

*EXAMINING THE VIOLENTISATION
PROCESS AND THE LIKELIHOOD OF FIRST
TIME OFFENDERS BECOMING
DANGEROUS VIOLENT PERPETRATORS,
AMONGST OFFENDERS DIVERTED FROM
VARIOUS COURTS IN THE WESTERN CAPE*

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A [minor] dissertation submitted in [partial] fulfilment of the requirements for the award of the degree of Master of Social Science in Probation and Correctional Practice.

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Abstract

The purpose of this quantitative cross-sectional study was to test the Violentization process with a group of first time adult male offenders charged with Assault Common or Assault GBH diverted from various courts in the Western Cape. The results of the study were compared to that of a similar study conducted by Holtzhausen (2015) which was done on a group of male youths from two townships in the Western Cape. With regards to this study individual interviews were conducted with 50 adult male participants between the ages of 18 and 65 respectively who were charged with one of the above offences and who were found suitable for diversion. The findings revealed that there were slight differences which could be due to the fact that the results of the study done by Holtzhausen (2015) were done with individuals who had been in conflict with the law on more than one occasions and some participants had also been incarcerated, compared to the participants of this study who were first time offenders. Furthermore, the results indicated that the majority of participants showed medium exposure and thus shows that they have in fact completed at least one or more but not all of the stages of Athens (1989) theory of Violentization. Based on the findings of this study, it is recommended that this research and its research process and data collection tool be relooked in terms of its applicability to the South African context and further be used as an assessment tool and measurement instrument in intervention services provided to persons by social workers and probation officers in various settings, such as correctional centres, courts and NGO's.

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CHAPTER 1

GENERAL INTRODUCTION

1.1 INTRODUCTION

According to Lazaurus, Tonsing, Ratele and Van Niekerk (2009:1) South Africa has a history of violence and the current situation is therefore not a new occurrence. Brodie states that reported crime in South Africa started increasing during the mid 1980's and peaked in 2003, during this period South Africa developed a reputation as a country with one of the highest levels of violent crime in the world. He further states that the chances of being murdered in South Africa was 6.9 times higher than that in the United States of America. This fact further supported South Africa's reputation. With statistics indicating that interpersonal violence in South Africa is five times higher than any international average, as stated by Suffla, Van Niekerk and Duncan (2004) as cited by Lazaurus et al. (2009:1). Gie (2009:4), in a brief analysis of reported Violent, Property and Drug related crime in Cape Town, states that Cape Town has the highest prevalence of murder and drug-related crime in the country and is thus considered a crime hot spot.

According to the Draft White Paper on Safety and Security, assault with intent to inflict grievous bodily harm made up 29% of the total amount of crime, followed by common assault, which contributed 27% to the total crime for the period of 2013/2014. Furthermore, during the same period of 2013/2014, Assault GBH was reported in South Africa at a rate of 345.7 per 100,000, which was a marginal decrease from that of the previous period of 2012/2013. However, the Department of Justice noted that many cases of assault are not filed with police and this figure does not accurately represent the extent of this crime. With regards to common assault, this rate in 2013/2014 was 315.5 per 100,000 which also displayed a decrease from the previous year. Despite the decrease, Assault Grievous Bodily Harm (GBH) and common assault remain the most common contact crimes and two of the most common occurring crimes in South Africa.

According to Crime Stats SA [Online] 182,933 cases of Assault GBH were reported during the year 2016, which showed a slight increase from the previous year. This too was the case with regards to Common Assault, where there were 164,958 reported cases in 2016 opposed to 161,486 in 2015. When specifically looking at the Western Cape with regards to Assault GBH, there was a clear decrease in the number of reported cases from 2015, standing 26,200 to 25,539 in 2016. This however was not the case with regards to common assault as there was an increase from 39,150 cases in 2015 to 41,305 in 2016.

Pelser (2008:9) refers to research conducted in South Africa with 395 violent youth offenders and found that more than 75% had also reported being a victim of crime. Furthermore and more specifically to this specific research study, it is interesting to note that 43% of this group had witnessed violent interpersonal conflicts in their homes.

Lonnie Athens theory of Violentization consists of four stages, each of the following stages need to be completed in its entirety and the sequence in which they are mentioned. The four stages of Violentization include: Brutalisation, defiance, violent performances and virulency. Athens (2007:1) poses the question as to why some individuals rather than others turn to violence and why this is more prevalent in males than it is in females, the above theory thus aims to understand and prove that violent socialization clarifies an early developmental process that leads individuals to default to violence as their preferred method when handling disputes, getting ones way and avoiding potential trouble, Rhodes (2002).

Lonnie Athens Violentization theory forms the foundation for the significance of this particular study and thus will be used to answer the question as to whether or not adult male offenders, charged with crimes such as Assault Common and Assault GBH and who qualified for the diversion process, are at higher risk of becoming violent criminals or dangerous violent offenders later on in life.

1.2 RATIONALE FOR THE STUDY

The researcher A.Ross conducted a similar study in 2015 due to the lack of information available on the theory of violentization with a group of male youth University students and thus the researcher has decided to further make use of this theory for further exploration using a different group of individuals. The target group for the purpose of this researcher will be first offender who have been diverted for either Assault Common or Assault GBH. There continues to be lack of information and literature regarding Lonnie Athens theory of Violentization and

the link this process has with offenders and the risk of these individuals becoming dangerous violent criminals. Thus much of the theory and research done during the researchers 2015 study was used for the purpose of this study as a base line in order to build on. This area has also not been the focus of much research within a South African context and thus a vast amount of new information will be collected through this research process and data collection phase which will in turn be compared to that which was obtained during a similar study using a similar target group conducted by Holtzhausen (2015). Data collected and the results thereof collected through this particular study as mentioned above will be compared to that which was found by Holtzhausen (2015) in a similar study, using the same data collection tool, however sample size and identifying details of respondents will inherently be different.

The aim of this research will be to test the underlying theory of Violentization with a cross-sectional study of a group of 50 male offenders diverted from various courts of law in the Western Cape. A reason for this would be to identify whether or not these first offenders are at risk of becoming dangerous violent criminals. This will be explored using the Violent Socialization Scale (VSS) as designed by Rhodes (1999) to determine whether the participants have completed some or all of the stages of the Violentization process. The importance of the above would allow for professionals to both use the VSS tool as part of assessment and screening for prevention in determining those at risk as well as assisting them in determining best practice interventions needed to address the offending behaviour.

1.3 AIM, OBJECTIVES, QUESTIONS AND HYPOTHESIS OF THE RESEARCH

1.3.1 Aim

The aim of the present study will be to examine whether persons who have qualified for diversion through services offered by NICRO (National Institute for Crime Prevention and the Reintegration of Offenders) and particularly those charged with either Assault Common and Assault Grievous Bodily Harm (GHB) are at further risk of becoming dangerous violent criminals. All 50 men will be of a variety of ages and ethnic backgrounds all who have been charged with one of the above mentioned charges and who have been found suitable for diversion from various courts of law in the Western Cape. Furthermore the researcher will make use of Lonnie Athens theory and process of Violentization (Athens, 2007) in order to ascertain whether or not a person who may have witnessed, experienced or committed a violent offence places him at higher risk of becoming a dangerous violent criminal.

This theory has previously been used by Lonnie Athens on sentenced offenders but has not yet been used on offenders who committed Assault Common and Assault GBH and who have been diverted out of the criminal justice system.

Theoretically, group differences should show that offenders who have been diverted for one of the above mentioned crimes should score higher on all VSS factors and corresponding scales due to the fact that they have all committed an act of violence. This process was developed by Athens and consists of four stages in the development of violent criminals or dangerous violent offenders.

1.3.2 Objectives

Objective 1: To examine Violentization and the four stage process with a group of diverted male offenders from various courts in the Western Cape.

Objective 2: To ascertain whether having committed an act/s of violence places this person at higher risk of becoming a violent criminal or dangerous violent offender.

1.3.3 Questions

Question 1: Does being subjected to interpersonal violence during middle to late childhood / adolescence place these individuals at higher risk of becoming violent criminals and dangerous violent offenders?

Question 2: Does being subjected to violence result in having violent thoughts?

Question 3: Do violent thoughts result in violent behaviour?

Question 4: Does violent behaviour lead to violent notoriety, social trepidation and malevolency?

1.3.4 Hypothesis

It has been shown that being a witness or subject of interpersonal violence as a child may lead to violent actions later on in life. Equally, it can be hypothesised that those who experience interpersonal violence and have committed an act of violence themselves places them at higher risk of becoming a violent criminal or dangerous violent offender in future.

1.4 PURPOSE OF THE STUDY

To examine whether persons who have qualified for diversion through services offered by NICRO (National Institute for Crime Prevention and the Reintegration of Offenders) as well as those whose cases have been mediated and diverted by Khulisa Social Solutions, particularly those charged with either Assault Common and Assault GBH, are at risk of becoming dangerous violent criminals. For the purpose of this study a group of 50 adult male offenders of different ages, ethnic backgrounds and residential areas, charged with one of the above mentioned crimes and who have qualified for the diversion process, will participant in this study.

The researcher will make use of a quantitative approach in order to test the presence of Violentization within a South African context. The research sample will include 50 adult male first time offenders. The researcher will conduct interviews in the form of a self-report questionnaire with each individual respondent. The questionnaire that will be used is the Violent Socialization Scale (VSS) which consists of 59 items/questions.

The researcher hypothesised that individuals who witness, experience or commit an act of violence are at higher risk of becoming violent criminals or dangerous violent offenders and therefore completing all stages of Violentization, namely: brutalization, defiance, violent performances and virulancy.

Furthermore the benefits of this study may inform the development of an assessment protocol that can be implemented in organisations such as NICRO and Khulisa, whereby service professionals can make use of the protocol to assess individuals who have been charged with either Assault Common and Assault GBH, allowing them to predict the clients risk of committing more violent crimes in the future. Through the implementation of the assessment protocol and risk prediction one can provide the individuals with the appropriate interventions based on their risk and need which ultimately may reduce their risk of potentially reoffending and becoming dangerous violent offenders.

Furthermore, Athens (2017:8) substantiates that a number of policy recommendations for interventions can be concluded from the notion of the Violentization process. Athens (2017:8) further explains that each stage of the violentization process relates to a varying degree of intervention needed, for example the stage of brutalization can be linked to general prevention and so on.

1.5 CONCEPT CLARIFICATION

1.5.1 Descriptive Research Model

According to Dulock (1993:154) there are several definitions of descriptive research, the one that specifically pertains to this study is to systematically and accurately describe both the facts and characteristics of a given/chosen target group/population or area of interest.

1.5.2 Cross Sectional Study

According to Cherry [online], a cross-sectional study is defined as observational and is used in social studies. The defining characteristics of this type of study are: that it takes place at a single point in time, there is no manipulation of variables; researchers are able to look at more than one variable simultaneously for example. age, gender, type of crime and so on. Cross-sectional studies look at the prevalence of something specific within the decided population, in this case the presence of the Violentization process as well as whether or not for example that particular sex offender was a victim of child sexual abuse.

1.5.3 Violentization

The Violentization theory was developed by the contemporary theorist Lonnie Athens. According to Rhodes (1999:111) Lonnie Athens (1989) views Violentization as the process where an individual becomes violent as result of experiences they have endured during their lifetime. Violentization is further explained as a social process in four stages. These stages are: 1) Brutalisation, 2) Defiance, 3) Violent performances and 4) Virulancy.

1.5.4 Interpersonal Violence

According to Parker, Dawes and Furr (2004), as cited by Suffla et al. (2004:23) interpersonal violence is that which involves the intentional use of physical force towards another person. Furthermore it is said that interpersonal violence refers to two main elements; family and intimate partner violence, as well as community violence, as stated by Krug (2002) as cited by Lazaurus, Tonsing, Ratele and Van Niekerk (2009:17). These authors further explain that family and intimate partner violence occurs between members of the family and between intimate partners, and community violence between people who are not related and may or may not know each other.

1.5.5 Violent crime

According to Van Hasselt and Hersen (2000:3), there are four offences that could be considered as violent crime, these being: murder and manslaughter, forcible rape, aggravated assault, and robbery. Furthermore, violent crime almost always involves some type of force or threat.

1.5.6 Violent Offenders

Violent offenders are individuals who commit any criminal behaviour of a violent nature against another individual—including assault, assault causing bodily harm, wounding, attempted murder, murder, kidnapping, hostage situation, armed robbery and physical sexual offences, as defined by US Legal.com (Online).

1.5.7 Dangerous Violent Criminals

Athens (1989:5), assigns the description of a dangerous violent criminal to persons who commit heinous crimes. Heinous crimes being ones that are seen as shocking and monstrous. According to Athens (1989:5), not all violent criminals are equally violent. A small percentage of these violent criminals are labelled as dangerous violent criminals as they have committed serious violent acts but with the least amount of provocation, thus the reason why they are considered the most dangerous violent criminals.

1.5.8 Offence

According to the Criminal Procedure Act 51 of 1977 an offence is defined as an act or omission punishable by law.

1.5.9 First Offender

According to U.S Legal.com (Online) a first offender refers to an individual who has been convicted of an offence for the first time.

1.5.10 Charge

The term charge defined according to the Criminal Procedure Act 51 of 1977 includes an indictment and a summons.

1.5.11 Court of law

According to the Cambridge English Dictionary [Online] a court of law is a place where trials and legal cases are decided, or the group of people who deal with legal cases there.

1.5.12 Assault

According to Burchell (2013:577) assault consists of unlawfully and intentionally (1) applying force to the person of another, or (2) inspiring a belief in that other person that force is immediately to be applied to him or her.

1.5.12.1 Common Assault

The essential elements of common assault are (1) unlawful, (2) force or apprehension of force; and (3) intention, as stated by Burchell (2013:580).

1.5.12.2 Assault GBH

It is said that assaults involving serious physical injury have always been deemed more serious than those which merely inspire fear, mere touching or only slight bodily injuries, as explained by Burchell (2013:585). Burchell further states that in South African law this particular type of assault is identified by the description ‘assault with intent to do grievous bodily harm’, or commonly known as Assault GBH.

1.5.13 Diversion

NICRO (online) defines diversion as a pre-trial service for both adults and children. Any person who qualifies for a diversion order will not be convicted and will not receive a criminal record. Similarly Khulisa (online) explains diversion as a process whereby adult offenders are provided the chance to acknowledge responsibility for their actions and be channelled away from the consequences of the criminal justice system.

1.5.14 Mediation

The process whereby a mediator assists two parties during a potential litigation in order to facilitate a discussion whereby identifying issues, clarifying priorities, exploring areas of compromise and ultimately identifying solutions in order to resolve the issue at hand, as explained by the South African Department of Justice (www.justice.gov.za/mediation-

Step-by-Step-Guide.pdf). Mediation is often done as an alternative to a dispute adjudicated within a formal court proceeding.

1.6 LIMITATIONS OF THE STUDY

A limitation of this study is that the questionnaire that will be used as the data collection tool was developed in America in the 1970's and for the American context. By making use of this tool here in South Africa it is inevitable that obstacles will be encountered regarding language used to formulate questions.

Furthermore, literature and research done on the process of Violentization is very limited and outdated and thus no revised and recent research was found during the completion of this study.

1.7 ETHICAL CONSIDERATIONS OF THE STUDY

The guidelines given to the researcher regarding this study states that direct interaction will be had with the target group, being adult males, who have been charged with one of the above mentioned crimes and who have qualified for the diversion process from various courts in the Western Cape. Ethical clearance for the study was applied for through the Departmental Ethics screening committee of the Department of Social Development at UCT. This study has been approved by the Department of Ethics. According to de Vos, Strydom, Fouche and Delport (2012: 116) participation needs to be voluntary and no one should be forced to participate. Confidentiality and anonymity are crucial ethical aspects in a research study and thus the researcher will honour these by insisting on consent forms for each individual that participates in the study. This is in line with what is discussed in de Vos et al. (2012:117).

Permission to conduct research with the target population was also obtained from the supervisor at NICRO as well as the supervisor at Khulisa.

Furthermore, due to the sensitive nature of the study and the types of information requested from the participants it must be noted that all participants were eligible for diversion and thus recommended to complete various types of intervention. If any participant required any additional intervention this could be attended to.

1.8 REFLEXIVITY

Reflexivity can be used in varying contexts and with different aims, to enhance the credibility and rigour of the research process as well as make transparent the positionality of the research, as explained by DeSouza (2004:474).

1.9 SIGNIFICANCE OF THE STUDY

Therefore, by means of this study the researcher aims to increase both knowledge and awareness regarding Lonnie Athen's theory of Violentization and how this process may or may not be applied to persons charged with Assault Common and Assault GBH who were found suitable for the diversion process specifically. Also, it could possibly enlighten us as to whether these individual charged with a violent crime places one at higher risk of becoming a violent criminal or dangerous violent offender later on in life within a South African context.

1.10 ORGANISATION OF THE STUDY

Chapter 2: Will provide a general idea and overview of relevant literature including both national and international studies. This information will deal with the violentization process and its relevance to the study. Also, it looks at whether persons who have committed violent acts such as Assault Common and Assault GBH are at higher risk of becoming dangerous violent offenders.

Chapter 3: Gives a methodological explanation of the study, with specific reference to research approach, research design, sampling, instrument and procedure as well as ethical considerations.

Chapter 4: Will present the results of the study as well as a discussion of the main findings.

Chapter 5: Will include the limitations experienced and recommendations made to address the difficulties experienced by the target group.

1.11 CONCLUSION

In conclusion, this chapter has covered the basis of the study and has outlined the organisation in which the study will take place. The next chapter will focus on literature relating to the research question and topic of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 VIOLENT OFFENDERS OR DANGEROUS VIOLENT CRIMINALS ARE THE PRODUCT OF A COMPLETED PROCESS OF VIOLENTIZATION

According to Athens (1989:7), various theories have been used to explain the mystery behind the creation of dangerous violent criminals. Present theories explaining the development of dangerous violent criminals can be categorised into social environmental and bio-physiological. Researchers are continually looking for the definitive answer to the question of what causes violence; whether it is a product of biology or socialization or, perhaps, a bit of both. Lonnie Athens, a criminologist, is known primarily for his theory about the unique transforming process gone through by individuals to become dangerous, violent offenders (1989).

One of the many consequences of violence experienced during childhood is the increased risk that an abused child could at some point in their life course turn their pain into violence against others, as stated by Lisac & Beszterczey (2007:118). Widom (1989) as cited by Lisac et al. (2007:118) refers to this as a cycle of violence. Similarly Athens process of Violentization also refers to a cycle wherein he states that if a person is exposed to violence in the brutalization stage and proceeds to complete all four stages they too turn their pain into violence against others. Athens however believes that once the last stage being that of virulency is completed the result is a dangerous violent criminal whereas Lisac et al. states that the extent of their crimes would be a direct reflection of the extent of that which they were exposed to. The study undertaken by Lisac et al. (2007) of 43 death row inmates indicated that the majority had suffered abusive and chaotic childhoods which resulted in delinquent behaviour. The following was identified: sexual abuse, physical abuse, witnessing violence, verbal abuse, scape goating and being terrorized were present in the respondents.

Armaline (2007:429) states that several authors have tried to expand and apply Athens Violentization in order to understand violent and deviant behaviour and the creation of these. He further mentions that Athens and Ulmer provide several concepts for understanding interpersonal violence and the socialization process that contributes to individuals either becoming a dangerous violent criminal or not.

Athens (1989:80) states that when all four stages are combined a new theory of explaining the creation of dangerous violent criminal emerges. He also makes mention of general criminal behaviour and the labelling theory which has a more general approach and states that it is not very specific in terms of being able to identify a dangerous violent criminal.

Athens (1989:87), discusses the labelling theory and how individuals can be categorised into one of two categories “primary” violent criminal or “secondary” violent criminals. He goes on to differentiate between them – primary are those committing infrequent minor violent crimes – this is the majority, whereas secondary are those that regularly commit heinous violent crimes, small percentage of the overall criminal population. He criticises this theory in that it categorises the behaviours but does not look at the background of the creation of the criminal.

In addition to Athen’s Violentization theory, a secondary and tertiary relative theoretical models can applied in this instance to explain the development of certain behaviours and actions, that of Bandura’s Social Learning Theory as well as the Cycle of Violence.

The Social Learning Theory was developed by Albert Bandura in 1971, to explain and understand why people behave the way they do. Boonzaier and de la Rey (2009:337), further state that Bandura’s social learning theory includes the attitudes and behaviours that are learnt from surrounding environments. Traditionally the father is seen at the primary role model for a son and thus predisposing the male child to mirror the behaviour of the father, as mentioned by McCleod (2011).

Whilst there are two trains of thought when it comes to the link between social learning theory and criminal behaviour, these being on opposite sides of the continuum. Smith and Zhan (1999:229) make mention of a number of academics who have stated that a vast number of children who have been subjected to violence or witnesses thereof within the family home, do not grow up to victimise others, having said this majority of research does however indicate that there is a strong influence between situational factors / social learning with intergenerational transmission of violence. Farrington (2011:216) states that it is clear that many family factors predict offending and that social learning theories argue that children who fail to be law-abiding and present behaviours of criminality, have been subjected to parents that provide this type of environment, as cited by Springer and Roberts (2011).

According to Reckdenwald, Mancieni & Beauregard (2013:466) there is general agreement in the link between criminal behaviour and the effects of trauma experienced early on in life,

suggesting that there is a definite relationship between maltreatment during childhood and subsequent delinquency and criminal offending type behaviour. However, even though the transmission of violence is not a definite, it has been well documented that there are consequences of maltreatment. In a research study conducted by Widom (1989b) over the period of 4 years from 1967-1971 she looked at all cases of physical abuse, sexual abuse and neglect that were processed in a midwest county juvenile and adult court where findings indicated that the presence of abuse increased the odds of delinquency and criminality by a staggering 29%, as cited by Reckdenwald et al. (2013:468). In a follow-up study six years after that of the initial project, it was found that being abused or neglected as a child increased one's risk of being arrested as a juvenile by 59%, as an adult by 28% and the likelihood of being arrested for a violent crime by 30%.

Widom has conducted research over a number of years (1989 – 2001) on the Cycle of Violence. Widom (1989:160) states that the terms “cycle of violence” and “intergenerational transmission of violence” have been used loosely over a few decades. Researchers over the decades focus’ varies from the relationship between child abuse and abuse as a parent to child abuse and neglect and later delinquent, adult criminal and or violent criminal behaviours.

Widom’s research revealed that abused and neglected children have a higher chance of delinquent behaviour, criminal arrests, adult criminality and violent criminal behaviour (1989:162). Widom’s 1989 research revealed that abused and neglected children end up in more arrests as adolescents (26% versus 17% (control group)), more as adults (29% versus 21%) and more arrests for violent offences (11% versus 8%). Similarly in Widom and Maxfield’s 2001 research, (2001:3) 27.4% of abused and neglected adolescents versus 17.2% (control group) were involved in criminal behaviour, 41.6% of abused and neglected persons (versus 32.5%), were arrested as adults and 18.1% versus 13.9% involved in violent crime. In the 2001 research the primary question was “Would arrest histories of those who had been abused or neglected be worse than those with no reported abuse?” it is clear from the stats above that this is the case and that those abused / neglected were more likely to be arrested as adolescents, adults and for violent crime. In addition to this the research revealed that abused and neglected cases indicated arrests were at younger ages, committed twice as many offenses, and were arrested more frequently.

In another study maltreated children were examined versus non maltreated children in a different geographic area and results indicated higher rates of delinquency and violent behaviour in the maltreated and impoverished group.

Widom (1989:160; 1989:3556) and Widom & Maxfield (2001:1) completed 3 studies with quite different variables (geographic areas, time periods). They all revealed similar results in that childhood abuse and neglect has been found to increase the risk of crime and delinquency. Widom (1989:364) states that childhood victimisation has demonstrated long term consequences in terms of adult criminal behaviour. The violence breeds violence hypothesis rings true in that individuals who were subjected to abuse or neglect as children were at a higher risk of involvement in violent crimes as adults and subsequently higher arrest rates.

Issues and findings as stated by Widom and Maxfield (2001:1-2), in an article entitled an update on the “cycle of violence”, indicates that childhood victimisation is a serious social problem, that it is often associated with delinquency and that today’s abused children become tomorrow’s violent offenders. This relates not only to abuse but also pure neglect and even malnutrition. Some key findings included: 1. Being abused or neglected as a child increased the likelihood of being arrested by 59% as an adolescent and 28% as an adult and by 30% being involved in a violent crime, 2. Physically abused and neglected children were most likely to be arrested for a violent crime, 3. Maltreated children’s first arrest were at a younger age and committed nearly double the amount of offences, 4. This new research extended to show that not only males were impacted by this “violence begets violence phenomenon” but that abused and neglected females were also at increased risk.

Reckenwald, Mancini and Beauregard (2013:466) state that there is agreement in literature that there is a link between childhood maltreatment and ensuing delinquency and adult offending. They further state that intergenerational transmission of violence is passed on from one generation to the next and that social learning theory (Bandura 1973) provides theoretical rationale and explanation for this, in that abused children learn to become aggressive through behavioural conditioning and imitation. Amongst a number of hypotheses, Reckdenwald et al. (2013:470;472) state that “Prior physical abuse will be related to the frequency of violent offending because individuals will learn to use violence by experiencing physical abuse”. Their research indicates the following findings: prior maltreatment suggested that most offenders were victims of abuse prior to the age of 18, there was a split between physical, sexual and psychological abuse. The results indicate that there is a definite link between maltreatment

prior to the age of 18 and criminal offending patterns. Reckdenwald et al. (2013:476) conclude that based on the “cycle of violence” individuals learn how to victimise others by experiencing it themselves, indicating a direct relationship between maltreatment and later offending. These findings support research that acknowledges the damaging effect that simply being exposed to or witnessing abuse can have on an individual, Kitsmann et al. (2003), Stile (2002) –as cited by Reckdenwald et al. (2013:476)

Based on the above, it is clear that no one theory can fully explain criminal behaviour and furthermore the creation of violent offenders or dangerous violent criminals. Through this study the researcher aims to assess and test whether violent offenders or dangerous violent criminals in the context of first offenders who have been charged with the offence of assault and who have been diverted from various courts in the Western Cape are the end product of having completed the Violentization process as put forward by Athens which will then provide an indication of the level of risk which they have for further violent offending behaviour. Furthermore the researcher will bear in mind the Social Learning Theory as a secondary lens in order to identify the effects this also may have on behaviour.

2.2 VIOLENTIZATION AND THE FOUR STAGE VIOLENTIZATION PROCESS

Lonnie Athens developed the theory of violent socialization or as it is commonly known as Violentization, in the 1970's. This process was developed through a series of interviews carried out in two American States with 58 prisoners in five criminal justice facilities. According to O' Donnell (2003:752), Athens through the analysis of these interviews and research defined Violentization as a developmental process, consisting of four stages, namely: Brutalisation, defiance (previously belligerency), violent performances (now known as dominance engagement) and virulence. This section of the study can be linked to the previous chapter of this report where the violentization theory was introduced and details were presented as to its implementation.

Each of the above stages must be completed in their entirety and in the exact sequence, as stated by Stewart and Zaaiman (2014:427), further mention is made by O'Donnell that if the last stage being Virulancy is reached and completed, thus the entire process, the individual would become a dangerous violent criminal and ultimately become the brutaliser that they once feared at the start of this process.

Each of the four stages in the Violentization process will now be discussed in detail, as described by Lonnie Athens (1989:29-79). These are significant in this particular study as the data collection tool (questionnaire) is broken up into various processes related to these four particular stages. It is thus important to have an overall understanding of each phase in order for the data collected to be analysed accordingly.

Brutalization

In this stage, the person is exposed / introduced to violence in their habitat, usually by the primary caregivers. Within this stage the person goes through three very specific experiences. **1) Violent subjugation**, which is when the person is forced to submit to the caregiver's authority, and if not is punished in a violent form (physical force, brutality, emotional). This does not stop here, as this violence can continue to the point where even obedience is met with a violent response. **2) Personal Horrification**, is where the person witnesses violent force and behaviour against one or more members of the primary group (this being close family). This creates helplessness and guilt in the person witnessing the behaviour. **3) Violent Coaching**, informal / covert process whereby an older family member/s teaches the person "rules of survival", this can be done by using a number of different techniques: vain glorification, coercion, ridicule, haranguing and besiegement. All of these techniques leave the child (person) as battered, scared, suffocated and/or humiliated.

This stage is seen as a traumatic experience; the above experiences can take place at different points or can take place simultaneously (however this is not the norm). The brutalization stage is only complete once the person has been exposed to all three of the above mentioned experiences. Whilst the duration of this stage, according to Athens (1989:56), is individualised to each person, the majority of people (especially males) are seen to have completed it by early adolescence.

Defiance (previously known as belligerency)

Stage one leaves the person (child) in total turmoil, feeling dejected, deeply troubled and disturbed by what was experienced during the brutalization stage. This is a very reflective stage, where the experiences, source of anguish, humanity in general, solutions and the general aftermath are rallied around in the persons head. This creates emotional turmoil and results in looking for ways to put an end to the brutalization. During this stage the person decides that the provocation and hurt needs to come to an end, even if it means turning violent themselves.

Stage two, can be summed up as, taking personal responsibility for stopping the brutalization. The emotionally laden first step is mitigated by provocation and precaution and the first mitigated violent resolution ends the defiance stage, as stated by Rhodes (1999:125-128).

Violent Performances

According to Athens (1989: 63), the question foremost in the minds of these people are, “When the time finally comes, will I be able to hurt somebody bad or not”. Whilst anyone can verbally express the want or need to exert physical harm, there are only small percentage of people who would in fact be able to go through with or carry out the actual violent performance. During this stage, the person “waits” for the opportunity or situation to arise in order to carry out or test their idea of a violent attack. A mental struggle ensues here, as the person has many unanswered questions around, whether he/she will be able to go ahead with the act and if this act of violence will be debilitating to the victim in order to avoid a counter defeat or attack understanding that this subjugation can be worse.

Moderate to maximum provoking is required for the person to act on the above feelings, this provocation needs to be purposeful and tormenting enough to trigger the violent act according to Rhodes (1999:128). At this point there could still be reasons for the attack not to take place, these can include but are not limited to, realising they will not be successful in the attack against the protagonist and is frozen with fear, there is an interruption during the interaction by a third party or the attack / determination thereof is not strong enough to overpower the protagonist.

The attack on the protagonist can end in a number of ways, the obvious being a win or lose situation. However there is seldom a clear cut win or lose. The other result could be seen as a tie or a no decision. In addition to the above it has been noted in literature that men are different to women when it comes to protecting their families and those close to them. An adult male’s personality which develops from boyhood is made of instincts, attitudes and physical strengths that empower them to be servant leaders when it’s come to those who count most in their lives. They have a natural instinct to protect those from harm, as said by Stenson, (available at www.parentleadership.com).

Virulency

The final stage in the process is known as virulency, meaning venomous hostility. Athens (1989:79), states that once this stage has been completed the person is ready to attack people physically with the intent to do severe harm or kill with minimal provocation. This stage comes after the person has taken part in a physical altercation where he/she has come out tops. According to Siegel (2015:331), it is during this stage that the criminal emerges and creates a violent identity that others fear.

Siegel (2015:331), states that once the process has been completed and these youths have gone from being the victim to now the brutaliser, which they once feared. They are now ready to begin the process with their own children.

Furthermore it must be noted that during the completion of this research study Lonnie Athens added a fifth stage to the Violentization Process which he calls Violent Predation. This new 5th stage can be understood as “the point of no return” whereby the perpetrator becomes totally disconnected with humanity as explained by Athens (2015:7). According to Athens (2015:7) predation comprises of two acts namely, nagging doubt and violent resoluteness. The first act regarding nagging doubt may cause the perpetrator to second guess past decisions and embrace their new malevolent identity, Athens further states that during this act perpetrators come to two realisations, 1) they take note that people no longer view them as dangerous but as monsters who should be avoided at all costs and 2) that living up to this malevolent identity carries a greater burden than previously expected. The second act identified as violent resoluteness the perpetrator reaches a stalemate in terms of rehabilitation as although they may reach a crossroads by either choosing to renounce their malevolent identity and return to civil society or seek infamous status at all costs, as stated by Athens (2015:7). Both directions as explained by Athens (2015:7) are hazardous and will be met with degradation and humiliation. It is further noted by Athens (2015:7) that if the latter is chosen, the perpetrator will now attack another person without provocation with the sole purpose of seriously injuring or killing that person.

This being said, a new violentization tool has not been developed and thus the newly added 5th stage was not included in the data collection process.

2.3 POLICY AND LEGISLATION

According to the World Health Organisation, a country's laws, policies and legislation are the most solemn and formal expression of its values; they recognise, reinforce and give stability to a society's norms. Thus it is important when conducting research that these policies and legislation are taken into account especially when dealing with people as respondents.

2.3.1 Child Justice Act 75 of 2008

The aim of the Child Justice Act 75 of 2008 is to ensure that children who are in conflict with the law and accused of committing an offence have a justice system applicable specifically to their needs and situation. The Child Justice Act further promotes the use of other restorative means by which the child can be sentenced in the hope of avoiding a prison sentence.

This Act links directly to the research topic as the theory proposed discusses those in conflict with the law who can be diverted out of the criminal justice system. It is important to note that youth are not being looked at for the purpose of this research, however, as it stands, there is no legislative framework where adult diversion is concerned. Due to this all reference to policy and legislation will be made from the point of the Child Justice Act. Burchall (2013:259) reiterates this by stating that although diversion has informally been a part of the administration of the South Africa's Criminal justice system since as early as the 1990's, the Child Justice Act provides us with the first comprehensive legislative framework for all processes and procedures regarding diversion.

NICRO is one of the most well-known organizations to have been accredited by the Department of Social Development to offer diversion interventions. Diverting children, youth and adult offenders (first time offenders) away from formal criminal justice proceedings into developmental and therapeutic programmes in order to prevent reoffending and recidivism as stated in the NICRO and Road Offences Panel Programme document.

It is important to note that adult diversion is being widely implemented across South Africa as well as all over the world for a number of years, however South Africa has no formal policy or legislation in place governing this practice with regards to adults. This being said it is clear that there is a significant gap in legislation regarding adult diversion and its implementation.

2.3.2 Criminal Procedures Act 51 of 1977

The purpose of the Criminal Procedures Act 51 of 1977 is to make provision for all procedures and related matters in criminal proceedings. This links to this particular study as we take into account all respondents were charged by the court of law with an offence, in this case with assault common or assault to do grievous bodily harm, and were directed into the criminal justice process before being diverted to NICRO or Khulisa for interventions.

2.3.3 Probation Services Act 116 of 1991

The aim of the Probation Services Act 116 of 1991 is in order to provide for the establishment as well as the implementation of programmes that are aimed at dealing with and combating crime; the rendering of assistance and treatment to those who are involved in crimes and that which is connected herewith.

Furthermore, in the Probation Services Amendment Act 35 of 2002 diversion has been included and states that this means that diversion from the formal court proceedings can be with or without conditions and that diversion programmes are usually a programme within the context of both the family and community.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

It is said that all research in some way is based on an underlying philosophical assumption about what is it that constitutes ‘valid’ research and thus which research methods are appropriate for the development of both knowledge and information for that particular study. Before one begins to conduct any research study it is important to define the two important aspects of the research methodology that will be used as a basis as well as the research design. Research methodology focuses on the process and the instruments used during the procedures, where research design focuses on the end product as explained by Babbie and Mouton (2014:74-75). In this chapter the researcher will present a broader and more detailed discussion regarding the research design and methodology which was introduced during chapter 1 of this research paper. The following aspects will be discussed: research design, population of the study (target group), sampling strategy, method of gaining consent, research tools, pre-test of research instruments, data collection strategy and the method used to analyse the data. Where the information presented and discussed in Chapter 1 served as an introduction to the report, Chapter 3 will present an overall picture of the processes that were followed during the research study.

3.2 RESEARCH APPROACH

A Quantitative approach to research tends to follow what natural scientists do, which is to collect data by following a specific set of steps, as stated by Bless, Higson-Smith and Sithole (2013:16). Quantitative research further relies upon counting, measurements and frequencies as well as the use of a variety of scales. According to Babbie (2010) quantitative research methods focus on gathering numerical data with the aim of generalising it across groups of people or to explain a particular phenomenon. Thus the ultimate goal with such a study as explained by Babbie (2010) is to determine the relationship between one thing and another, thus in the case of this study the goal is to determine whether there is a relationship between being exposed to violentization during childhood, which resulted in becoming a first offender of crimes such as Common Assault and Assault GBH, and being at risk of becoming a violent criminal or dangerous violent offender.

The research method is very much descriptive in its aims and objectives as descriptive research presents us with an overview of the specific details of a situation, social setting or relationship, as explained by Kreuger & Neuman as cited by de Vos et al. (2012:96). Descriptive research focuses on “how” and “why” questions where the researcher uses a specific subject and conducts research to describe it accurately. In addition to the above the Centre For Innovation In Research And Teaching at the Grand Canyon University (Online) state that descriptive research is used to answer questions of who, what, when , where and how on a particular question. Thus this type of research model was best suited to this research study as it is conclusive in nature and is used extensively in the social sciences and provides a rich data set which often brings about new knowledge and awareness.

There continues to be a lack of information and literature regarding the Violentization theory and the link this process has with offenders and the risk of becoming violent. This area has also not been the focus of much research in South Africa specifically and thus a vast amount of new information will be gathered throughout the research process and data collection phase. Data collected through this particular study, as mentioned above, will be compared to the data that was collected by Holtzhausen (2015) in a similar study using the same data collection tool; however the sample size and identifying details of the respondents were different.

3.3 RESEARCH DESIGN

The function of the research design as stated by De Vaus (2001:9) is to ensure that the evidence obtained throughout the study enables us to answer the initial question. Furthermore the research design, according to the University of California (Online) is the overall and underlying strategy that you choose to incorporate the different elements of the study in a logical and understandable way. The researcher needs to ensure that they address the research problem effectively and that it covers the collection, measurement, and analysis of data. The type of design used is determined by your research problem.

For the purpose of this study a cross-sectional research design will be used, as it directly links to the fact that the study is of a descriptive nature and that the data collected will be done with participants from more than one court of law in the Western Cape during the period between June 2017 and September 2018.

3.4 STUDY POPULATION AND SAMPLE

According to Bless et al. (2013:162) quantitative research aims at testing the researchers' hypothesis on a representative sample in order to generalise findings across the whole population. Data collection for research is seen as a time consuming and expensive task; therefore in this study a small sample will be used. When doing a research study it is both advantageous and important to restrict the study to a small specific target group, as stated by Bless et al. (2013:161).

The respondents that formed part of this target group also formed part of the sample. When specifically looking at this study, the greater population is that of first offenders who have been found suitable for diversion from various courts within the Western Cape. The researcher furthered narrowed it down to a sample of diverted adult male first time offenders who were specifically charged with crimes of Assault Common and Assault GBH. Reasoning for specifically looking at these two types of offences is that it is the most common of what is considered to be a violent divertible offence often seen in practice during the data collection process.

The type of sampling that was used during this study is non-probability purposive sampling. According to Bless et al. (2013:172) purposive sampling, also known as judgemental sampling, is a sampling method used to draw a sample most representative of the population. Furthermore it aims to select units based on characteristics that the researcher views as typical for that specific population. Given the fact that this research study was specific in nature and specific in its target sample this was determined to be the best way of selecting the participants needed according to the criteria listed below.

According to Bless et al. (2013:164) good sampling must satisfy certain criteria for quantitative research. This study will involve a sample of 50 participants who meet the following criteria:

- Must be a first time offender.
- Adult males.
- Charged with either Common Assault or Assault GBH.
- Must be processed through one of the various courts within the Western Cape.
- Found to be suitable for diversion.
- Potentially qualify for intervention from either Khulisa Social Solutions or NICRO.
- Basic English literacy (written or understanding).

The above criteria were taken into account when identifying suitable participants for this study. As mentioned previously the participants were first time adult male offenders charged with one of the assault types at various courts in the Western Cape. The courts where selection took place was Wynberg Magistrates Court, Atlantis District Court and Gugulethu Community Court. Permission to conduct research at Wynberg and Atlantis Court was given by NICRO, as the researcher is employed as a social worker at NICRO in the diversion sector. Whilst collecting data at Wynberg and Atlantis Court a variety of court dockets, which included a variety of offences, was given to the researcher where diversion suitability assessments were conducted, from those suitable eligible participants were selected using the above mentioned criteria. Permission was furthermore obtained from the Social Work Supervisor at Khulisa to conduct research with the organisations clients at the Gugulethu Community Court. This being said the process at Gugulethu Community Court differed in that the researcher was provided with a court role whereby the names of possible participants were highlighted indicating those charged with either Assault Common or Assault GBH and for which mediation was successful. It was the job of the case manager to examine the court dockets of the suitable participants to ensure the participants were in fact first time offenders in order for the researcher to interview the selected participants. It must be noted that all participants had not yet taken part in any diversion programmes and had merely gone through the diversion suitability process with the two institutions involved. Furthermore, participants were usually referred to the two institutions between their first and fifth appearance and thus were approached to participate at this time, and thus varied from one participant to the other.

3.5 INSTRUMENT FOR DATA COLLECTION

The data collection instrument that the researcher made use of in order to obtain data from the sample was the Violent Socialization Scale (VSS) which is a questionnaire developed based on theorist Lonnie Athen's Violentization theory (See Appendix A). This questionnaire was developed in order to investigate whether or not an individual has undergone the process of Violentization. According to Babbie (2007) as cited by de Vos et al. (2012:186) a questionnaire can be defined as "a document containing questions and or other types of items designed to solicit information appropriate for analysis". The first and foremost objective of a questionnaire is to gather facts and opinions about a particular subject from people who have first-hand knowledge and experience, as explained by de Vos et al. (2012:186)

3.5.1 The original questionnaire

The original questionnaire was developed for and based on an American context and perspective.

The Violent Socialization Scale (VSS) is made up of a 59 item questionnaire that covers the theory of Violentization. Each sub section of the questionnaire focuses on a particular area of the Violentization process. Each of these sections aims to gather particular information from each individual respondent. These sub sections include: Violent Subjugation, Personal Horrification, Violent Coaching, Belligerency, Violent Performances and Virulency.

Violent Subjugation (VS: 19 Items): This section of the questionnaire aims at assessing whether or not the child was directly victimised or threatened as well as the child's thoughts and behaviours during these events.

Personal Horrification (PH: 11 Items): This component of the questionnaire assessed the presence of victimization, threat or harm to a significant individual in the child's life. Furthermore it investigates how the child experienced the act of a significant other being hurt.

Violent Coaching (VC: 9 Items): This section of the questionnaire focuses on the violent coaching of a child done by a parent or significant other, where the child is instructed to take violent action against another.

Belligerency (BE: 6 Items): This section assesses feelings as well as thoughts and perceptions when other people inflict violence on the child. The aim of this is to gather whether or not the individual will resort to violence in order to stop the violent treatment, especially when feelings of guilt and shame are felt.

Violent Performances (VP: 5 Items): This section of the question aims to assess the transition that takes place from the thought of performing a violent act to actually performing the act. It further investigates how the individual experimented with violence and the decision to use it to resolve conflict.

Virulency (VI: 9 Items): This is the final stage of the Violentization process as well as the final section of the VSS and this aims to assess the individuals inclination to use violence on another with minimal or no provocation.

3.5.2 Adapting the questionnaire for a South African context

The layout and content of the questionnaire will remain the same. A few adaptations were made regarding the way the questionnaire was conducted. Due to South Africa being both diverse in language and culture, the questionnaire can be translated into one additional language (Afrikaans) and used if need be. It must be noted that there was no reason for the consent form and questionnaire to be translated, however specific adaptations/clarifications were used to assist the participants in understanding some of the questions, the terms used in the questionnaire such as “whipping/beating” are not terms commonly used in South Africa and thus these were adapted to “smack/hiding/klap” to explain the same time of action.

Once all the data has been collected a Cronbach Alpha will be done on all items that make up each subscale in order to identify whether or not these are measuring the underlying construct of the VSS as a whole. If low alpha levels are detected the researcher will consider removing certain items if it will in turn improve the overall reliability of the VSS for the South African sample used.

3.5.3 Administration of the questionnaire

The Violent Socialization Scale questionnaire will be discussed with each respondent before beginning with the interview. The researcher will provide each respondent with the scale that will be used in order for them to follow for each question. The researcher will then read the question to the respondent and record the answer provided to the researcher by the respondent. This will be done due to the possible limitation of a low literacy rate or a lack of understanding that could be encountered. Due to South Africa being diverse in language, the questionnaire can be translated into one additional language (Afrikaans) with the original being in English, if the need for it arises.

3.5.4 Reliability and Validity of the Questionnaire

According to Bless et al. (2013:229) validity and reliability are important aspects to consider when evaluating the data collection instrument that will be used. Both internal and external validity are important. Through conducting data collection and analysing the data, the reliability and validity will be examined and assessed.

Component:	Cronbach Alpha:
VS	0,90
PH	0,94
VC	0,86
Be	0,57
VP	0,66
Vi	0,89

Table 1 - Reliability of individual components

As seen in Table 1 above, each component of the VSS was examined for internal reliability using the Cronbach Alpha. According to Pallant (2007:98) values higher than 0,7 indicate good reliability and values higher than 0,8 indicate very good internal consistency. It can be noted from the scores above that most of the VSS components have excellent internal consistency, with some components scoring higher than 0,8 and two components displaying a Cronbach Alpha of more than 0,9. It can further be seen that the component Be (Belligerency) had a Cronbach Alpha value of only 0,57, which therefore indicates that the items which made up this component of the VSS were not measuring the underlying construct of the entire VSS. The decision was made not to remove any of the items within this subscale as it would have made no significant improvement in the overall underlying construct of the VSS. In the table below one can see that the only possible item that could be removed to improve the alpha levels slightly is that of item VSS_43, however the Cronbach alpha for this subscale will only read 0,58.

Variable	Cronbach's alpha and 95% CI: 0.58(0.29, 0.73) Summary for scale: Mean=16.3800 Std.Dv.=6.69111 Valid N:50 Standardized alpha: 0.57 Average inter-item corr.: 0.19					
	Mean if deleted	Var. if deleted	Stdv. if deleted	Item-Totl Correl.	Squared Multp. R	Alpha if deleted
VSS 40	13,72	32,24	5,68	0,34	0,28	0,52
VSS 41	13,16	31,69	5,63	0,29	0,31	0,54
VSS 42	14,1	30,97	5,57	0,48	0,27	0,46
VSS 43	14,84	39,41	6,28	0,17	0,09	0,58
VSS 44	12,26	32,79	5,73	0,27	0,13	0,55
VSS 45	13,82	31,23	5,59	0,33	0,27	0,52

Table 2 - Belligerency Cronbach Alpha

3.6 RESEARCH PROCEDURE

All interviews conducted with the participants were administered by the researcher herself. The interviews were held in the NICRO office at Wynberg Court, mediation room at Gugulethu Court and the boardroom at Atlantis court. Interviews conducted with each participant were confidential and thus only the participant and the researcher were present. Participants were recruited from each of the three courts, however the process differed from each court. The researcher was employed by NICRO as a social worker in diversion sector and thus was granted permission to collect data from NICRO clients at Wynberg Court and Atlantis Court. Thus the process of recruitment was as follows: dockets are provided to the social worker for screening and assessment, of all dockets received the researcher was able to identify possible participants. All participants underwent the diversion suitability assessment, if they were in fact successful they were approached regarding participation in this particular study. Participants gathered from Gugulethu Court went through a similar but slightly different process. Permission from Khulisa supervisor was obtained to interview possible participants. The social worker at the court assisted in that all eligible participants went through the mediation process in order to make sure they are suitable diversion candidates. Once this was done the individuals were approached and requested to partake in this particular study.

All eligible participants were explained in detail as to how the questionnaire is layed out and what the study aims to achieve. Confidentiality was explained and emphasis placed on this, it was explained that all participants would remain anonymous, however the results obtained from the study would be accessible by various parties involved in the research process. It was further noted that no payment was to be given to anyone who participated in the study and that they can choose to withdraw at any time.

The first step of the research procedure will begin with each respondent receiving a consent form (See Appendix B), which needs to be signed in order to give consent to participate in the study. The consent form will be read aloud to each respondent in order to overcome the possible literacy limitation and lack of understanding regarding particular terms. Both the consent form and the questionnaire can be translated into one additional language (Afrikaans) as mentioned in the above sections of this chapter, if the need arises.

The Violent Socialization Scale (VSS) will be administered verbally in a structured interview to each respondent individually in order to ensure internal validity, respect privacy and ensure confidentiality. The VSS is a 59 item questionnaire, items are rated on a 6 point Likert scale

ranging from 1 (“never”) to 6 (“always”), as stated by Rhodes (2003). The results were calculated by adding up each item score and dividing it by the total number of items on the scale. According to Rhodes (2003) the results will lie between three areas, namely: high exposure with an average between 5 – 6, - medium exposure with an average between 3 – 4 and minimum exposure with an average between 1 – 2. Each interview lasted between 30 – 40 minutes.

3.7 DATA ANALYSIS STRATEGY

According to Bless et al. (2013:16), quantitative data is analysed using statistical procedures in order to generalise findings from a sample across the entire population. Data analysis forms part of a variety of steps in scientific research. Data analysis according to Bless et al. (2013:21) is a process whereby data is organised and checked for accuracy. Once this step has been completed, the researcher will make use of statistical tests to describe and explain data.

With regards to this research study, once the data had been collected from the sample which is drawn from a particular population, the data will be provided to a statistician in order for the data to be analysed .

3.8 CONCLUSION

In conclusion to the above chapter, all process steps and procedures discussed above were implemented and put into practice during the data collection phase. The next chapter will present the findings of the research and discussions thereof as well as recommendations and any further questions.

CHAPTER 4

AN ANALYSIS OF THE DATA COLLECTED THROUGH THE USE OF THE VIOLENT SOCIALIZATION SCALE (VSS) WITH 50 MALE FIRST TIME OFFENDERS CHARGED WITH ASSAULT COMMON OR ASSAULT GBH DIVERTED FROM VARIOUS COURTS IN THE WESTERN CAPE

4.1 INTRODUCTION

The purpose of this chapter is to examine and compare the results gathered through the data collection process. Results gathered through the use of the Violent Socialization Scale will be presented through the use of descriptive statistics in the form of heat maps, bar graphs and tables. Each process will be discussed in its totality, and include a heat map as well as a bar graph and in some cases a table.

4.2 ANALYSIS OF THE RESULTS

The analysis will include the data gathered from the 50 participants through the use of the 59 item Violent Socialization Scale questionnaire, as well as a discussion regarding the results and the interpretation of the quantitative data for each of the 6 subscales and processes within the Violent Socialization Scale. Furthermore, comparisons will be made between the data collected for this particular study and the results presented in a similar study conducted by Holtzhausen (2015).

4.2.1 Identifying particulars of respondents

Structured interviews were conducted by the researcher herself with the use of a standardised questionnaire which was a 59 item Violent Socializations Scale

Questionnaire. The interviews were held in the NICRO office at Wynberg Court, mediation room at Gugulethu Court and the boardroom at Atlantis court. Interviews conducted with each participant were confidential and thus only the participant and the researcher were present. During these interviews, the participants were informed of the purpose of the questionnaire and the general details surrounding the types of questions to follow. Participants were asked to provide identifying details specifically their age, race and residential area. Further details regarding the offence committed and any prior offences was obtained from the court docket. This was necessary as the participants had to meet a certain criteria set out for this particular study. Below are graphs representing the demographic details of all 50 respondents who took part in the study.

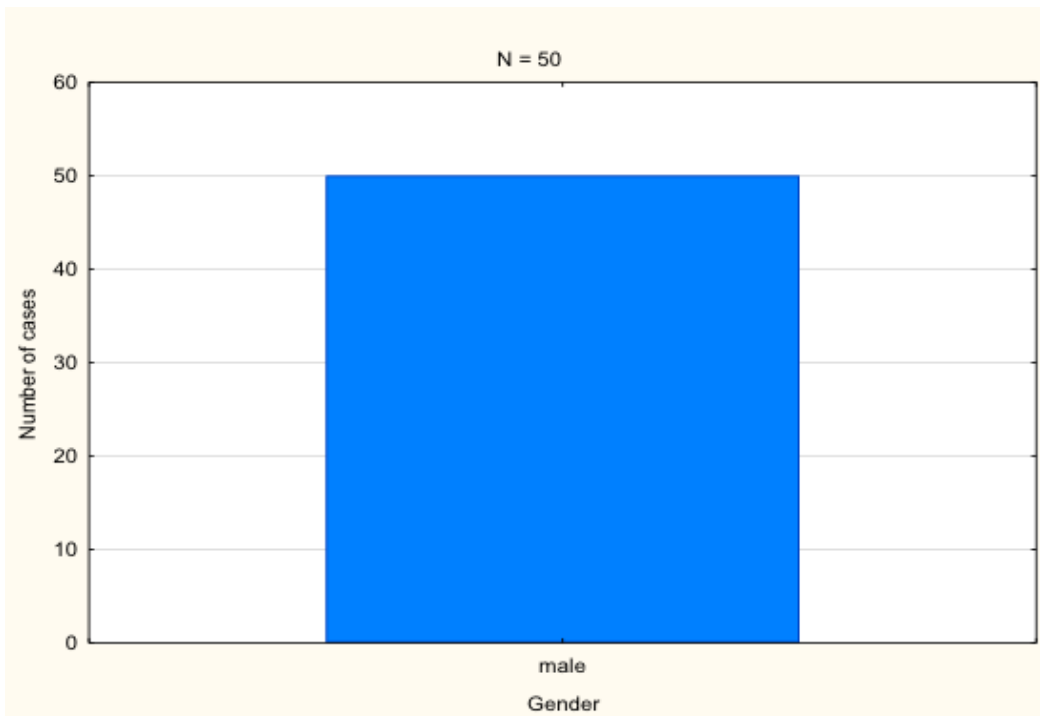


Figure 1 - Gender of participants

As shown in the figure above, all 50 persons who participated in this study were males as this was one of the major selection criteria.

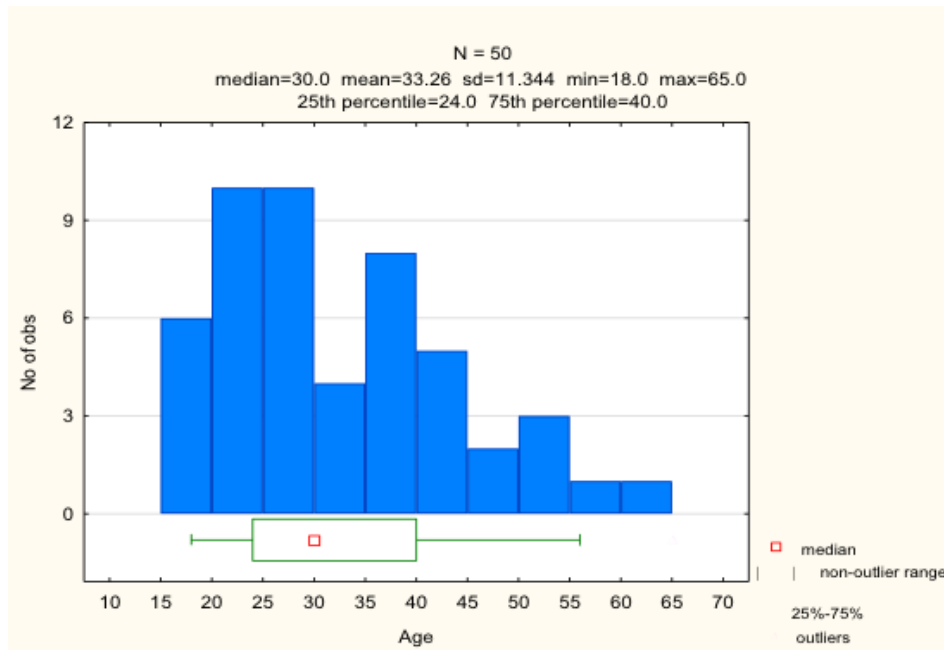


Figure 2 - Age of participants

It can be seen from the above figure that all participants who took part in the study were aged between 18 and 65 years, with average age being 30 years. All 50 participants were broken down into age groups – 32% were between the ages of 18 and 25 years, 28% were between the ages of 26 and 35 years, 26% were between the ages of 36 and 45 years, 10% were between the ages of 46 and 55 years and a mere 4% were between the ages of 56 and 65 years.

It can be deduced from the graph shown above that first time offending is not dependant on age, in addition to this the majority of the participants were under the age of 25 years. This correlates with Pelser (2008:11) wherein he states that violent crime is typically a youth male enterprise. He also refers to an age crime curve where offenders “age out” as they get older and their criminal activity gets less violent. Thus could be an explanation as to why fewer participants were over the age of 40 years. Pelser (2008:11) further mentions that most literature pertaining to this subject identifies males between the ages of 15 and 25 are particularly at risk of offending. Thus implies that more attention needs to be placed on youth and young adults rather than your older offenders over the age of 40 years.

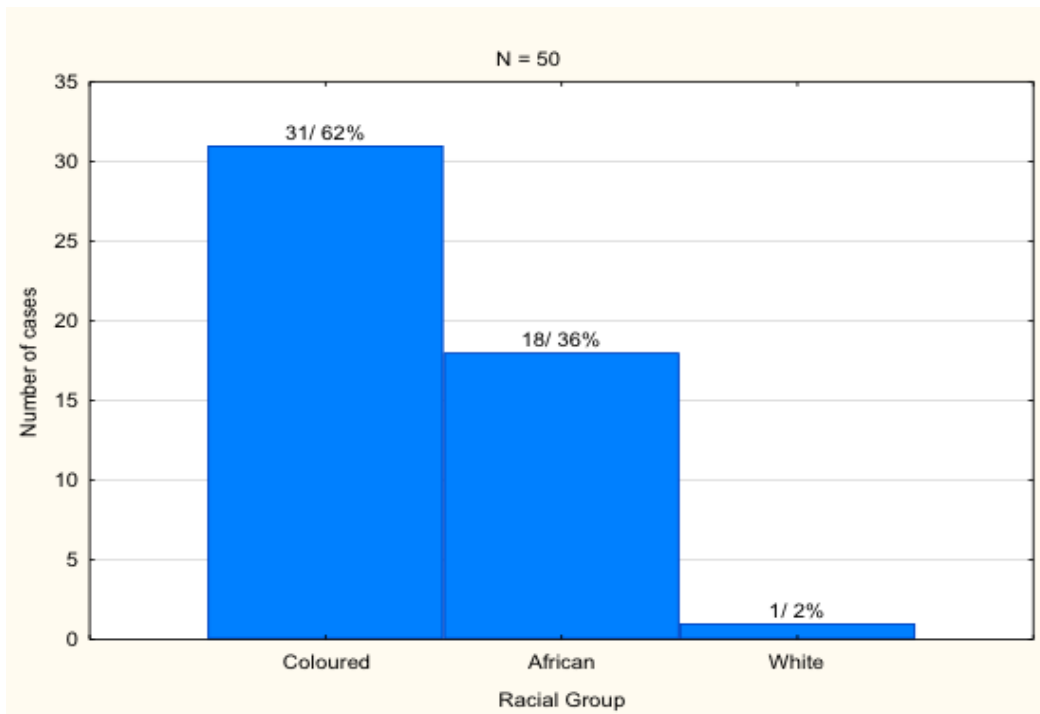


Figure 3 - Racial background of participants

Figure 3 displays the breakdown of the various racial groups of the 50 participants. As seen above 62% of participants were coloured, 36% of participants were black and the minority of the participants, at only 2%, were white.

The possible reason for the above split could be due to the location of the courts used during this study in relation to the participants place of residence and racial background.

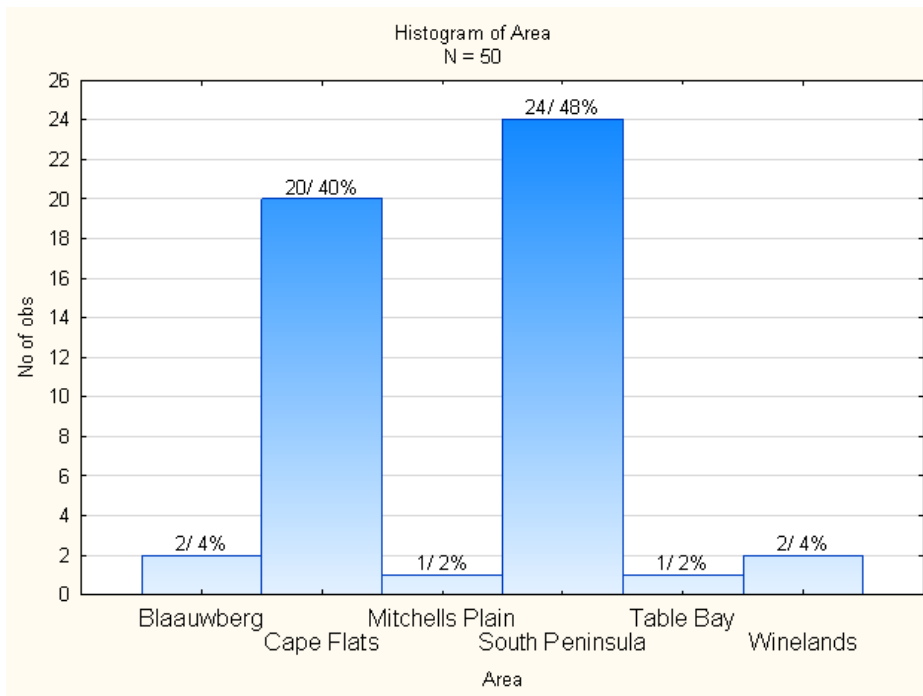


Figure 4 - Residential area where participants reside

Figure 4 above is a visual representation of the residential areas in which the 50 participants reside. Due to the vast geographical area in the Western Cape, the suburbs provided were collated into larger areas. The majority of the participants, at 48%, resided in the South Peninsula. Suburbs categorised under this area (that were listed by the participants) included: Grassy Park, Hout Bay, Lotus River, Retreat, Parkwood, Steenberg and Wynberg.

The second most common residential area was that of the Cape Flats, where 40% of participants resided. Suburbs categorised within this area included: Athlone, Gugulethu, Hanover Park, Heideveld, Landsdowne, Lavender Hill, Manenberg, Nyanga and Philippi.

The remainder of the participants resided in areas around Blaauwberg, Mitchells Plain, Table Bay and Winelands.

The reason for the high numbers of participants residing in the South Peninsula and Cape Flats areas could be that the majority of the participants were arrested and charged at police stations within that same area and thus were remanded to attend the Wynberg Magistrates Court in the South Peninsula and the Gugulethu Community Court in the Cape Flats.

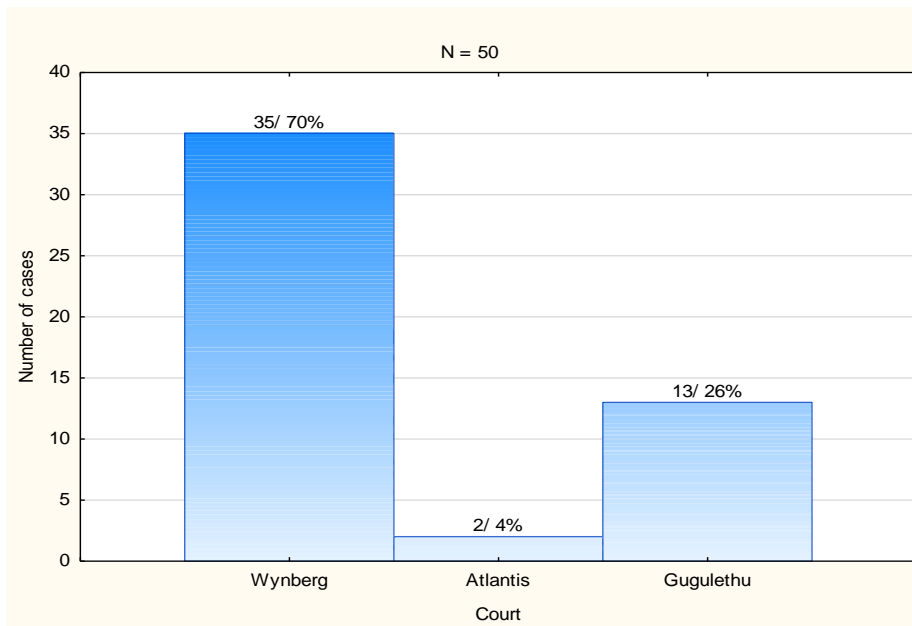


Figure 5 – Participants per court breakdown

Figure 5 above represents the breakdown of participants interviewed from three courts in the Western Cape. The majority of the participants, at 70%, were interviewed from Wynberg Magistrates court, 26% of participants were interviewed from Gugulethu Community Court and a mere 4% of participants interviewed from the Atlantis District Court.

4.3 VIOLENT SOCIALIZATION

Violent Socialization, also known as violent subjugation, as explained by Rhodes, Allen, Nowinski and Cillessen (2007:126) is one's experience of being forced to comply to the control and authority from one's significant others or persons closest to them. Actions of compliance is usually not voluntary but forceful and sometimes violent in nature and the expectation is around one's obedience towards commands and respect. Items VSS_1 through 19 found in the Violent Socialization Scale (VSS), which was the tool used to collect data for this research study, asked questions pertaining to circumstances and events surrounding using force to compel an individual to comply with certain requests. During this section of the questionnaire it further requests the participant to identify who these significant persons may have been who were seen as the authoritative figures enforcing this compliance or force.

4.3.1 Violent Socialization Heat Map – Items 1 through 19

Violent Socialization								
Items	Mean	SD	1	2	3	4	5	6
VSS_1	2,22	1,84	64	2	12	4	6	12
VSS_2	3,44	1,85	22	12	20	40	6	24
VSS_3	3,80	2,11	28	4	12	10	8	38
VSS_4	1,90	1,72	72	8	4	0	6	10
VSS_5	1,92	1,74	72	6	6	2	2	12
VSS_6	1,84	1,65	74	4	8	2	2	10
VSS_7	1,66	1,49	82	0	2	8	2	6
VSS_8	2,80	1,96	44	8	14	10	6	18
VSS_9	3,22	1,92	30	10	18	14	6	22
VSS_10	3,12	2,26	46	4	12	2	2	34
VSS_11	3,72	2,27	34	4	10	4	4	44
VSS_12	2,16	1,93	68	6	2	6	2	16
VSS_13	0,60	2,05	56	4	6	12	2	20
VSS_14	3,18	2,25	44	4	12	4	2	34
VSS_15	3,04	2,10	42	8	10	8	8	24
VSS_16	2,34	1,85	58	6	8	14	0	14
VSS_17	3,18	2,25	44	6	8	4	6	32
VSS_18	2,12	1,81	66	4	10	6	0	14
VSS_19	1,96	1,83	74	4	4	2	2	14

Figure 6 - Violent Socialization Heat Map

Figure 6 above displays results for items VSS_1 through 19 obtained from the completed questionnaires by all 50 participants. The values represented in the above figure are the percentage scores assigned to each scale number based on the responses provided by the participants. It is clear from the above figure that the most frequent response was 1 except for items VSS_2, 3 and 11. Through items 1 to 19, response 5 was the least use option.

In a similar study conducted by Holtzhausen (2015) with 78 youth from Gugulethu and Khayalitsha he found that items VSS_1 to 10 showed response 1 to be the most common whereas items 11 through 19 showed an even split.

The difference in results between this study and the one conducted by Holtzhausen could be due to the fact that the respondent groups were very different, in terms of size, racial background, demographic area and age of participants. This being said Gie (2009:4) states that while international evidence suggests that poverty as such has little impact on crime and violence, it has been found that in South Africa, inequality does appear to aggravate the likelihood of violent crime. One of the factors that can influence this is when persons perceive a gap between what they have and what they believe they should have, as stated by the United Nations, cited in Gie (2009:4). Gie (2009:4) further indicates that the lack of resources, infrastructure and other social controls have direct correlation to crime. Despite the fact that literature shows no link between crime and socioeconomic status, the statistics in the report written by Gie (2009) titled *Crime in Cape Town: 2001-2008 A Brief Analysis of Reported Violent, Property and Drug-Related Crime in Cape Town*, showed that out of 58 police districts the majority of violent crime is reported to take place in informal settlements and townships such as Nyanga, Harare, Khayelitsha and Gugulethu. Thus related to the findings above, there is no one set explanation as to why the responses from both this study and that of Holtzhausen's were different in some ways and similar in others.

Although the majority of the outcomes for VSS_1 through 19 made sense based on the target group, the results above indicating that 1 was the most common response for VSS_1 and 5, it was somewhat surprising as in most families there has been some threatening talk between parents/guardians/caregivers and children. This could be as a result of a misunderstanding in the phrase used "threaten to harm you physically" as some may have thought this pertained to harsh physical punishment that warranted medical attention as opposed to a parental "smack" or "spanking".

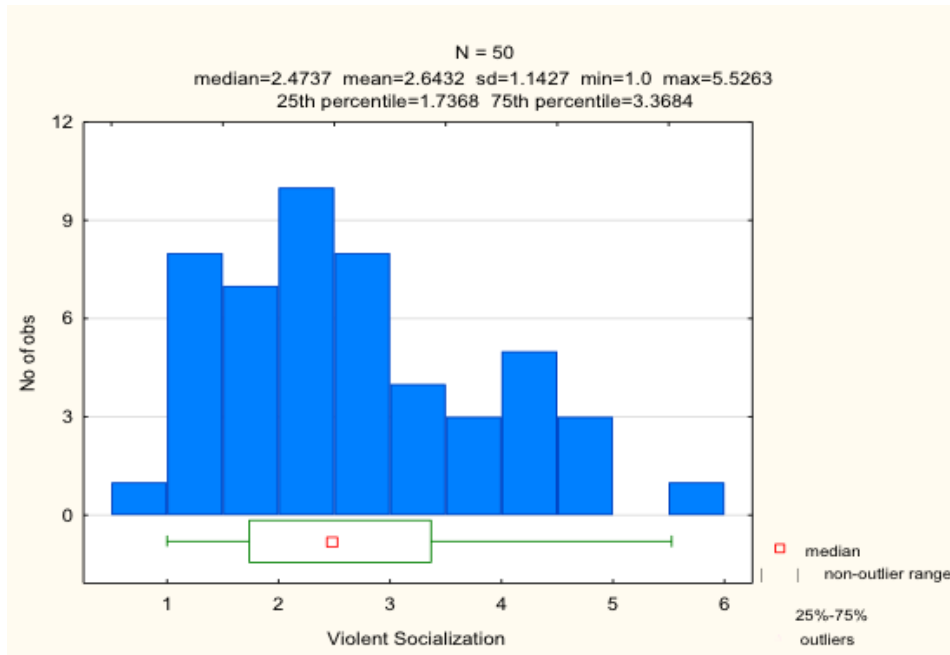


Figure 7 - Violent Socialization Results

The above figure is an additional visual representation of the scores provided by all 50 participants for items VSS_1 through 19. It can further be deduced that the average answer for items 1 through 19 was 2,67.

4.3.2 Exposure to Violent Socialization

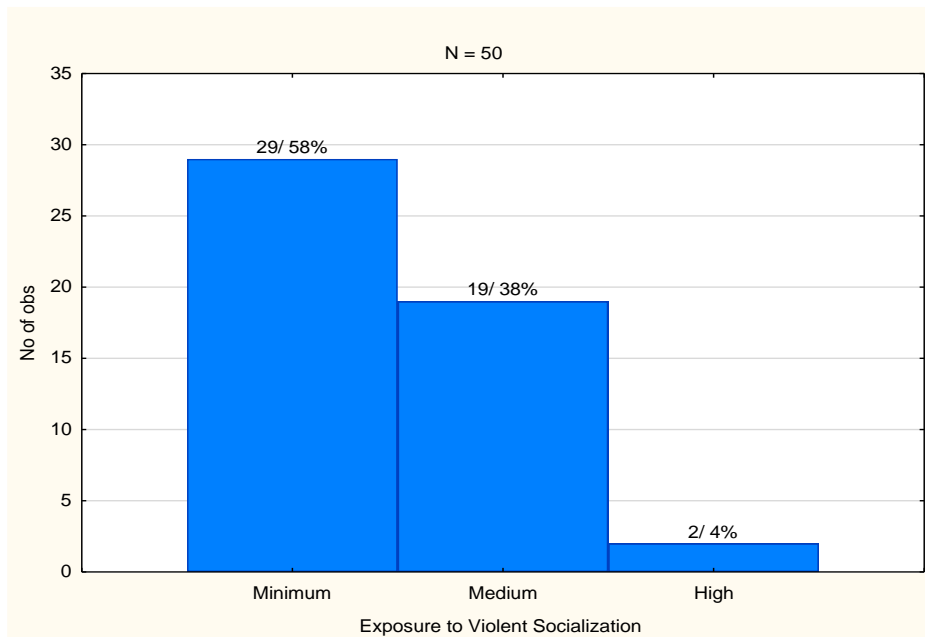


Figure 8 - Exposure to Violent Socialization

Exposure to Violent Socialization items VSS_1 through 19 was calculated for each component as well as overall, by making use of the average of the various components. Figure 8 above shows that the majority of participants, at 58%, displayed minimum exposure to Violent Socialization, whilst 38% displayed medium exposure and a small percentage, at 2%, displayed high exposure.

In comparison, Holtzhausen (2015) results displayed fewer participants displaying minimum exposure and more displaying medium exposure, with no participants displaying high exposure. Both studies revealed high exposure to be least common, however opposite results when it came to minimum and medium exposure.

There is no clear reason for the above differences between this study and the study conducted by Holtzhausen (2015) as both participants from either study predominantly resided in some of the most notorious, violent and gang ridden areas in the Western Cape.

Furthermore Lisac et al. (2007) states that there is a definite link between Post Traumatic Stress Disorder (PTSD) symptoms and violence and that PTSD has been identified as a definite risk factor for violent behaviour. These include but are not limited to: sexual abuse, physical abuse, witnessing violence, verbal abuse, scape goating and being terrorised. It can therefore be concluded that the exposure of respondents in this study was lower due to not being as exposed to these symptoms than the participants of Holtzhausen's (2015) study.

4.3.3 Significant person responsible for Violent Socialization

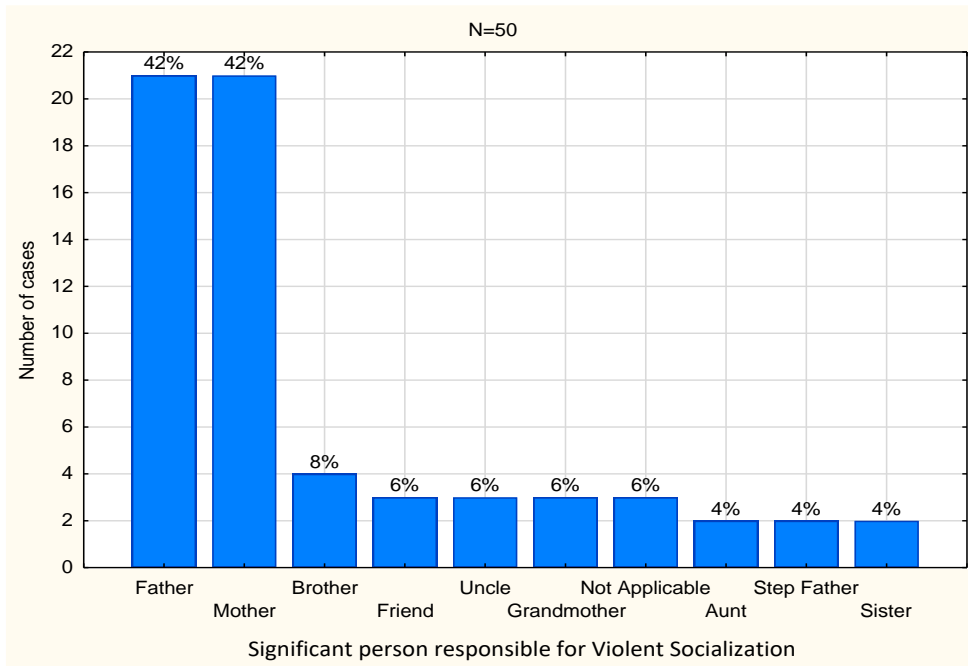


Figure 9 - Significant person responsible for Violent Socialization

The above bar graph, labelled figure 9, is a compilation of the responses related to the roles within the primary group (significant others) linked through items 1 to 19. Participants were given the opportunity to identify person(s) who were responsible for enforcing authority and various other events as discussed in the beginning of this section.

The above figure shows that the father and mother figures were the dominant response when it came to violent socialization exposure. Other significant persons who were mentioned as enforcing authority were: brother, friend, uncle, grandmother, aunt, step father and sister.

According to Athens (1989:29-79), during the violent socialisation stage the individual is introduced to violence in their habitat or social environment, usually by the primary caregivers being mother and father, thus explaining why mother and father has scored the highest in those responsible for inflicting violent socialization. The findings in this study are therefore supported by Athen's theory in this regard. The implications that this study may have in practice is that more prevention needs to be implemented by educating parents

on the importance of positive socialisation within the home in order to avoid a violent outcome.

This being said, the researcher did not expect any other outcome other than either father or mother being the person responsible for violent subjugation.

4.4 PERSONAL HORRIFICATION

Personal horrification is an occurrence whereby an individual is exposed to or is witness to the subjugation of a significant person close to them, as explained by Rhodes et al. (2007:127). In addition to this, the individual can be exposed to the above through both seeing as well as hearing and often experiences feelings of themselves being victims of the subjugation. These individuals contemplate intervening in the situation but often feel that the risk is too high and end up feeling helpless.

Items VSS_20 through 30 of the questionnaire pertain to situations as described above. This section of the questionnaire also asks the individuals to identify persons whom they may have witnessed being victims of subjugation as well as those in the authoritative role, imposing the control.

4.4.1 Personal Horrification Heat Map – Items 20 through 30

Personal Horrification								
Items	Mean	SD	1	2	3	4	5	6
VSS_20	2,88	2,10	44	12	8	10	0	26
VSS_21	2,74	2,31	60	4	2	0	4	30
VSS_22	2,58	2,30	66	2	0	2	0	30
VSS_23	2,80	2,39	62	2	0	0	2	34
VSS_24	2,42	2,12	66	2	2	4	6	20
VSS_25	2,44	2,14	64	4	4	4	0	24
VSS_26	2,52	2,15	62	4	4	2	6	22
VSS_27	2,06	1,89	72	2	6	10	0	16
VSS_28	1,70	1,59	80	4	2	4	0	10
VSS_29	2,78	2,31	60	2	2	2	4	30
VSS_30	2,02	1,92	76	0	4	2	2	16

Figure 10 - Personal Horrification Heat Map

Figure 10 above, displays results for items VSS_20 through 30 gathered from the questionnaires completed by all 50 participants. The values represented in the above figure are the percentage scores assigned to each scale number based on the responses provided by the respondents. It is clear from the above figure that the most frequent response was 1 for items VSS_20 through 30, with response 6 being the second frequented response. Items VSS_20 through 30 showed that 5 was the least used response.

When comparing the above results to the study conducted by Holtzhausen (2015) it can be deduced that he too found that items VSS_20 through 30 also showed response 1 to be the most common except for VSS_21 where response 6 scored the highest. It can further be seen that response 6 scored the second highest on items 20 through 30, except in VSS_21 where it scored the most.

Pelser (2008:9) conducted a study with 395 violent youth offenders and found that 43% of this group had witnessed violent interpersonal conflicts in their home. This being said the similarity in results between this study and the one conducted by Holtzhausen (2015) indicates that most people would in some way have been a witness of violence on others, although in Holtzhausen (2015) study his respondents had witnessed this more frequently than those in this study.

From the above it was expected that more participants would have been exposed to or witnessed someone close or important to them being beaten up or whipped, taking into account if participants grew up with siblings. However, the most indicated response was 1. It could be assumed that the question/phrase used was not easily understood within a South African context where the words beaten and whipped are not commonly used to describe what we call a “hiding”, “klap” or “smack”. The implication therefore of this questionnaire within a South African context with a South African sample could have skewed the responses and therefore the overall exposure and the reliability. Thus, if this tool is to be used in future it would need to be relooked at and re-established to be more applicable within a South African context.

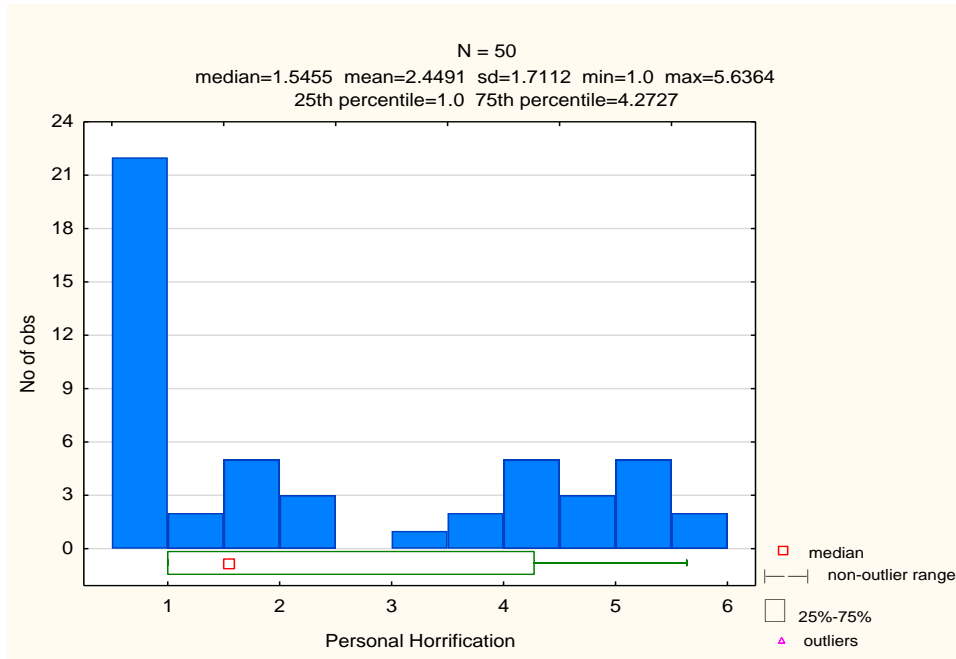


Figure 11 - Personal Horrificity Results

The above figure is an additional visual representation of the scores provided by all 50 participants for items VSS_31 through 39. It can further be deduced that the average answer for items VSS_31 through 39 was 2,16.

4.4.2 Exposure to Personal Horrificity

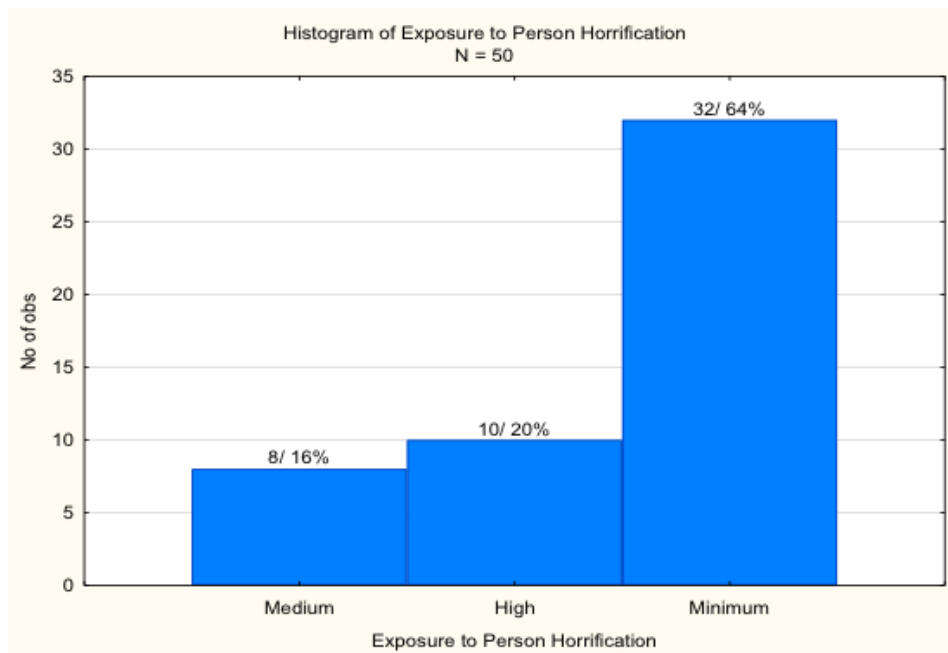


Figure 12 - Exposure to Personal Horrification

Exposure to Personal Horrification items VSS_20 through 30 was calculated for each component as well as overall, by making use of the average of the various components. The above figure, labelled figure 12, shows that the majority of participants, at 64%, displayed minimum exposure to Personal Horrification, whilst 16% of participants displayed medium exposure, and 20% displayed high exposure.

In the study conducted by Holtzhausens (2015) he found that the majority of his participants displayed maximum exposure. Differences however are noted in that minimum exposure was seen to be second with mediums exposure being the least prevalent. Thus displaying some similarities between the exposure of the participants from Holtzhausen’ (2015) study to those of this study.

4.4.3 Significant person responsible for inflicting Personal Horrification

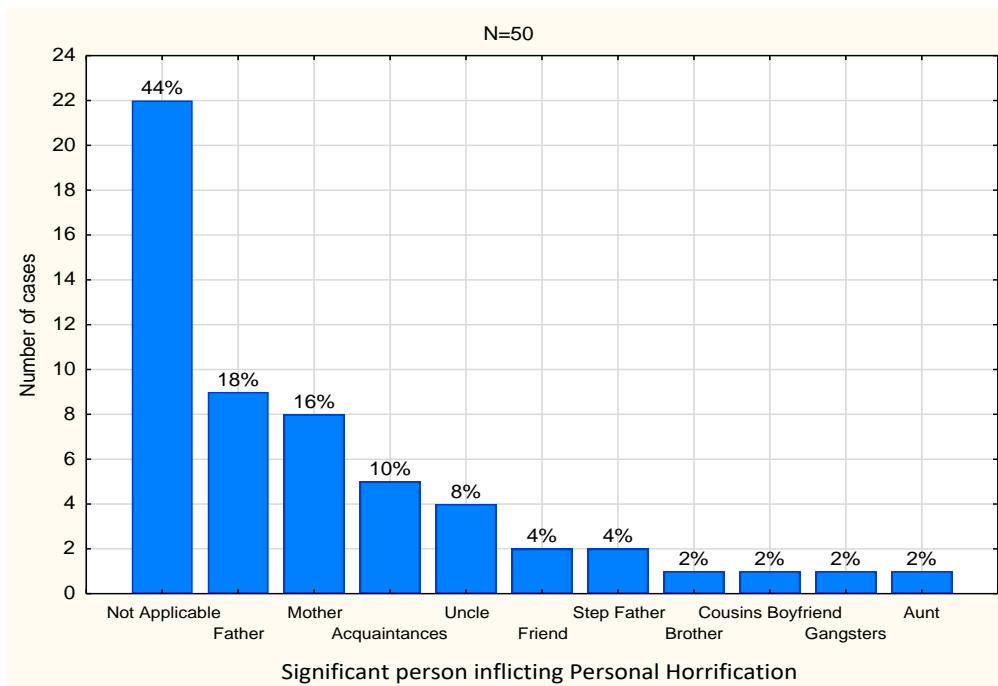


Figure 13 - Significant person inflicting Personal Horrification

The chart above, labelled figure 13, is a compilation of the responses related to the items VSS_20 through 30 where questions were asked pertaining to the individual witnessing a significant person in their lives being subjected to violence by another primary group member. Respondents were given the opportunity to identify persons who were responsible for enforcing authority and violence on others they cared about.

The above figure shows that a high number of participants at 44% scored a 1 being never or not true for items VSS_20 through 30 and thus could not identify a person responsible for inflicting violence on another person close to them. Father was the second most used response with mother being the third used response when it came to inflicting violence and personal horrification. The remaining participants reported acquaintances, uncle, friends, stepfather, brother, aunt and grandmother as role players.

As previously mentioned during the violent socialization section, Athens (1999) states that during the brutalisation stage the individual is exposed to violence in their habitat usually by the primary caregivers, thus explaining why the mother and father role players scored the second and third highest after those who did had no experience whatsoever.

4.4.4 Significant persons subject to violence

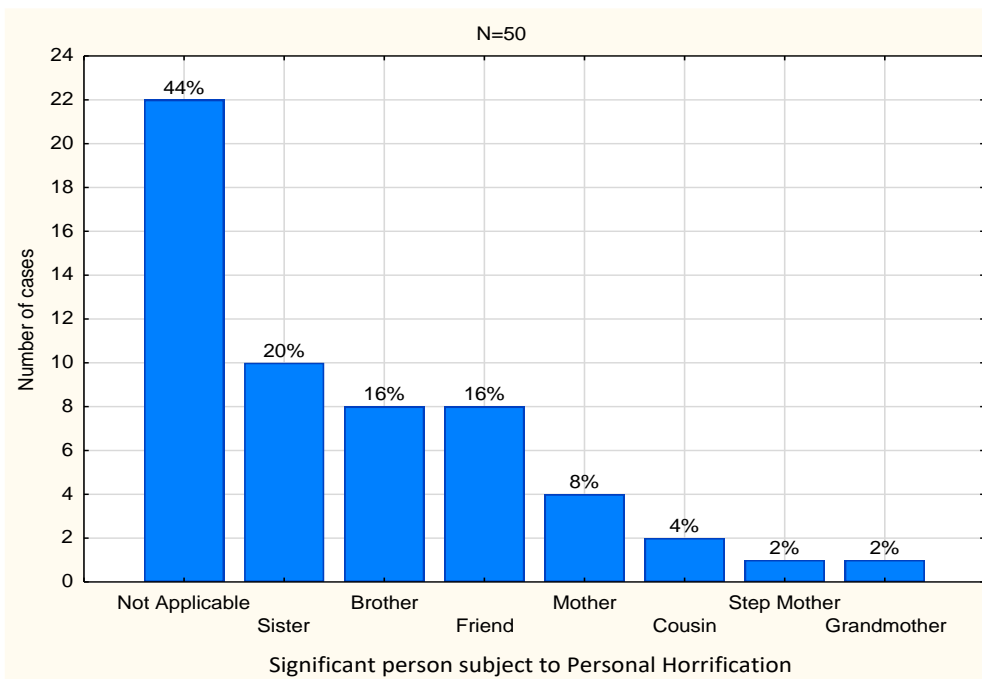


Figure 14 - Signification person subject to Personal Horrification

Figure 14, as indicated above also represents items VSS_20 through 30 relating to matters involving an individual witnessing a significant person in their lives falling subject to violence by another significant other. It can be seen from the above chart that similar to that found in Figure 12, 44% of participants scored a 1 for items VSS_20 through 30 and thus could not answer this particular section, however it further shows that sister and brother were the second and third most used responses and thus were subjugated to violence

more so than the others. Other persons mentioned by the participants whom were subjected to personal horrification were friends, mother, cousins, classmates, father, step mother and grandmother.

Despite there being no literature evidence to explain which persons are most likely to be subject to violence, it can be speculated that due to the fact that primary caregivers (mother and father) are most likely to be responsible for inflicting violence it can then be said that siblings are the most palpable individuals who would then be subject to the violence.

4.5 VIOLENT COACHING

Violent Coaching, as explained by Rhodes et al. (2007:127), is the reliable instruction that violent action is the personal responsibility of the individual. Furthermore, a violent coach is someone the individual perceives to be a violent person. The coach in this sense does not necessarily teach the individual to fight or to defend himself, but rather that violent action is necessary to solve most situations, Rhodes et al. (2007:127). Items 31 through 39 of the questionnaire pertain to situations as mentioned above. This section of the questionnaire also asks that individuals identify persons who may have acted as the violent coach, imposing the control and instruction to solve situations through violent acts.

4.5.1 Violent Coaching Heat Map – Items 31 through 39

Violent coaching								
Items	Mean	SD	1	2	3	4	5	6
VSS_31	2,46	2,06	60	4	10	4	0	22
VSS_32	1,96	1,83	74	4	4	2	2	14
VSS_33	2,20	1,98	70	2	2	6	4	16
VSS_34	2,16	1,93	70	0	8	4	2	16
VSS_35	2,18	2,09	74	0	4	0	0	22
VSS_36	2,16	1,98	70	4	4	2	2	18
VSS_37	2,28	1,98	64	6	6	4	2	18
VSS_38	1,94	1,74	74	2	4	6	4	10
VSS_39	2,10	1,94	72	0	10	0	0	18

Figure 15 - Violent Coaching Heat Map

Figure 15 above displays results for items VSS_31 through 39 obtained from the questionnaires completed by all 50 participants. The values represented in the above figure are the percentage scores assigned to each scale number based on the responses provided by the participants. It is clear from the above figure that the most frequent response was 1 with response 6 being the second most common response. Items VSS_31 through 39 shows that responses 2 and 4 were the least used responses.

In comparison to the above, Holtzhausen (2015) too found that response 1 was the most common response for items VSS_31 through 39 as well as response 6 being the second most common response.

Thus the results between this study and the one conducted by Holtzhausen (2015) are similar in that the participants were exposed to violent coaching by a significant primary care giver as the responses were split between 1 and 6 being never and frequently.

Once again the results above were not what the researcher anticipated as due to the nature of the offence committed by the 50 participants it would be assumed that they had been exposed to violent coaching at some stage, which led them to acting violently when presented with a difficult situation.

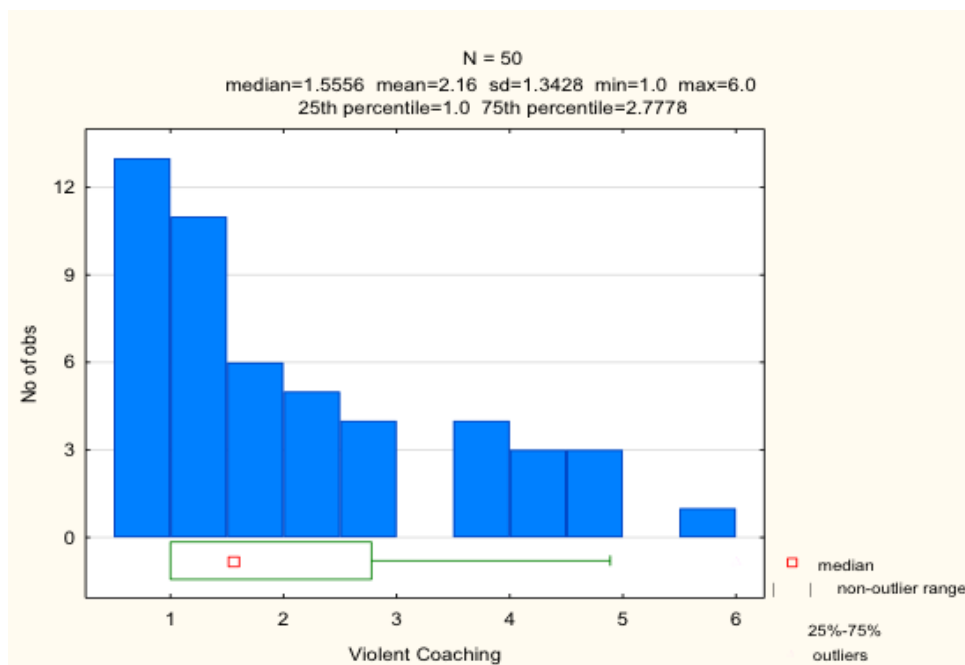


Figure 16 - Violent Coaching Results

The above figure is an additional visual representation of the scores provided by all 50 participants for items 31 through 39. It can further be deduced that the average answer for items 31 through 39 was 2,16.

4.5.2 Exposure to Violent Coaching

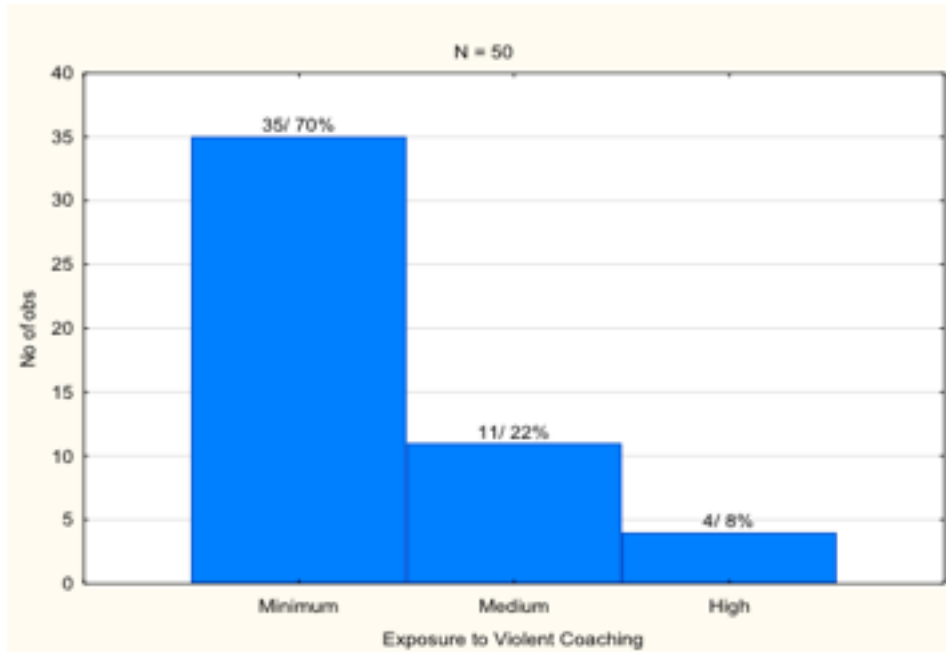


Figure 17 - Exposure to Violent Coaching

Exposure to Violent Coaching, items VSS_31 through 39 were calculated for each component as well as overall, by making use of the average of the various components. Figure 17 above shows that the majority of the respondents, at 70%, displayed minimum exposure, with medium exposure scoring the second highest at 22% and high exposure at 8%.

Holtzhausen' (2015) results displayed more respondents having medium exposure, with minimum exposure scoring second, and lastly maximum exposure being the least. Thus displaying no similarity between the exposure of Holtzhausen' (2015) respondents and those of this study, despite the fact that high exposure scored the least for both studies.

As mentioned above, figure 17 displays a majority having minimum exposure and thus the participants were not exposed to as much violent coaching as the respondents from Holtzhausen (2015) study.

4.5.3 Significant person responsible for Violent Coaching

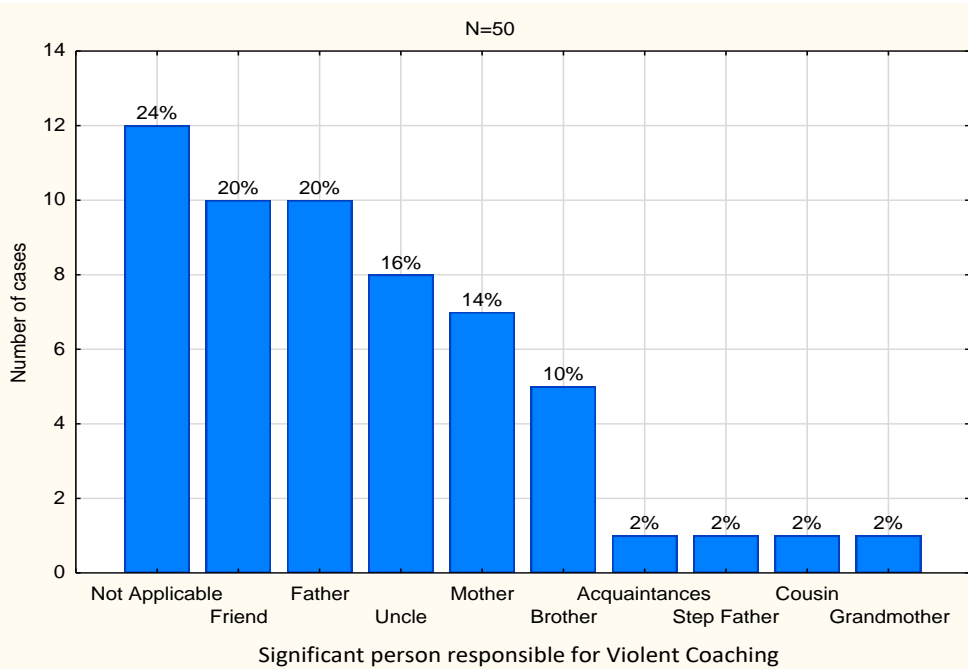


Figure 18 - Significant person responsible for Violent Coaching

The bar graph above labelled figure 18, is a compilation of the responses related to items VSS_31 through 39 where questions were asked pertaining to whether or not the individual was coached by a significant person where they were reared to use violence as a way in which to resolve issues/problems or a way in which one handles situations. The participants were given the opportunity to identify persons whom acted as violent coaches in their lives.

The results shown in the above figure show that the majority of the respondents scored a 1 for items VSS_31 through 39 and thus were not able to identify a significant person responsible for violent coaching thus NA refers to Not Applicable. Despite this, the second highest response indicated violent coaching being done by the father or friend. Other significant persons mentioned by the participants included: uncle, mother, brother, acquaintance, step father, cousin and grandmother.

Once again, similar to that of the findings in the previous sections, Athens (1999) states that the primary care givers are most likely to be the ones responsible for violent coaching, as they were for violent socialization and personal horrification.

4.6 BELLIGERENCY

Belligerency is the fourth factor within the violentization process and forms part of Athen’s second developmental stage. Belligerency is the process whereby the individual finds himself in a heightened state of emotions, by this stage the individual has been subject to violence both personally as well as witnessing those close to him being subjugated, as explained by Rhodes et al. (2007:127-128). The individual experiences feelings of shame and rage regarding his helplessness to intervene with the brutalization. Thoughts of using violent action to intervene take over and result in what Athen’s refers to as a “mitigated violent resolution”, Rhodes et al. (2007:128).

4.6.1 Belligerency Heat Map – Items 40 through 45

Belligerency								
Items	Mean	SD	1	2	3	4	5	6
VSS_40	2,66	2,00	48	10	14	4	4	20
VSS_41	3,22	2,23	42	6	20	6	2	34
VSS_42	2,28	1,82	58	6	16	4	2	14
VSS_43	1,54	1,30	80	4	10	0	0	6
VSS_44	4,12	2,14	22	8	12	4	2	52
VSS_45	2,56	2,18	62	2	6	2	4	24

Figure 19 - Belligerency Heat Map

The above figure displays results for items VSS_40 through 45 gathered from the questionnaires completed by all 50 participants. The values represented in the above figure are the percentage scores assigned to each scale number based on the responses provided by the participants. It is clear from the above figure that the most frequent response was 1 for all items except for item VSS_44, where 6 was the most common response. Furthermore it can also be seen that response 6 was the second most commonly used response whereas response 5 was the least used.

Comparing the above results to that of Holtzhausen (2015) it can be deduced that he too found that response 1 was used most frequently except for item VSS_40, where response 6 scored significantly higher. Holtzhausen (2015) results also show response 6 being the second most used for items 40 through 45 with response 4 being the least common.

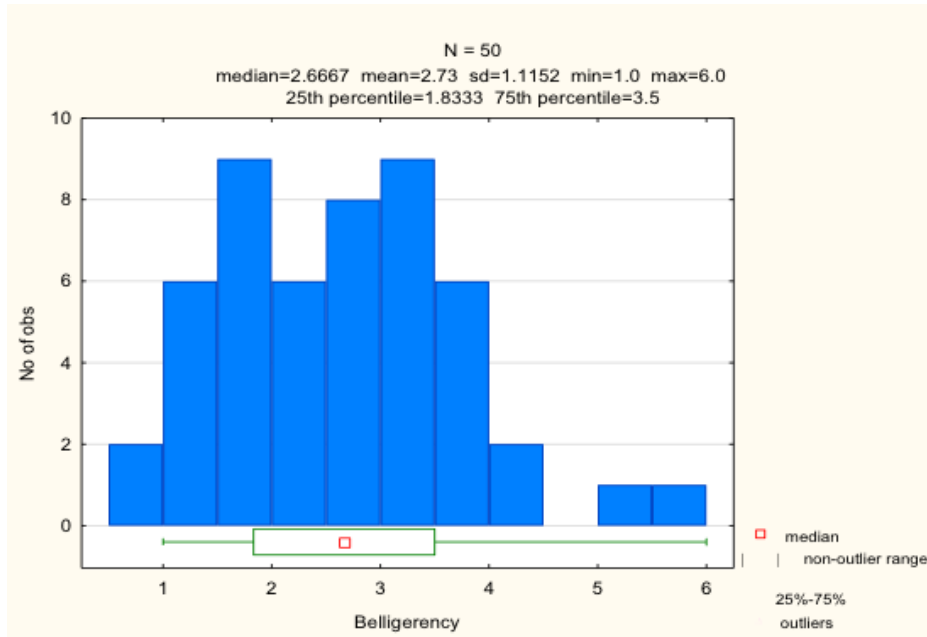


Figure 20 - Belligerency Results

The above figure is an additional visual representation of the scores provided by all 50 participants for items VSS_40 through 45. It can further be deduced that the average answer for items VSS_40 through 45 was 2,73.

Similarities can be seen from the results between this study and that of Holtzhausen (2015) in that the participant groups both experienced various levels of violence and thus both groups were possible products of belligerency.

It goes without saying that one speculates that due to the respondents in this study being minimally exposed to violent socialization, personal horrification and violent coaching that the responses to questions relating to belligerency (items VSS_40 – 45) would show low results due to the fact that exposure to violence in general has not been prevalent, thus leaving the respondents with no heightened emotions.

4.6.2 Exposure to Belligerency

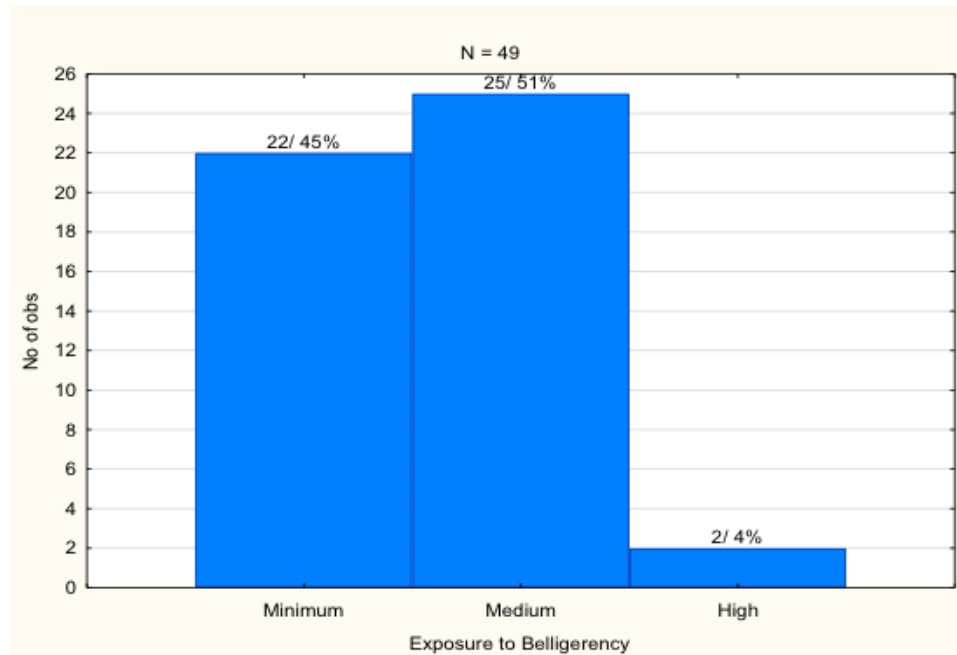


Figure 21 - Exposure to Belligerency

Exposure to Belligerency items VSS_40 through 45 was calculated for each component as well as overall, by making use of the average of the various components. Figure 21 above shows that the majority of the participants at 51% displayed medium exposure, with minimum exposure being second highest at 45% and only 4% of participants displaying high exposure.

Holtzhausens (2015) results were similar to that found in this study as the majority of his participants displayed medium exposure, with minimum exposure being second highest, and lastly maximum exposure being the least. Thus displaying significant similarities between the exposure of Holtzhausens (2015) respondents and those of this study.

As mentioned above, the level of violence experienced by the respondents of this study and that of Holtzhausen (2015) could have been somewhat similar and thus could be classified as by-products of belligerency where violence was prevalent and thus speculated to have experienced heightened emotions.

4.7 VIOLENT PERFORMANCES

Athens third developmental stage includes violent performances. This process begins once the individual has entered what Athens refers to as a “mitigated violent resolution”. This is

described by Rhodes et al. (2007:128) as the stage whereby the individual begins to test his ability to implement or action violence/violent acts as a defence mechanism. Rhodes et al. (2007:128) further highlights that if the individual is successful in his venture he is more likely to proceed onto committing further acts of violence.

4.7.1 Violent Performances Heat Map – Items 46 through 50

Violent Performances								
Items	Mean	SD	1	2	3	4	5	6
VSS_46	5,70	0,93	0	4	2	2	4	88
VSS_47	5,10	1,54	6	4	6	10	6	68
VSS_48	5,58	0,91	0	0	6	10	4	80
VSS_49	5,66	0,85	0	2	2	6	8	82
VSS_50	5,46	1,27	4	2	2	8	4	80

Figure 22 - Violent Performances Heat Map

Figure 22 above displays results for items VSS_46 through 50 gathered from the questionnaires completed by all 50 respondents. The values represented in the figure above are the percentage scores assigned to each scale number based on the responses provided by the participants. It is clear from the above figure that the most frequent response was 6 for all items. Responses 3 - 5 were also used but much less frequently than that of response of 6. Responses 1 and 2 were the least used for items VSS_46 through 50.

In comparison to the results of this study to that conducted by Holtzhausen (2015) it can be deduced that he too found that items VSS_46 through 50 showed response 6 to be the most common. Responses 1 to 5 were somewhat evenly split in their distribution of scores except for response two (2) which scored slightly lower.

Due to the fact that both this study as well as that conducted by Holzhausen (2015) showed response 6 to be the most frequent score there is little difference in this regard. Differences can however be seen in the distribution in scores for the other responses, as they were more evenly split across 1 – 5, however in the study response 1 and 2 were the lowest with responses 3 – 5 also being significantly lower than that of response 6.

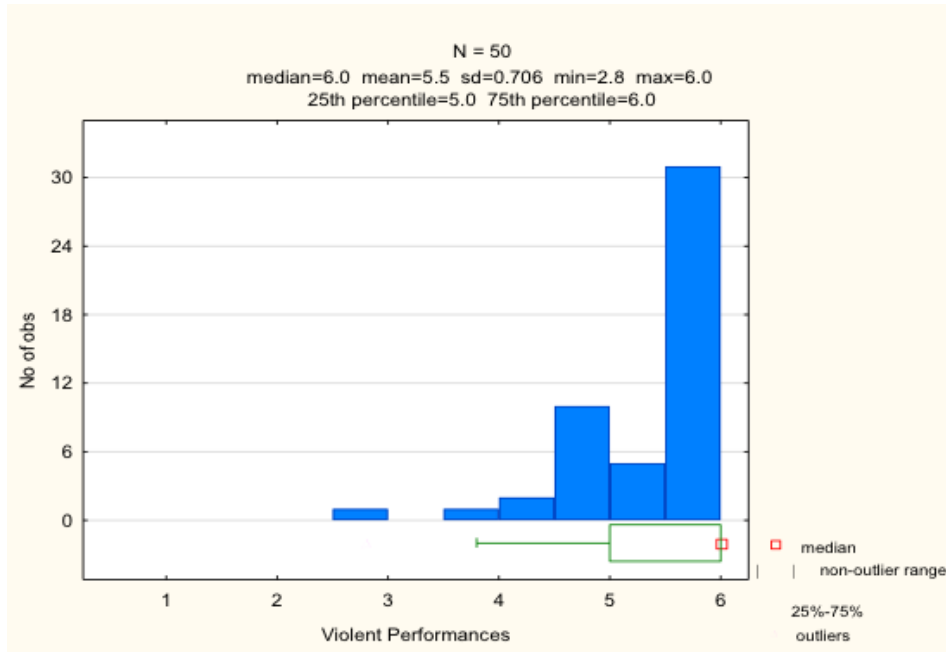


Figure 23 - Violent Performances Results

The above figure is an additional visual representation of the scores provided by all 50 participants for items VSS_46 through 50. It can further be deduced that the average answer for items VSS_46 through 50 was 5,50.

The Parent Leadership Forum mentions that men are wired significantly differently to that of women and have a natural instinct to protect their families and/or those closest to them. Stamina, aggressiveness, assertiveness, fairness and ethics all play a part in the purpose of protecting loved ones. Thus is clear from the results seen above for items VSS_46 through 50 that this somewhat natural instinct comes into play when faced with situations whereby your significant others/those closest to you are in need of protection. It must be noted that these results are not a true reflection of the nature of the individual and does not necessarily mean that they will result in violent offenders or dangerous violent criminals.

4.7.2 Exposure to Violent Performances

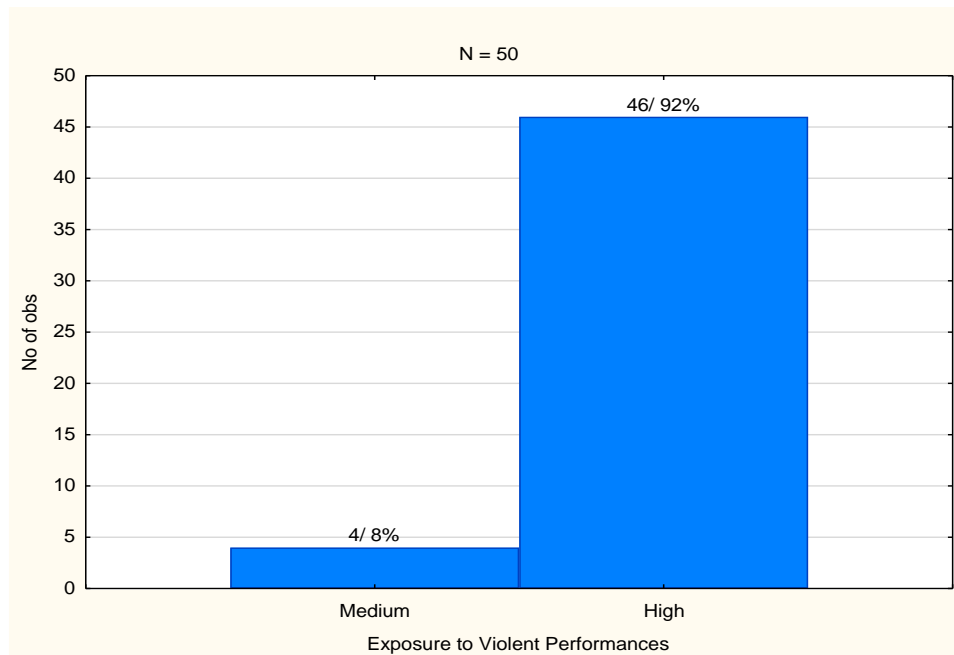


Figure 24 - Exposure to Violent Performances

Exposure to Violent Performances for items VSS_46 through 50 was calculated for each component as well as overall by making use of the average of the various components. Figure 24 above shows that the majority of participants at 92% displayed high exposure, with a mere 8% displayed medium exposure whilst no participants displayed minimum exposure.

Holtzhausens (2015) results displayed maximum exposure, with only a few scoring medium exposure and no respondents with minimum exposure. Thus displaying a strong correlation between the results of this study and that of Holtzhausen' (2015) study.

4.8 VIRULENCY

Virulency, as explained by Rhodes et al. (2007:128), is the stage by which fear and respect has been instilled in the individuals community due to the success of the individuals violent acts or behaviour. The individual now begins to value his new identity/reputation brought on by his triumphs, and thus believes that despite the nature of situations in which he may find himself in, violence as a solution to resolve this will be an acceptable response.

4.8.1 Virulence Heat Map – Items 51 through 59

Items	Mean	SD	Virulence					
			1	2	3	4	5	6
VSS_51	1,20	0,99	96	0	0	0	0	4
VSS_52	1,70	1,39	72	8	12	0	2	6
VSS_53	1,54	1,45	86	0	4	2	0	8
VSS_54	1,46	1,39	88	2	2	0	0	8
VSS_55	1,18	0,63	92	0	6	2	0	0
VSS_56	1,20	0,78	90	6	2	0	0	2
VSS_57	1,40	1,25	88	2	4	0	0	6
VSS_58	1,18	0,77	92	4	2	0	0	2
VSS_59	1,20	0,90	94	2	0	0	2	2

Figure 25 - Virulence Heat Map

Figure 25 above displays results for items VSS_51 through 59 gathered from the questionnaires completed by all 50 participants. The values represented in the above figure are the percentage scores assigned to each scale number based on the responses provided by the 50 participants. It is clear from the above figure that the most significant response was 1 for all items mentioned. The second most common response was 6, with responses 3 and 4 scoring significantly lower than that of responses 1 and 6.

When comparing the above results to those found in the study by Holtzhausen (2015) it can be seen that he too found that for items VSS_51 through 59 response 1 was the most common and response 6 to be second most frequented response. Furthermore Holtzhausen (2015) results showed that response 4 and 5 was the least frequently used response.

There are great similarities in the results of the study and that done by Holtzhausen (2015) in that both studies found response 1 to be the most common with response 6 being the second most frequented response. Furthermore, both studies found response 4 and 5 to be the least used of all 6 responses.

Thus it is clear that the majority of the participants from both this study and that done by Holtzhausen (2015) did not perceive themselves to be of bad nature, however it must be noted the second highest response, although significantly lower than response 1, was

response 6, showing that a percentage of the participants viewed themselves in a negative light.

It can be assumed that response 1 was significant because when one looks in the mirror we generally see what we want to see and seldom do introspection and criticise our own behaviour and actions.

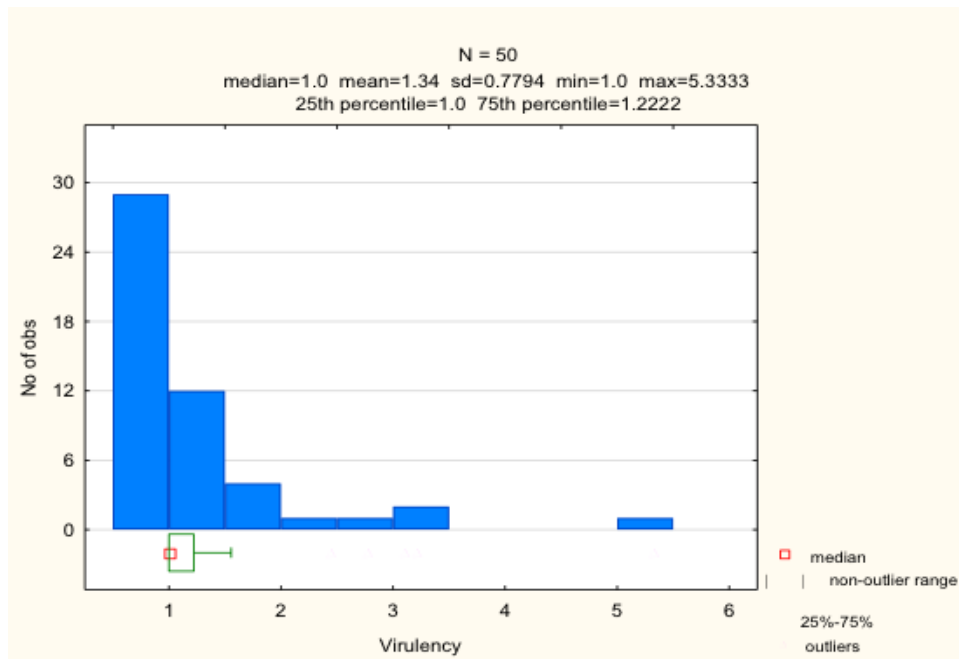


Figure 26 - Virulency Results

The above figure is an additional visual representation of the scores provided by all 50 participants for items VSS_51 through 59. It can further be deduced that the average answer for items VSS_51 through 59 was 1,34.

4.8.2 Exposure to Virulency

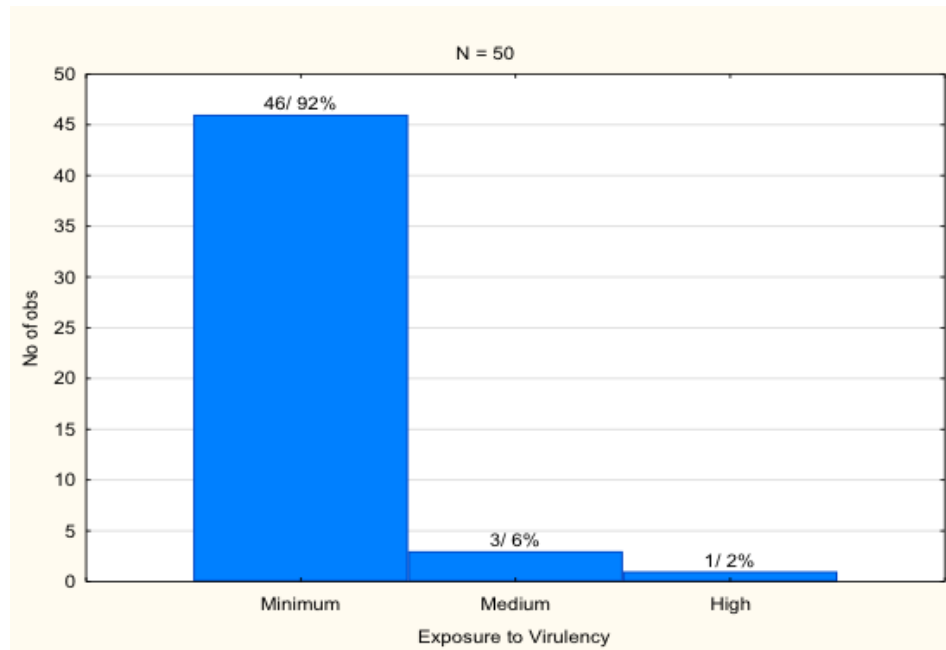


Figure 27 - Exposure to Virulency

Exposure to Virulency items VSS_51 through 59 was calculated for each component as well as overall by making use of the average of the various components. Figure 27 above shows that 92% of the participants displayed minimum exposure, 6% with medium exposure and only 2% displayed high exposure.

Results from the study conducted by Holtzhausen (2015) displayed similarities in that the majority of respondents displayed minimum exposure followed by medium exposure and few respondents displaying high exposure.

4.9 OVERALL EXPOSURE TO THE VIOLENTIZATION PROCESS

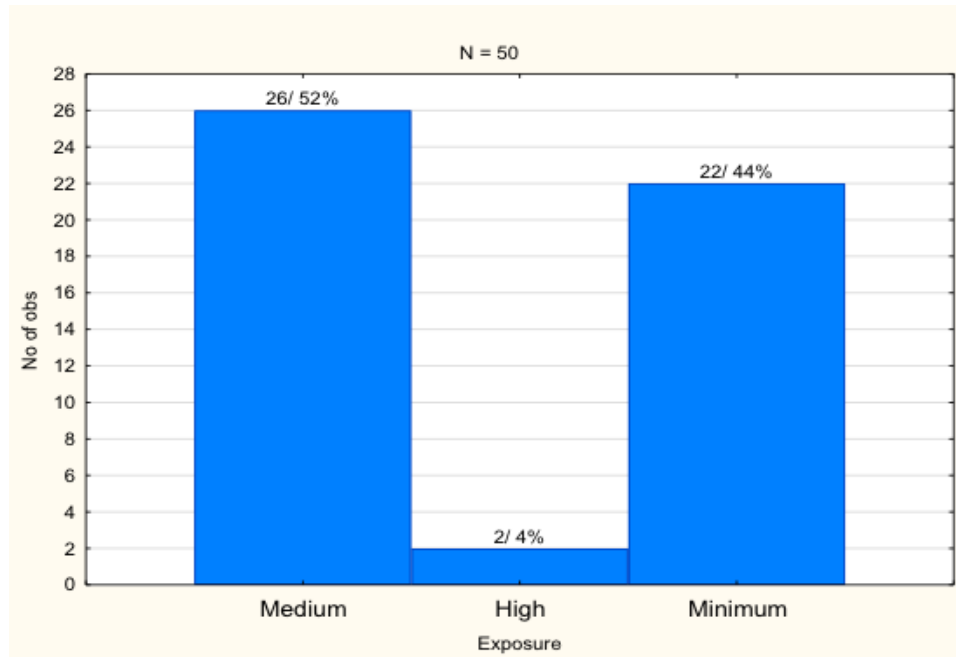


Figure 28 - Overall exposure to the Violentization Process

It is clear from figure 28 above that the majority of participants, at 52%, displayed medium exposure to all four stages of the violent socialization process. In comparison, the study conducted by Holtzhausen (2015) also found that the majority of the participants, at 82%, displayed medium exposure. Minimum exposure was the second highest result at 44% with few participants displaying high exposure (at only 2%).

4.10 DISCUSSION OF FINDINGS

It is clear from the above discussion on overall exposure that the participants were in fact somewhat exposed to the four stage violentization process, which thus increases the risk of these individuals developing even more violent offending behaviour than that which they displayed during their offence. In my opinion, due to the areas from which the participants reside as well as the fact that they had already committed what is considered to be a violent crime, it was expected that the overall exposure would be a lot higher than what the result presents. The above implies that Lonnie Athens theory of violentization and Rhodes Violent Socialization Scale both ring true and is evident in the above findings.

An implication of this study is the fact that the data collection tool was not designed with the intention to be used within a South African context. Although it has produced significant

information in the understanding of the violent socialization process, one cannot confidently say that it is a true reflection of the participants exposure to the various subscales.

The implications of this study, in particular when it comes to policy and legislation, is significant in that it raises questions around what is the process or way forward from the Criminal Justice perspective if individuals have come in conflict with the law, assessed using the VSS and show medium to high exposure? Do we afford these individuals the opportunity to receive behaviour correction interventions or do we allow them to move through the criminal justice process and receive a prison sentence? Provision is made in the Child Justice Act, as mentioned previously, for first time offenders to be diverted out of the formal criminal justice process and receive intervention, however there is no formal tool being used to assess exposure to the various components such as those which are covered in the VSS to assess ones risk of developing dangerous violent tendencies.

4.11 CONCLUSION

The purpose of this particular study was to examine the social process of violentization with 50 male first time offenders charged with Assault Common or Assault GBH diverted from various courts in Western Cape versus the study completed by Holtzhausen (2015) where he examines the process of violentization of South African youth living in two high-violence communities in Cape Town (being Gugulethu and Khayelitsha).

Both studies made use of Lonnie Athens process of Violentization Theory. The findings of this study showed that Athens' violentization model was able to be measured in a quantitative approach using a South African sample, this was therefore done in a reliable and valid manner.

As mentioned previously, Holtzhausens (2015) study found that 82% of the respondents reported medium exposure to the four stages of the violent socialization process and similarly this study found that 52% of the respondents displayed medium exposure to the four stages of the violent socialization process. It is thus clear that both this study and the one conducted by Holtzhausen (2015) supported the underlying process of Violentization. However, due to a relatively high number of participants also displaying minimum exposure, this leaves one asking whether being minimally exposed to the Violentization process excludes you from becoming a violent criminal or dangerous violent criminal, especially seeing as all 50 participants were charged with what is considered to be violent offences.

These findings suggest that adult males residing in the above mentioned areas who were charged with Assault Common or Assault GBH diverted from various courts in Western Cape, are in fact somewhat exposed to the four stage violentization process, which increases the risk of these individuals developing even more violent offending behaviour than that which they displayed during their offence. It must further be noted that Holtzhausens (2015) study revealed that 51% of his participants had been imprisoned at some point in their life as opposed to a 100% of this studies participants being first offenders who were not sentenced to imprisonment for any period of time.

According to Holtzhausen (2015), the possibility of one committing a violent offence is said to increase with the total number of offences already committed, thus meaning that more of their offences will become more violent in nature as time progresses. This being said it is important to intervene before this becomes the outcome, and thus to break the pattern and avoid further violent acts being committed. Furthermore, diversion aims at intervening with first offenders in order to reduce re-offending by providing relevant interventions to correct the offending behaviour.

Chapter 5 will include a short summary of the findings as displayed above as well as the recommendations made for future study and conclusions.

CHAPTER 5

LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1 LIMITATIONS OF CURRENT STUDY

The following limitations and challenges were found during the completion of this research project. Limitations discussed below have also been included within the recommendation section in order to provide solutions and a way forward.

5.1.1 Identifying details of participant's

Firstly, the sample size (50 participants) was relatively small in size and was not equally drawn from the three courts examined in this study as this was not possible due to availability of the target population needed. This being said, the participants who took part in this study were mostly from what are considered to be low socioeconomic areas ridden with crime and gangsterism and thus would more likely have greater impact on ones socialization than those residing in what is considered to be affluent areas. Further, it must be noted that the sample used lacked racial diversity as the majority of the participants at 62% were coloured, 36% were black and only 2% were of white racial background.

5.1.2 Data collection tool

Due to the fact that the tool used in order to collect the data for this particular study was formulated in America by an American Theorist, the application thereof within a South African context proved to be challenging. The language used in the tool to explain various aspects do not correlate with the language and terms used by South Africans to describe similar events. The researcher found it to be difficult as many respondents failed to understand the use of particular terms such as a “beating or whipping” which was not clarified in the questionnaires preface, and thus could have influenced the responses from one participant to the other.

5.2 RECOMMENDATIONS

The following conclusions and recommendations can be made regarding further studies using the Violentization Theory as well as recommendations to other groups who would benefit from

the research and its results. These recommendations are made purely on the findings the researcher made during the completion of this research study. The researcher will be making recommendations based on the following sections; use of research in intervention, identifying details of the respondents, data collection tool and further research on this topic.

5.2.1 Use of research in future intervention

As mentioned in the beginning of this research paper, it was noted that one of the main aims of this study would be to identify whether or not these first offenders are at risk of becoming dangerous violent criminals. The importance of this would allow for professionals to both use the VSS as part of assessment and screening for prevention in determining risk as well as for intervention in assisting professionals in determining best practice interventions needed to address possible and/or offending behaviour.

The researcher feels that both the process and results of this study can be used to aid intervention with youth and adults in a variety of different settings within a South African context.

Due to the fact that there is no way in which we can prevent persons from both entering the violent socialization process as well as completing all four stages of Athens' theory, institutions should aim at "prevention" and intervention where possible. Various ways in which this can be implemented will be discussed below:

More prevention as well as intervention programmes need to be developed and made available for parents/caregivers/guardians in order to educate them and equip them with the necessary knowledge and skills on the importance of positive socialisation within the home with their children, in order to avoid subjecting them to both witnessing and experiencing violence. Similarly Pelsler (2008:12) states that targeted early preventative intervention is key, mostly with programmes that focus on building functional families.

When it comes to prevention with youth it might be beneficial to design and implement a simplified version of the VSS tool with school going youth as young as 8 years old in order to establish their whereabouts with regards to violent socialization process. This being said, one may be able to predict whether the individual is at risk/or maybe on the path to becoming a violent criminal or dangerous violent offender. Furthermore, interventions can then be implemented with both the individual as well as their significant others (if risk is identified) in order to reduce the likelihood of the individual completing the cycle.

Probation officers (PO) in South Africa encounter children and youth in conflict with the law on a daily basis, whether it be for minor criminal offences or serious ones. It could be recommended that PO's conduct assessments with both the offender as well as the family. It may be beneficial to complete the VSS with each offender in order to gauge where they are on the scale. This could be beneficial in the sense that if it shows that the child presents with medium to maximum exposure, the appropriate measures can be put in place in hope to combat further criminal offences.

Correctional Centres in South Africa receive new offenders on a daily basis, once they are placed in a centre they are required to be assessed by the social worker. It could be recommended that social workers could include the VSS as part of their assessment in order to gauge where individuals are in the violentization process. Once this has been determined they can be placed into the appropriate therapeutic programmes in order to reduce recidivism.

Furthermore, social workers at both NICRO and Khulisa, who work with both youth in crime prevention programmes as well as youth and adult diversion candidates, can use the VSS as part of their assessment as a measurement tool in order to identify those at risk for completing the four stage process, if they have not already done so, and again provide interventions where necessary.

5.2.2 Identifying details of respondents

As per the limitation mentioned above, it is recommended that in future when a similar study is to be conducted the following details need to be evaluated and taken into account: a more diverse respondent group should be used with regards to racial background in order to make provision for all racial groups in South Africa, as well as a more diverse respondent group with relation to their socio-economic background.

Another factor that needs to be considered when doing research, especially in South Africa, is that of socio-economic status. This factor is a major influence in the way in which individuals grow up and are socialised. Due to the fact that the data collection tool focuses on the experiences the individual had gone through during their upbringing, their socio-economic status may have influenced their experiences more than what the questionnaire allows the researcher to investigate. Thus it can be suggested that in future a short questionnaire pertaining to the individuals socio-economic status be completed in order for

the researcher to measure the differences across various backgrounds. This would allow the researcher to group together participants from lower, middle and upper class socio-economic status together and complete comparisons within each sub group. The types of questions to be considered when ascertaining ones socio-economic status could include but are not limited to the following: “when you were growing up who was your primary caregiver?”, “when you were growing up were one or both of your parents/guardians employed?”, “what type of employment did your parent/s or guardians have?”, “when you were growing up what type of dwelling did you reside in and how many occupants shared this dwelling?” just to list a few.

5.2.3 Data Collection Tool

In reference to the above limitation regarding the data collection tool, it is thus recommended that in future if this tool is to be used, a South African version of the tool should be formulated and implemented to measure its reliability against that of the Americanised one. The questionnaire can further be designed for various age groups in order for persons of all ages to be measured using the VSS.

5.2.4 Future Research using Athens’ Violentization theory

Lonnie Athen’s theory of Violentization has been tested and well documented with males, however it has not spoken at all to violent offences being committed by females. It could be recommended that future research could be conducted which includes a sample of females in order to identify whether or not the theory can speak to both genders. By conducting a similar study and just altering the sample one will be able to see whether or not this theory and its research tool are reliable. Violent crimes are not only committed by men but by women too, and if this theory can explain the development of such behaviour in one gender, surely it can be used to explain that of another.

Further possible avenue of study using Lonnie Athens’ theory of Violentization could be to explore the extent of which ones socio-economic circumstances/environment has on ones’ exposure. Thus looking at individuals from low, middle and upper socio-economic circumstances and comparing these.

5.3 CONCLUSION

The purpose of this study was to examine the social process of violentization with 50 first time male offenders charged with either Assault Common or Assault GBH diverted from various courts in the Western Cape making use of Athens' Process of Violentization Theory (Athens, 1992, 1997, 2003). The outcomes of this research study indicated that Athens model of violentization can be measured quantitatively within a South African context with a South African sample in a reliable and valid manner.

Reliability and validity tests were done with the six subscales/components measuring the underlying theory of violentization and presented with good internal consistency within a South African sample with a Cronbach Alpha of more than 0,8 in most cases.

In conclusion, it can be deduced that the results collected during this study done with the above mentioned sample being 50 first time male offenders charged with Assault Common or Assault GBH diverted from various courts in the Western Cape only showed slight differences with the study by Holtzhausen (2015), which could be due to the fact that the results of the study done by Holtzhausen (2015) was done with individuals who had been in conflict with the law on more than one occasion and some participants had also been incarcerated.

The respondents who participated in this study resulted in having predominantly medium exposure to the six processes and thus proves that they do in fact have the potential to become more violent. These individuals had a medium level of exposure to the events and experiences measured through the questionnaire and thus show that they may in fact have completed one or more but not all of the four stages of Athens theory to date.

In comparison to the above, Holtzhausen (2015) participants consisted of individuals who scored maximum overall exposure. Therefore this shows that the Violentization Theory holds ground by saying that people who are violent and who have committed violent/aggressive crimes and who have spent time in prison scored higher because they were subject to violent socialization, personal horrification, violent performances, belligerency, violent coaching and virulency on a larger scale. Thus confirming Lonnie Athens' belief that being exposed to and experiencing these events leads people to become violent and commit violent/aggressive crimes.

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APPENDIX A:

THE VIOLENT SOCIALIZATION SCALE (VSS)

Athens's (1992) conceptual model of violent socialization explicates an early developmental processes that lead individuals to employ violence as a preferred method of handling disputes, getting one's way and circumventing anticipated trouble. Athens's four-stage model has six major socialization components. Each component defines a distinct social experience, an experience more influential than the many easily forgotten moments we experience in our daily lives.

This developmental model is described in detail in various publications, including:
Athens, L. H. (1992). *The creation of dangerous violent criminals* (paperback ed.). Urbana and Chicago: University of Illinois Press.

For the results of the initial development and validation of the VSS, please see: Rhodes, G., Allen, G. J., Nowinski, J., & Cillessen, A. H. N. (2003). The violent socialization scale: development and initial validation. In L. H. Athens & J. T. Ulmer (Eds.), *Violent acts and violentization: Assessing, applying, and developing Lonnie Athens' theories* (pp. 125- 145). Oxford, Elsevier Science Ltd. Rhodes, G. (2003). The impact of violent socialization. *UMI Dissertation Services*.

Copies of the VSS may be obtained from Ginger Rhodes (GingerRhodes@comcast.net) at no charge and may be used for research or clinical purposes. We ask that researchers make available to us any findings that pertain to scale validity and/or utility.

»«

The VSS is a self-report questionnaire that asks people to indicate their developmental experiences with violence and their current-day way of thinking about the use of violent action. The six components are reflected in the measurement items as follows:

Violent Socialization	items 1–19	total	items	=	19
Personal Horrification	items 20 – 30	total	items	=	11
Violent Coaching	items 31 – 39	total	items	=	9
Belligerency	items 40 – 45	total	items	=	6

Violent Performances	items 46 – 50	total items = 5
Virulency	items 51 – 59	total items = 9

To score, add the numbers endorsed items. High exposure is indicated by an average component score of 5 – 6. Medium exposure is indicated by an average component score of 3 – 4. Minimum exposure is indicated by an average component score of 1 – 2.

Thank you for your interest. We look forward to hearing about your experiences with the Violent Socialization Scale.

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The following pages ask about your experiences while growing up and ask you how you currently respond to situations as an adult. After reading each statement, please circle the number that best applies to you. If the question does not apply to you or your experiences, circle the “never” or “not at all true” response.

Several times you will be asked if there was a “significant person” involved in some of your experiences. That could mean one or more of the following people:

Parent Stepparent Brother or sister Some other relative Friend Someone else with whom you grew up

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WHEN I WAS GROWING UP a significant person in my life would ...

1. threaten to harm me physically.	1	2	3	4	5	6
	never				frequently	
2. beat me or whip me. 1 2 never	1	2	3	4	5	6
	never				frequently	
3. punish me for being disrespectful.	1	2	3	4	5	6
	never				frequently	
4. "go crazy" (lose control) when beating or whipping me.	1	2	3	4	5	6
	never				frequently	
5. do or say things to scare me.	1	2	3	4	5	6
	never				frequently	
6. force me to do what he or she wanted.	1	2	3	4	5	6
	never				frequently	

Who was that significant person? (check all that apply)

father _____ brother _____
 mother _____ sister _____
 stepfather _____ other (please specify if classmates, friends, aunt, uncle etc.):
 stepmother _____

WHEN I WAS GROWING UP ...

7. I would get a beating or whipping without knowing why.	1	2	3	4	5	6
	never				frequently	
8. I was told I did not show proper respect to the right people.	1	2	3	4	5	6
	never				frequently	
9. I was told I did things that deserved beatings or whippings.	1	2	3	4	5	6
	never				frequently	

WHEN I WAS GETTING A BEATING OR WHIPPING

10. I had to show respect before the beating would stop.	1	2	3	4	5	6
	never					almost always
11. I had to say I was sorry before the beating would stop.	1	2	3	4	5	6
	never					almost always
12. Even if I said I was sorry, the beating still did not stop.	1	2	3	4	5	6
	never					almost always
13. I had to scream or cry for the beating to stop.	1	2	3	4	5	6
	never					almost always

AFTER THE BEATING OR WHIPPING STOPPED

14. I was angry.	1	2	3	4	5	6
	not at all true					very true
15. I was ashamed.	1	2	3	4	5	6
	not at all true					very true
16. I was confused.	1	2	3	4	5	6
	not at all true					very true
17. I was afraid.	1	2	3	4	5	6
	not at all true					very
18. I was enraged.		1	2	3	4	5
		6				
	not at all true					very true
19. I wanted to get back at the person who beat me.	1	2	3	4	5	6
	not at all true					very true

WHEN I WAS GROWING UP I witnessed someone important to me getting beaten up or whipped...

20.	1	2	3	4	5	6
	never					frequently

When THAT PERSON was getting a beating or whipping ...

21. I was angry.	1	2	3	4	5	6
	not at all true			very true		
22. I was ashamed of myself for not doing something.	1	2	3	4	5	6
	not at all true			very true		
23. I was afraid to do anything to help.	1	2	3	4	5	6
	not at all true			very true		
24. I was enraged.	1	2	3	4	5	6
	not at all true			very true		
25. It felt like I was getting the beating, too.	1	2	3	4	5	6
	not at all true			very true		
26. I thought about trying to stop the beating.	1	2	3	4	5	6
	not at all true			very true		
27. I tried to stop the beating.	1	2	3	4	5	6
	not at all true			very true		
28. I felt like it was my fault that he or she was being beaten.	1	2	3	4	5	6
	not at all true			very true		
29. I felt helpless to stop the beating.	1	2	3	4	5	6
	not at all true			very true		
30. I wanted to get back at the person who did the beating.	1	2	3	4	5	6
	not at all true			very true		

Who was the person getting a beating or whipping? (check all that apply)

father _____ brother _____

mother _____ sister _____
 stepfather _____
 stepmother _____ other (please specify if classmate, friend, aunt, uncle etc.):

Who was the person who did the beating or whipping? (check all that apply)

father _____ brother _____
 mother _____ sister _____
 stepfather _____ other (please specify if classmate, friend, aunt, uncle etc.):
 stepmother _____

WHEN I WAS GROWING UP a significant person in my life...

31. threatened to hurt people who showed him or her disrespect.	1	2	3	4	5	6
	never					frequently
32. told me the best thing to do was physically attack someone who threatened me.	1	2	3	4	5	6
	never					frequently
33. told me that people would get you if you didn't get them first.	1	2	3	4	5	6
	never					frequently
34. told stories about taking people out. (beating, hurting or killing them)	1	2	3	4	5	6
	never					frequently
35. said I could never be as tough as he or she was.	1	2	3	4	5	6
	never					frequently
36. said I should do whatever it took to win my fights.	1	2	3	4	5	6
	never					frequently
37. said it was important to be the winner.	1	2	3	4	5	6
	never					frequently
38. praised me if I won my fight.	1	2	3	4	5	6
	never					frequently

46. It is my responsibility to protect myself and people I care about.	1	2	3	4	5	6
	never					almost always
47. When people try to push me around, I stop them.	1	2	3	4	5	6
	never					almost always
48. When people try to push around people I care about, I stop them.	1	2	3	4	5	6
	never					almost always
49. I will protect myself even if I get hurt.	1	2	3	4	5	6
	never					almost always
50. I am proud of my ability to take care of myself.	1	2	3	4	5	6
	never					almost always

PEOPLE WHO KNOW ME (as I am now) would ...

51. Give me what I want because they are afraid of me.	1	2	3	4	5	6
	not at all true					very true
52. Do what I tell them without asking questions.	1	2	3	4	5	6
	not at all true					very true
53. Say I am dangerous.	1	2	3	4	5	6
	not at all true					very true
54. Show that they're afraid of me.	1	2	3	4	5	6
	not at all true					very true

How do the following statements APPLY TO YOU TODAY?

55. I am dangerous.	1	2	3	4	5	6
	not at all true					very true
56. I like to pick fights.	1	2	3	4	5	6
	not at all true					very true

57. I fight when people don't do what I tell them.	1	2	3	4	5	6
	not at all true				very true	
58. I attack someone just because I want to.	1	2	3	4	5	6
	not at all true				very true	
59. I am full of hatred.	1	2	3	4	5	6
	not at all true				very true	

APPENDIX B:

CONSENT FORM FOR PARTICIPATION IN RESEARCH (by interview, focus group, experiment...)

I

being over the age of 18 years hereby consent to participate as requested in the
..... for the research project on

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio/video recording of my information and participation.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
 - I may not directly benefit from taking part in this research.
 - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
 - Whether I participate or not, or withdraw after participating, will have no effect on any treatment or service that is being provided to me.
 - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
 - I may ask that the recording/observation be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.
6. I agree/do not agree* to the tape/transcript* being made available to other researchers who are not members of this research team, but who are judged by the research team to be doing related research, on condition that my identity is not revealed. * *delete as appropriate*

7. I have had the opportunity to discuss taking part in this research with a family member or friend.

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature.....Date.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of Items 8 and 9, as appropriate.

8. I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

9. I, the participant whose signature appears below, have read the researcher's report and agree to the publication of my information as reported.

Participant's signature.....Date.....