self-administered qualitative questionnaires for analysis and interpretation. The qualitative questionnaire focused on the assistance given by educators to juveniles to cope socially and academically. The researcher designed the qualitative questionnaire in such a way that the participants were able to answer easily without facing

any problems. The questions were clear and easy to understand. Hence, the researcher was able to obtain richer descriptions of the phenomenon under study

### **3.6.3 Observation**

Maree (2016) posits that observation is a systematic process where patterns of participants' behaviour and occurrences are recorded without necessarily communicating or questioning the participants. Maree (2016) postulates that the researcher should define the purpose for observation which must link to the research question then record his or her observations in the form of short descriptions. An observation helps the researcher to ascertain participants' qualities and uncommon characteristics. Participants like prisoners may not like to disclose information; hence observation plays a vital role in this research to collect information needed in the study. Observation is essential since it allows the researcher to be in the natural context of the research. McMillan and Schumacher (2014) point out that it is crucial to observe things as they occur and take the context in which they occur into contemplation to have a better understanding and analysis of event. Hence, observation is essential since it allows the researcher to be in the natural context of the research.

### **3.7 Data Generation**

Data were collected through semi-structured interviews and self-administered qualitative questionnaires, given to the educators. The researcher also used observation of learners and educators to collect data. Confidentiality and privacy are essential in qualitative data collection since the topic under study is sensitive. Therefore, the researcher informed participants to express their views without fear of identification since they remain anonymous and their issues remain confidential. The field survey was conducted over two days. The researcher introduced herself to the participants and informed the participants about confidentiality and encouraged them to speak freely.

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

Henning, et al. (2010) postulate that non-verbal responses and reactions are imminent during the interview. The interview schedule was prepared before conducting the interviews, and one interview session was scheduled with each participant. Each interview was scheduled for about 20 minutes to seek clarification and gain more information on the state of social wellness of juveniles. The researcher conducted semi-structured interviews with the educators and learners. The researcher was sociable, started with questions that were not controversial, and encouraged the participants to express themselves freely. It was crucial for participants to be guaranteed of anonymity and that their contribution to the research was only used for academic purposes. Moreover, learners were asked to sign the consent forms. The researcher explained everything involved in these interviews to the participants.

All participants got assurance that their participation was voluntary and that they were free to withdraw at any point. The researcher asked single questions, one question at a time about the juvenile offenders' way of life and the question items were on the following areas: their living conditions, their interactions among themselves, officers, visitors and the educators. Therefore, the person-to-person format was used the most during interviews. The researcher proceeded with asking the participants open-ended questions. These do not predetermine the answers and they allow room for the participants to respond in their own terms (De Vos et al., 2011). Where the researcher did not understand the participants' views, the researcher asked some probing questions. The researcher showed sincere interest when the participants were talking and tried not to push own agenda. A good researcher avoids interruption while the participant is telling his or her story (De Vos et al., 2011). The researcher applied listening skills during the interviews and was conscious of time.

Face-to-face interview between the participants and the researcher was documented. Furthermore, face-to-face, interviews are crucial since they enable the interviewer to observe body language, which may show comfort or discomfort (Creswell, 2009). The interviewer could ask some

supplementary questions not projected from the beginning of the interview. Henning et al. (2010) postulate that the researcher may summarise the conversation to see if the information is correct, and the information obtained may be trustworthy. Hence, the researcher was able to summarise the conversations.

### **3.7.2 Self-administered qualitative questionnaire with open-ended questions**

Questionnaires are relatively easy to administer, more reliable, has greater validity and can carry more volume in items than most instruments (Creswell, 2014). The researcher designed the qualitative questionnaires in such a way that the participant was able to answer without facing any problems. The questions were clear and easy to understand. The researcher introduced herself to the participants and explained the procedures for questionnaire survey and the purpose of the research project. Informing all the participants about confidentiality encouraged them to participate freely since no names or any contacts on the questionnaires. Data were collected from the educators using self-administered qualitative questionnaires, and these questionnaires were self-administered through purposive sampling technic. These qualitative questionnaires enabled the researcher to gather in-depth data. The researcher gathered information from participants without face-to-face interaction and this made the participants free to provide information without the observer effect.

### **3.7.3 Observation**

It was assumed that participants at this Midlands prison might not like to disclose some of the information. Hence, observation played a vital role in this research to collect information needed. Observational study allows naturalistic inquiry, which facilitates identification of recurring patterns of behaviour that participants may not be able to identify in qualitative research (McMillan & Schumacher, 2014). Therefore, the researcher managed to observe relevant skills like plaiting hair using braids, fence making, gardening and making mats just to mention a few which were done at the correctional centre. This impressed the researcher seeing that reality was being socially constructed and this enhanced her

understanding. This in turn, fostered a sense of pride and achievement in the lives of the juveniles since they managed to demonstrate learned social skills. The researcher further looked for causality, therefore the totality of each situation, and observed the participants without communicating with them. A more comprehensive understanding of the role of educators in enhancing social wellness in juveniles was achieved.

The researcher also managed to observe the juvenile learners involved in speaking skills, reading and writing where the researcher was focusing on the language used by the educator. However, from the two lessons observed, no written work was given owing to the nature of the subjects taught. The first one was a Shona lesson on how to write a summary which is called *Pfupiso*. Learners were able to express themselves in their mother language, the educator explained what is meant by a summary and this included not using proverbs and idioms. The lesson was full of life. The second one was a Grade 2 lesson, the subject was Family and Heritage Studies, and there was practical singing of the Zimbabwean National Anthem in groups. Learners participated actively but one group was not able to sing the anthem properly. The learners were able to identify the colours of the flag, and they have knowledge of the freedom fighters that brought liberation in Zimbabwe. Adopting observation as one of the data collection tools proved to be of importance as it aided the researcher in observing many activities being performed in the day-to-day life of an offender. Close observation helped the researcher to get the participants' experiences, expressions of body language, which may indicate comfort and discomfort like frustrations and anger (McMillan & Schumacher, 2014). The researcher observed closely the way the juveniles interacted with their peers, educators, prison officials and visitors. Observation was done for two days.

### **3.8 Data analysis**

Badenhorst (2008) asserts that in research, data analysis depends on the perspective taken by the researcher. This means that the way one collects both primary and secondary data and how it is interpreted is influenced by how one sees the world. Data analysis is used to

communicate ideas derived from trends identified in the information gathered. Hence, data analysis was done as soon as data were collected to confirm that all the pertinent data was used in the research. Concept developments were interpreted immediately after data collection, with the same colours attributed to codes with the same meaning. McMillan and Schumacher (2014) describe data analysis as an inductive process of categorising information and identifying patterns and relationships within the categories. This may involve combining themes or grouping the data into different codes using literature review-derived theoretical constructs.

McMillan and Schumacher (2014) attest that a theme is an explanation on the findings of the research derived from the categories that are created. These themes were generated through the coding process. The same authors further postulate that analysis involves “breaking up” the data into manageable themes, patterns, trends, and relationships. Therefore, the aim of the analysis is to understand various elements of one’s data or to establish themes. It is a process of reducing data to a story and its interpretation. Similarly, Creswell (2014) explains that analysis of data entails making of the raw data, interpreting and theorising it. Hence, it is crucial for the researcher to interpret raw data. Data are meaningless if there is no interpretation. Qualitative analysis was used since it was easy to access and works on one level of meaning which is the meaning of data text. The analysis procedure employed fits with the methodological position of the study. Data were coded and analysed by the use of content analysis, and the steps suggested by Henning et al. (2010) were followed. Data were prepared, followed by a peer check of a sampled interview and questionnaire. The text in the sampled portion was coded and categorically clustered. Placing the relevant clusters under scrutiny, this eventually formed the themes in this study.

### **3.8.1 Open-ended qualitative questionnaire analysis**

The researcher categorised data and organised it according to patterns and themes that developed from the data. The researcher read the data gathered from qualitative questionnaires and made sense of the data into

themes and patterns. Each participant's questionnaire was given codes and the researcher made a table for each question. Responses of the qualitative analysis from the questionnaire should relate to the questions in accordance with the questionnaire schedule (Henning et al., 2010). The results of the qualitative analysis from qualitative questionnaires should be in agreement with the aims of study, related theme and theoretical framework. After familiarisation with the data, the researcher came up with preliminary themes, which then informed colour codes.

### **3.8.2 Interview analysis**

Semi-structured interviews were carried out. The researcher read all data from interview transcriptions to confirm that data were precise and made some accompaniments where essential (Creswell, 2009). The researcher used thematic content analysis method to identify issues that related to the research aims and objectives. This was done by coding the data using six sequential phases to identify meaningful patterns (Creswell, 2009). The first phase involved the gathering, preparation and generation of data from interview transcriptions. This was followed by a critical analysis of the generated data so that the researcher familiarised herself with it. The third phase involved the search for distinct themes within the data through codification and categorisation. Phase four involved the review of identified themes, followed by the interpretation of the findings in phase five, and the drafting of a comprehensive report in phase six. Therefore, understanding the various elements of raw data through interpretation and theorising leads to the identification of a cohesive story based on the established themes (Creswell, 2009). The research divided the data into small units of meaning. This was systematically named per unit coded according to the meaning allocated to specific themes. The research converted the raw data collected through interviews to final patterns of meaning. The assumption is that one would arrive at a set of valid findings largely to the stringent application of the method of coding and categorising.

The process of analysis qualifies the categorisation of issues identified into themes to support the analysis (Creswell, 2009). The researcher



continued with the analysis until recurring themes identified and these themes were reconnoitred further. Since it is a qualitative research, data reported using direct quotes at times in the analysis so that the researcher and the reader would not distort meaning. This method of analysis was used to analyse the data collected through qualitative questionnaires, interviews and observations. All the responses were evaluated to see how they closely relate to the objectives of the study. Statements of particular relevance during the writing of the research were directly quoted from the interview responses as well as from the answers to the questionnaires. There is also need to examine constantly the relevance of certain issues raised in the interviews.

- The researcher used thematic content analysis to identify emerging patterns and establish themes from educators' questionnaires.
- The researcher analysed and deduced themes from juvenile offenders' observation and interviews.

### **3.8.3 Observation analysis**

The researcher looked for causality, scrutinised as she observed all the participants' behaviour. Therefore, the totality of each situation and tried to understand what was happening. This included a close observation on the behaviour and patterns of the participants without communicating with them. The researcher observed the educators activities such as teaching, records and the way they interact with learners. On the other hand, learners' attitude towards learning in class was observed and their participation was quite impressive. Maree (2016) highlights that it is crucial to analyse the attitudes, understanding and perceptions of participants so that meanings of a specific phenomenon is recognised. This helped the researcher to look for hidden meanings and this is ideal since the researcher obtained a valid analysis of relevant issues. Themes that emerged from observation are learners' interest in social skills, the interaction of juveniles with educators, the way juveniles interact among themselves, and how juveniles interact with visitors.

### **3.9 Trustworthiness of the study**

It was vital to ensure trustworthiness of the qualitative research of this current study. The researcher used the four criteria method introduced by Guba and Lincoln (2005) to determine the true value of qualitative research. Creswell (2014) further assert that in qualitative research, trustworthiness defines the accuracy of findings from the researcher.

#### **3.9.1 Dependability**

Guba and Lincoln (2005) postulate that dependability is when findings are consistent and they can be repeated. Therefore, dependability entails that the research shows the same findings when it is repeated with similar participants in the same contexts. It is done to ensure that the research is trustworthy. In this research, the researcher verified data to check whether it agreed with emerging themes from the participants' information. Dependability aims to ensure that findings are reliable. Hence, the researcher engaged the supervisor and experts in the field to check the work to assure dependability of the study. This means the supervisor gave guidance throughout the research and experts in the field examined it. If the work is repeated with the same method; same participants with the same context and similar results would be obtained assuring dependability (Hanson & Tong, 2018). Therefore, the researcher assured dependability by documenting the research process in a consistent and well-organised manner.

#### **3.9.2 Credibility**

The prolonged engagement of the interviewer with the participants ensured credibility. The researcher had to spend time with participants at the correctional centre, observing how they interacted with each other and engaging with educators and juvenile learners. According to Guba and Lincoln (2005), credibility seeks to determine how corresponding the findings are with what was being observed. Babbie and Mouton (2011) concur that a credible criterion involves establishing that the results of the qualitative research are credible or believable from the perspective of the participants in the study. Therefore, credibility is a component of data trustworthiness. The researcher ensured credibility by allowing

participating educators and juvenile learners to check on the results before the final compilation of the information gathered.

### **3.9.3 Conformability**

Mouton and Babbie (2007) postulate that conformability entails establishing that data and interpretations of the findings are not illusions of the inquirer's imagination, but are clearly resultant from the data. To ensure conformability, steps were followed to ensure that the research findings were the results of the ideas and experiences of the informants rather than the researcher. The findings and an interpretation of the collected data was internally coherent. Bias is inevitable; hence, the role of triangulation in promoting conformability must be emphasised. Nevertheless, the researcher remained neutral and did not manipulate the research.

### **3.9.4 Transferability**

Transferability is when the findings are applied in a similar or other context (Mouton & Babbie, 2007). This refers to whether the findings of one study can be applied to other situations. Therefore, in the context of this study, the role of educators in enhancing social wellness in juvenile offenders, the researcher gathered adequate information to enable readers of the research report to develop thorough understanding of the methods and their effectiveness. Since the study is limited to one correctional centre, the researcher made a description of the research findings.

## **3.10 Ethical considerations**

There are ethical codes to consider in collecting data needed, when one is conducting research. Babbie and Mouton (2011) assert that ethics committees have the responsibility to assess research proposals for any ethical dilemmas when studying human beings. The same authors go further to say that scientists have developed codes of conduct to regulate the behaviour of members of the scientific community. Such codes of conduct are usually enforced through universities, professional societies and associations to mention a few. The researcher conformed to ethical requirements of the University of South Africa (UNISA) on the rules for

ethical clearance and the process to follow. The College of Education at UNISA granted ethics clearance and the permission to conduct research to the researcher. Therefore, the research is of high quality. The researcher presented the results fully and without plagiarism therefore representing the ideas of other people unethically. Verifying research evidence is vital, and using sources ethically. Ethics concerns what is right and wrong in the conduct of research. The ultimate goal of all science is the search for truth. Hence, the researcher tried to search for the truth from the participants. Braun and Clarke (2013) posit that research ethics encompasses the researcher's relationships with the participants, the academic community and the world where the research is taking place. The researcher took into contemplation the four principles that embrace ethics; namely, respect, competence, responsibility, and ethics (Braun & Clarke, 2013).

### **3.11 Permissions**

One of the ethical issues that the researcher took into contemplation was attaining informed consent. According to Henning et al. (2010), all participants should be provided with written consent by the researcher before taking part in any research study. This means the researcher explained everything to the participants to enable them to decide if they wanted to proceed with the study. The researcher informed the participants that their participation in the research was voluntary and one is free to withdraw without any negative forfeits. The researcher informed the participants about the collected data that it would be kept in a password-protected computer.

### **3.12 Human rights**

Respect of the rights of people is essential in research. The research considered the rights of all participants, irrespective of gender, age and social status. The researcher respected the participants by keeping confidentiality in the context of this vulnerable group. Human rights are one of the legal regulations set by the Code of Ethics for Research Workers prepared by the Polish Academy of Science (Science ethics

Committee of the Polish Academy of Science, 2017). Accordingly, the information from the participant should be protected.

### **3.12.1 Anonymity**

McMillan and Schumacher (2010) postulate that researchers are not fortified to identify participants by their real names in research. Therefore, the researcher ensured that there is no gathering of identifying information of the participants and instead used pseudonyms to maintain anonymity. Hence, the readers do not know real identification of the participants involved in the study.

### **3.12.2 Privacy**

Maree (2016) speculates that it is the role of the researcher to make effort so that trust is gained from participants to disclose information to a stranger. After disclosure, it is the responsibility of the researcher to ensure that identities and private information remain confidential. The researcher kept the secrets and did not disclose personal information of participants to the public.

### **3.12.3 Acceptance and access**

The researcher sought for permission to conduct research in prison from the responsible authority. Prior to conducting the study, the researcher applied for ethics clearance from the university. Creswell (2009) asserts that the school programme must not be interrupted; hence, it is fundamental for the researcher to communicate with the ones in authority before going to the correctional centre.

### **3.12.4 Competence**

The researcher has knowledge about the professional ethics and standards of ethical decision-making (Maxfield & Babbie, 2014).

### **3.12.5 Confidentiality**

Babbie and Mouton (2011) maintain that confidentiality involves limiting the access to the identities of participants and private information and confirming that those who have access make an undertaking to maintain confidentiality. Therefore, confidentiality refers to decisions about people who have access to research data, how records will be kept, and whether

participants will remain anonymous. Assurance was given to the participants that no information was to be disclosed. The researcher also assured the participants that only the supervisor and the researcher would have access to research data and that the data would be used specifically for the study and confidentiality of results are kept at all costs (Creswell, 2009). The researcher also informed participants of the limitations of the study.

### **3.13 Summary**

Chapter Three discussed the research methodology that the researcher engaged in addressing research questions that were outlined in Chapter One. The study was piloted from an interpretive paradigm to get the perspectives and opinions of educators' role in enhancing the social wellness of juvenile offenders. Data collection was done by the use of self-administered qualitative questionnaires, observation and semi-structured interviews. The next chapter entails research findings and data analysis.

## **CHAPTER FOUR: DATA INTERPRETATION**

### **4 Introduction**

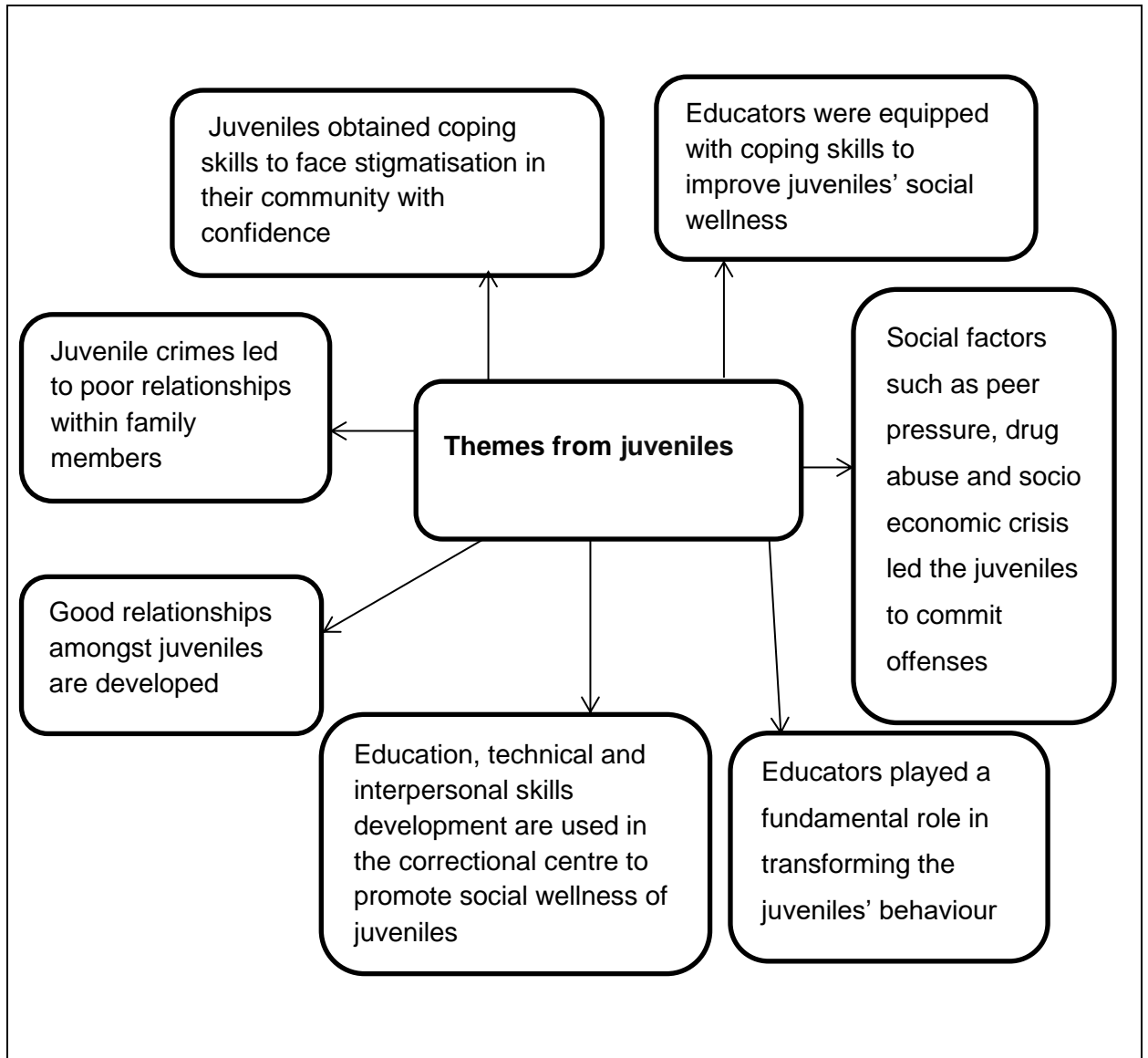
Chapter Four focuses principally on the findings of the study, that is, on data analysis and interpretation. The research questions in Chapter One were used to come up with the findings of the study at hand. The researcher further presented data interpretation within the context of the participants' natural settings. Therefore, quotations from participants were used to confirm the descriptions from conducted interviews. The themes that emerged from interviews with juveniles are presented. The researcher also evaluates themes that emerged from interviews with educators and questionnaire administered. These themes assist in addressing the research questions, which underpin this study. Lastly, observations from both learners and educators are also presented.

#### **4.1 Interview with learners**

Juvenile offenders were asked questions on their way of life, and how they interact among themselves, with educators and with visitors. The following themes emerged from interviews with learners:

- Educators were equipped with coping skills to improve juveniles' social wellness
- Social factors such as peer pressure, drug abuse and socio economic crisis led the juveniles to commit offenses
- Educators played a fundamental role in transforming the juveniles' behaviour
- Education, technical and interpersonal skills development are used in the correctional centre to promote social wellness of juveniles
- Good relationships among juveniles are developed
- Juvenile crimes led to poor relationships within family members
- Juveniles obtained coping skills to face stigmatisation in their community with confidence

Diagram 4.1: Representation of themes from interview with learners



**4.1.1 Theme 1: Educators were equipped with coping skills to improve juveniles’ social wellness**

Findings of the study revealed that educators in the correctional centre play an important role in the overall rehabilitation process of juvenile offenders. The study shows that educators in the correctional setting work hard. What learners said during interviews demonstrated the hard work of educators. For instance, participants 1 and 3 said the following:

Participant 1: *“Educators give and provide us with education and sports as they look for donors.”*



Participant 3: *“Help us to rehabilitate through getting counselling and education.”* It is clear that offender learners are able to identify areas that benefit them from their educators. The saying, education is power is indeed true. Hence, it meets the basic human needs and this has been attested to by several juvenile offenders when asked about the role of educators and how they perceive social wellness.

Participant 4 and 8 went on to say, *“Education gives knowledge, good behaviour and respect. Also good relations were created to live positively in and out of cells”*. Responses given demonstrated that the educators in correctional centres are working hard to enhance the social wellness of juvenile offenders. Learners were able to identify areas needed to acquire social wellness, which include inducing good behaviour, imparting knowledge and living positively. Learners cope well in learning together as a group as educators use different strategies to improve social wellness. Teamwork is reinforced and learners are able to share each other’s life experiences. This learning approach entrenches the ability to be helpful to each other and better interpersonal skills. The participants supported this when they said, *“There is team work as we teach one another different languages and this brings us together”*. Learners enjoyed diversity in teaching, as some would have negative attitude towards education. The learners learn more when they interact within themselves and when they are being motivated just to mention few strategies. One would therefore argue that group learning is more effective in fostering social wellness to the juvenile offenders.

Many of the juveniles appreciated that education obtained in correctional centres promotes social wellness. The evidence was that some of them could now read and write can obtain ordinary certificates and have been equipped with skills that will facilitate smooth reintegration into the community. Through learning technical subjects like agriculture, carpentry and building, education can create employment for juvenile offenders after incarceration. This is supported by Gumi (2014) who indicates that prison education is essential for one to require employment and improves an individual’s behaviour. However, different skills are

taught at different stages at the correctional centre; for example, those at higher level and not primary level because of the advanced literacy level requirements only do motor mechanics. During interviews with educators, it was also indicated that some juveniles have excelled in their studies to university level and this should be applauded. This suggests that educators have imparted academic and social skills to enhance social wellness in juveniles, and now they can work on their own, seek employment, have respect for others, work as a team, have hope and can face the future with confidence. It is clear that in a correctional school, offender learners are able to identify areas that benefit them from their educators.

#### **4.1.2 Theme 2: Social factors such as peer pressure, drug abuse and socio-economic crisis led the juveniles to commit offenses**

Several juveniles learnt misconduct by imitating other peers and the community is the main source of anti-social behaviour. According to ecological theorists, the environment or location can be either criminogenic or protective (Hagan, 2012). This means that intervention strategies in any community play an affirmative role in restricting undesirable behaviour.

Crimes committed by juveniles at the correctional centre include rape and theft. All of the juveniles interviewed had committed crimes for the first time and their sentences ranged from one year to seven years. The juveniles gave different reasons for committing crimes, and these include peer pressure, having fun moments, under drug influence, economic hardships, attacked by evil spirit and lack of parental guidance. For instance, participants 2, 7 and 10 echoed the following same sentiments pertaining to the question on what caused you to commit the crime. "*Peer pressure and drugs are the main factors which cause one to commit crime*". The other participants resonated that "*having pleasure in driving, poor background and staying with a harsh step mother also contributed to the committed crimes*". This has revealed that some juveniles committed crimes because of the people surrounding them who had bad

influence and some of them became gangsters. Therefore, it is the role of parents to monitor what kind of friends associate with their children. Some juveniles were involved in theft owing to harsh socio-economic situation in Zimbabwe. However, the juveniles indicated that they will never be the same again and they would appreciate the second chance of getting education since education is a fundamental tool.

All of the ten juveniles interviewed were incarcerated for the first time, and this reveals that recidivism is not a common phenomenon among juveniles at this correctional centre. Some of the responses from interview guide for educators also indicated this when they said that re-offending is not common because of the role played by educators.

Drugs act as a catalyst for crimes. Hence, there is a relationship between the use of drugs and crime. Some of the juveniles pointed out that they committed the crimes under the influence of the drugs, evil spirits and peer pressure. Some juveniles stole cars just for the fun part of it. Sampson and Gartner (2017) stated that car theft is generally perpetrated “for the fun” by juveniles and they do not plan to sell or keep it. However, one of the juveniles stated that he stole the car because he wanted transport to move around with because rural areas are far away from each other.

Another factor is the variable of family structure, where there is lack of discipline and supervision to the extent that some parents do not monitor who plays with their children. Problematic families for juveniles include child and grandparents headed families. Juveniles in such families are often orphans. Eventually, this can lead to anti-social behaviour and juveniles end up committing a variety of crimes.

#### **4.1.3 Theme 3: Educators played a fundamental role in transforming the juveniles’ behaviour**

The research findings reveal that educators are change agents, and that they play a very crucial role in augmenting wellness in the lives of juveniles. The juveniles viewed themselves as changed individuals by the

way they interacted with one another, educators, officials and visitors. Spiritual programmes have totally changed the lives of the juveniles through the preaching of the word of God by the chaplain at the centre and pastors who are invited to preach. The juveniles also share the word of God, encourage one another, sing Christian songs and pray. Spending time with visitors who come to preach the word of God is also crucial in changing the behaviour of juveniles.

The responses given by the juveniles astounded the researcher that project a positive life outlook and the ability and willingness to share. Juveniles were able to demonstrate love for one another and knowledge of good and bad, and encouraging one another through sharing the word of God.

*“Transformation of juvenile’s behaviour is important as it helps to live positively with others at the correctional centre and after incarceration. In addition, behaviour is being modelled and the juveniles can share the word of God and issues of life among themselves” (Participant 1, 2 and 8).*

The change of behaviour was demonstrated by the way they interacted, their performance in class and how they spend their time. All these contributed to enhancing social wellness in the lives of juvenile offenders. Good behaviour is very crucial to facilitate reintegration in the community. Hence, most of the juveniles promised to go out as reformed people. Prison can therefore be considered as a place for one to reform and be prepared to live positively as one reintegrates into society.

#### **4.1.4 Theme 4: Education, technical and interpersonal skills development in the correctional centre to promote social wellness of juveniles**

Education is a tool of transformation, and plays a vital role in rehabilitating juveniles in correctional centres. Nevertheless, formal education is not the only way to ensure transformation; there are many informal skills that can be acquired. These include respect, cooperation and positive interaction in the prison and outside the prison, physical

activities like sports, creative skills like carpentry and plaiting hair. Here are some responses from the juveniles:

*“Education plays a fundamental role in developing different skills such as agriculture, poultry, welding, respect, problem solving, communication skills and many others”* (Participant 1, 3, 7 and 9).

From the responses, there is an indication that many juveniles spent their free time on social activities, which help to enhance social wellness in their lives. This is in line with Gumi (2014) when he argues that prisons should be places where constructive activities take place and bring reformation to people. Activities like sports do not promote anti-social behaviour hence they will not likely to re-offend, as sports generally enhance teamwork and cooperation.

It is worth noting that it is the educators' responsibility to develop skills in juveniles to be able to make the right decisions, solve problems such as anger management and create employment. The acquired social skills promote the ability to function in a team, behavioural change and moral values. It is the role of education to develop social skills in juveniles as rehabilitation process takes place. Programmes such as agricultural, vocational, educational, life skills, psychosocial therapeutic have been established to improve the social wellness of offenders in Zimbabwean prisons. Kusada (2014) concludes that acquisition of new skills will likely result in lesser violence and delinquent behaviour in one's life.

#### **4.1.5 Theme 5: Good relationships among juveniles are developed**

The study's findings demonstrate that the juveniles have developed good interpersonal relationships, can share their problems, the word of God, sing and play together. The openness and common problems the juveniles have created a sense of family among them. Besides the juveniles indicating that there are good relationships among them, interviews with the educators proved that, juveniles indeed, have good relationships with other inmates.

The new curriculum in Zimbabwe, which introduced Family Religion and Moral Studies emphasises the Ubuntu concept that a person is a person through other people. The teaching of such curriculum has enhanced positive relationships among juveniles, who consider one another as family. This is evident in what participants said for instance, participant 10 said: *“Living as a family is good since we share problems and ideas”* in responding to the question how is your relationship with other learners?

The juveniles are classified into stages depending on the time they have stayed at the correctional centre and the nature of the crime they committed, the stages range from A to D classes. Class A are those who are about to be released and can work freely and go out of the prison without escort. Class B can work outside prison with escort while C and D are not allowed to go outside the prison. They are accommodated in their respective classes. During the day, they interact with others and they are able to work as a team.

#### **4.1.6 Theme 6: Juvenile crimes led to poor relationships within family members**

The study indicated that various crimes committed by the juveniles were because of disharmony in the families, and the juveniles indicated that they realised their mistakes and would be reformed. Lack of parenting and child-headed family led the juveniles to commit various crimes. Specific problems caused by juvenile crimes in families include creation of family rifts, breakdown of trust and general relations. This goes well with some of the responses from the different participants who stipulated that the juveniles' families were affected by the crimes they committed and they have no good relations with the family.

In particular, participant 1 said, *“It was the first time in the family to commit crime, the family was hurt and they do not even visit me”*.

It is clear that education given at the correctional centre, together with religious interventions from the Chaplin and Christian ministries visitors gave hope to the juveniles, who clearly show regret for the behaviours

and crimes they are engaged in. The juveniles view themselves as reformed people who can face their family members with confidence. It can therefore be inferred that reoffending may not be a common phenomenon.

#### **4.1.7 Theme 7: Juveniles obtained coping skills to face stigmatisation in their community with confidence**

Juvenile offenders believed and acknowledged that life in the correctional centre has equipped them to face the community despite being stigmatised. However, they are aware their families express that stigma through negative “labels”, blame apportionment, and acceptance of them and to some extent as well. Stigma may be based on mistrust.

What participant 5, 6 and 9 stated confirms this. They said, *“We are being labelled by the community. Community blames the family, sees a bad person and loses trust in that person. Also the family is not accepted by the community and the community not accepting me”*.

It is therefore vital to assist the offenders appreciate the seriousness of their offences, the impact of crime on society, and the need to transform. Majority of the juveniles believe that their behaviour has changed, and are able to tell the difference between good and bad, acceptable and unacceptable societal conduct. The teachings in detention have enabled the juveniles to appreciate the seriousness of crime, its consequences, and the need to transform to be better citizens.

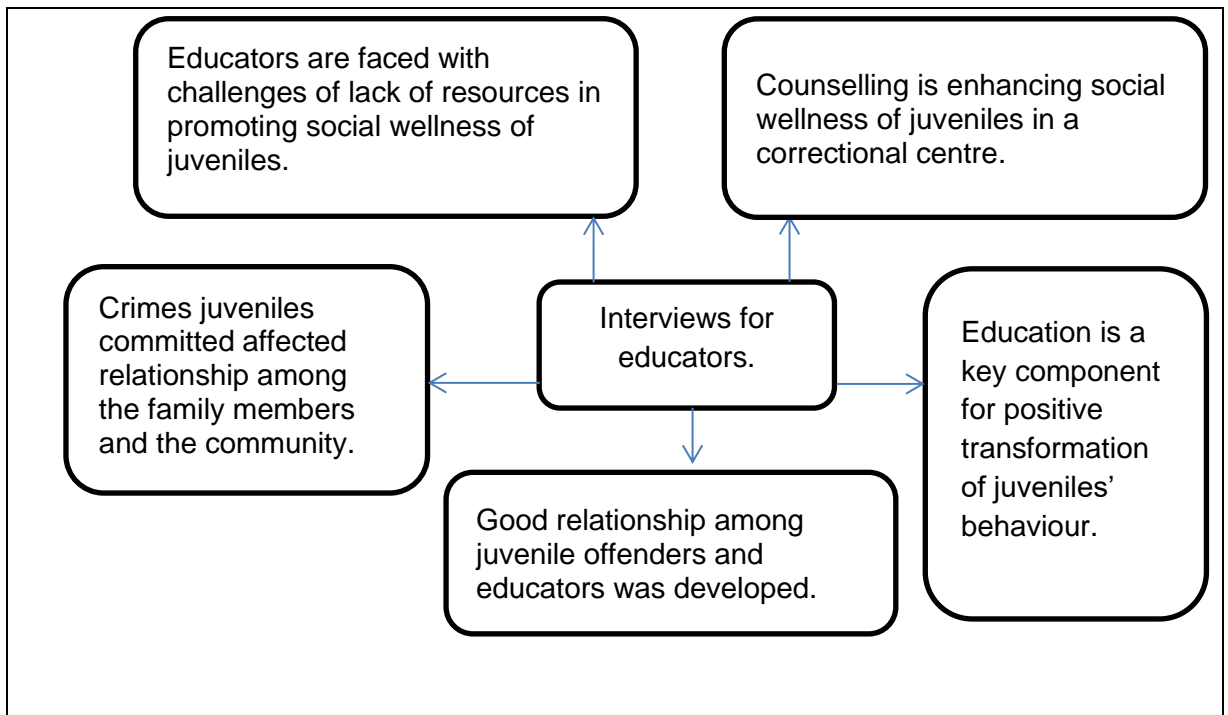
## **4.2 Interview with educators**

Themes that emerged from interviews with educators are as follows:

- Counselling is enhancing social wellness of juveniles in a correctional centre
- Education is a key component for positive transformation of juveniles’ behaviour
- Good relationship among juvenile offenders and educators was developed

- Crimes juveniles committed affected relationship among the family members and the community
- Educators are faced with challenges of lack of resources in promoting social wellness of juveniles

Diagram 4.2: Representation of themes from interviews with educators



#### 4.2.1 Theme 1: Counselling is enhancing social wellness of juveniles in a correctional centre

Counselling plays a vital role and is more effective when done by rehabilitated ex-convicts; for example, students from the nearby Midlands State University (MSU). The study revealed that counselling by ex-convicts who have integrated well in communities prepares the ground and renders the work of educators in counselling and motivating the juveniles in detention easy. The ex-convicts easily become reference points and role models for the incarcerated juveniles. Therefore, it becomes easy for the educators to counsel and motivate the juveniles as they refer to former efficacious inmates. Counselling improves behaviour. This confirmed what the educators stated during interviews. Three participants out of five said that behaviour is enhanced through counselling. For instance, participate 2 stated that “counselling improves



one's behaviour". Participate 4 also pointed out that "educators use counselling to enhance social wellness". Participate 5 echoed that "counselling in the correctional centre brings transformation".

It is the role of the educator to impart academic knowledge. Counselling when administered, as part of learning, is an effective tool for bringing transformation in the lives of juveniles who may face numerous challenges. Counselling at the correctional centre helped the juveniles to deal with anger management, building hope, confidence and equipped them to handle stigmatisation. Hence, the educators used counselling to augment wellness of juvenile learners at the correctional centre. This suggests that motivational speakers and counsellors are essential in the lives of the offenders in the fulfilment of their social and academic needs.

Different techniques are being used by educators to instruct learners and these include using hands-on approach, child-centred approach, using mother language, group work, the teaching of Ubuntu, counselling, sports and the application of the new curriculum for example Family Religion and Moral Studies (FAREM), which focuses on Ubuntu. The learners are encouraged and guided in working independently in solving problems. It is clear that in the correctional centre, several strategies are used promote social wellness.

#### **4.2.2 Theme 2: Education is a key component for positive transformation of juveniles' behaviour**

This correctional centre as an institution has discipline standards for juveniles. An example is a concept they call "remission", which means if one behaves well, they will reduce the period of sentence. Correcting and transforming juvenile behaviour is a collective and interactive effort from educators, counsellors, chaplains, church members, and rehabilitation officers. The teaching and preaching of the word of God is central to the objective of transforming juvenile behaviour at the centre.

This is evident in what participants said, for instance, participant 1 said, "*Educators provide academic education for the learner to see real life*".

Participant 4 resonated that *“Educators socialise with the juveniles and they are open to the juvenile learners so that they can interact well with others”* in responding to the question, “What role are you playing as an educator to improve the delinquent behaviour of a juvenile offender?”

Participant 3 and 5 who have the same opinion concerning the question, “On what is the attitude of the juvenile learners towards learners in the correctional centre”. *“Most of the juvenile learners have negative attitude, need to be forced and motivated. Learners have negative attitude towards learning being assisted”*.

However, participant 1 had a different perception and highlighted that *“The learners have good attitude, seeing through their performances”*.

The study indicated that most of the juveniles have a negative attitude towards education. Hence, the educators need to be very patient with such until they understand the importance of education. Attitudes can affect a person’s behaviour positively or negatively. The more positive the attitude of a person toward something, the more likely the person will be willing to perform that task. Juveniles may not always be aware of their attitudes, or the effect thereof on their behaviour.

The responses of those interviewed showed that attitude plays a role in modifying behaviour of juvenile offenders in the correctional services. Negative attitudes are corrected through counselling. Education and individual counselling are key ingredients in positively transforming juvenile behaviour in preparation for reintegration into society. Good behaviour reduces commission of crimes by the juveniles through early release of those who behave well. Good behaviour is inconsistent with crime; hence, the safety of the society upon the release of juvenile offenders is improved.

#### **4.2.3 Theme 3: Good relationship among juvenile offenders and educators was developed**

Educators perceive social wellness positively as it helps the juveniles to live positively during and after incarceration. Juveniles are therefore expected to maintain good relationships among themselves, and with the

educators who play an important role in their lives. This is demonstrated by what participants said during interviews. For instance, participant 5 said that *“the relationship among the juvenile offenders is good since there is interaction among themselves, educators and relatives. Generally good since it helps one to live positively”*.

Educators perceive their relationship with juvenile offenders to be generally good. Good relations among juveniles are very crucial at the correctional centre in creating a liveable environment. One of the participants said that the juveniles themselves appreciate the value of good relations, and it engenders a sense of belonging.

#### **4.2.4 Theme 4: Crimes juveniles committed affected relationship among family and the community**

This research revealed that juvenile offenders are aware of the impact of their offences and the need for good relationships among their family members and the community. Committing crime erodes trust, a key ingredient in building a relationship. Stigmatisation by the community is inevitable; hence, the juveniles have to be equipped to face, and live in the community.

This is evident in what Participant 1 said, *“There is no smooth relationship among the family members, mistrust in the family*. Participant 2 said, *“Not nurtured in a good way by the family and the family is labelled by the community”*. Participant 5 said, *“Furthermore, there is embarrassment, disengagement in the family and other children may be affected”*.

Hence, social wellness is connected with comprehensiveness, and the relationship between people and the environment. Therefore, it is vital for the juvenile offenders to consciously promote peace and harmony with self and with the community. This recommends that successful rehabilitation should enable juvenile offenders to have self-respect, respect family and positive societal values and norms. Therefore, social

wellness is appreciating life and respecting other people's values and norms.

#### **4.2.5 Theme 5: Educators are faced with challenges of lack of resources in promoting social wellness of juveniles**

While it is the role of the educators to enhance social wellness in the life of a juvenile offender, the study showed that there are several challenges they face. The juvenile offenders indicated the following responses: Participant 1 and 4 had the same sentiments when they highlighted that *"some of the juvenile offenders don't want to learn; hence, educators use minimum force. The juveniles have negative attitude towards learning"*. In addition, participant 2 said, *"there are shortages of resources and no adequate textbooks and furniture"*.

It is paramount to take note that change of attitude is very critical for learning to take place. As indicated by some participants, inadequate textbooks and furniture, as well as negative attitude towards learning are some of the challenges faced by the educators. Despite these challenges, educators are working very hard to bring transformation in the juvenile learners' perceptions and attitude towards life.

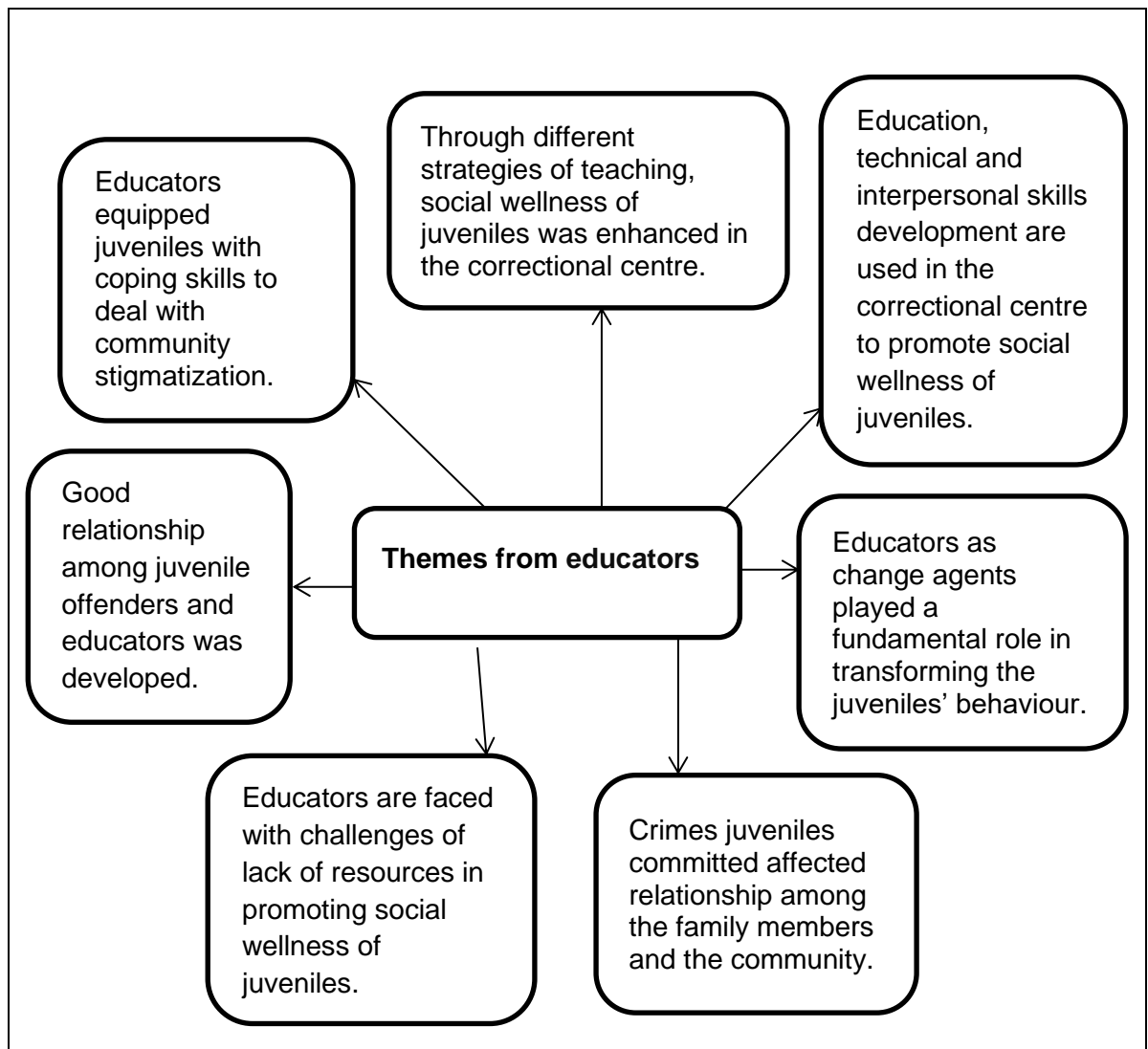
### **4.3 Questionnaires with educators**

Through qualitative questionnaires with educators, the following themes emerged:

- Through different teaching strategies, social wellness of juveniles was enhanced in the correctional centre
- Education, technical and interpersonal skills development are used in the correctional centre to promote social wellness of juveniles
- Educators as change agents played a fundamental role in transforming the juveniles' behaviour
- Crimes committed by juveniles affected relationship among the family members
- Educators are faced with challenges of lack of resources in enhancing juveniles' social wellness in the correctional centre

- Good relationship among juvenile offenders and educators was developed
- Educators equipped juveniles with coping skills to deal with community stigmatisation

Diagram 4.3: Representation of themes from qualitative questionnaires with educators



All the five qualitative questionnaires distributed were returned. The total number of the educators at the correctional centre is eight; so five was a good number to administer the questionnaires to.

#### **4.3.1 Theme 1: Through different strategies of teaching, social wellness of juveniles was enhanced in the correctional centre**

Educators promote social wellness through implementing different strategies. From the questionnaires distributed, it emerged that educators at the correctional centre use different strategies such as counselling, motivation, child-centred approach, group work and sports just to mention a few. Here are some of the responses:

Participant 2, 3 and 4 echoed the following same sentiments pertaining the question, as educators, which methods can you engage to effectively improve social wellness? Participant 2 said, *“We do this by counselling learners both spiritually and socially, this way will be educating them”*. Participant 3 said, *“There must be regular courses offered by correctional centres”*. Participant 4 said, *“We encourage learners through social interaction while sharing ideas and counselling them”*. Participant 2 and 3 also pointed out, *“Counselling juveniles and explaining to them the goodness of good relations with others is crucial and this helps us to adjust to the way we live in prison and after incarceration”*.

Counselling brings knowledge of socialisation and the knowledge of God, thereby enhancing social wellness. Educators encourage cooperation among the juveniles, which helps them share ideas and experiences, as well as live as a family, which enable them to acquire the spirit of oneness. Most participants indicated that counselling is one of the effective methods in teaching at correctional centres. Different strategies are essential in teaching because they meet the diverse needs of the different learners.

The above findings indicate that a more is being done to promote social wellness in the correctional centre. Different churches come to preach the word of God and do the counselling. The resident Chaplin is also responsible for enhancing social wellness through the word of God. This demonstrates that counselling is a fundamental tool in promoting social wellness, and evidence is reflected in the responses. Therefore, counselling helps the juveniles to live positively during and after incarceration.

#### **4.3.2 Theme 2: Education, technical and interpersonal skills development are used in the correctional centre to promote social wellness of juveniles**

This research has revealed that education in correctional centres is an effective offender rehabilitation tool, and that it improves academic wellness as it prepares one to be a good citizen during and after incarceration. Agboola (2016) highlights that education in correctional centres necessarily means studying the whole of imprisonment, which implies physical, educational, occupational, and social conditions. Consequently, the juveniles will be able to use different strategies for conflict resolution since they would have been empowered with social skills and should be able to live in the community not as foreigners as indicated by the following responses:

Participant 2: *“The educators explain to juveniles the advantages of having skills and how these skills will help them look after themselves instead of venturing into crimes”.*

Participant 3: *“Learners must demonstrate or change the way they lived before acquiring social skills, through imitating good behaviour they learn from educator”.*

Participant 4: *“Educators promote social wellness in the correctional centre through motivating activities during their learning time”.*

These findings indicate that education is a vital tool since it helps the juveniles to have self-esteem, acquire new skills and is essential for behaviour change therefore reducing recidivism. From the opinions resonated by the educators, educators promote social wellness in the correctional centres through teaching Ubuntu, which helps juveniles to respect others and abstain from criminal activities. Education plays a crucial role since it creates employment. This suggests that educators enhance social wellness in correctional centres in many ways such as, teaching, counselling, motivation, and sports just to mention a few. The educators are using many strategies and these include referring juveniles to rehabilitation officers who are specialists in counselling. The participants indicated that social wellness has been enhanced through acquiring interpersonal, social and other skills such as anger

management, respect, love, sharing, doing carpentry, poultry, gardening, weaving just to mention a few.

#### **4.3.3 Theme 3: Educators as change agents played a fundamental role in transforming the juveniles' behaviour**

Factors that caused the risk behaviour of the juveniles include peer pressure, drugs, poor background, being an orphan, and economic hardships. Nevertheless, all the participants highlighted that reformation has taken place, and that they will not be the same again. Participant 1 indicated that, "*Social background, peer pressure, and economic hardships contributed to the unwanted behaviour*". Participant 2 said, "*Juveniles may be forced to adopt bad behaviour due to the influence of other peers*". Participant 3 said, "*Poor background where most of them are orphans with no elders to look after them*". Participant 4 said, "*Lack of norms and values lead them in awkward behaviour*". Participant 5 said, "*These juveniles may end up failing to acquire right counselling and guidance due to loss of parents*".

The researcher helped the juvenile to see the importance of friendship especially while in prison, and to be wise enough when choosing friends. This suggests that although the inmates have learned misconduct through peer pressure, it can be confined as evidence by the transformation of behaviour witnessed in those juveniles who are remorseful.

#### **4.3.4 Theme 4: Crimes committed by juveniles affected relationship among the family members**

The relationship among family members is affected since the community because of the crimes committed by the juvenile offenders is labelling families. Some family members have forgiven the juveniles, and they visit them at the correctional centre. However, some family members do not visit them since they are bitter because of the crimes committed by the juveniles. This is revealed by the following responses:

Participant 1 echoed, "*Family moral is affected as the juvenile offender comes to prison*".



Participant 2 and 5 further stated “*There are no family ties or connections with the juvenile offenders and this leads to the separation of the family*”.

This also shows that social relationships among family members are strained. The responses indicate the breaking down of family ties and trust between the juveniles and their families. Therefore, the juveniles must prove to the family that they have transformed, and are prepared to restore the distorted relations after their incarceration.

#### **4.3.5 Theme 5: Educators are faced with challenges of lack of resources in enhancing juveniles’ social wellness in correctional centre**

The educator faces challenges in the process of enhancing social wellness of offenders, which include lack of stationary to use for learning, infrastructure, inadequate furniture and learning facilities and basic needs of the juvenile offenders. However, there is assistance from donors, the prison itself and the government. Participant 3 highlighted that “*Educators face challenges of resistance, especially from learners who come from families where they experience authoritative type of leadership, who may not be keen on acquiring new skills*”. It is a challenge to motivate such learners. In addition, participant 4 indicated, “*Educators face challenges of updated new curriculum material*”. There is also inadequate furniture since there is only one block allocated for secondary. It is noteworthy that the aforementioned challenges faced by juveniles are a threat to the promotion of social wellness.

Several juveniles showed that they do not have visitors except from church. The juveniles get direction in life, hope and encouragement from Christian visitors. Different donors including visitors from different churches do provide clothes, food and soap, but this is never sufficient. It was a pity to hear that some inmates may reoffend because they do not have homes to go to, and that some relatives do not want to keep them in their custody because of the crimes they would have committed. Consequently, the prison may look for the relatives or look for places like social welfare centres where people who cannot find relatives are kept by

the government. Therefore, this suggests that the government and the educators have an obligation to ensure that the juveniles' wellbeing during and after incarceration is promoted.

#### **4.3.6 Theme 6: Good relationship among juvenile offenders and educators was developed**

There is good interaction between juveniles and the educators, and the juvenile learnt more from the educators. The relationship between the juveniles and the educators indicates that there is mutual understanding between the juvenile offender and the educator. Participant 2 who said, "*Attitude is fair and I am a role model*", confirmed this.

Participant 3 goes on to say, "*It is good because that is the only way one can help these juveniles to reform by good communication with them*".

These findings indicate that interaction and relationships between educators and juveniles is cordial and premised on good moral principles, fairness and friendship to an extent; which all put together reassure the juveniles. Warm relations build self-esteem in the juveniles. Educators view themselves as role models who strive to demonstrate positive behaviours and communication.

#### **4.3.7 Theme 7: Educators equipped juveniles with coping skills to deal with community stigmatisation**

Education in the correctional centre is fundamental since it imparts social skills, thereby empowering juveniles to live positive lives after incarceration. The benefit of acquiring such skills is demonstrated by live testimonies of ex-convicts who visit the correctional facility to give motivational talks to the juveniles. Such motivation diverts their focus from criminal mind-sets to productiveness as reflected in the responses from different participants. This concludes that juveniles enjoy working as a team as they interact doing different skills. During their spare time, they like playing soccer, chess, singing, and reading their schoolwork and the Bible.

Social behavioural change is crucial for one to be accepted by the community and to become a better citizen. Most of the juveniles were

trying hard to change their behaviour to regain the trust of the community. This is evident in what participants said, for instance participant 3 suggested that *“Juveniles’ crimes lead to labelling of the family and community. The community will also lose confidence in the parental of the family”*, in response to question, “How did the crime you commit affect your family and the community?” Participant 5 indicated the same opinion, *“Labelling of the family by the community is inevitable. Juveniles have the role to play in the development of the community; hence their absence affects the development”*.

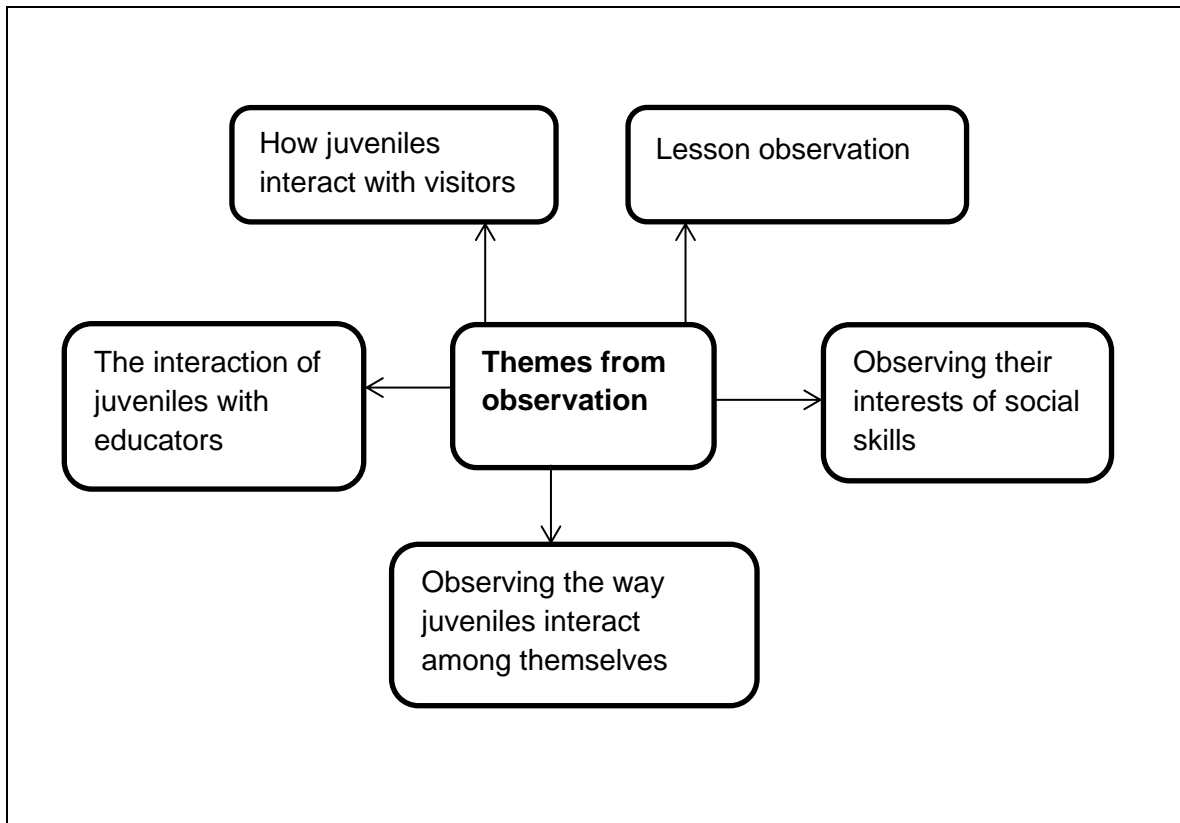
From these responses, it has emerged that most of the juveniles’ relationships with the community have been destroyed. Hence, there is need for the change of behaviour in order for smooth reintegration into the community. Most of the juveniles promised to live a positive life after incarceration, exercising the skills they have been taught and to have respect for life.

#### **4.4 Structured observation**

Through structured observation, the researcher came up with the following themes:

- Theme 1: Lesson observation
- Theme 2: Observing juveniles’ interests in social skills
- Theme 3: Observing the way juveniles interact among themselves
- Theme 4: The interaction of juveniles with educators
- Theme 5: How juveniles interact with visitors

Diagram 4.4 Representation of themes from observation



The researcher gathered data through three ways, namely, questionnaires, interviews and observations. The information collected from observation fills the gaps that are left by interviews (Henning, et al., 2004). Personal observation was very effective since the participants would not know that they are under study lest they would not have cooperated. Conducting data through observation was not difficult as the interaction with the juveniles, educators and officials was tranquil.

#### 4.4.1 Theme 1: Lesson observation

Lessons went on just like at any normal school although there were some differences since this is a correctional centre. The researcher observed the following: learning took place in cells, no 100% freedom, shortage of stationery and other teaching and learning resources. Learners fully participated since educators created a conducive learning environment. This is supported by Thomas' study (2015) which revealed that a learning situation that was relevant and authentic for learners motivated the learners. On assumed knowledge, the learners were able to contribute what they know, and this made the lessons successful. Educators

employed different strategies of teaching and learners enjoyed the child-centred method since they were much involved.

#### **4.4.2 Theme 2: Observing juvenile interests in social skills**

The researcher managed to observe some of the juveniles making door mats, gardening, fence making and plaiting extensions as part of hairdo. One of the juveniles had a unique skill in plaiting and he taught his friends, and now they are plaiting extensions and selling them. The money raised is used for their personal needs. They are even getting donors who provide these hair extensions. There is, therefore potential for using this skill to operate commercial saloons upon release from detention. Photograph 4.1 below is one of the works demonstrating the juveniles' skills in plaiting extensions. The picture is not of a participant but a doll.

Photograph 4.1 Plating skills of juveniles



#### **4.4.3 Theme 3: Observing the way juveniles interact among themselves**

The researcher observed the way juveniles interacted among themselves and later made some field notes. They allocated one another duties to cook; they shared some jokes, sang, laughed, and worked as a team. They interacted well, bearing in mind that when a person is in prison,

other prisoners will end up being friends and new family, thereby bringing some fulfilment and development of personalities. The researcher also observed that the juveniles come from different places like Mashonaland, Matabeleland and Manicaland, with different cultures and languages but they were living together as a family. This demonstrates that inmates have a common identity. Through socialisation, behavioural changes were enabled and Solvang and Haualand (2014) posit that the wheel of wellness model is vital model that focuses on work, love and friendship; hence, socialisation is enhanced.

#### **4.4.4 Theme 4: The interaction of juveniles with educators**

The researcher observed that the juveniles and the educators interacted well, and this is supported by evidence from questionnaires for educators. There were two educators with three juveniles who were plaiting. These juveniles would interact very well with the educators without any hesitation and they also accommodated the researcher. The juveniles were free to laugh and express themselves in the presence of the educators.

#### **4.4.5 Theme 5: The interaction of juveniles with visitors**

There is discipline and respect at the correctional centre. The researcher received a warm welcome as a visitor from the juveniles and managed to talk to three juveniles who were plaiting extensions. They enjoyed what they were doing, and showed to be people with direction in life. Data were gathered through asking them some probing questions such as, "Did you acquire this skill here at the centre or somewhere else?" The participant indicated that he acquired the skill before his conviction. The skilled juvenile was sharing his skills and equipping other juveniles with this skill, an act that educators encouraged as it builds teamwork.

Since the topic under study is sensitive, the juveniles may not like to disclose some information. Hence, the researcher managed to collect data through observation. The researcher was at the correctional centre observing the way of life of juveniles and educators. In general, Midlands Province correctional centre is a clean place, which is different from what

I read that some prisons are very dirty. Juveniles in this correctional school work freely, and they laugh and create jokes most of the times.

Educators work hard to enhance social wellness in juveniles and they even call each other “sekuru and muzukuru” in Shona meaning uncle and nephew, and this reduces social distance between the educator and the learner, and creates good relationships. Therefore, they can be assisted any time and social wellness is enhanced. The atmosphere is not tense, there is harmony at the centre, which was not expected by the researcher, and this reveals that the correctional centre has stopped to be a place of punishment but where behaviour is rectified.

What the researcher observed was congruent with some responses from interviews with educators. Lessons were observed and the way the educators undertook the teaching roles indicated that they were professionals. The juveniles participated freely and some of them are very intelligent but some need more time to be self-motivated in their studies and to understand what they are being taught.

Despite the fact of being inmates, the researcher saw that indeed *‘education can take place anywhere’* according to the words from one of the educators, participant 2 during the interviews. Some juveniles indicated that the place was not conducive at all for education to take place since they use cells as classrooms, and the toilet will be just next to them. Only one out of ten juveniles stated that the environment was conducive for learning because he should bear the punishment (behaviour being corrected). However, the Australian Embassy donated some money and a block with two classrooms was built for form 1-4, which they use as compost classes.

#### **4.5 Summary**

The researcher has highlighted the research findings from various themes emerging from interviews with juveniles and educators, qualitative questionnaires administered to educators and observations. The themes helped the researcher to have a clear picture of the role of

educators in enhancing social wellness of juvenile offenders. The chapter also presented an analysis of the data gathered through the instruments cited above. The next chapter will give the recommendations and conclusions.



# **CHAPTER FIVE: DISCUSSION OF FINDINGS, RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS**

## **5 Introduction**

Chapter Five discusses the research findings as well as making recommendations based on the findings and finally, give conclusions. Having reviewed the existing literature in Chapter Two, this chapter discusses both literature and research findings from Chapter Four. It focuses on the analysis of research findings and what other scholars have researched. This helped in coming up with recommendations that may improve the education system in correctional centres, and bring about positive inmate change in juvenile offenders. This study is driven by four major research questions, which were discussed with four main objectives as well. These questions were addressed separately under the themes, which emerged in this study.

### **5.1 Discussion of themes which emerged from interviews with learners**

The following are the themes that emerged from interviews with learners:

- Educators were equipped with coping skills to improve juveniles' social wellness
- Social factors such as peer pressure, drug abuse and socio-economic crisis led the juveniles to commit offenses
- Educators played a fundamental role in transforming the juveniles' behaviour
- Education, technical and interpersonal skills development are used in the correctional centre to promote social wellness of juveniles
- Good relationships among juveniles are developed
- Juvenile crimes led to poor relationships within family members
- Juveniles obtained coping skills to face stigmatisation in their community with confidence

### **5.1.1 Educators were equipped with coping skills to improve juveniles' social wellness**

At the correctional centre where the study was carried out, education has a positive effect in the life of juvenile offenders and this supports the promotion of social wellness. Offenders acknowledged that educators through education in the correctional centre assist in behavioural change, having hope in life and helps attain life skills. The social skills include decision-making, positive communication, respect, and sharing. This resonates well with Kusada (2014) who echoed that programmes such as life skills, agricultural and vocational skills enhance the social wellness of the juvenile offenders. This shows that educators play a vital role in developing social skills of the juveniles. The findings show that educators at the juvenile correctional centre use different teaching approaches that empower the juveniles with coping skills during their incarceration period and after incarceration.

With regard to subjects taught in the correctional school, the learners presented that they enjoy doing activities like sports, where they interact well and feel that they are a family. Chang (2003) postulates that physical fitness and health style habits have been reported to lower the risk of death from diseases and lower the risk of cardiovascular disease. At the same time, they increase alertness, improve muscle tones, strengthen joints and bones, promote personal functioning and mental health, decrease the severity of physiological responses to stress and elevate mood. Therefore, physical exercise help in stress reduction, and this is crucial in the life of the juveniles since they encounter stressful situations. Furthermore, the current findings prove that the educators provide academic knowledge and career guidance to the juvenile offenders. However, some offenders have a negative attitude towards education; hence need motivation and different strategies of learning. It was noted during the study that some inmates who came to the correctional centre were not able to read or write, but with the role played by the educators, social wellness was enhanced.

### **5.1.2 Social factors such as peer pressure, drug abuse and socio economic crisis led the juveniles to commit offenses**

Findings on the current study revealed that social background, economic hardships, and peer pressure are the main factors which caused the juvenile offenders to commit crimes. A number of the juveniles learnt misconduct by imitating other peers and the community is the main source of anti-social behaviour. According to ecological theorists, the environment or location can be either criminogenic or protective (Hagan, 2012). This means that intervention strategies in any community play an affirmative role in restricting undesirable behaviour. Some took drugs thinking it would drive their problems away since they never had anyone to share with. Gafor (2014) asserts that there are four parenting styles, namely, authoritarian, authoritative, permissive, and uninvolved. These parenting styles play a major role in constructing a child's behaviour as he or she grows. Scholars such as Gafor (2014) stipulates that parents that are uninvolved in their children's lives may lead to the children not having morals, and they end up doing whatever they please. Some end up abusing drugs, some bully others and some have attention seeking behaviours that maybe unpleasant in the society. Those that come from authoritarian parenting styles end up being very rebellious, or even getting deviant since they do not have a say in what their parents tell them to do. The researcher recognised that finding out more on parenting styles helps in understanding the kind of behaviour exhibited by most learners.

Furthermore, the learner participants in this study reported that peer pressure was a major contributing factor to committing crimes also presented it. Peer pressure is said to be driven from the social set up. In other words, the society generates pressure that may trigger certain behaviour in a juvenile, be it positive or negative behaviour. This peer pressure caused the learners to steal cars without the main intention of doing that. Hence, when asked the real purpose of stealing the car, the response was that they found fun in doing what they were doing, and they desired to have something they felt they could not afford; for example, driving a car without a license just to prove a point and in the

process they were arrested. Drugs act as a catalyst for crimes; hence, there is a direct relationship between the use of drugs and crime. Therefore, some of the juveniles committed the crimes under the influence of the drugs and peer pressure. Some juveniles stole cars just for the fun part of it Sampson and Gartner (2017) stated that car theft is generally perpetrated “for the fun” by juveniles, and they do not plan to sell or keep it.

Different reasons for committing the offenses were given by the offenders, and globally it has been said that there is an increase in crime among the juvenile offenders (United Nations, 2003). From the researcher’s assessment, peer pressure is almost inevitable, especially with the younger generation. Some juvenile offenders committed crimes not because they had bad morals, but because they just felt they needed to have fun and be spontaneous occasionally, and in the process, they got carried away. It also came to the researcher’s attention that the environment also played a part in influencing juveniles since behaviour is a product of the environment. Blume (2017) concurs that offenders are not responsible for their behaviour, but their behaviour is a response to the factors and experiences in the social environment which one has no control of. Therefore, there must not be a room for punishing the juvenile delinquent. Henceforth, a family and educators play a significant role in one’s life, and these offenders need proper parenting skills for them to be better citizens.

### **5.1.3 Educators played a fundamental role in transforming the juveniles’ behaviour**

The research findings confirm the fundamental role of educators in enhancing the social wellness of juveniles. Their role in the correctional centre under study is transformative in nature. This research reflects that several juvenile offenders believed that they were now reformed owing to the education and counselling they received at the correctional centre. The skills taught include problem solving, conflict resolution, anger management, decision making and respect for self. These skills help one to live in harmony with others in the correctional centre and the

community thereby lowering recidivism. The educators confirmed that the juveniles had learnt more during incarceration, and that they were promising to live a positive life during and after incarceration. This is in line with the Department of Correctional Services (2012) which state that an offender must be remorseful for his wrong actions and he is willing to change. There is also an indication that the church played a vital role in transforming the behaviour of the juvenile offenders. According to Ngoro and Rupande (2014), correctional centres should facilitate positive behaviour in the lives of offenders and not treat them in such a way that they will be worse than before.

This compares well with Zimbabwe prison service's mission statement, which says that the Zimbabwe prison service is responsible for protection of society through the incarceration and rehabilitation of offenders for their successful reintegration into the society while exercising safe, secure and humane control. However, one of the correctional centres in Zimbabwe has a name that implies that one should feel the pain while in incarceration, but it was noted that transformation has prevailed, and the place is no longer a prison but where wrong behaviour is corrected.

The research findings show that juvenile offenders preferred practical subjects such as Carpentry to academic subjects that are more theoretical such as Mathematics. They believe that practical subjects will give them the edge and give them a critical skill, which may as well help them after incarceration as compared to academic subjects that require a high intelligence quotient. However, some juveniles are doing well in both practical subjects and academic subjects.

These skills help them enhance their self-esteem, which forms the core of social wellness. The fact that they give them a rare and critical skill makes learners feel unique and special, and prepare them for social reintegration. The study revealed that education in correctional centres plays a vital role since it enables the juvenile to develop more as an individual, even for future purposes. The skills help them fit in well and

help them feel like they are good citizens who deserve a second chance in the community; hence re-offending will be evaded.

#### **5.1.4 Education, technical and interpersonal skills development are used in the correctional centre to promote social wellness of juveniles**

The study confirms that education is a tool of transformation, and plays a vital role in rehabilitating juveniles in correctional centres. Nevertheless, formal education is not the only way to ensure transformation; there are many informal skills that can be acquired for the social wellness of juveniles. These include respect, cooperation and positive interaction in the prison and outside the prison, physical activities like sports, creative skills like carpentry and plaiting hair. Programmes such as agricultural, vocational, educational, life skills, psychosocial therapeutic have been established to improve the social wellness of offenders in Zimbabwean prisons.

From the responses, there is an indication that many juveniles spent their free time on social activities, which help to enhance social wellness in their lives. This is in line with Gumi (2014) when he states that prisons should be places where constructive activities take place and bring reformation to people. Gallant et al. (2014) also postulate that sports provide inmates with a sense of belonging, achievement and self-expression, reduces tension, arguments among inmates themselves and officials. Sports do not promote anti-social behaviour; hence, they will not likely to re-offend, as sports generally enhance teamwork and cooperation. It is worth noting that it is the educators' responsibility to facilitate the developing of skills in juveniles to improve their social wellness. This will enable juveniles in making right decisions, solve problems such as anger management and create employment. Moreover, the acquired social skills promote the ability to function in a team, behavioural change and moral values. It is the role of education to develop social skills in juveniles as rehabilitation process takes place in enhancing social wellbeing of juveniles.

### **5.1.5 Good relationships among juveniles are developed**

From the findings of the current study, the relationship among the juvenile offenders in the correctional centre is strengthened because most of the time they will be together as they share the cells. However, some learners preferred to be alone since they believe that friendship has bad influence. The juvenile offenders highlighted that Ubuntu is vital since a person is a person through other people (Chigonda, 2015). Hence, they needed each other, and they had realised the importance of working as a team and valued sharing of ideas, advice and experiences. They interact very well, are open to one another, there is a good relationship. Therefore, they are able to live positively with others in the cells.

The juveniles value the time they spend together as they feel the sense of belonging and sharing their experiences. Some of the responses that emerged from the participants indicate that relationships among the juvenile offenders are noble as they are able to socialise through playing soccer, drama, music, and many other activities. They were few challenges they faced in the beginning in terms of communication since they all came from different areas and spoke different languages. They somehow realised that it was necessary for them to teach each other these languages so they could communicate well and understand each other. This also created a strong bond among them, and strengthened their relationships; hence, they started treating each other as siblings. It became very easy for them to work, as a team in either helping each other do homework, or doing any other activities that needed them to work as a unit. This improved how they interacted with each other, and this will definitely improve them after they go back into the society.

### **5.1.6 Juvenile crimes led to poor relationships within family members**

It was discovered during the research that the crimes committed by the juvenile offenders affected relationships among family members. The juveniles stated that their family members were hurt by their actions to the extent that it created gaps and conflicts in the family. It is worth noting

that the relationships of some juvenile offenders with their families were destroyed, and the family members do not even visit them at the correctional centre. Nonetheless, some of the family members still visit their children at the correctional centre. The labelling of the family by the community affects the relationship among family members, other family member may not accept the offender back, whereas others welcome them with both hands, and this can create problems among family members.

According to the findings, the juveniles indicated that they were apologetic of the unwanted behaviour performed; hence, they were willing to live a transformed life. This is supported by the Department of Correctional Services (2012) which states that an offender must be remorseful for his wrong actions and must be willing to change. The juveniles further stated that they would apply the skills learnt during incarceration for them to live a positive life, which brings harmony, peace, and love to the family members. Family should always be an institution that should provide a safe haven for the offender; failure to feel loved may lead to recidivism. Findings show that offenders seek attention, and want to feel loved by their families and failure to get the attention leads them to becoming deviant.

#### **5.1.7 Juveniles obtained coping skills to face stigmatisation in their community with confidence**

From the interviews, it was revealed that after incarceration, most offenders find it very difficult to fit in the society because they are stigmatised (Chikadzi, 2017). The community labelled those that were incarcerated because of stealing as thieves, and those that raped were labelled as rapists or very promiscuous. The findings from this study suggest that society tends to judge these offenders harshly and there is need to educate the community or to do an activity that brings the two together. Learners suggested that there is need for awareness campaigns that will help society to understand and welcome back the offenders. From the findings, the researcher realised that labelling can lead to reoffending since juveniles find it difficult to be accepted in the



society as some members of the community feel betrayed. Some felt more secure in the correctional centre than in the society because the community failed to give them a sense of belonging since they lived as outcasts. The study articulates that juvenile offenders acquired skills that help them adapt to difficult situations. Skills they acquired from the educators included problem solving, decision-making and conflict management. These skills should help them cope with difficult situations after leaving the correctional centre. In the community, a person should play an active role to uplift his/her social wellness (Solvang & Haualand, 2014).

## **5.2 Themes that emerged from interviews with educators**

These themes emerged from interviews with educators:

- Counselling is enhancing social wellness of juveniles in a correctional centre
- Education is a key component for positive transformation of juveniles' behaviour
- Good relationship among juvenile offenders and educators was developed
- Crimes juveniles committed affected relationship among the family members and the community
- Educators are faced with challenges of lack of resources in promoting social wellness of juveniles

### **5.2.1 Counselling enhances social wellness of juveniles in a correctional centre**

The interviews with educators showed that the learners are now able to live in the correctional centre positively, and are ready to go into the community with the right attitude since they were empowered with all kinds of social skills through counselling. Counselling sessions give learners hope, teaches them forgiveness, positive living, conflict handling or management, decision-making, love and respect just to mention a few.

From findings of this study and other studies done elsewhere in the world, it becomes evident that counselling is essential in the life of an

individual and the community. Some counselling sessions were carried out as a group, which instilled a sense of belonging, and made the juvenile offenders feel like they were part of the community. More importantly, counselling also helps the learner adjust to different living conditions and gives them some motivation on their road to recovery. These findings relate well with Magano (2016), who reasoned that born frees' were born after apartheid, enjoy human rights that affect their well-being. Therefore, there is need for guidance and counselling to help them in realising their freedom and identity; therefore, empowering them to enhance their social wellness.

The educators also conducted one-on-one counselling and the educators indicated that the learners were able to disclose their issues. Subsequently, positive trust relationships were formed between the educators and the learners. Learners become contented knowing that educators do not share their problems with strangers and this promoted social wellness. The saying, which says that a problem shared, is a problem solved is true.

The educators are convinced that diversity in teaching is very crucial since the basic human needs are met, and it brings complementation in educating juvenile offenders. Different strategies used by educators in the Midlands Correctional Centre promote social wellness of juvenile offenders. Most successful educators do not confine themselves to a single approach and method, but rather synthesise from a variety of approaches. The use of variety of strategies in educating juvenile offenders gives educators flexibility, which enables them to deal with the tremendous variety and complexity of real-life situations. The strategies used by the educators include the child-centred approach, which helps learners enhance their self-confidence, group work, motivation etc. The child-centred approach was stated as one of the effective methods as it involves group work where belongingness and sharing of ideas is boosted.

If educators are to succeed in promoting social wellness of juvenile offenders, creating and establishing rapport with their learners and helping them adapt to unfamiliar situations is paramount. It was noted that educators help learners on a one-on-one basis to meet the needs of individuals. Jovanic (2011) accentuates that education programmes should be designed according to the needs of the juvenile offenders.

Another strategy that is used is for fast learners to assist slow learners in their classwork, thereby creating good social relationships among the juveniles. Educators also create a pleasant environment for learning by using small incentives such as sweets, pens and writing pads, bathing soaps as a way of motivating juvenile learners to participate and enjoy learning. The findings are reinforced by the observation made by Rogers, Harry, Simonot and Wilson (2014) who mentioned that creating a pleasant learning environment is crucial. Therefore, it is the responsibility of the educator to create a conducive learning environment for effective learning to take place.

### **5.2.2 Education is a key component for positive transformation of juveniles' behaviour**

As a social learning theorist, McLeod (2016) supports Bandura's theory, which highlights that behaviour is learnt through observation. One observes or models certain behaviour as the individual is growing up. The researcher interviewed some offenders who come from poor backgrounds where stealing was the only behaviour they were exposed to in their families. Others said their brothers and their friends depended on stealing. As a result, they believed it was the only way out of poverty. Drug abusers responded to the researcher's questions saying that they grew up being exposed to drugs. Educators also responded saying most of these offenders are idle-minded, and had nothing to do as the economic situation in Zimbabwe kept on changing for the worst. Unemployment rate has gone up and as a result, the learners had nothing to occupy themselves with and the parents are unemployed because of economic hardships. This also relates to Mutandwa's report to IRIN (2017) which states, "there has been an increase in juvenile

crimes caused by harsh socio-economic circumstances” thereby leading to high rates of unemployment.

Having said much on the social setups or social backgrounds, the researcher noted that social backgrounds play a vital role in one’s day-to-day behaviour. The juveniles that were exposed to drugs while growing up find it almost difficult to resist taking drugs. According to the educators, drug influence was one the main factors that caused the juvenile offenders to commit sex-related crimes such as rape. Educators also reported that some learners were spoiled and had no morals at all. Therefore, several complex factors that contributed to delinquent behaviour were noted in this research. This opinion concurs with findings by Ugwuoke (2010) who reverberated that anti-social behaviours of young people have been posing many problems to the wellbeing of the people in Nigeria. Citizens, researchers and public officials perceive juvenile delinquency as a major social contemporary concern in Nigeria. Juvenile crimes witnessed in Nigeria include drug abuse, cultism, bullying, truancy, examination malpractices, prostitution, and theft. The social fibre of the communities they live influences these problematic behaviours.

Although the researcher has said much on the factors, which influenced the juvenile’s behaviour, education has played a vital role in bringing transformation in the life of a juvenile. Moreover, through counselling, engaging learners through social interaction, motivating them just to mention a few helped the offender to reform. This is supported by Costelloe and Langelid (2011) who reiterate that education that is received in the correctional centre helps the juvenile offender to return to school after incarceration, and this lowers recidivism. Furthermore, many researchers have agreed that education is crucial in the life of a juvenile learner since it prepares one for a successful reintegration into the community. In contrast, Bracken (2011) argues that the education obtained in the correctional centre cannot avert the juvenile offenders from committing further crime. Nevertheless, education provides them

with many opportunities to reform, develop skills and be able to find employment.

The findings of the study reveal that educators at the Midlands Correctional Centre teach in a way that promotes social wellness of juvenile offenders. It was highlighted that educators teach effectively, and this is clearly shown by the change of behaviour in the juvenile offenders and implementation of the skills acquired. Such observation concurs with the findings by the educators that if these skills are attained, one is able to get employment, be self-employed and live a better life. This is in line with one of Hettler's (1980) six dimensions, which state, "Occupation is one of the human basic needs in order for one to live a satisfactory life". The education and skills training that enhance social wellness embeds and sustains behavioural and attitudinal change in the life of juvenile offenders, transforms them in all life stages during the period at the correctional centre. The training looks beyond the time of incarceration and equips them for life thereafter. Hence, it is true that education takes place anywhere.

The correctional centre under study showed that some of the juvenile learners experienced transformation to the extent that some continued with their studies after incarceration. Some of the juvenile offenders got scholarship to study with the universities in Zimbabwe, and some even went to Mauritius. Some of these ex-convicts come back to the correctional centre to teach, counsel and motivate other inmates. It becomes easier for educators to teach as they would refer to the former successful inmates. This study shows that education supports the promotion of social wellness in the lives of juveniles through the acquisition critical thinking, having hope, reforming and the learning of Ubuntu, which is respecting other people. This observation concurs well with the research carried out by the United Nations Office on Drugs and Crime (UNODC) (2018) on Dagoretti Rehabilitation Centre. The UNODC accentuates that engaging juvenile offenders in education and skills-based training is an integral component of successful rehabilitation and reintegration back into the community. Therefore, learners indicated that

there was change of behaviour through interacting with others, and through acquiring education and counselling from the educators. Therefore, education is fundamentally essential in one's life because of what it offers.

### **5.2.3 Good relationship among juvenile offenders and educators was developed**

From the findings, it emerged that incarcerated juveniles find it easier to live in harmony and have mutual understanding. The educators noted that the learners are able to live as a family, sharing ideas and interacting well. The educators realised that it is very difficult for some juvenile offenders to share their experiences with people that are not in the same situation as they are. The reason is that they feel they get judged in the process, and people will never understand where they are coming from (Korff, 2010). These learners understand each other because they have a common goal, and they come from more or less similar backgrounds; hence, it becomes easy to create a rapport among themselves. From the current findings, educators also realised that there were some learners who were introverts, those that preferred to be alone and rather not have friends as they felt friends can be bad influencers. The educators find it necessary to employ different ways to help those that did not want to interact with others. The educators came up with different strategies such as playing team building games, drama and playing indoor games. These activities did not only help them fit in among others, but also helped them to live positively during and after incarceration.

### **5.2.4 Crimes juveniles committed affected relationship among the family members and the community**

The study shows the importance of the relationship of juvenile offender's family and his community. This relationship is essential in enhancing social wellness of juvenile offenders. According to Jovanic (2011), family involvement is crucial in rehabilitation because it has the potential of producing positive changes in behaviour. The researcher emphasised in Chapter 2 that stable families have a balanced structure of two parents who are good role models, and are capable of influencing their children to acquire good behaviour (Alfrey, 2010). However, this is not the

situation at the correctional centre under study, since some families have neglected their children, and some do not want to see them even after release.

One of the juveniles was the first in the family to commit crime and be incarcerated and the family felt embarrassed since their name was tarnished. This created disengagement in the family and other children in the community were affected by such behaviour. Furthermore, it was indicated that relationships were affected among the families resulting in family separation, breaking of family ties, mistrusts and labelling of the family. However, some parents have forgiven their children, and they now have good relations and they even visit them. The educators underlined that the communities also suffer since they are losing the young generation when they are incarcerated. At the same time, it was stated that the community feel relieved when the inmates are in cells since they are afraid of the perpetrators of the crime, and are not ready to accept them when they are released because they fear that recidivism will occur.

#### **5.2.5 Educators are faced with challenges of lack of resources in promoting social wellness of juveniles**

From this study, several challenges faced by educators in improving social wellness have been noted. These challenges include inadequate learning facilities, shortage of basic needs and lack of appropriately trained educators. Effective educating of juvenile offenders needs educators with the requisite knowledge and skills to deal with incarcerated juveniles. Correctional centres involved with educating the juveniles should enable educators with multidisciplinary training. This finding is echoed by the observation made by Muntingh and Ballard (2012) who attest that most officials dealing with juveniles in correctional centres are not trained to deal with juveniles. Other researchers in South Africa have also made similar observations that educators in the correctional centres are not trained. Hence, their training is essential for effective learning to take place. Educators highlighted that some of the learners have a negative attitude towards learning, and some have no

school background. The educators further stated that some of the learners were just resistant to changing their behaviour. In addition, some learners are less motivated to learn as they feel that it is of no use to be educated, and some say it is highly difficult to get employment as an ex-convict. Educators find it very difficult to motivate learners that have no purpose in life; some have even given up on life. Solvang & Haualand (2014) posits that the ultimate aim of education is to achieve self-motivation therefore learners are encouraged to be positive for the educators to fulfil their roles. It is difficult to force a donkey to drink water but one can create thirst by giving it salt. For that reason, the educators play a vital role in motivating learners. Moreover, the educators indicated that using English as a medium of instruction is a challenge. Hence, they code switched to the juvenile offenders' mother language for the smooth flowing of lessons.

Apart from some of the juvenile learners' negative attitude towards education, there are other issues that need to be addressed such as shortage of food, clothes and learning material. It is highly difficult for learners to concentrate if the environment is not conducive. It is necessary to address these issues to yield a positive attitude towards education. Some learners at correctional centre are generally resistant to education and it is highly difficult to motivate them since they do not see any relevance in learning. The educators at times have to find ways to influence learners into learning, for example, using negative reinforcement.

### **5.3 Themes that emerged from questionnaires administered to educators**

These themes emerged from questionnaires with educators:

- Through different strategies of teaching, social wellness of juveniles was enhanced in the correctional centre
- Education, technical and interpersonal skills development are used in the correctional centre to promote social wellness of juveniles
- Educators as change agents played a fundamental role in transforming the juveniles' behaviour



- Crimes committed by juveniles affected relationship among the family members
- Educators are faced with challenges of lack of resources in enhancing juveniles' social wellness in the correctional centre
- Good relationship among juvenile offenders and educators was developed
- Educators equipped juveniles with coping skills to deal with community stigmatization

### **5.3.1 Through different strategies of teaching, social wellness of juveniles was enhanced in the correctional centre**

The researcher administered questionnaires to the educators who confirmed that some of the learners were orphans and had no one to give them moral support, to teach them norms and values and that they lacked guidance and counselling. Counselling helps one to navigate challenging life situations such as imprisonment and life after being released. More importantly, one is empowered to deal with different issues one may encounter in life. Educators highlighted that every learner needs attention from either parents or relatives to avoid attention-seeking behaviours. Other learners who were also interviewed indicated that their foster or step-parents were uninvolved in what they do. They do not get enough attention, and have no one to offer them counselling in matters that trouble them and they end up being deviant (Gumbo, 2014). The study's findings however demonstrate that counselling provided in the correctional centre provides a way of promoting social wellness. The educators therefore engage different methods to enhance effective social wellness and these include counselling the learners. The learners also get counselling from different sources such as the resident Chaplain, religious people and professional counsellors.

Based on the findings regarding strategies used to promote social wellness, educators strongly believed in implementing various strategies in teaching to enrich social wellness. It is therefore vital for the system of education to respond to diversity in learning approaches thereby accommodating all types of learners. Educators also motivate the

juvenile offenders by praising them and encouraging them to work hard to produce good results. Educators acknowledged that through doing extramural activities such as drama, singing and debates, learners enjoy and improve learning. This resonates well with the Zimbabwe new curriculum (2017) which emphasises on helping learners to prepare for life and work, therefore equipping them with knowledge, skills and the right attitude. The curriculum also emphasises on the personal development of learners, which focuses on self-control, self-respect, self-awareness, self-confidence, and these attributes lead to social change. When one has attained self-respect and respect for others, which is Ubuntu/Unhu/Vumunhu, such a person will be able to live a positive life, and adjust well in the society thereby curbing recidivism.

### **5.3.2 Education, technical and interpersonal skills development are used in the correctional centre to promote social wellness of juveniles**

It is noteworthy that education is one of the ways of bringing social change in one's life and the educator is the agent of change. From the findings in this study, it becomes evident that education is relevant to the needs of a juvenile offender to ensure that smooth reintegration into the community takes place. Educators stimulate the learners to be hard working and rehabilitate them through many strategies of teaching, and corporal punishment is not an effective way of teaching. Training the learner, creating a favourable environment, guidance and counselling can be used to replace punishment (Korff, 2010).

Many activities are taking place at the correctional centre to develop the skills and capacity of the learners thereby leading to the promotion of social wellness. The skills acquired by the learners include intellectual skills, interpersonal skills, problem solving, and adaptability. Furthermore, the current study shows that educators code switch to mother language in their teaching in order for the learners to understand better. Similar findings are reverberated by Garcia (2013) who asserts that language of instruction should be adjusted according to the different needs of different people, such as the adoption of home or mother language in the

classroom. The study clearly reveals that parents also play a very crucial role in supporting the juvenile offenders in order for smooth learning to take place. This opinion concurs with the findings by Botha (2011), who reverberates that learners in schools achieve better academically when they receive academic support from parents or guardians on their academic wellness on a daily basis. Hence, education is all about supporting learners so that learning needs can be met.

### **5.3.3 Educators as change agents played a fundamental role in transforming the juveniles' behaviour**

According to Mukeredzi (2013), educators are good facilitators who can plan well, provide learning materials, learning activities, and create learning environments in which juvenile offenders can develop academic skills. Therefore, the educators incorporate different strategies to develop the skills of the juvenile offenders. One of the strategies includes inclusivity strategy, where everyone's needs are addressed and participation is encouraged. Group work is essential as it assists the learners in developing social skills. According to the educators, the juveniles enjoy doing practical skills, and the educators assisted them to identify areas where they can perform best.

Several juveniles are now able to implement the skills they have been taught such as poultry, gardening, welding, carpentry and plaiting of hair just to mention a few. The Department of Correctional Services (2012) backs up this by saying that programmes are designed to equip the juveniles with skills that will help the juvenile offenders before and after incarceration. In addition, educators also noted that the juveniles enjoy extramural activities such as soccer, athletics, volleyball and many others. These activities help the juveniles attain physical wellness and improve the way they interacted with one another. This is in line with the Thematic Committee on Human Rights on the State of Prisons and Prisoner (2011) which states that Zimbabwe inmates get the opportunity to compete with prison officers in sports activities and this should be applauded.

#### **5.3.4 Crimes committed by juveniles affected relationship among the family members**

It is clear from the findings that juvenile crimes lead to isolation and negative labelling of the family. Furthermore, it negatively influences love, unity, transparency, and trust in the family, which leads to a dysfunctional family. As a result, there is a need for the family and community psychologists to identify dysfunctional coping behaviours, and encourage family members to change since behaviour is learned. Interpersonal theories resonate that children raised in an atmosphere, which is not conducive, are not able to communicate their needs, feelings and opinions. Therefore, they are prone to deviant behaviour. Gumbo (2014) points out that children learn from the environment in which they live and parents should be very cautious in the way they conduct themselves.

In the event that the offender is an orphan, there may be conflicts among the family members as to who will take care of the offender after they are back from correctional service. This affects the learners as they end up feeling as if they do not belong to the family. Nevertheless, it is envisaged that if the juvenile offender attains social wellness, they will perceive life in a different way, to an extent that they will be able to live positively since they would have gained moral values that are valuable in society. Therefore, it is imperative for the family to have love, restore broken relationships, forgive and accept the offender as a transformed person. Consequently, it is vital for the parents to have good parenting styles to have stable and functional families.

#### **5.3.5 Educators are faced with challenges of lack of resources in enhancing juveniles' social wellness in the correctional centre**

In the findings, it is evident that many of the educators were not well trained in dealing with juvenile offenders. They faced challenges in identifying the needs of the learners as they are not specialists in that area. Therefore, there is need for developing teaching strategies. It is essential to highlight that the enforcement of the new curriculum in Zimbabwe has a positive impact on the juveniles. Nevertheless, the

implementation of that curriculum is one of the challenges being faced by the educators since they do not have adequate learning resources and infrastructure. Participants said that there were inadequate learning facilities such as furniture, stationery as well as new textbooks for the new curriculum; this then affects the smooth running of the system. In addition, some of the challenges mentioned include lack of support from family members, lack of sponsorship for examination fees and some learners do not have identity documents whereas Zimbabwe School Examinations Council (ZIMSEC) requires each candidate to have identity documents when sitting for examinations. These challenges are a threat to enhancing social wellness in juvenile offenders. In Chapter Two, the Department of Correctional Services (2011) reports that shortage of stationery, classes and library is prevalent in most correctional centres. South Africa is also facing the same challenges.

The researcher's findings indicate that some of the lessons were conducted in cells with inbuilt toilets. This compromised the safety of inmates as noted by the researcher during the study. However, there were donors who managed to build some classrooms even though there is need for more. In support of the above-mentioned findings, Abraham Maslow's hierarchy of needs asserts that every human has a right to basic needs such as food and clothes as well as the need for safety. The United Nations (2003), which states that every human being has the right to food, clothes and education, irrespective of being an inmate or being underprivileged, supports this notion.

According to the Thematic Committee on Human Rights on the State of Prisons and Prisoner (2011), the current Zimbabwean prison situation is excruciating, inmates complain about the state of the prison; for example, poor toilets, shortage of water, drugs, food, blankets, accommodation, clothes and the cells which are infected with lice and bed bugs. Furthermore, (Gumi, 2014) indicates that Kenyan prison life is said to be one of the worst in Africa which has poor conditions for prisoners. This however was not the case at the correctional service as there were better facilities, provision of food and clothes as compared to other correctional

services in Zimbabwe. Although there are better facilities, the research saw the need for improvement of the quality and quantity of food and clothes to motivate or encourage good behaviour on the juvenile. For learning to take place smoothly, there is also need for adequate learning facilities.

### **5.3.6 Good relationship among juvenile offenders and educators was developed**

Makhurane (2014) postulates that the attainment of social wellness is fundamental, as it leads to positive change in behaviour and it enables one to recognise the significance of interdependence, working together and living in harmony. Social wellness is all about creating relationships and how one views the environment. If these are attained, there will be good citizens in society, and the vicious cycle of reoffending will be broken. From the findings, the researcher also realised that learners also see their educators as role models. Educators also play parental roles in juveniles' lives. They feel that if they need help, educators are always there to give them moral and emotional support. The family may not accept or understand the offenders, but educators show faith in them and believe they can change to becoming whoever they wanted to be in the future. In other words, they never lose hope in the learners becoming the best the society needs.

The findings in this study revealed that educators create a very conducive environment and provide a second home away from home to the offenders. These findings corresponded with those of Van Hout and Mlhangwa (2019) who highlights that prisons are not meant to punish offenders, but to correct and bring transformation and prepare offenders for constructive work in the society as better citizens. The Kadoma Declaration (2008) mainly focused on punishing offenders and this had spread throughout Zimbabwe prisons. However, this is not so with the situation at this correctional centre where there are good relations between the educators and the juvenile learners. The correctional centre is no longer a place to exert punishment but a place where behaviour is modelled.

### **5.3.7 Educators equipped juveniles with coping skills to deal with community stigmatisation**

The researcher also noted that the information provided through qualitative questionnaires and interviews on the above-mentioned theme is similar to the responses provided by the offenders through interviews. Moreover, the findings show that both educators and learners argue that stigmatisation affects offenders and makes it difficult for the learners to fit well in the society (Korff, 2010). Mostly if the community is not taught well to accept the offender and their families, they will lose confidence in offenders' family, and may end up labelling them in a negative way. It is the educators' role to equip the learners before they leave correctional centres through educating and counselling them. Counselling is recommended as a fundamental tool for the promotion of social wellness, and this is supported by the questionnaire responses. In addition, the learners should also receive preaching from the chaplains and other religious people that give them hope to face the future with confidence. It is important to highlight that the community is obliged to ensure that there is public education and increase in community awareness concerning rehabilitated juveniles.

## **5.4 Structured observation**

Through structured observation, the researcher came up with the following themes:

- Lesson observation
- Observing juvenile offenders' interests in skills
- Observing the way juveniles interact among themselves
- The interaction of juveniles with educators and
- How juveniles interact with visitors.

### **5.4.1 Lesson observation**

In order for the researcher to explain more fully on the topic studied, triangulation, which is the act of combining two or more research methods to study one thing, was used. Therefore, observation was one of the modes used to gather data, and it was very effective since the researcher obtained data that were not gained through interviews.

Lessons took place at the correctional centre just like any other school although in this case, the learners were learning in cells just next to the toilets. The institution keeps these toilets very clean, not even smelling. The researcher was expecting to see a filthy place, poor toilets, clothes and the cells which are infected with lice and bugs, shortage of water just to mention a few, but this was not the case at this correctional centre. Hence, the sentiment, "Learning can take place anywhere" is true (Karmakar, & Nath, 2014). Educators created a favourable learning environment and learners enjoyed learning and participated freely. Moreover, learners were given the opportunity to ask questions and the educators gave full clarification. According to the findings, different methods such as the child-centred approach, motivation and group work were used in order for the learners to comprehend what was taught.

#### **5.4.2 Observing juvenile offenders' interests in skills**

Observation was done as the juveniles were exercising their skills, which include plaiting hair, making of doormats, fence making, and many others. This observation helped the educators to identify different skills that the juveniles have. As the juveniles were doing these activities, they were able to work as a team, sharing jokes, laughing, singing, and interacted with one another as well as with the educators. According to the findings, the juveniles would sell their finished products and get money for examination fees. This should be applauded as they are being empowered and equipped to earn a living after incarceration, and the desire to be a lifelong learner is also created. This observation concurs with the Hettler's wellness model, which echoes that juvenile offender should be exposed to new experiences, and ideas so that one will be able to constantly develop skills and abilities to have a positive life (Hettler, 1980).

#### **5.4.3 Observing the way juveniles interact among themselves**

It was revealed in the study that educators promoted interaction among the learners, and these learners cherished it. The juvenile offenders in the process attained good communication skills since there is diversity of life at the correctional centre. The learners were able to share their problems, joys, jokes, food, ideas; they would laugh, sing, pray, and do



many other things together. Furthermore, they worked as a team joyfully and freely, and one would not think that they are prisoners. This is in contrast to the Kamiti Maximum Security Prison in Nairobi, which is reportedly the worst prison in the world because of the inhumane conditions that is being experienced by inmates. The governance system of this prison was apparently inherited from the colonial era (Gumi, 2014). The juveniles praised each other, and produced supportive contexts where they lived as a family and by so doing social wellness were enhanced.

#### **5.4.4 The interaction between juveniles and educators**

For social change to transpire, especially in a correctional centre, there should be good relationships between the juveniles and the educators. Positive humour in educators boosted the proactive perception of the learners and were encouraged to learn. This research reflected that this kind of relationship between educators and learners made it easier for the learners to feel contented to disclose their issues to the educators. Research has shown that aggressive humour in educators is positively correlated with student-perceived fatigue and fear, and negatively correlated with students' satisfaction from lessons (Bieg, Grassinger, & Dresel, 2017). The researcher observed that the relationship between the educator and the juveniles was impressive. Therefore, child-educator relationship was formed. They interacted very well and the educator created a very conducive environment for learning to take place. On the other hand, it was noted that sometimes the juveniles did not want to divulge issues concerning their personal lives, but through observing them, the researcher managed to obtain relevant information.

#### **5.4.5 How juveniles interact with visitors**

The juveniles are hardworking people; the environment is well kept, the juveniles maintain it by cleaning it and doing gardening. Therefore, the environment itself makes a visitor feel welcome, and normal activities take place. This is in contrast to what was said by other researchers who said that correctional centres are filthy places.

The researcher observed that the juveniles were welcoming, very respectful and interacted very well with visitors. In addition, these juveniles were full of joy, friendly and would speak freely to visitors, and the researcher did not expect this. The researchers' expectations were seeing harsh people, arrogant and grimy people, but these juveniles proved to be people with good values and morals. This observation proved that transformation of the juvenile offenders' behaviour has taken place, and as a result, their reintegration into the community will be affirmative. Camenisch (2013) concurs with the aforementioned view and states that offenders are taught to let go of anger and live a life of tolerance for a smooth reintegration. Therefore, offenders are equipped with all these skills to cope with life in the cells, and to face the challenges of life after release.

As the theoretical framework underpinning this study, Hettler's (1980) wellness theory helped the researcher to understand the study. In piloting this research, this model has been used as a lens which focuses on six life key areas, namely, social, emotional, spiritual, intellectual, physical, and occupational which help one to live a fulfilling life. The theory was relevant to the study because social wellness is comprehensive since individuals interacted with one another to promote harmony. The study explored how educators facilitated the juvenile offenders' social, emotional, spiritual, intellectual, physical, and occupational wellness through education, equipping them with skills to cope with life during and after incarceration. This led to behavioural changes in many juvenile offenders which is critical for smooth reintegration to take place. In correctional centres, social wellness can be promoted by teaching social skills such as respecting diversity, sharing and working which will help them in future (Jovanic, 2011). Hence, the 'Ubuntu' spirit prevailed among the juvenile offenders, and that interconnectedness was experienced as they were interacting, working and sharing ideas, appreciating diversity and respecting each other.

The researcher managed to gain the worldview through the eyes of juveniles as she explored the emotional aspect of their lives such as

anger management and problem solving. The juvenile learners were helped spiritually by chaplains and educators to have hope and self-esteem through counselling. A rich image was also generated on the intellectual part of the juvenile offenders. It was easier to understand the study because of the framework used which helped on the physical facet of the juveniles. The offenders were able to give their views on the importance of physical wellness, and were happy to participate in different activities to reduce stress. It was also indicated that physical activities, seeking medical care and good eating habits play a crucial role for one to stay healthy. The occupational part of the juveniles played a crucial role in engendering rich descriptions of the study. In the occupational wellness path, an individual obtains different skills and one can be self-employed and the community at large benefits. Hence, through the eyes of these learners and educators, the researcher was able to gain their worldview, and reality was socially created.

## **5.5 Recommendations**

The following recommendations are anticipated to address the gap, which was revealed in the current research, and help educators, correctional centres, juvenile learners, policymakers, community, researchers, and for the field to advance policies and constructive programmes that can assist the juveniles' transition to a crime-free and dynamic life.

### **5.5.1 Education**

Since educators are a major role player in enhancing social wellness in the life of juvenile offenders, they are encouraged to have adequate training in teaching at correctional centres. Proper training will enable the educators to facilitate diverse skills, prepare the juvenile learners for reintegration, avoid recidivism, and be able to fit in the community schools. The government ought to ensure that every trained educator has specialist qualifications, and this must be mandatory. It is significant to note that correctional officers, parole and probation staff would also be properly trained so that they will be able to engage with the juvenile offenders in a cordial manner. It is recommended that educators teach

the learners in all-encompassing cognitive abilities that are relevant to the learners' academic levels. That is, the educators ought to use the Chinese Proverb, which says, "Teach me and I will forget, show me and I will remember, involve me and I will understand". Educators are responsible for the provision of diverse learning needs of every juvenile learner. The researcher, therefore, further recommends that the government provides adequate teaching and learning resources for effective learning to take place.

### **5.5.2 Correctional centres**

It is recommended that the correctional centre under study and other settings such as Chikurubi and Mutimurefu Prison consider having exchange programmes where different activities take place to enhance social wellness. These activities will be addressed through singing/drama competitions, soccer, athletics, conflict management, anger management, self-awareness, and counselling. In addition, the knowledge and experience that the learners have acquired through skills like plaiting hair, carpentry, welding, fence making, and making doormats can also be imparted to other inmates from different correctional centres. It is crucial for the government to facilitate constructive awareness programmes in the correctional centres, churches, schools and the community at large, that the correctional centre is no longer a place of punishment, but rather a place where behaviour is corrected. Most of the correctional centres in Africa are still places of punishment rather than rehabilitation centres. This has been previously stated in Chapter Two where researches point to the idea that Kenya has the worst prison globally and more emphasis is put on punishment rather than restitution and rehabilitation. Just like Zimbabwe, Kenya was also colonised by Britain (Gumi, 2014). Punishment therefore needs to be replaced by guiding, training and creating a favourable environment and this is the situation at the correctional centre under study (Jones, & Weatherburn, 2011).

The juvenile criminal justice system is obliged to ensure that the rules and regulations enforced by the United Nations concerning juveniles'

rights are being endorsed. Literature points out that proper eating is also essential for the wellbeing of an offender to develop a healthy lifestyle, and it is the right of the juvenile to be provided with nutritive food, decent accommodation, and medical service and also right to sport and exercises (United Nations, 2003). However, Magano (2016) argues from the South African context that 'born frees' who were born after apartheid, enjoy human rights that affect their well-being. Therefore, there is need for guidance and counselling to help them in realising their freedom and identity therefore empowering them to enhance their social wellness.

### **5.5.3 Networking programmes**

The researcher further recommends that networking with relevant groups like social workers, ex-convicts, community and religious groups are key factors for social change to ensue. These groups can give support to the juvenile offenders for smooth reintegration to take place. Since the church is a communal organisation, religious groups can assist in meeting the needs of the people such as the juveniles, less privileged, orphans and many other people from the community. Furthermore, these groups need to provide counselling, educate the juveniles and involve them in constructive activities. The broader community can benefit from this study as they support the juveniles in boosting self-esteem hence promoting social wellness. The report of the Thematic Committee on Human Rights on the State of Prisons and Prisoner (2011) says that Zimbabwe inmates get the opportunity to compete with prison officers in sports activities and this is one way of networking.

On the same note, the ex-convicts need to visit the correctional centres and give their testimonies, motivating and encouraging the inmates to live a positive and successful life. In addition, professionals and students from universities are to visit the correctional centres for career guidance. The researcher also encourages the government to do follow-ups of the correctional programmes since these programs do not continue after incarceration, and this will help the juveniles to fit well in the community.

#### **5.5.4 Juvenile-community involvement**

It is also suggested that the juveniles implement the academic and social skills they have acquired in the correctional centre. According to Mutandwa's report to IRIN (2012), "there has been an increase in juvenile crimes caused by harsh socio-economic circumstances". Since a number of people are facing challenges because of economic hardships, it is imperative that one uses these skills and be self-employed and be financially independent. It is vital for the juvenile to have adequate learning resources and basic needs ought to be met for effective learning to take place. These juveniles are expected to prove to the community that they have reformed, and will not re-offend so that it will be easy for the society to accept them. The social skills they have acquired such as problem solving, decision-making, anger management and respect for life (Ubuntu) should help them to be dynamic and be able to fit into the society. Therefore, being labelled and stigmatised by the community should not have a negative impact on them since they are well equipped in the correctional centre to face the challenges in the community.

Therefore, the researcher recommends that the juveniles embark on awareness campaigns, informing their friends and relatives about the effects of committing crime and how to circumvent delinquent behaviour. In addition, the juvenile offender should desire to live an exemplary life to show that he is now a changed person. The community needs to provide recreational facilities and different activities so that the juveniles will occupy and enjoy themselves, thereby reducing the chances of re-offending. This is in line with the observations made by Omboto, Ondiek, Odera, and Ayugi, (2013) who stated that when youths are involved in recreational activities, they would be able to deter or be less engaged in criminal activities.

#### **5.5.5 Family**

It is also recommended that the family be fully involved in the life of a juvenile offender to preclude the delinquent behaviour since the family is also fundamental in facilitating social transformation. Research from interpersonal theories reveals that children raised in an atmosphere of

family violence where they are eyewitnesses end up being violent and dominate others. That is, the sole responsibility of the parents is to provide guidance and counselling, love, confidence, self-esteem, financial and moral support to the children and be able to live an exemplary life. This notion is supported by Gumbo (2014) who asserts that children learn what they live. Therefore, parents should be very careful in the way they conduct themselves. The family should create a good and conducive environment so that children will be able to disclose their sensitive issues. These attributes ought to be shown in the family and community before, during and after incarceration of the juvenile. Therefore, the researcher suggests that the parents should be educated and equipped on how to deal with children. It is also essential that social workers, community psychologists and counsellors intervene in the families to assist both parents and children. Hence, they should be able to identify challenges faced by the families and encourage them to reform since behaviour is learned. These experts and practitioners should also inculcate self-esteem, hope, trust, and assist them to cope with transitional stress.

#### **5.5.6 Recommendations for future research**

The study has identified a significant knowledge gap in understanding the role of educators in the rehabilitation and social dynamics of juvenile offenders at the juvenile correctional facility in Zimbabwe. For the reasons given in the discussion, it was not possible to conduct this study over a longer period, which would have allowed more detailed observations of educator and juvenile dynamics in the offender rehabilitation process. Further studies on this nature are therefore recommended locally and globally as outputs of such studies will benefit policy makers, management/operators of correctional facilities educators and the juveniles themselves. A comprehensive study would lead to better clarity of the role of educators in the rehabilitation of juvenile offenders, standardisation of educator training, skills level, and possible adoption of leading practices. Additionally, there is also a need for more qualified personnel for the purpose of rehabilitation. Further research can

be conducted on the implementation of an effective curriculum in line with the transformation of juvenile offenders to adopt a new culture.

From a national perspective, correctional facilities are more correctional need to be studied to identify trends, gaps and the spatial disparities in how education is used as a rehabilitation tool used on rehabilitation of juvenile offenders. For future research, there is need to explore the strengths and weaknesses of mixed methods since quantitative and qualitative paradigms have key strengths and limitations. Furthermore, the researcher recommends that barriers like fluency in English be addressed in enhancing optimum development of the juvenile offender. To adopt new culture, counselling has to be an integral part of the development of the juveniles.

## **5.6 Limitations to the study**

The correctional centre where the study was carried out was far from the researcher's residential place. This correctional centre only caters for boys and the setup for girls might have produced different results. In conducting this research, it was noted that some inmates might have withheld valuable information owing to the sensitivity of some matters owing to the ethics and the code of conduct of the correctional centre. However, the researcher created good rapport with the learners and the educators so that they could participate freely. Research instruments that were used such as interviews and observations to obtain relevant information from the learners were challenging since some of them were illiterate. The research did not make use of some of the research instruments that were used to educators such as questionnaires.

## **5.7 Conclusion**

The study filled in the knowledge gap of understanding the role of educators in enhancing social wellness of the juvenile offenders, as it was the first of this nature in the Midlands Province in Zimbabwe. Based on the findings of this research, it becomes evident that education is a crucial way of bringing social change in a juvenile offender's life, and the educator is the agent of change. It is envisioned that with the necessary



skills, educators can use different strategies to promote the social wellness of juvenile offenders. This study revealed that most educators at the correctional centre are not experts in teaching juvenile offenders. As a result, they face challenges with teaching learners who have behavioural challenges. It is crucial that educators are empowered with the skills necessary to promote social wellness in the correctional centre. These skills will be beneficial to the juveniles as they reintegrate into the community. The research reflected that a number of juvenile offenders believe that they are now reformed through the education and counselling they received in the correctional centre, and they are now prepared to go in the community and live positively as good citizens.

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## APPENDICES

Appendix number	Name of appendix	Attached YES or NO
A	Ethics certificate	Yes
B	Letter of registration	Yes
C	Letter to the director	Yes
D	Letter to the educator	Yes
E	Letter to the learner	Yes
F	Consent letter form for learner	Yes
G	Interview schedule for educator	Yes
H	Interview schedule for learner	Yes
I	Questionnaire for educator	Yes
J	Observation schedule for learner	Yes
K	Data analysis coding	Yes
L	Language editor certificate	Yes
M	Turnitin report	Yes



## APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



### UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/02/14

Dear Mrs Munikwa

**Decision:** Ethics Approval from  
2018/02/14 to 2021/02/14

Ref: 2018/02/14/57638144/05/MC

Name: Mrs M Munikwa

Student: 57638144

**Researcher(s):** Name: Mrs M Munikwa  
E-mail address: manychrisy@gmail.com  
Telephone: +27 83 396 6092

**Supervisor(s):** Name: Prof MD Magano  
E-mail address: maganmd@unisa.ac.za  
Telephone: +27 12 429 4115

**Title of research:**

**The Role of Educators in enhancing social wellness of juvenile offenders in the Midlands region Prison and correctional services in Zimbabwe.**

**Qualification:** D Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/02/14 to 2021/01/14.

*The **Medium risk** application was reviewed by the Ethics Review Committee on 2018/02/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2021/02/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

*The reference number **2018/02/14/57638144/05/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



**Dr M Claassens**  
**CHAIRPERSON: CEDU RERC**  
mcdtc@netactive.co.za



**Prof V McKay**  
**EXECUTIVE DEAN**  
Mckayvi@unisa.ac.za

## APPENDIX B: PROOF OF REGISTRATION



1751 M1RST

MUNIKWA M MRS  
24 ABISALOM COMPLEX,  
PUTTICK AVE  
SUNDOWNER  
2188

STUDENT NUMBER : 5763-814-4

ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS  
ENQUIRIES TEL : (012) 441-5702

DATE : 2017-02-06

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on [mandd@unisa.ac.za](mailto:mandd@unisa.ac.za) on any omissions or errors.

DEGREE : MED (PSYCHOLOGY OF EDUCATION) (98407)  
TITLE : The role of educators in enhancing the social wellness of juvenile offenders in Midlands region Prison and correctional services in Zimbabwe  
SUPERVISOR : Prof MD MAGANO  
ACADEMIC YEAR : 2017  
TYPE : DISSERTATION  
SUBJECTS REGISTERED: DPPSE95 M ED - PSYCHOLOGY OF EDUCATION

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane  
Registrar (Acting)



**APPENDIX C: LETTER TO THE COMMISSIONER GENERAL**

National Headquarters

Prison and Correctional Services

Private bag CY7718

Causeway

Harare

Zimbabwe

24 Abisalom Complex

Puttick Avenue

Sundowner

13/03/2018

Dear Sir/Madam

**Re: Permission to conduct research**

My name is Manyara Munikwa and I am a master's student in the Department of Psychology of Education at the University of South Africa (UNISA) under the supervision of Prof M.D. Magano and Dr R. Mafumbate. I am applying for permission to conduct research at your institution and the participation of the educators and learners. This study has received written approval from the Research Ethics Review Committee of the UNISA.

I am doing qualitative research on the role of educators in enhancing social wellness in juvenile offenders. The research will make use of Bill Hettler's (1980) six dimensional model of social wellness, which comprises social, spiritual, emotional, occupational, physical, and intellectual wellness. Social wellness refers to the ability to relate to and connect with other people in our contextual realities.

My research will be on the role of educators in enhancing social wellness of juvenile offenders in the Midlands Region Prison and correctional services in Zimbabwe. This is a qualitative research focusing on Whawha Prison. The

participants shall be five educators and ten learners. This research will analyse educators' perceptions and their understanding of the role of educators in enhancing social wellness in juvenile offenders, and also the challenges they encounter during the process of enhancing social wellness. Questionnaires, interviews and observations will be used as data collection instruments. The participation will involve answering the research question through interviews, questionnaires and observations. The research will require two days for data collection. The proposed dates for the research are 26 and 27<sup>th</sup> of March 2018.


The reason why I have chosen Whawha Prison and Correctional Services is because here in South Africa I will face language barriers and also in Zimbabwe some correctional centres do not have juvenile offenders. Your institution therefore falls under the focus of my study.

I am inviting your institution to participate in this research to further analyse the role of educators in enhancing social wellness in juvenile offenders. Permission is required from the educators and learners to be participants in the research. The participants will not be paid for this study. This letter serves to inform you that the names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study and anonymity will be respected and ensured. More so, your participation is voluntary and you are under no obligation to consent to participation. Also, you are free to withdraw at any time and without giving a reason.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact me on my contacts below or my supervisors Prof M.D. Magano +27-83 520 2036, email [maganmd@unisa.ac.za](mailto:maganmd@unisa.ac.za) or Dr R. Mafumbate +27-79 414 0190, email [rmafumbate@uniswa.sz](mailto:rmafumbate@uniswa.sz).

I look forward to your response as soon as is convenient.

Yours sincerely



Manyara Munikwa

Student No: 57638144

24 Abisalom Complex

Puttick Avenue

Sundowner

13/03/2018

**Re: Request for consent to conduct an interview**

Dear Sir/Madam

I am currently registered in the Faculty of Education at the University of South Africa, studying towards a master's degree in Psychology of Education. I am under the supervision of Prof M.D. Magano and Dr R. Mafumbate. The topic for my research is: The role of educators in enhancing social wellness of juvenile offenders in the Midlands region prison and correctional services in Zimbabwe. The research will make use of Bill Hettler's (1980) six dimensional model of social wellness which comprises of social, spiritual, emotional, occupational, physical, and intellectual wellness. Social wellness refers to the ability to relate to and connect with other people in our contextual realities.

Your school, (at) Whawha prison has been sampled to take part in this research and I do hereby request your consent to conduct interviews with you as one of the educators. The purpose of the interview is to collect data from the participants which will represent various ways in which people communicate ideas. Your participation as an educator will involve answering research questions through interviews, questionnaires and observations.

Your confidentiality and anonymity will be respected and ensured. Moreover, your participation is voluntary and you are under no obligation to consent to participation. Also, you are free to withdraw at any time and without giving a reason.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact me on my contacts below or my supervisors Prof M.D. Magano +27-83 520 2036, email [maganmd@unisa.ac.za](mailto:maganmd@unisa.ac.za) or Dr R. Mafumbate +27-79 414 0190, email [rmafumbate@uniswa.sz](mailto:rmafumbate@uniswa.sz).

Your response will be highly appreciated.



Thanking you in anticipation

Yours sincerely

*Manyara Munikwa*

Manyara Munikwa

Email address: [manychrisy@gmail.com](mailto:manychrisy@gmail.com)

Cell: +27-83 396 6092

## **APPENDIX E: LETTER TO THE LEARNER**

24 Abisalom Complex

Puttick Avenue

Sundowner

13/03/2018

Title: The role of educators in enhancing social wellness of juvenile offenders in the Midlands Region Prison and correctional services in Zimbabwe.

### **Dear Prospective Participant**

I am Manyara Munikwa, conducting research under the supervision of Prof M.D. Magano and Dr R. Mafumbate in the Department of Psychology of Education towards a master's degree at the University of South Africa. I am inviting you to participate in a study entitled: The role of educators in enhancing social wellness of juvenile offenders in the Midlands region prison and correctional services in Zimbabwe. The research will make use of Bill Hettler's (1980) six dimensional model of social wellness which comprises social, spiritual, emotional, occupational, physical, and intellectual wellness. Social wellness refers to the ability to relate to, and connect with other people in our contextual realities.

This study is expected to collect important information that could improve the role of educators in enhancing the social wellness of juvenile offenders. You are invited because of your experience in the institution and your willingness as a learner. I obtained your contact details from your principal. A sample of 10 learner participants will be used. The study involves semi-structured interviews and audio recording and observations.

There are no foreseeable risks in participating in this study. The participants will not be paid for this study. Your confidentiality and anonymity will be respected and ensured. More so, your participation is voluntary and you are under no obligation to consent to participation. Also, you are free to withdraw at any time and without giving a reason. Hard copies of your answers will be stored in a locked cupboard for a period of five years in the office and shredded thereafter. Electronic information will be stored on a password protected computer and deleted from the hard drive of the computer after five years. Learners will be requested to sign a consent form.



Thank you for taking time to read this information sheet and for participating in this study.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact me on my contacts below or my supervisors Prof M.D. Magano +27-83 520 2036, email [maganmd@unisa.ac.za](mailto:maganmd@unisa.ac.za) or Dr R. Mafumbate +27-79 414 0190, email [rmafumbate@uniswa.sz](mailto:rmafumbate@uniswa.sz).

Yours sincerely

*Munikwa*

Manyara Munikwa

Email address: [manychrisy@gmail.com](mailto:manychrisy@gmail.com)

Cell: +27-83 396 6092

**APPENDIX F: CONSENT LETTER FORM LEARNER**

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I agree to the recording of the audio, interview and observation method.

I have received a signed copy of the informed consent agreement.

Participant Name and Surname (please print)

\_\_\_\_\_

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

Researcher's Name and Surname Manyara Munikwa

*Munikwa*

\_\_\_\_\_  
Researcher's signature

\_\_\_\_\_  
Date

## **APPENDIX G: INTERVIEW GUIDE FOR EDUCATORS**

1. In your view, what influenced the juvenile offenders to commit crime?
2. What role are you playing as an educator to improve the delinquent behaviour of a juvenile offender?
3. How did the crime that juveniles committed affect their family and community?
4. What hinders you from assisting learners to acquire skills in the correctional centre?
5. What barriers do you face in improving the social wellness of juvenile offenders?
6. What challenges are you facing in improving the anti-social behaviour of the juveniles?
7. What is your perception of social wellness as an educator?
8. What is the attitude of the juvenile learners towards education in the correctional centre?
9. Which method do you use to enhance social wellness in the life of a juvenile offender?
10. Among the methods you are using, which one is effective in your teaching?

## **APPENDIX H: INTERVIEW GUIDE FOR LEARNERS**

1. What caused you to commit the crime?
2. What are the influences that caused you into risk behaviour as a juvenile?
3. How did the crime you commit affect your family and the community?
4. What challenges are the educators facing in the correctional centre in helping you to form friendships?
5. How conducive is the environment for healthy friendships?
6. What is your perception of social wellness as a learner?
7. How do you value the time you spend with other learners at the correctional centre?
8. Why is social wellness vital in the correctional centre?
9. How is your relationship with other learners?
10. What help are the educators providing for learners to acquire to acquire social wellness?
11. What skills have you acquired at the centre as you learn with others?
12. How do you cope in learning together as a group?

**APPENDIX I: QUESTIONNAIRES WITH OPEN ENDED QUESTIONS FOR  
EDUCATORS**

1. What social factors led the juvenile offenders to delinquent behaviour?
2. What are the effects of juvenile crimes to the family and community?
3. What challenges are the educators facing in helping learners acquire social skills?
4. What challenges do the learners face in prison?
5. How do learners perceive social wellness in a correctional centre?
6. How is your attitude towards friendships in correctional centre?
7. How can social wellness be enhanced in the life of a juvenile offender?
8. How do learners show interest in social skills?
9. Which methods can you engage to improve effectively social wellness?
10. What assistance do you provide to help other learners to cope academically and living with others?
11. How do you encourage cooperation among learners?

**APPENDIX J: OBSERVATION SCHEDULE**

**Observation Schedule**

Class:	No of pupils:	Date:	Educator:
Topic:	Time:	Duration:	Researcher:

Communicative Approach	Comments
Language used by the educator	
Speaking skills	
Writing skills	
Reading skills	
Use of language as they interact in group work	
Use of questions	

**OBSERVE SOCIAL SKILLS**

The researcher will observe the way the learners interact with one another in their day-to-day life. The researcher will go on observing the interests in social skills by learners and if the environment is a conducive place for learning to take place.

## APPENDIX K: DATA ANALYSIS CODING

### Data analysis for interviews with Educators

Question	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
1. In your view, what influenced the juvenile offenders to commit crime?	Peer pressure Lack of guidance from parents	Peer pressure Orphanage	Poor Background Orphan	Poor background Spoiled by parents/ Failed to teach them good morals	Peer pressure Poor background Orphan Spiritual force
2. What role are you playing as an educator to improve the delinquent behaviour of a juvenile offender?	Through counselling Providing academic education to see real life	Through counselling Offering education Offering skills	Counselling Educating them	Socialise with them Open to them so that they can interact well with others Counselling	Education helping them
3. How did the crime that juveniles committed affect their family and community?	Family separation Labelling (Community – suffers since they are young generation- incarceration affect economy) Labour force as young generation	No smooth relationship- Mistrust in the family  Not nurtured in a good way by the family  Labelled by the community	Breaking family ties- his relation with others in the family	Stealing from their neighbours Community feel relieved when the inmates are in cells	Embarrassment Creates disengagement in the family Other children may be affected
4. What hinders to assist learners to acquire skills in the correctional centre?	Negative attitude Failing to reform Lack of resources	Shortages of resources No adequate textbooks and furniture	Nothing	Nothing hinders respects us	No adequate resources eg text books
5. What barriers do you face to improve the social wellness of juvenile offenders?	Inadequate resources	Inadequate resources	Nothing since I can assist with what he lacks eg providing soap	No barriers trying to improve Social Wellness	No support from relatives which can affect the learner mentally
6. What challenges	Negative attitude from	They are rigid they don't want	Beliefs are different eg	Some of them don't want to	No challenges

are you facing to improve anti-social behaviour of the juveniles?	juveniles Community not helping enough	to change	smoking is not a problem Stubborn	learn hence we use minimum force	
7. What is your perception of social wellness as an educator?	Generally good	Positive	Generally good since it helps one to live positively	Generally good especially the spiritual aspects	Good since there is interaction among themselves and educators and relatives
8. What is the attitude of the juvenile learners towards education in the correctional centre?	Good attitude, seeing through their performances	Most of them are supportive but few are a problem	Most of them have negative attitude, need to be forced and motivated	Few of them like learning, we try to motivate them	Negative attitude towards learning being assisted
9. Which method do you use to enhance social wellness among the juveniles?	Involve them in every activity – Child centred approach	Motivation	Motivation	The interaction within themselves	Motivation
10. Among the methods you are using which one is effective in your teaching?	Child-centred method	Motivation	Identify areas-motivation	Child-centred approach	Child centred method



### Data analysis for interviews with learners

Question	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
1. What caused you to commit the crime?	Influence/ Way of life	Peer pressure	I was accused but did not commit the crime	Having pleasure in driving , just to have fun	Peer Pressure
2. What are the influences that caused you into risk behaviour as a juvenile?	Influenced by friends	Influenced by friends and drugs	Peer pressure and drugs	Peer pressure and poor background	Drugs
3. How did the crime you commit affect your family and the community?	It caused a gap with others and it was painful to the family	Family disturbed but accepted it later, now visiting me	Caused conflict in the family and it also caused conflict in the community	It was the first time in the family, they were hurt and they don't even visit me Was under age and the community was not happy	I am the first born son in the family and the family was affected Being labelled by the community
4. What challenges are the educators facing in the correctional centre in helping you to form friendships?	No challenges	No teaching skills	No challenges	Some inmates are stubborn	No challenges
5. How conducive is the environment for healthy friendships?	Environment is conducive	Very healthy	Good	Good and friends encourage one another	Better environment
6. What is your perception of social wellness as a learner?	My perception is good	Perceives it well	Good but have some challenges like lack of soap , Vaseline and cooking oil	No problem since I get food, clothes and education	Good because I have reformed and I live positively
7. How do you value the time you spend with other learners in the correctional centre?	It is important since I learn from other's experience	Value time and most times will be doing school work.	Important since most of the times will be together with others.	Good as we meet at break, lunch and after school.	Good as we learn a lot from others
8. Why is social wellness	Important as it helps to live	To live positively with others at	Learns about life and life	Sharing with others	Learn a lot from others

vital in the correctional centre?	positively after incarceration	the correctional centre	mistakes	(eliminating stress)	and understand life
9. How is your relationship with other learners?	Relationship is good	Practically acceptable	Good	Good relationship as we are open to each other	Good since there are no problems and we understand each other.
10. What help are the educators providing for learners to acquire social wellness?	Gives and provides us with education and sports as they look for donors.	Induces good behaviour to have good friends	Helps us to rehabilitate through getting counselling and education	Gives knowledge, good behaviour and respect	To help others and to live positively
11. What skills have you acquired at the centre as you learn with others?	Education, how to live with others, respect, agriculture, poultry and welding just to mention a few	Educational skills and better association skills with others.	Educational skills and good relationships	Singing and to live positively	Problem solving
12. How do you cope in learning together as a group?	Good as we learn a lot from others	Good as there is mutual understanding	Good as we learn from others	Good as we help each other	Positive as we accept one another
<b>Question</b>	<b>Participant 6</b>	<b>Participant 7</b>	<b>Participant 8</b>	<b>Participant 9</b>	<b>Participant 10</b>
1. What caused you to commit the crime?	Peer pressure	Peer pressure and drugs	No money- no assistance at home	Drugs and Peer pressure	Poor background- staying with a harsh step mother Peer pressure
2. What are the influences that caused you into risk behaviour as a juvenile?	Drug influence	Influenced by others	Poor background	Influenced by friends	Way of life
3. How did the crime you commit affect your family and the community?	It caused pain to the family Community blames the family, sees a bad person and loses trust in that person	Family and community were both affected to the extent that they lost trust	No good relations with the family and No good relations with the community No more trust	Family not accepted by the community Community not accepting me	Brother pained- staying with brother Community not happy
4. What challenges are the educators facing in the	No challenges	Inmates mood take time to change and socialise	Some inmates are stubborn	Sometimes inmates do fight	Some are rude

correctional centre in helping you to form friendships?					
5. How conducive is the environment for healthy friendships?	Good environment	Environment is conducive	Good to live in the environment	Good environment	Very conducive environment
6. What is your perception of social wellness as a learner?	Good , I like church activities ,education and workshop where they teach us welding and mechanics	Good though sometimes I face challenges	Good ,taught me many things and education	I have good perception of social wellness	Good ,not having problems
7. How do you value the time you spend with other learners in the correctional centre?	Good because we share ideas	Values time as there is sharing of ideas so as to face the future with confidence	Values time as there is sharing of ideas and forgets about problems.	Learns a lot from others which helps to prepare me to live positive now and later.	Enjoys playing soccer, chess and volleyball with others
8. Why is social wellness vital in the correctional centre?	It is important as it helps to live positive with others, creates friendships and socialization	Plays an important role for one to change behaviour	To live positively and apply what we learn	To have love, to teach others the good from bad and sharing the word of God	Teaches us about life
9. How is your relationship with other learners?	Good relationship as we interact well	Good because we share ideas	Good relations	Good relations	Living as a family hence it is good
10. What help are the educators providing for learners to acquire social wellness?	Educates	Teaches and motivates	Good relations to live positively in and out of cells	Impacts knowledge to live positively with others	Impacts knowledge
11. What skills have you acquired at the centre as you learn with others?	Welding and carpentry	Good communication skills and technical skills	Agriculture and computers	Teaching each other some good morals	Poultry, fencing and making mats
12. How do you cope in learning	Copes well as we work as a team and	Copes very well as the situation brings us	Very well as there is team work as we	Copes well as we teach other different	We learn from others

together as a group?	teaching others	together as we teach each other different language.	teach other different languages	languages	
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**Data analysis for questionnaires with educators**

Question	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
1. What social factors led the juvenile offenders to delinquent behaviour?	Social background Peer pressure Economic hardships	Poor background where most of them are orphans with no elders to look after them	Peer pressure- Juveniles may be forced to adopt bad behaviour due to the influence of other peers Orphanage- juveniles may end up failing to acquire right counselling and guidance due to loss of parents	Lack of norms and moral values lead them in awkward behaviour	Absence of parental guidance Peer pressure
2. What are the effects of juvenile crimes to the family and community?	Families are stigmatised as a result of juvenile crimes by community members Family moral is affected as the juvenile offender comes to prison Community loses on one of its own when the member serves in prison	No family ties or connections with the juvenile offenders	Juveniles crimes lead to labelling of the family and community Juvenile crimes lead to isolation of the family The community will also lose confidence in the parental of the family	They leave scars to the community	Separation of the family Labelling of the family by the community Juveniles have the role to play in the development of the community hence their absence affects the development
3. What challenges are the educators facing to help learners acquire social skills?	Lack of learning equipment and materials Lack of cooperation from learners	Lack of adequate materials to use to instil education eg textbooks and computers	Educators are facing challenges of resistance especially from learners who come from families where they experience authoritative type of leadership	They face challenges of updated new curriculum material inadequate furniture since there is only one block allocated for secondary	They face challenges of motivating the learners since some of them are not keen to acquire these skills
4. What challenges do the learners face in prison?	Lack of study materials Lack of support from family	Lack of updated material eg new curriculum textbooks	Learners do not have adequate stationery and furniture especially when	Learners face any challenges including shortage of food, uniform	Shortage of learning material Shortage of examination fees

	<p>members Some do not have identity documents hence ZIMSEC requires each candidate to have identity documents when sitting for exams Lack of sponsorship for exam fees</p>		<p>implementing new curriculum</p>	<p>and blankets there is also shortage of stationery and other learning materials for the newly introduced curriculum</p>	
<p>5. How do learners perceive social wellness in a correctional centre?</p>	<p>Perceive it as good since they have family contacts and visits constantly</p>	<p>They see it as good and regret having committed crime</p>	<p>Most learners perceive social wellness as good since they are supporting these programs through learning and acquiring skills</p>	<p>They perceive differently, others feel free in the correctional centre while others are not free due to their social background hence they need counselling</p>	<p>They take it as a best way to interact with each other</p>
<p>6. How is your attitude towards friendships in correctional centre?</p>	<p>I think there should be strong friendship between inmates and officers for their successful reintegration in society</p>	<p>It is good because that is the only way one can help these juveniles to reform by good communication with them</p>	<p>Attitude is fair and I am a role model</p>	<p>Friendship is generally good to the juveniles since they will be able to express themselves and to the correctional officers</p>	<p>The attitude is encouraging as it is the only way for learners to be friendly to each other</p>
<p>7. How can social wellness be enhanced in the life of a juvenile offender?</p>	<p>Constant family contact with the juvenile offenders family to have full support from the family Support from the outside world, well wishers, churches and the community at large since prisons cannot do it alone</p>	<p>By counselling them both spiritually</p>	<p>Correctional officers and educators must be good role models. Offenders must be taught of the benefits of social wellness</p>	<p>By being friendly to them while interacting freely as they express themselves</p>	<p>They need to be taught effectively for them to know the advantages They should be encouraged cooperation among themselves</p>

<p>8. How do learners have interest in social skills?</p>	<p>Living testimonies from their peers who would have made it after prison</p>	<p>By explaining to them the advantages of having skills and how these skills will help them look after themselves instead of venturing into crimes.</p>	<p>Learners must show or change the way they lived before acquiring social skills. They must imitate good behaviour they learn from educators</p>	<p>Through motivating activities during their learning time</p>	<p>They take active participation in different social activities provided by the school</p>
<p>9. Which methods can you engage to improve effectively social wellness?</p>	<p>Constant family contacts and visits from relatives and friends Constant visits from well-wishers</p>	<p>Counselling them both spiritually and socially Educating them</p>	<p>There must be regular counselling Rehabilitation- there must be regular courses offered by correctional centres</p>	<p>By encouraging learners through social interaction while sharing ideas and counselling them</p>	<p>Involve the juveniles in all the activities that include social wellness</p>
<p>10. What assistance do you provide to other learners to cope academically and living with others?</p>	<p>Provide counselling sessions Referrals to other sections eg Chaplins and educators.</p>	<p>Counselling them and explaining to them the goodness of good relations with others.</p>	<p>Learners need counselling so that they will adjust to the way they must live in prison</p>	<p>By grouping the learners according to their performance and mixing the slow learners with fast learners</p>	<p>Source learning material from the outside world</p>
<p>11. How do you encourage cooperation among learners?</p>	<p>Learners should have time to study together Introduction of youth friendly corner also assist very much</p>	<p>Grouping them in educational groups where they study together giving each other views and learning skills Encouraging them to form choral groups where they sing together and pray together</p>	<p>I regularly motivate learners who cooperate with others</p>	<p>By motivating the learners during their day to day experiences while in prison</p>	<p>Counselling sessions Instil a sense of being part of the community to the learners Encourage learners to form group works during the course of learning</p>

APPENDIX L: LANGUAGE EDITING CERTIFICATE

**EDITING AND PROOFREADING CERTIFICATE**

7542 Galangal Street

Lotus Gardens

Pretoria

0008

08 February 2021

**TO WHOM IT MAY CONCERN**

This certificate serves to confirm that I have edited M Munikwa's dissertation entitled, "**The role of educators in enhancing the social wellness of juvenile offenders in midlands region prison and correctional services in Zimbabwe**".

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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## APPENDIX M: TURNITIN REPORT

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