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**“Exploring family, developmental and environmental factors
in the narratives of awaiting trial youth.”**

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This work has not been previously submitted in whole, or in part for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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Abstract

This research report was an undertaking to gain insight into the influence of family dynamics, developmental experiences and environmental precipitatory factors on the potential link between early school drop-out and youth awaiting trial in the Western Cape secure care centres.

The objectives of the study were threefold: to explore the different family dynamics that may contribute to early school-leaving and youth awaiting trial; to explore the different early developmental experiences that may contribute to an early school-leaver and youth awaiting trial; to investigate what environmental precipitatory factors may contribute to early school-leaving and youth awaiting trial.

The qualitative research began with a comprehensive literature review, followed by a total of fifteen participant interviews at Horizon Youth Centre, Bonnytoun and Lindalani. The main limitations of this study were the choice of non probability sampling strategy which was based solely on the researcher's judgement as well as the fact that the participants all spoke Afrikaans and the researcher comes from an English speaking background.

The analysis of the results indicates that family dynamics, environmental factors and internal factors all play a role in determining whether a juvenile will drop-out of school and engage in criminal behaviour. Furthermore, there was a clear link between dropping out of school at an early age and engaging in criminal behaviour.

Although the results are conclusive, literature tends to neglect the impact that rural versus urban upbringings have on schooling and perception of crime and criminal behaviour. Therefore, further research should be done in this area, with a particular focus on incorporating different provinces within South Africa.

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Glossary of Terms

The following terms are defined in this report in the manner that they are operationalised:

Youth- “Youth is a child ranging in age from 14-18 years, in which they are in a period of transition and going through a number of very important developmental stages”(Leppan, 2005:3).

Drop-out-“Drop-out is defined as a pupil who leaves school for any reason except death, before graduation or completion of a programme of studies without transferring to another school or educational programme” (Pittsburgh cited in Franklin, 1998:54).

Youth Awaiting Trial- It describes a child who is accused of committing a crime, and he or she cannot be released into the care of parents or put through a diversion programme. This means that such a child is either sent to prison or to a detention centre until a trial date is arranged (Umsobomvu Youth Fund, 2006).

Delinquent Youth- It is a choice of life style where a youth will adopt a way of living where they exploit and harm others on a regular basis (Hollin and Howells, 1996).

Family Dynamics- The functions and inter-relations of each family member and the prescriptions and rules governing the relationships between them, which influence the way in which each individual member within that family relates to the outside world (Pickett, 2000).

Developmental Experiences- A significant event, occurrence or change that happens to a youth from the time they are born, which will have an impact on the way in which they experience things for the rest of their lives.

Environmental Precipitatory Factors- The circumstances or conditions that surround a youth that may be an influencing factor in their lives.

Chapter 1-Research problem

1. Introduction

In 2000, the highest number of youth to date were awaiting trial in prisons and detention centres such as Horizon Youth Centre, Bonnytown and Lindalani. The numbers have increased during the last few years. The highest figure was recorded in June 2002, when 1914 youth awaited trial (Umsobomvu Youth Fund, 2006). According to Jancek (1999), one million of the two million inmates in American prisons are school drops-outs, and the primary reason for their dropping out of school is their general lack of personal development across many different areas.

American drop-out statistics and proficiency test scores of schools, particularly those of minority children and children living in poverty, leads us to believe that early school drop-out is in fact one of the most intractable problems facing schools today (Franklin,1998). It is estimated that one in eight children will not complete high school. High school graduation rates have not changed significantly for American schools since the 1990s (National Educational Goals Panel, 2002). The startling statistic that one child drops out of school every nine seconds illustrates the magnitude of this problem (Children's Defence Fund, 2002).

Finn (1989) suggests that the problems of school drop-out and delinquency can be seen as outcomes of early patterns of withdrawal from school, which is preceded by indicators such as poor attendance and unsuccessful school experiences beginning in primary school. These overt indicators of disengagement are generally accompanied by feelings of alienation, a poor sense of belonging and a general dislike of school. However the ways in which these problems co-occur has received little attention in the current South African literature.

Delinquency is seen as a lifestyle (Hollin and Howells,1996). The more delinquent characteristics possessed by a youth, the more delinquent he or she becomes and the more

he or she is likely to adopt a lifestyle of exploiting and harming others. Moreover, the societal costs of school drop-outs and delinquency are staggering. In the United States of America, it is estimated that billions of revenue are lost to welfare programmes, unemployment programmes, underemployment, crime prevention and prosecution (Christenson, Sinclair, Lehr, and Hurley, 2000).

Having said that, one also needs to mention that offending that occurs during a person's younger years doesn't necessarily end when they reach adulthood and in fact is only one element of a larger syndrome of antisocial behaviour. The net result is that a large proportion of "problem children" grow to become "problem adults." They in turn are likely to produce more problem children, thus perpetuating the cycle. Therefore, greater effort is needed in order to understand the precipitating factors that lead children into leaving school at an early age and entering a life of crime and juvenile delinquency (Hollin and Howells, 1996).

1.1 Problem formation

The problem was formulated through the researcher identifying an area of knowledge that needed to be investigated. That area was identified as a result of the researcher's honours thesis in 2005 entitled "Understanding the factors that lead to juveniles getting into trouble with the law." Results of that thesis indicated that there were a high number of the participants who had dropped out of school at an early age. Early school drop-out proved to be an area of great concern for the researcher as well as an area that had not been widely covered in South African literature. The problem was then formulated into two parts. Firstly, being juveniles who drop of school at an early age and secondly looking at the narratives of awaiting trial youth in order to see if a link could be drawn between the two.

1.1.1 The research goal

The researcher aimed through this research to be able to prove that there is a link between youth who leave school at an early age and youth who engage in criminal activity. By providing that link and increasing that area of knowledge the researcher aimed to provide recommendations on ways to prevent this occurrence in the future.

1.1.2 The main research questions were

- What are the family dynamics that have given rise to early school leaving and youth awaiting trial?
- What are the developmental experiences that have led to early school leaving and youth awaiting trail?
- What are the environmental precipitatory factors that have led to learners leaving school at an early age and youth awaiting trial?

1.1.3 The following objectives informed the study

- To explore the different family dynamics that may have contributed to early school leaving and youth awaiting trial.
- To explore the different early developmental experiences that may have

contributed to an early school leaver as well as youth awaiting trial.

- To investigate what environmental precipitatory factors may have contributed to early school leaving and youth awaiting trial.

1.1.4 The assumptions were

- Certain family dynamics will have contributed to a youth leaving school at an early age and youth awaiting trial.
- Certain developmental experiences will have played a part in and explain why youth leave school at an early age and youth awaiting trial.
- Certain environmental precipitatory factors will have contributed to youth leaving school at an early age and youth awaiting trial.
- There will be a high proportion of early school leavers who may end up as youth awaiting trial.

1.2 Theoretical framework

In order for a researcher to analyse data, it is important for him or her to be aware of their own ontology and epistemology. Ontology is defined as "... the nature of reality and human behaviour." And epistemology is, "...the relationship of researchers to reality and the road they will follow in the search for truth" (De Vos,1998:241). The researcher based her data analysis on the ecological systems perspective. According to Bronfenbrenner (1994) the ecological systems perspective is a model of life long progressive accommodation that individuals make to the changing environments that they live and develop in. The reason for the study being informed by the ecological systems perspective is because it can be investigated within a process-person-context-time model. That means that human development "occurs through a process of progressively more complex reciprocal interactions between active, evolving "biopsychological" human beings and the individuals, objects and symbols in the environment" (Bronfenbrenner, 1994:620).

For these interactions to be successful they need to occur regularly over a period of time. Secondly these interactions are determined by the biopsychological characteristics of the

individual, the immediate and the distant environments in which these processes occur, and the development outcome being examined.

The structures of the ecological systems perspective provide the framework for the analysis of theories that explain the process by which early school drop-out affects youths chances of engaging in criminal activity.

1.3 Outline of the dissertation

Chapter Two provides a review of the literature on early school drop-out, youth awaiting trial, family dynamics and developmental experiences presented by the different theorists. Chapter Three describes the methodology of the research, including sampling, data collection, data analysis and limitations. Reflexivity and ethical considerations are also discussed in this chapter. Chapter Four provides a discussion of the research findings within Tesch's framework for analysis. Chapter Five presents conclusions of the research and offers recommendations that have stemmed from this study, that is then followed by the bibliography and the appendices.

Chapter 2-Literature review

2. Introduction

An extensive literature search included material found from Internet searches, academic search engines and printed literature. The body of literature reviewed comprised an equal mix from South Africa and literature from overseas in particular America and England. The South African literature was more recent than the international literature. However, both were equally valuable. The researcher found the international literature particularly relevant to the South African context. For example the literature by Ferrara (1992) was used as the basis for much of the findings on internal factors. For the purpose of this report, the influencing factors that affect youth and result in school drop-out and criminal behaviour, and youth consequently awaiting trial will be broken down into internal factors seen in Ferrara's theory of delinquency, family dynamics, environmental factors and developmental theories presented by a number of different theorists.

2.1 Internal factors seen in Ferrara's theory of delinquency (1992)

Ferrara (1992) has a theory regarding juveniles that he deems as "delinquents." His theory states that when working with juveniles, it is beneficial to adopt the "limit and lead" approach. That approach states that one should limit the juveniles' weaknesses (which they regard as their strengths) and one should lead their strengths (which they regard as weaknesses).

Characteristics that enable delinquents to take advantage of others are seen as their "strengths." These are characteristic behaviours such as "**power plays**," in which youth manipulate and dominate people. Another characteristic behaviour is called "**fronting**," describing youth who are capable of keeping secrets and lying to others because they perceive that behaviour as having control over others. "**Energy**" is considered another strength in behaviour. It forms the basis for thinking and fantasising about wrong-doing. Yet another behaviour that is considered a strength is "**false pride**." It means that a delinquent has an inflated sense of pride, as well as a sense of entitlement and ownership.

“Corrosion” means that the delinquent cannot abide by commitments and is thus able to eliminate his or her conscience, because a lack of conscience is a mental process that makes it possible to destroy any thoughts that act as an obstacle to a crime (Ferrara, 1992).

Delinquents do, however, possess positive skills but they are not developed because their strengths work so well. That is why they are called weaknesses. **“Responsibility”** is the first of these weaknesses. It is not seen to be worthwhile because it is not exciting enough. Therefore, a sense of responsibility is something they lack. **“Empathy”** is lacking in delinquents because they develop survival skills before they develop interpersonal skills. According to Ferrara (1992:17), “you can only hurt and exploit others if you don’t have empathy for them.” Styles of **“thinking”** refer to the fact that delinquents will have poor memory and learning ability because of various deficits in their style of thinking. **“Counter dependence”** means that a delinquent chooses not to be dependent on others, and in fact, will become a defiant loner because of past hurts and not being able to trust. Lastly, delinquents will not possess **“internal control.”** This means that they will not be able to tolerate any form of tension because it is perceived to be a very unpleasant emotional experience, thus a delinquent will respond with very primitive versions of the fight or flight responses. The fact that a youth may possess the delinquent strengths and weaknesses that Ferrara (1992) mentions is also a precipitating factor in them dropping out of school, committing a crime and awaiting trial.

2.2 Family dynamics

These are common themes through out the literature, namely family dynamics and the nature of the parent-child relationship. These cannot be understood in isolation from contextual factors and reflect a complex interplay among student, family, school and community variables. Furthermore, risk and protective factors have a considerable effect on the outcome of a child’s development and whether or not they may end up dropping out of school and then engaging in offending behaviour. The influencing factors in “delinquent” behaviour and offending were dynamics such as parents who were hostile or indifferent, poor parental supervision, parents who neglect or beat their children and

parents who are unhappy, insecure and inadequate in coping with life. The parents tend to be separated or unhappily married and are often burdened with their own emotional or social problems so that they have little time, energy or sensitivity for children. Anti social parents and large families also worked against the children.

In a study by Wadsworth (cited in Hollin and Howells, 1996) remarriage, which happened more often after divorce or separation than after death, was also associated with an increased risk of delinquency. This suggests a possible negative effect of step-parents. Parental deviance tended to socialize or reinforce deviance in their offspring. Therefore, an affective tie to a criminal parent tended to lead a child into adopting a parents non-conventional offending behavioural patterns, such as engaging in domestic violence, drug and alcohol abuse and involvement in criminal behaviour (Johnson, 1979).

Hagan and Parker (1993) mention that a parent's educational disinvestment in the form of low educational aspirations and educational under-achievement may lead to the prospective parent dropping out of school, teen parenthood, unemployment, marriage and parenting problems. These factors may contribute in a cumulative fashion to the intergenerational causation of delinquency among youth. In this intergenerational theory, educational disinvestment is a core source of disadvantage on to which ensuing parental problems are grafted, forming a family life environment in which dropping out of school and delinquent behaviour becomes more likely.

Farrington (1989) showed that fathers who didn't engage their sons in leisure activities led to their sons exhibiting higher levels of delinquent behaviour and receiving a larger number of convictions as teenagers and adults as compared to those who had fathers who were more involved. Research by Loeber and Stouthamer-Loeber (1986) supported the aforementioned conclusion when writing that parents of "delinquent" youth are uninvolved and distant.

Literature on parent-adolescent relationships indicates that youth who have been raised in authoritative, warm and firm households, are more psychosocially competent, more

successful in school and less inclined to internalise as well as externalise problems that they experience. Youth who have been raised in authoritarian-meaning firm but not warm, indulgent-meaning warm but not firm, or neglectful-meaning neither warm nor firm households, tend to be less mature, less competent, more troubled, as well being the youth who drop-out of school and get involved in criminal behaviour (Steinberg and Blatt-Eisengart, 2006; Farrington, 1989; Loeber and Stouthamer-Loeber, 1986). However, juvenile offenders who characterised their parents as either authoritarian or indulgent scored in between the two extremes, although the authoritarian homes fared better than the indulgent homes. The results of studies that explore the relationship between child maltreatment and juvenile delinquency indicated significant differences between maltreated youth and matched samples of siblings or children in the community (Wilson cited in Reynolds and Mann, 2006; Smith and Thornberry, 1995). One study found a 16% record of delinquency as compared to 7.8% in the control group (Bolton, Reich and Guterrez cited in Reynolds and Mann, 2006), while another study found 26% of maltreated youth had official court reports of delinquency while the comparison group had a 17% delinquency rate (Widom, 1991).

According to Rumberger and Larson (1998) student mobility, which is attributed to family dynamics and family structures, is significantly associated with dropping out of school and delinquent behaviour. Even if schools offer services that are well suited to meet the needs of disenfranchised students, the potential benefit can be lost if the students do not stay in school long enough to trust somebody or to participate in the programmes.

2.3 Environmental Factors

Studies done by Loeber and Leblanc (cited in Hollin and Howells, 1996) indicate different factors that impact on adolescent delinquency. These factors include anti-social behaviour, low intelligence and educational attainment. Loeber and Leblanc (1990) also mention a correlation between young children who are hyperactive and impulsive during early adolescence and children who become delinquent at a later stage. Another factor that plays a significant role in adolescent delinquency is peer influence. Hollin and Howells (1996) and Berndt (1979) mention that having delinquent friends causes

offending and delinquent behaviour. The social capital theory according to Coleman (1990) is embodied in relations between people and it includes the knowledge and sense of obligations, trustworthiness, expectations, norms, information channels and sanctions that these relations engender. However social capital theory also depends on both one's choices and the choices of one's peers, as well as the idea that "an increase in a person's social capital increases his demand for goods and activities that complement the capital and reduce the demand for those that are substitute" (Raphael and Gaviria, 2001:258). That means that a teenager may drop out of school, join a gang and get involved in criminal behaviour mainly because his friends do. Coleman (1990) uses the concept of social capital to call attention to the links among adolescents in neighbourhoods and in schools to advance the investment in and of human capital. When social capital is well formed and effective, it helps to facilitate purposive action. This implies that it unfolds in rational, planned ways and that the processes involved are often adaptive without being intended or expected. Moreover, in terms of delinquency when social capital is inadequate or poorly developed, its effects are unlikely to warrant a youth staying in school and engaging in pro-social behaviour (Coleman 1990).

Manski (1995) adds to that by identifying two broad forms of social interactions and influence. In the first instance a youths behaviour is influenced by the exogenous characteristics of the youths' peer groups. Secondly, youths behaviour is influenced by the prevalence of the behaviour within that group. In the first hypothesis, the youths propensity to drop out of school will be affected by the average parental education level attained within the group whereas in the second hypothesis the youth will be affected by the proportion of their friends who drop-out. The reason there is a need to distinguish between the two effects labelled by Manski (1995) as "contextual" and "endogenous" is because they mean there will be different types of responses to different policy interventions. Peers influence youths beliefs and attitudes about what is appropriate or inappropriate behaviour. Delinquent peers are therefore the most robust predictor of delinquency. Thornberry, Lizotte, Krohn, Farnworth and Jang (1991) found a positive reciprocal relationship between commitment to school and delinquency. The results of their study indicated that a higher level of commitment to school was associated with less

delinquent behaviour and delinquent behaviour reduced a youths commitment to school.

Clowards and Ohlin (1960) suggest that social class also plays a large part in whether a child will drop-out of school and offend. Youth who are raised in a lower social class are at a disadvantage because of deficient socialization and scholars “middle class bias” in schools. The result is that the youth experience status frustration or strain. This consequently leads to reaction formation, where the youths may exhibit delinquent behaviour as a collective solution to their shared frustrations. This theory is supported by statistics from police and court records that claim that dropping out of school, delinquency and offending behaviour are disproportionately exhibited by lower class adolescents (Johnson, 1989). Higgins and Valerie (2006) concur with this by noting that a large number of youth entering the American juvenile justice systems come from low-income areas, are from diverse ethnic backgrounds and have minimal access to academic support or services. Sampson and Groves (1989) argue that disadvantaged, disorderly and decaying neighbourhoods or communities foster an environment in which delinquency becomes widespread. This is due to the fact that they have an indirect influence on early onset through their potential impact on the development of individual dispositions and aspects of the individual situation such as family, school and peers related to delinquent behaviour.

When examining external factors that play a part in youth dropping out of school, Franklin (1998) argues that it has to do with the degree and type of care and concern exhibited by teachers toward their pupils. Many pupils expressed that teachers who have little compassion for their students or who showed little interest in their personal lives and academic success contributed to their feeling they should drop-out of school. For some of the students, this was interpreted as racism. Other contributing factors included low grades, absenteeism, disciplinary problems, violence in school, frequently changing schools and being held back in two or more grades, added to a much higher than average rate of students leaving school (Kraak and Young, 2001).

A correlation between school size and school leaving was mentioned as a contributing

factor by Bennett and LeCompte (cited in Franklin, 1998). The highest dropout rate occurred in schools with student enrolments of 1000-1500, compared to small schools averaging enrolments of 200 students where the drop-out rate was half of the overall annual drop-out rate of larger schools. Small school buildings appear to remain flexible and tend to foster a more personal relationship between teachers and students, and therefore appear to nurture the students and encourage them to stay in school.

Developmental trends presented by the following theorists

2.4.1 G Hall

Hall (1916) was the first psychologist to formulate a theory of adolescence. He said that adolescence was a time of heightened emotional and social stress, stratospheric highs, deep depressions and love of excitement. This period was then looked at as a stage of “storm and stress” (Papalia and Olds, 1979). Building on this theory, modern theorists try to explain how biological, social, behavioural and cultural factors are in fact interwoven in the transition from childhood to adulthood (Coleman, 1990; Loeber and Leblanc, 1990 and Ferrara, 1992).

2.4.2 Albert Bandura

According to Albert Bandura (1993), there are many factors that may act as self-fulfilling prophecies for people going through the adolescent stage. What he means is that some psychoanalytic and other stage theories tend to emphasize the discontinuity of development and they promote the view that adolescents represent a stage of behaviour that suddenly appears at pubescence, and suddenly disappears when adulthood is achieved. This theory also links to delinquency because Albert Bandura (1993) observes how society will tend to label certain adolescents as rebellious, unpredictable, sloppy and wild in their behaviour. This image is reinforced by the media as well as by certain cultural expectations and so will end up forcing the adolescent into a life of delinquency and in this way false expectations may serve to instigate and maintain certain role behaviours, which in turn will then reinforce the original false belief (Bandura, 1993).

2.4.3 Anna Freud

Anna Freud (1966) said adolescence was a very important time for the formation of a person's character. She believed that glandular changes that produce physiological changes in the adolescent will also affect psychological functioning. Her libido theory states that the libido is reawakened in adolescence (Anna Freud, 1966). The libido is supposed to threaten the id-ego balance, which results in conflict. This conflict will cause anxiety, fears and neurotic symptoms. To avoid being overwhelmed by instinctual urges, Anna Freud (1966) states that adolescents employ defence mechanisms, some of them primitive and others not. The "primitive" defences include strategies such as fronting, which Anna Freud (1966) argues is maladaptive. This defence counts as a strength of a delinquent adolescent according to Ferrara (1992). Intellectualisation (i.e. translation of their perceptions into abstract thought) and asceticism or self denial were among those strategies that Anna Freud (1996) did not consider maladaptive.

2.4.4 Margaret Mead

Margaret Mead (cited in Papalia and Olds, 1979) looked at adolescence from a different perspective, stating that adolescence is not a universal phenomenon. This means that cultural factors are very important in development. Margaret Mead, like Anna Freud (1966), argues that physical factors underlie a person being called an adolescent. However Margaret Mead is of the opinion that a person's culture handles these physical changes and that determines the nature of the transition and how the youth experiences adolescence as either a positive or negative period in their life. Margaret Mead observed adolescence in New Guinea (1953) and Samoa (1961) and pointed out that when a culture sets forth a serene and gradual transition from childhood to adulthood, there is no storm or stress. There is, in fact, an easy acceptance of the adolescent role (Papalia and Olds, 1979).

2.4.5 Sigmund Freud

The next major theorist who studied adolescence is Sigmund Freud. He proposed a psychosexual theory of development. Sigmund Freud (1927) said that the genital stage of mature adult sexuality is a feature of adolescence. This is seen as a re-awakening of the

of others that are different. Moreover, their cliquiness is seen as a defence against identity confusion. This defence is exhibited strongly by a delinquent's need to belong to a gang (Ferrara, 1992).

Erik Erikson (1964) states that adolescents' efforts to make sense of the self and the world is not a kind of "maturation malaise," but is instead a healthy, vital process that contributes to the ego strength of the mature adult (Crain, 1980). Erik Erikson (1964) also mentions that unless a person is able to successfully complete the earlier stages in the developmental process, they will have a very low potential for the development of strong ego strengths.

Developmental behaviours that indicate a pupil is at a high risk of dropping out of school are easy to recognise, such as a decrease in their academic performance indicated by school records, school performance and behaviour such as low grades, skipping classes, being tardy and generally uncooperative. However, one needs to ascertain that these signs are not part of normal development that occurs during the phase of "identity vs. role confusion" as proposed by Erik Erikson (1964).

According to Glascoe (2000), half of all children with disabilities are not identified before they begin school, which then precludes their participation in early intervention programmes. This inevitably means that they drop-out of school at an early age and engage in criminal behaviour. Higgins and Mazzotti (2006) mention that in the United States of America 90% of youth arrested meet the diagnostic criteria for one or more disabilities, of those offenders 70%-90% have emotional/behavioural disorders, 53% have learning disabilities, 46% have attention deficit disorder, 13% have mental retardation, 52%- 78% show signs of depression and 6%-41% have anxiety disorders.

Although there are many screening tests that can be used to detect children with disabilities, these tests are not widely used and often fail to identify at risk students (Glascoe, 2000). Without concrete evidence, it is very difficult for physicians to make accurate decisions about the possible presence of developmental and behavioural problems in children. Although most developmental and behavioural screening tests have

been proven to be accurate, only a small number of physicians use them due to their excessive length, limited reimbursement, problems in managing children's behaviour during testing, minimal training in how to screen, concerns about the accuracy of the test, lack of confidence in the results and the reduced availability of at-risk children attending well-child visits (Wallace and Allen cited in Glascoe, 2000). Instead of doing the tests, the majority of physicians rely on clinical observations, review of milestones and informal checklists, however these all seem to contribute to the findings that the majority of children with serious emotional problems, developmental disabilities and sensory impairments are not identified before school entrance.

Unfortunately, these students are more likely to experience school failure and early drop-out due to psychosocial risk factors. If early detection was implemented, the likely outcome would be that these children would finish school, live independently, find employment and have decreased rates of criminality and teen pregnancy. According to the US Bureau of the Census (cited in Glascoe, 2000) society saves between \$18 000 to \$60 000 when at-risk or disabled children have two years of early intervention prior to entering school. The absence of this early intervention contributes to the fact that one in three children will either have disabilities or substantial school difficulties, which will lead to an overall 28% drop-out rate in high school. Although the primary goal of early intervention is to help children with school readiness, it is also cited for its capacity to promote higher levels of social functioning (Yovanoff, Bullis and Unruh, 2004). Youth who possess higher levels of social, problem-solving and communication skills are more likely to motivate for their own success, as well as avoid dropping out of school and engaging delinquent behaviour.

2.5 Conclusion

Development over the last half of the 20th century has revolved around the major controversy regarding "biological destiny" versus "cultural destiny." Is adolescence a biologically determined period of storm and stress like Sigmund Freud (1927), and to a lesser extent Erik Erikson (1964) suggest? Or is adolescent turmoil and crisis a direct reaction to social and cultural conditions, as Margaret Mead (1977) and Albert Bandura

(1993) suggests?

According to social learning theory, peer delinquency would be the strongest predictor for youth engaging in delinquent behaviour and eventually dropping out of school, but the social control theory postulates that attachment to parents and school would be negatively related to delinquency and school leaving.

This thesis argues that adolescence is a crucial transition point in a person's life that cannot be looked at solely from a biological or a social point of view. It needs to be looked at by incorporating both of those views, as well as it attempts to explain how both the social and the biological factors can go wrong and may lead an adolescent into dropping out of school and then into a life of delinquency resulting in offending behaviour. Moreover in a study reported in 2002, the U.S General Accounting Office summarised the reasons for this type of behaviour by stating that it involves a long-term process of disengagement that occurs over time and begins at a very early age (Higgins and Mazzotti, 2006).

Chapter 3: Research design and methodology

3. Conceptualisation

The research design is described by Yin (1994) as the logical steps that link the research findings to the study's initial research questions and conclusions. This study followed the exploratory qualitative approach. The exploratory nature of qualitative research means that it can lead to the development of new concepts or theories. It therefore uses "research questions," that allow the researcher to explore key aspects around the phenomenon. It does not use a "hypothesis" to try and predict and test the effects of an "independent variable" on a "dependant variable," as was more common in traditional research approaches (Collins, 1999:48).

The qualitative data analysis technique is based on grounded theory, which means that "...one collects and analyses data before using any theory" (Fouche & Delpont in De Vos, 2002:269). In other words, the researcher used an inductive approach in this study. Using an inductive approach also means that the relationships between variables is tentative and cannot be regarded as foolproof, since inductive reasoning requires clarity but does not require proof of the conclusions. The reason for using an exploratory approach was to gain insight into the influence of family dynamics, developmental experiences and environmental precipitatory factors on the potential link between early school drop-out and youth awaiting trial in the Western Cape secure care centres.

The reason a qualitative approach was used is because it is holistic in nature. It aims to understand the social life of participants as it is the type of research that elicits their accounts of their own perceptions. This approach provides descriptive data in the participants' own words, and it is sensitive to the contexts in which people interact with each other (Fouche & Delpont in De Vos, 2002).

Sewell (cited in De Vos, 1998:174) defines qualitative interviews as "...attempts to understand the world from the participants point of view and to unfold the meanings of people's experiences."

3.1 The population

The population comprised of all the male youths who had left school at an early age and were awaiting trial at Horizon Youth Care Centre, Lindalani and Bonnytoun in the Western Cape.

3.2 Sampling

A purposive sample was used because the researcher had very definite criteria of who would be interviewed. That sample was a non-probability sample because it was done without randomisation. This means that not everybody in the particular population had an equal chance of being selected. The reason for that was that participants were selected for their relevance to the research topic rather than their ability to represent the population (Neuman, 2000). The sample was non-determinable which means that statistics are not consistent and readily available. Therefore we do not know at any given time how many juveniles are in the system and so the researcher decided to focus on three institutions. The variable of school drop-out was ensured in each participant by checking files prior to interviewing.

3.3 Method of gaining consent and collection of data

The data was collected by conducting interviews with five juveniles who are housed at Horizon, Bonnytoun and Lindalani respectively. There was an introductory interview when the participants were invited to participate in the research. The researcher came back the following week to conduct the interviews. The interviews lasted for approximately forty-five minutes and were conducted in the visitors room at Bonnytoun, Horizon and Lindalani. The data collected was put into a genogram, ecogram and a timeline for each participant before it was analysed. Observation notes were taken after each interview in order for the researcher to record non-verbal communication, body language and any thoughts and ideas that were directly related to the participants. Furthermore the researcher consulted with the relevant social workers and collected collateral information from the participant's files.

3.4 The research tool

Data was gathered through qualitative interviews and the researcher's direct observations regarding these participants. Interviewing is known as the predominant mode of data collection in qualitative research and was used because it gave the interviewee a voice. It also emphasised the relativism of different cultures and people's own subjective experiences. According to Sewell (in De Vos, 1998), it is very important for these initial relationships and the relationship of the researcher to the participants to be established and maintained in a positive manner, since this will enhance the quality of the data. The relationships need to be built on trust, cooperation and ensuring that the participants know that the relationships will be terminated once the research is over (Strydom cited in De Vos, 2002).

The data was collected using a semi-structured interview schedule. The reason for that was because it was done to gain a detailed picture of the participant and it gave the researcher more flexibility (Greeff cited in De Vos, 2002). The semi-structured interview schedule adopted a psycho-social format and included the ecogram, genogram and a timeline. The reason for using this was because the schedule can be seen as "a guideline for the interviewer as it contains questions and themes that are important to be researched" (Greeff cited in De Vos, 2002:299). It also ensured that the juveniles felt comfortable enough with the researcher to engage in an in-depth conversation that would produce rich data. This being the case, the phenomenological approach understands the participants input to be their subjective truth on the issue being explored. As the number of participants increase, the intersubjectivity increases reliability of the findings (Henning, 2002). The semi-structured, open-ended composition of the questions allowed for flexible subjectivity, while still emitting "...comprehensive and comparable data" (Greeff, cited in De Vos, 2002:298).

Furthermore, a semi structured interview schedule means that the researcher does not need to adhere rigidly to the questions and so is free to explore new themes when and if they are brought up. During the interview, the researcher took detailed process notes,

which the researcher clarified and elaborated on after completion of the interviews. The researcher's observations, thoughts and feelings were recorded in field notes. These field notes were later used in the analysis of the data. This type of observation is referred to as "simple observation" where the researcher is not merely a passive observer, but engages in the activities appropriate to the research being done as well as observing them. Simple observations are also made in the field during interviews (Yinn, 1994:87).

The genogram is a tool used to track the complexity of family structures (McGoldrick, Gerson and Shellenberger, 1999). This is done by displaying family information graphically, and providing a quick synopsis of complex family patterns. They are a rich source of information about a clients' clinical problems and the family context in which they occur. It provides an efficient summary, which allows the clinician who may be unfamiliar with the case to grasp large amounts of information about a client, their family and any potential problems in a short space of time.

The ecogram was used in conjunction to the genogram, which according to Hartman and Laird (1983) is used to show how a client is emotionally connected to their family and any other significant resources and people in their lives. Included in the ecogram are the major systems together with all the relationships that affect and are affected by the client. The ecogram also demonstrates the flow of resources and energy into the client's system and gives an idea of the outflow of that energy to external systems. In conceptualising the ecogram, the researcher looked not only for the more tangible and concrete life connections but also those that are human, personal, social, psychological and spiritual influences that may have an impact on the client's life. Through the ecogram, the researcher was also able to see any deprivation that may have eroded the client's strengths, any conflicts that needed to be mediated, bridges that needed to be built and resources to be sought and mobilized (Hartman and Laird, 1983).

The last tool that the researcher used was the timeline. A timeline is defined as a "representation or exhibit of key events within a particular historical period, often consisting of illustrative visual material accompanied by written commentary arranged

chronologically” (Pickett, 2000:54). When doing the interview, the current situation took priority, as it was helpful to deepen and broaden that understanding. This was accomplished through exploring the extended social and physical environments that surround the client and by reaching back through time to weave the historical, intergenerational dimensions into the current situation. Bringing in the past can be quite difficult for clients to grapple with, so the researcher chose to weave the past and the present into a single fabric by moving back and forth through time. She did this by composing a timeline of past and present events so that the historical dimensions were brought in without the loss of the present focus (Hartman and Laird, 1983).

3.5 Ethical considerations

Collecting data in the social sciences can be very complicated because there are a number of ethical issues that researchers face when collecting data from human beings. First and foremost, data should never be obtained at the expense of any human being (Strydom cited in De Vos, 2002). There are a number of ethical considerations that the researcher adhered to when this study was carried out:

3.5.1 Informed consent

- *The participants must give informed consent in order to participate.* In order to achieve informed consent an initial interview with the participants was held when they were asked whether they wanted to participate. Furthermore, written permission was obtained from the Department of Social Development as well as the Bosasa Group to conduct research at their detention centres.

3.5.2 Violation of privacy

- *Due regard must be given to all participants’ privacy and dignity.* This was done by conducting the interviews in a private office.

3.5.3 Confidentiality

- *The participants will remain anonymous thereby ensuring confidentiality of the*

information that they give the researcher. Confidentiality was ensured by contracting on confidentiality and anonymity with the participants and not using identifying details when making reference to them in the results.

3.5.4 Action and competence of researchers

- *The researcher must be accountable for every positive and negative consequence of any decision that they make.* This was done by ensuring that everything that was done was done in accordance with “Guidelines for Ethical Behaviour for Social Workers.” The researcher was also transparent in everything done to ensure accountability.

3.5.5 Deception of participants

- *The participants should not be deceived in any way.* The researcher explained exactly what the processes involved as well as she agreed to bring the thesis to the participants to read once it was finished.

3.5.6 Debriefing of participants

- *Debriefing sessions during which subjects get the opportunity, after the study to work through their experiences and its aftermath.* The juvenile participants were given the opportunity to debrief after the experience with the researcher and through a qualified Social Worker working at Horizon, Bonnytoun and Lindalani. The social workers at the facilities were informed of any issues that arose during the interviews and they agreed to deal with them accordingly.

3.5.7 Cooperation with contributors

- *Research projects are often expensive and comprehensive meaning that the researcher cannot handle them financially and in terms of time on his own.* The researcher managed to secure a sponsor and has acknowledged that at the beginning of the study.

3.5.8 Harm to participants

- *Subjects can not be harmed in a physical and or emotional manner.* That was done by ensuring the participants were physically comfortable during the interview and accommodated emotionally by the social worker at the respective institutions. The interview was done in such a way that it was non-intrusive and allowed the participants to share only what they felt comfortable sharing.

3.6 Analysis and presentation of data

Data analysis is the process where the researcher brings order, structure and meaning to the data that has been collected from the interviews.

Data analysis took place as proposed by Tesch (1990). There are eight steps to the process of analysing qualitative data, which were aided by using Nivo software package. Nivo is a tool used in order to manage and arrange the data. Whilst using that program open coding was utilized. Open coding involves data being, “broken down into discreet parts, closely examined, compared for similarities and differences and questions are asked about the phenomena as reflected in the data” (Strydom cited in De Vos, 1998:271). Axial coding was also used. Axial coding, according to Strydom in De Vos (1998:273) is defined as “a set of procedures whereby data are put back together in new ways after coding.” The process of linking free nodes to tree nodes is a form of axial coding. The researcher also made use of a technique referred to by Tesch (1990) as bracketing. This technique ensures that existing knowledge and preconceptions regarding the topic being studied are set aside so that “new” data becomes the sole focus.

The researcher paid close attention to the participants’ words and phrases during the data analysis, as recommended by De Vos (2002). Field notes were used during data analysis, as they contained the researcher’s thoughts and observations regarding the participants at the time of the interview.

An extensive analysis of the findings is presented in Chapter Four.

3.7 Limitations

Sampling

The choice of **sampling strategy** was non-probability. A limitation of this strategy is that the type of sample was based solely on the judgement of the researcher, in that the sample was composed solely of elements that contained the most typical attributes of the population in question (De Vos, 2002). Therefore, the limitation was that it became very subjective and causal pathways cannot be determined as the results only imply associations and linkages.

The small number of participants presented an additional limitation, relevant to the topic of school drop-outs and youth awaiting trial. The qualitative data analysis technique was based on grounded theory, which means that the relationships that the researcher drew between the variables is tentative and cannot be regarded as written in stone, or as being fool proof. Since inductive reasoning doesn't require proof of the conclusions, but only needs clarity.

Collection of data

Interviews were chosen as the **data collection approach**. Limitations included some participants were unwilling to share information and may have given untruthful answers. The researcher addressed this by trying to establish an initial relationship with the participants in which they did not feel judged or threatened. They therefore felt more comfortable discussing private matters. When it was needed, the researcher shared limited information about herself with the participants in order for them to not feel that everything was one-sided. The researcher also felt that having the experience, knowledge and ability to observe and listen carefully helped to recognise inconsistencies and reflect them back to the participants for their feedback. Furthermore the researcher also referred to case files and engaged with the social workers at the various youth centers in order to improve reliability and validity of the findings.

The participants were predominantly Afrikaans-speaking which provided a limitation in

that the researcher speaks Afrikaans as a second language. The researcher subsequently felt that some facts may not have been accurately depicted. However, this limitation was somewhat controlled in that the participants and the researcher switched back and forth between English and Afrikaans.

Data analysis limitation

Although the researcher has conducted research in the past, she is relatively inexperienced. This posed a potential limitation. However, this was countered through the regular use of supervision and extensive reading in this field of research.

The choice of **data analysis** was a qualitative approach. Limitations included the fact that qualitative data analysis is very subjective, as the researcher decides the themes, codes, categories and could potentially overlook areas that other researchers may have seen. Qualitative research findings cannot be generalised and are only relevant to the study in question, although replication of the study is possible.

The last limitation was an internal limitation. The researcher had mixed emotions about the fact that she has worked in a juvenile detention centre in the past. She has also worked at a school which had a very high drop out rate. The researcher was concerned that having worked with youth in this environment may mean she would have some preconceived ideas and did not want them to influence the results of the findings. Awareness of this factor ensured transparency when analysing the findings. De Vos (1998) states that an awareness of the potential sources of bias and errors mentioned above contributes to the trustworthiness of the data.

3.8 Reflexivity

This study was very interesting and the researcher thoroughly enjoyed the research process. The researcher chose a topic whose impact is not fully understood, and therefore feel that this issue was important to comprehend in order to prevent further generations of juveniles dropping out of school at an early age and ultimately engaging in criminal activities.

The results of this study are very valuable because there is such limited literature on this subject in South Africa. This is also an area of great concern for the government. The researcher plans on using the results of this study as the basis for her application to pursue a doctorate degree- as she feels this area needs to be covered within a greater scope and from multiple angles.

3.9 Summary

This chapter presented the research design and methodology. A discussion of the qualitative paradigm was given, followed by a description of the sampling methods and steps taken in the study. Qualitative data collection methods, including in-depth semi-structured interviews were discussed. The ethical aspects to the research were discussed, followed by the process of data analysis. This chapter concluded by examining the limitations of the study and the reflexivity surrounding it.

Chapter 5: Conclusions and Recommendations

5. Introduction

This chapter contains the conclusions of the research by relating the findings to the original research objectives. The significance of the findings are discussed and recommendations for service providers when working with youth awaiting trial. Furthermore, it contains suggestions on ways to prevent youth from leaving school at an early age and from awaiting trial.

5.1 Conclusions

This study has provided compelling evidence in support of the following major conclusion:

Youth who drop out of school at an early age don't have:

- A supportive, well-adjusted family
- Successful mastery of the developmental stages that are age appropriate at that time and
- Have a very stressful external environment.

Meaning they will engage in anti-social criminal behaviour. That behaviour will ensure they end up at institutions such as Bonnytoun, Lindalani or Horizon where the outlook for their future will appear very bleak.

5.2 Recommendations

5.2.1 Family Dynamics

- It would be advisable for families who have members in gangs or in jail to ensure that younger children in the family are closely monitored so that they do not head in the same direction. If it is noticed that this appears to be the problem, a diversion program needs to be put in place for the child. Alternatively they need to be removed from the family and put into a safe environment, which will foster healthy learning as opposed to the deviant learning styles that are taking place at

home.

- The monitoring will need to be done initially by parents. However, this may fail as it may be the parents' deviant learning styles that the youth is mimicking. Therefore, teachers need to be cognisant of what is occurring in a pupil's life.
- Before families with children divorce, an attempt should be made by both parties to reconcile the marriage. This may be aided by couples getting referred to places such as Famsa or for certain communities to run family communication workshops in areas where violence in the family is known to be a problem.
- These workshops and facilitation can be administered by faith and community based organisations, as well as educators making families aware of services available to them and the benefits of utilising those services.
- Teachers should be taught to be vigilant and to observe signs of abuse on a learner. If it appears that there is abuse occurring to a child at home, the teachers should be taught the correct route to report it, as well as how to refer the child to the appropriate services. Teachers can link the youth with programmes such as Big Brother/Big Sister, Embizweni programmes as well as youth development organisations including UYF and the provincial and national youth commissions. They are ideal to advocate and lobby for the expansion of relevant programmes.

5.2.2 Developmental aspects

- It is imperative pregnant women are given some form of education as to what is age appropriate for children, as well as what is correct development, (i.e. that at two years old a child will be in the oral phase according to Freud (1927) and will need for the mother to be attentive, etc.) Although this area does cover a very vast amount of knowledge, the researcher feels that the information could be put in layman's terms so that people of all backgrounds may understand it. Another possibility would be to explain how deficits in parenting at a younger age can cause later problems for the child. An example would be explaining how not resolving the oral stage may lead to a child having an addictive personality. Mothers need to learn that even while the child is a foetus, it is learning and growing, and that abusing alcohol and drugs during pregnancy will negatively affect the child.

- This could be administered by the anti-natal clinics, family planning clinics, day hospitals and faith-based community organisations.
- Parents need to understand their rights and duties as parents, and the rights that their children have-including the right to an education, the right to be healthy and the right to a safe living environment. The reason for that is that some parents feel they have the right to keep their child out of school if they are needed to help at home. Furthermore, some youth feel they can decide at a very young age what they feel is in their best interests.
- These recommendations and suggestions can be administered at anti-natal clinics, family-planning clinics, day hospitals, faith-based community organisations as well as community based adult education classes.

5.2.3 Environmental factors

- Schools need to ensure that it is not easy for children to drop-out. A suggestion would be to get parents involved and holding the parents legally responsible for the child attending school. Programmes need to be offered by the education department for children who do not fit into the stereotypical school format-possibly having schools that offer technical skills, as opposed to English and Afrikaans etc- because some children are not stimulated at school and would benefit from more of a practical educational experience.
- This recommendation is something the education department, in conjunction with the government, would need to consider as they would need to work together for it to be implemented.
- The researcher feels that it is government's responsibility to make screening and testing of youth available prior to them entering school, so that any disabilities or problems can be recognised at an earlier stage and addressed properly.
Furthermore, the government needs to have smaller classes and smaller schools because according Bennett and LeCompte (cited in Franklin,1998) the highest drop-out rate occurred in schools with student enrolments of 1000-1500 students, compared to small schools averaging enrolments of 200 students where the drop-out rate was half of the overall annual drop-out rate of bigger schools.

- Communities and schools need to offer more extra-mural activities for children after school. According to Muuss (1988), children who are left at home on their own tend to be the children who will engage in offending behaviour due to the fact that they are under-stimulated and bored.
- Children who are sent to youth justice facilities should be forced to attend basic education or skills classes. The reason for that would be twofold: Firstly, so the youth do not become idle in their rooms, and secondly, so that one day when they are released they will at least have some form of education or skills that could offer them more opportunities for employment than if they got released with their original skill level.
- Schools should run more drug and gang awareness information sessions with youth because youth often do not actually know what they are getting themselves into when they experiment with drugs or when they join a gang. A suggestion for that would be to have ex-addicts and ex-gang members speak to the youth. The researcher found that this worked better than getting somebody with no experience to teach the youth, as the youth appeared unable to relate to the later.

5.2.4 General

- The researcher felt that more social workers are needed in youth justice centres. However not any social worker will do. The researcher felt young, dynamic and enthusiastic social workers who have a passion for their jobs need to be employed, since she observed at all the youth centers that some of their social workers were completely ineffective and are doing more harm than good to these youths.
- The social workers would help if they were able to speak a number of different languages, because many of the youth cannot speak English. Therefore a suggestion would be to train social workers to study a native language whilst completing their degree.
- There is a need to look at the policy, programme, lobby and advocacy interventions aimed at specific issues relating youth in conflict with the law. These incorporate issues such as prevention, diversion programmes, awaiting trial

youths and their reintegration into society. Moreover, what is also meant is that the different stages need to be considered and dealt with, such as before they come into conflict with the law (before they drop out of school) while they are in conflict with the law (while they are in school) as well as after they have come into conflict with the law (once they have left school.). All these stages require different focuses as well as different types of policy, programme, lobby and advocacy interventions. The researcher feels that if that is done and those areas looked at it will substantially reduce the problem at hand.

- It is recommended that the findings of this study be disseminated to the broader public to raise awareness of the issues that have been brought to light.

5.2.5 Concluding statement

Unless parents, teachers, social workers and people having an effect on the youth of today, are cognisant of the fact that their behaviour directly and indirectly affects youth, there will be no end to this problem and youth will repeat their patterns of offending behaviour for the rest of their lives.

5.3 Summary

This chapter summarised the key findings of the research, demonstrating how they relate to the research objectives as well as to highlight their significance for practice.

Recommendations for service providers were made and points to consider for future research were provided.

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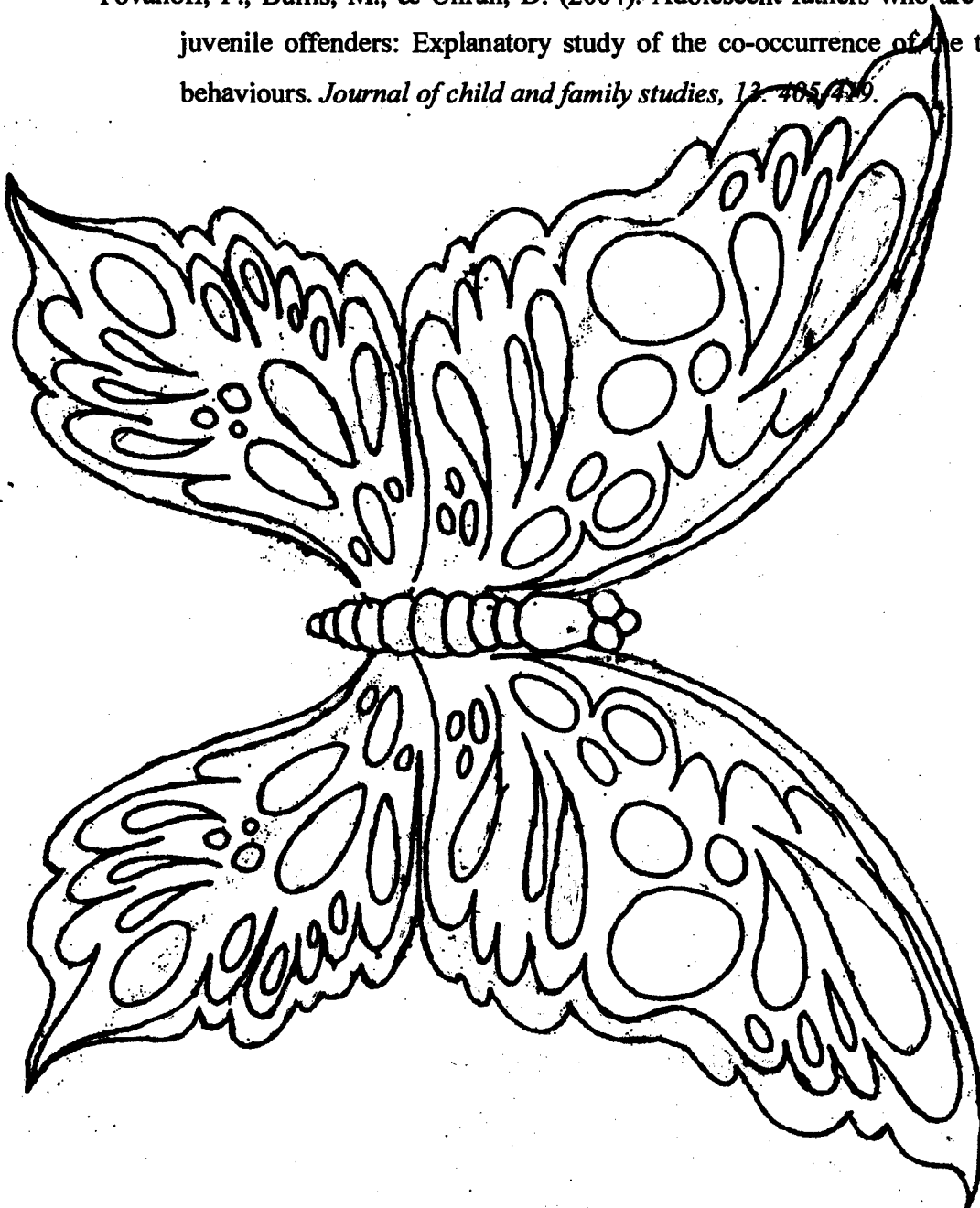
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Appendix 1: Interview schedule to be utilised

Institution:

Date:

Time:

1. Identifying Particulars:

Name:

Alias:

Age:

D.O.B:

Language:

Religion:

Address:

2. Family information:

Name of parent/guardian:

Contact details:

Family composition:

Are your parents married, divorced or separated?

What is your relationship with your parents like?

What is your relationship with your siblings like?

Do your parents work?

Have your parents ever been to school?

Have they ever been in jail?

Does anyone in your family have a drug or alcohol problem?

3. Scholastic information:

Have you ever been to school?

Schools name and grade?

What was your reason for leaving school?

How did you find school?

Are you attending school or any trade classes now?

Did you have many friends at school?

What were your teachers like?

Do your friends still go to school?

What was your favourite subject at school?

Are you currently employed? Give details:

What are your aims and dreams in life?

4. Peer relationships:

Are you a member of a gang?

If so which gang?

Describe your relationship with your friends, here and at home.

Significant close friendships:

Do you have a girlfriend?

How did you meet your girlfriend?

5. Recreational activities:

What sort of sport do you enjoy?

What are your hobbies?

Do you have any other interests?

6. Case information:

Do you know why you are at this facility?

Tell me about your first offence,

- Were you sentenced?
- Where were you placed?
- How long did you stay there?

Tell me about this case,

- Are there any co-accused
- What do you think will happen with this case?
- When is your court date?

How has your life been affected by these crimes?

Do you or have you ever used drugs and alcohol?

Where you under the influence when you committed your alleged crime?

7. History Highlights:

Briefly present significant events in chronological order in a time line to graphically track the participant's life.

8. Present a genogram and an ecogram as part of identifying particulars:

Appendix 2: Background information of the three secure care facilities utilised in the Western Cape

In order to be placed at one of the secure care centers in the Western Cape a youth has to be placed there on a detention warrant, a J7 issued by a magistrate after consideration of all risk factors. Although the youth at this stage may not have been found guilty of the alleged offence he has been assessed and it will have been felt that he is a danger to himself or to the community that he lives in, therefore he will be held at the care centre until his court date.

Bonnytown was started in 1950 by the Cape Town Society for the Protection of Child Life-today known as Cape Town Child Welfare Society. It is an institution for male youths aged 15-17 years old that are awaiting trial. The profile of the boys admitted to the facility in 2005 was as follows: 64.8% of the boys are accused of dishonest crimes such as theft or house breaking, violent crimes such as murder and rape comprise 30.1%, drug crimes such as dealing comprise 1.9% and the other 2.9% is other related crimes. It housed approximately 2481 youths last year and works from a staff of 103. It is now a government facility and the staff work primarily from a strengths based approach where they apply the circle of courage developmental framework (Leppan, 2005).

Horizon Youth Centre in Eerste River, in the Western Cape, has a contractual agreement with the Department of Social Development to provide care for 185 youths. The Bosasa group runs a number of social development programs and institutions such as Horizon Youth Centre. The Centre is headed up by a Unit Leader and is divided into three categories, namely administration, professional services and education. The staffing complement at the centre includes approximately 12 educators, 36 youth care workers and 3 social workers. Ongoing training and support is provided to all staff members and professional developmental practice is a must.

The services provided at the centre include the provision for all the needs of the youth

within their care i.e. social, educational, vocational, psychological, medical and physical. Services are provided on three levels: developmental, rehabilitative and reintegrative. The social workers are expected to practice in a multi-disciplinary manner and their responsibilities include advocacy, management of welfare matters, ensure adherence to the Minimum Standards for Residential care of Youth and to assess and inform all new admissions of their rights within 24 hours of arriving at the centre.

Lindalani was started in November 1992 as a Child Care facility and catered for babies, boys and girls under the age of 18. The babies phased out within the first three years. During 1997 the Child Care Act children were gradually placed in alternative care and the facility started to take on trial awaiting boy. By the end of 1997 trial awaiting boys were transferred from Pollsmoor to the facility and since then it has been converted to a fully trial awaiting facility.

At present the maximum capacity is 60 boys aged between 8 to 15 years old. The current detention statistics are that 45 boys have been there for less than 3 months, 9 boys have been there more than 3 months and 9 boys have been there more than 6 months. Lindalani is government funded and has a school, an occupational therapist, medical section as well as a social work department. All of these services work from a strengths based approach with the social workers utilising the circle of courage.

**Appendix 3:An official request letter to the Department of
Social Development requesting permission to conduct the
research.**

16 Springbok Close
Pinelands
7450
Cape Town
3 April 2007

Dear Mrs Abrahams

Please find attached my research proposal for my Masters Thesis. As per our telephonic conversation today, I would like to undertake my research at Bonnytown and Lindalani respectively. Please would you let me know if that is possible and what dates would suit you?

I would really appreciate your help with this and if you have any concerns please feel free to contact me.

Thanking you in advance for your cooperation
Kind Regards,

Mrs Kerry-Jane Coleman
Clinical Social Worker
0837820179

Appendix 3: An official request letter to Bosasa requesting permission to conduct the research.

16 Springbok Close
Pinelands
7450
Cape Town
3 April 2007

Dear Julie Williams

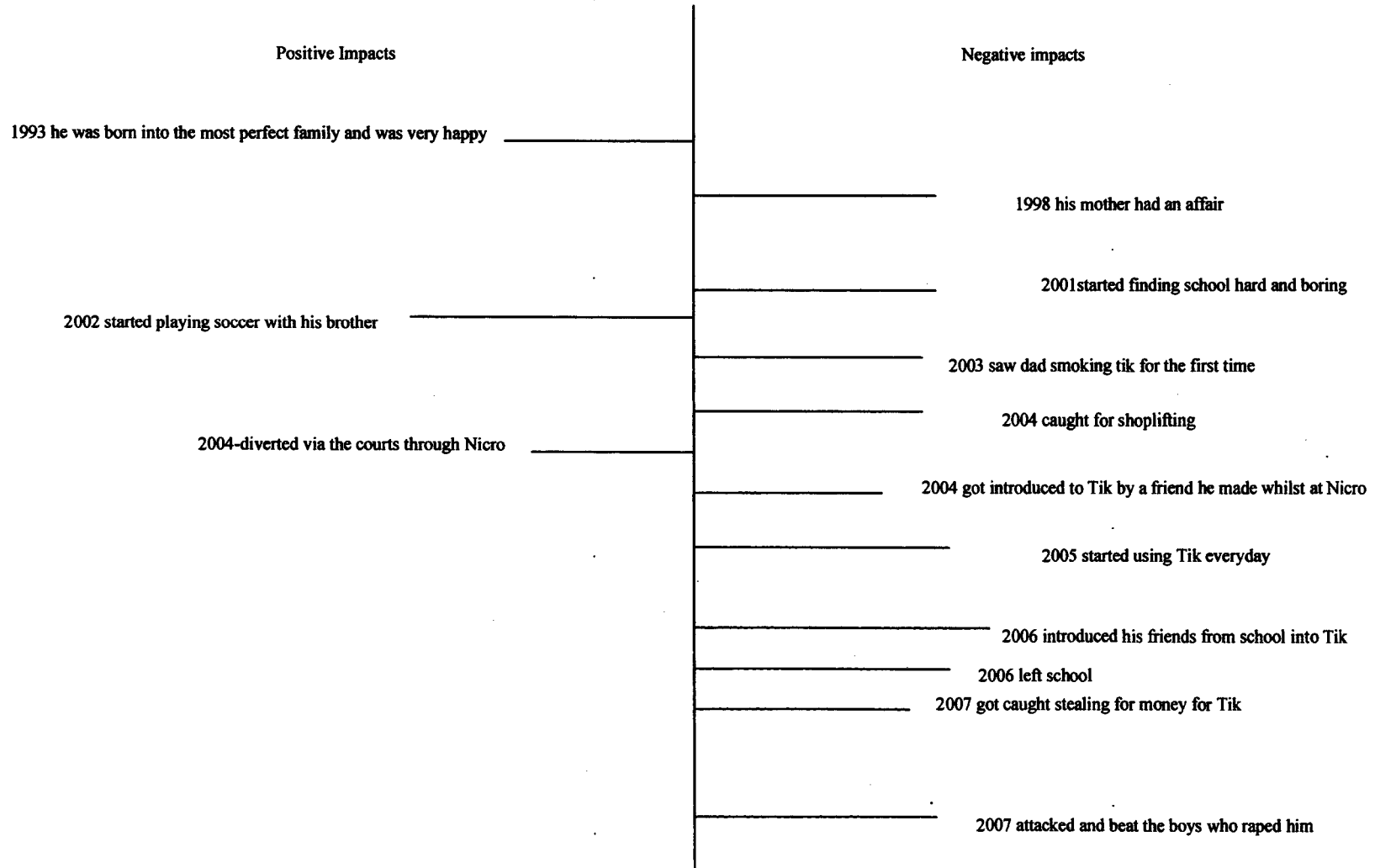
Please find attached my research proposal for my Masters Thesis. As per our telephonic conversation today, I would like to undertake my research at Horizon. Please would you let me know if that is possible and what dates would suit you?

I would really appreciate your help with this and if you have any concerns please feel free to contact me.

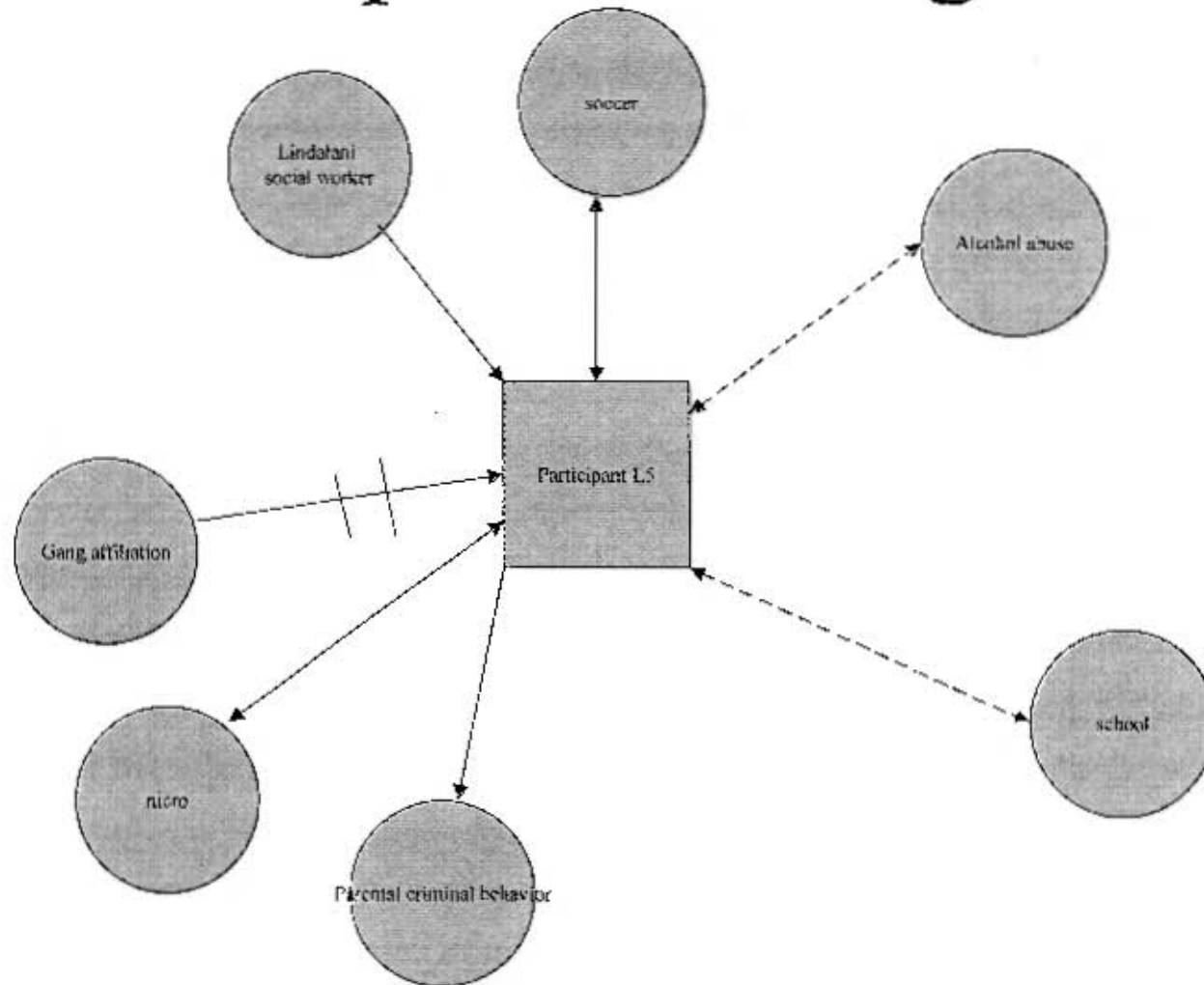
Thanking you in advance for your cooperation
Kind Regards,

Mrs Kerry-Jane Coleman
Clinical Social Worker
0837820179

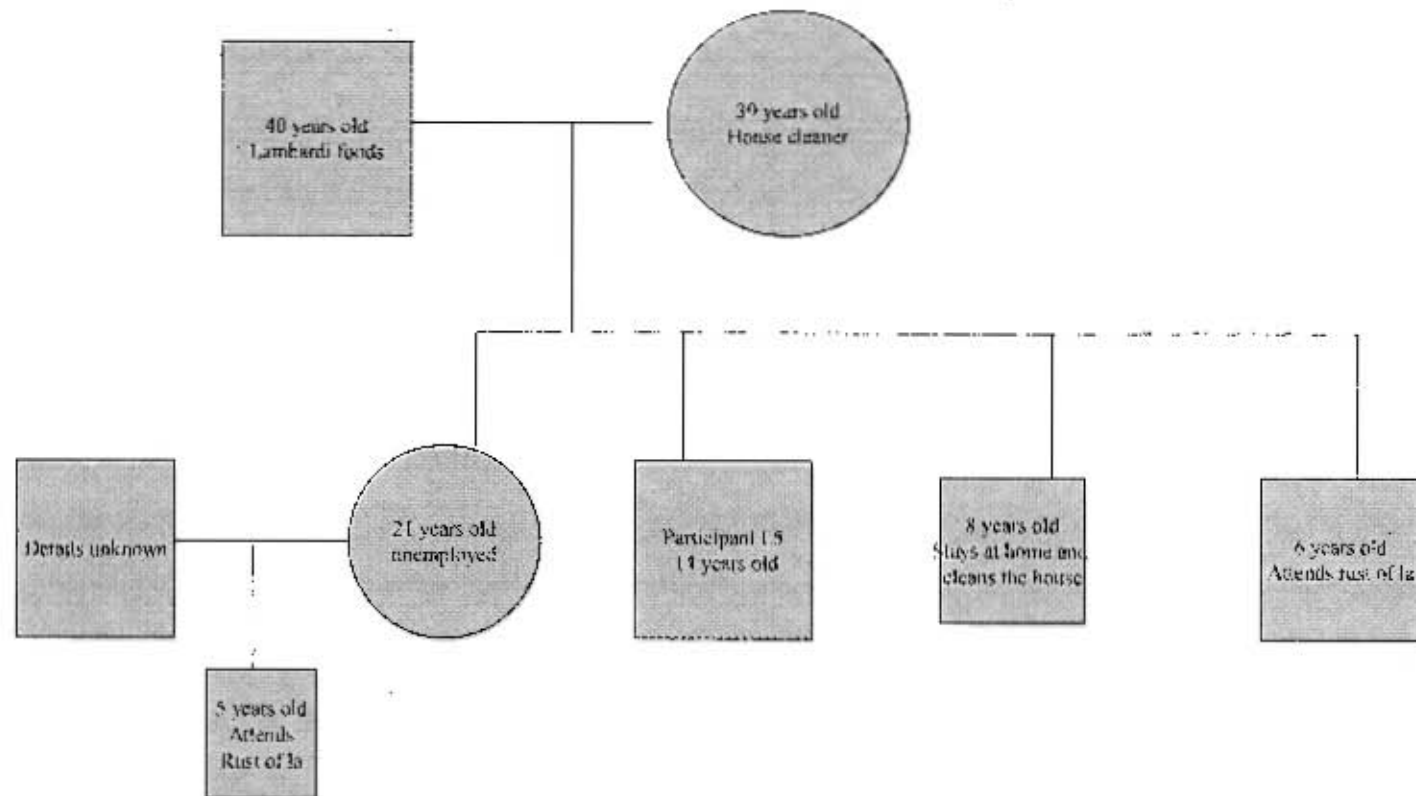
Timeline-Participant L5



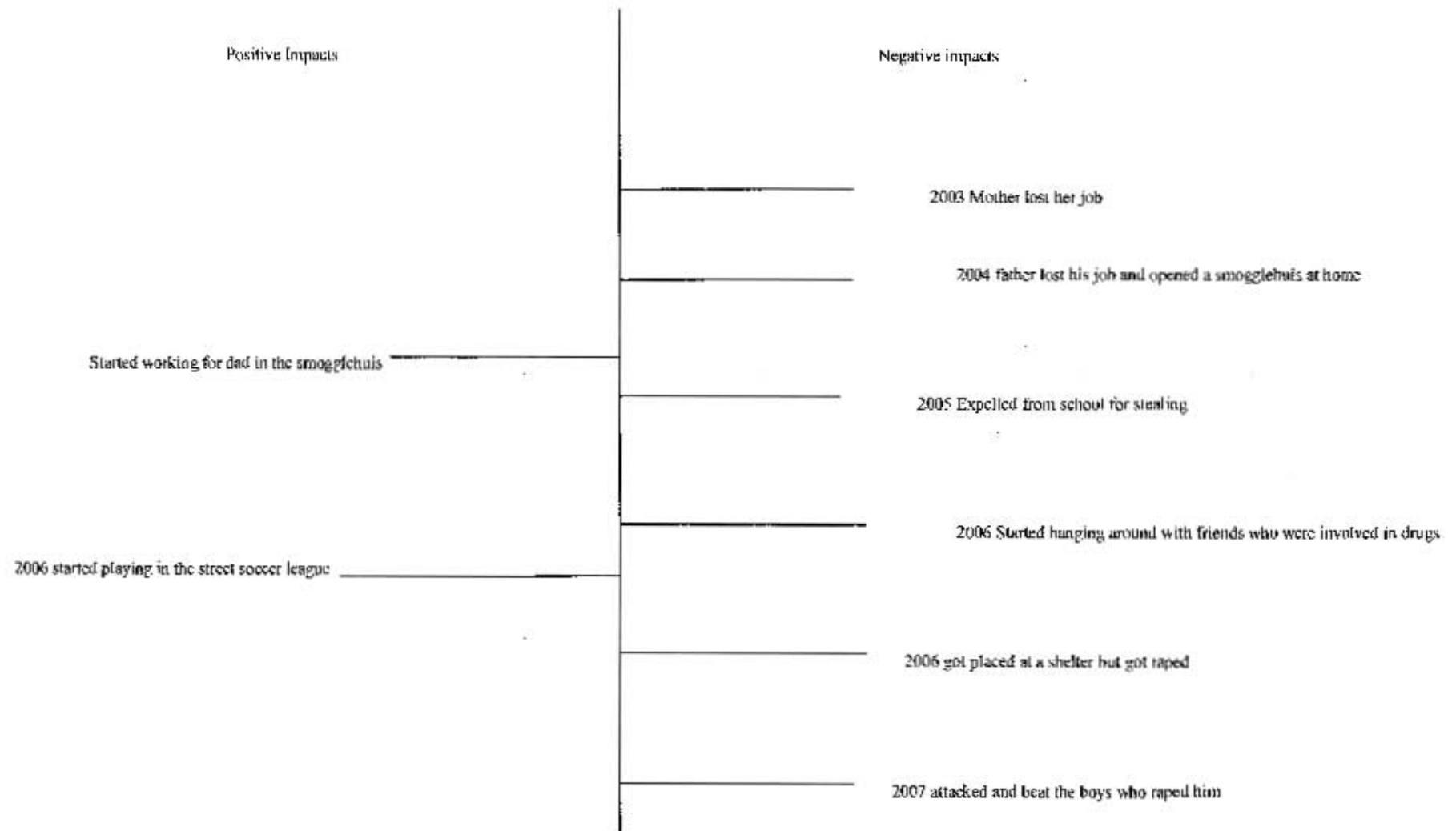
Participant L5-Ecogram



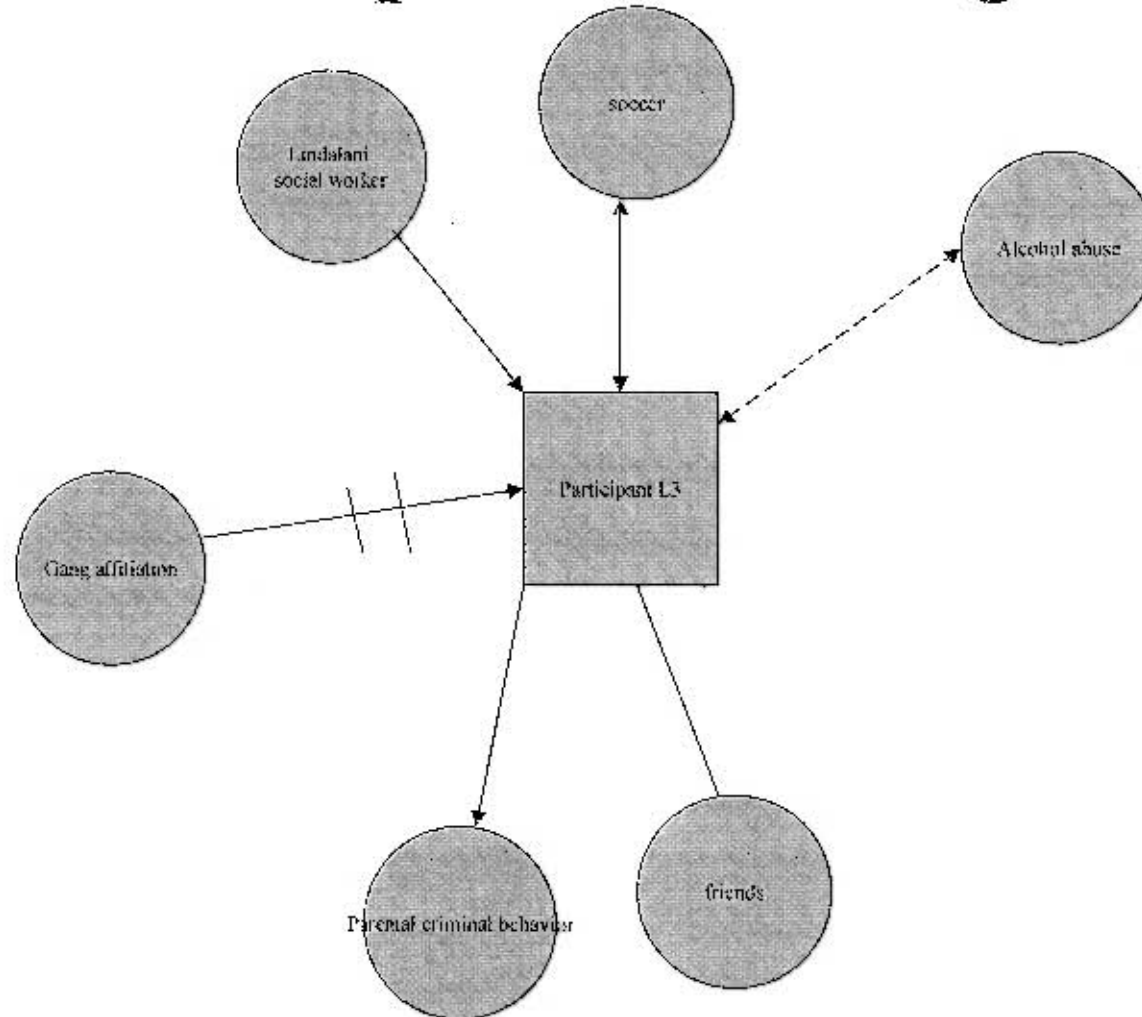
Participant L5-Genogram



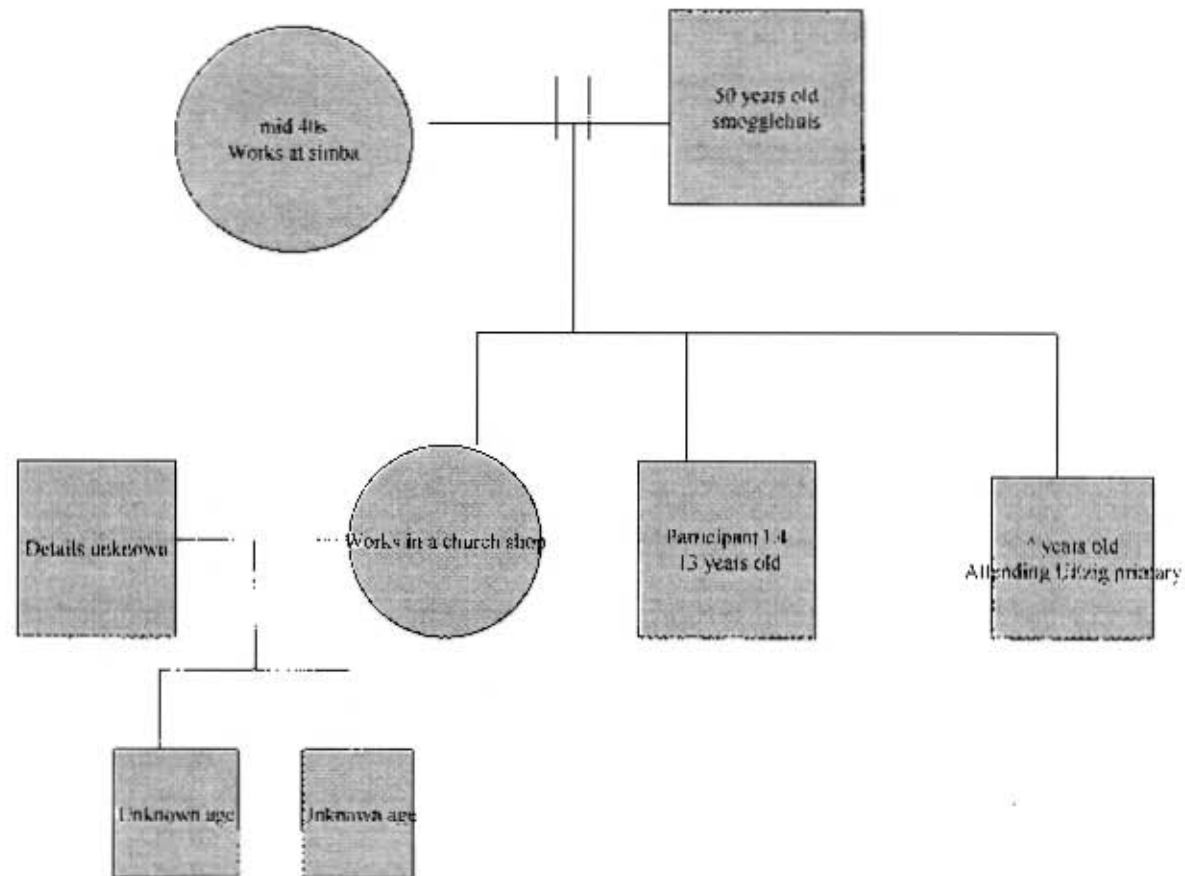
Timeline-Participant L4



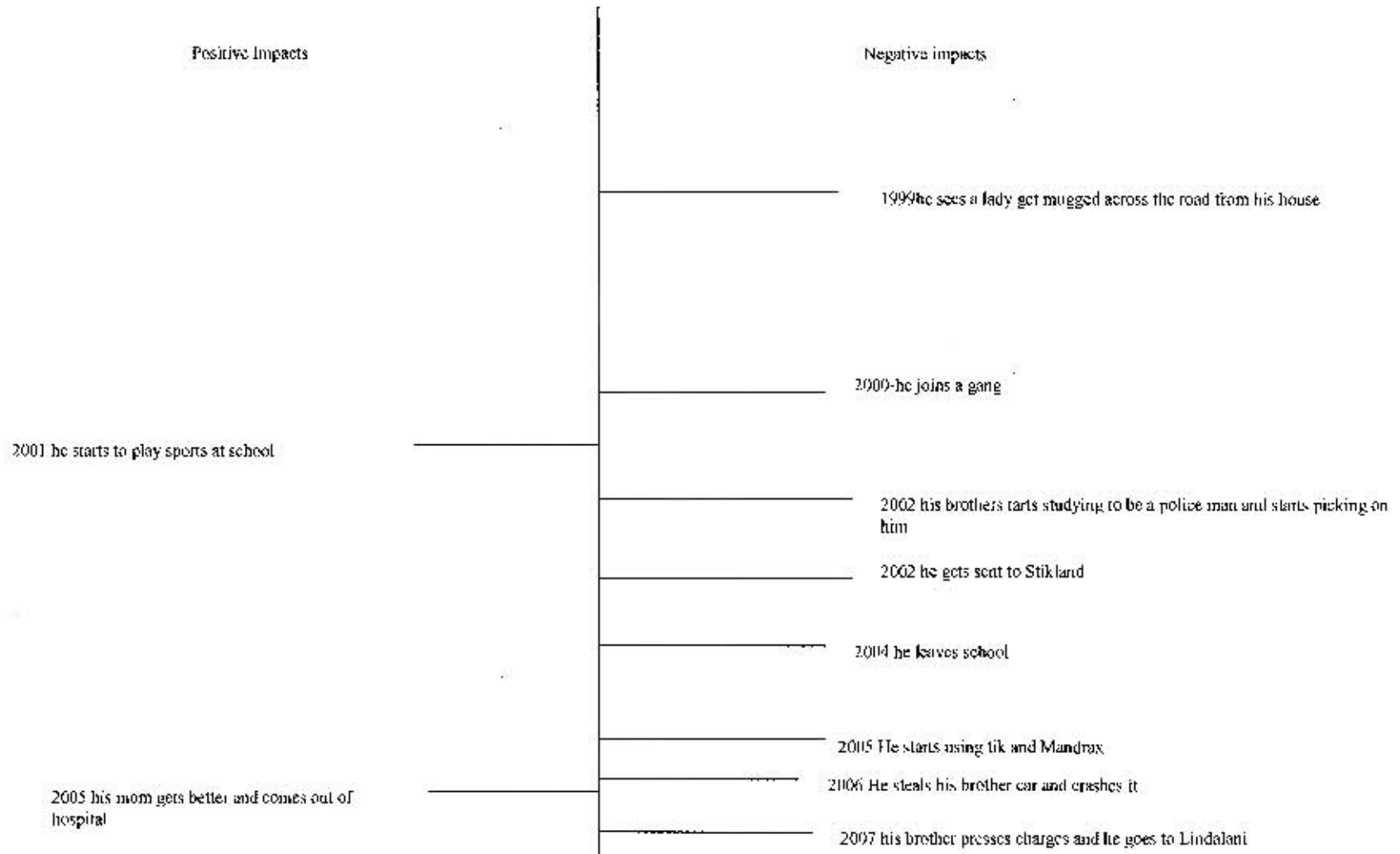
Participant L4-Ecogram



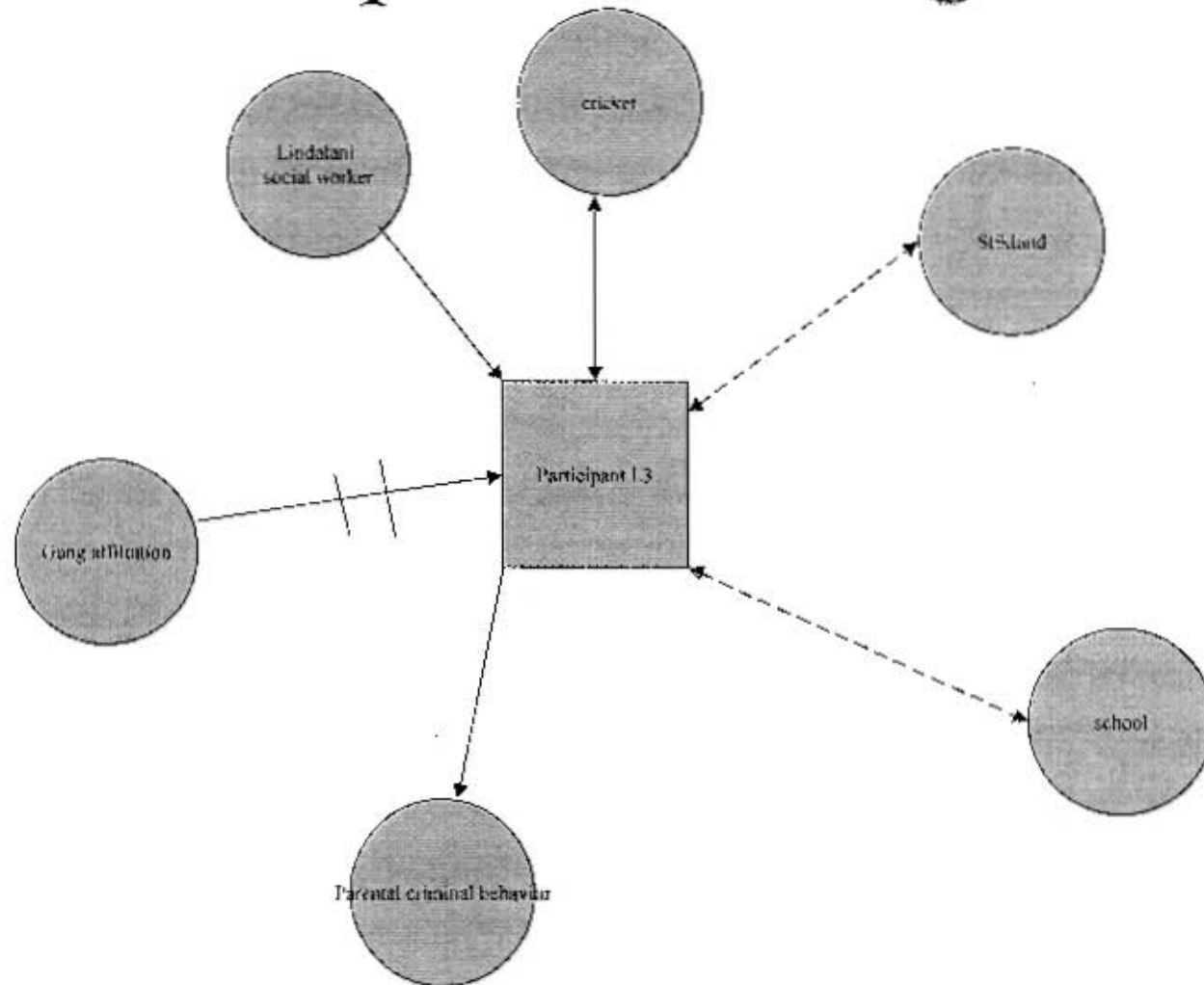
Participant L4-Genogram



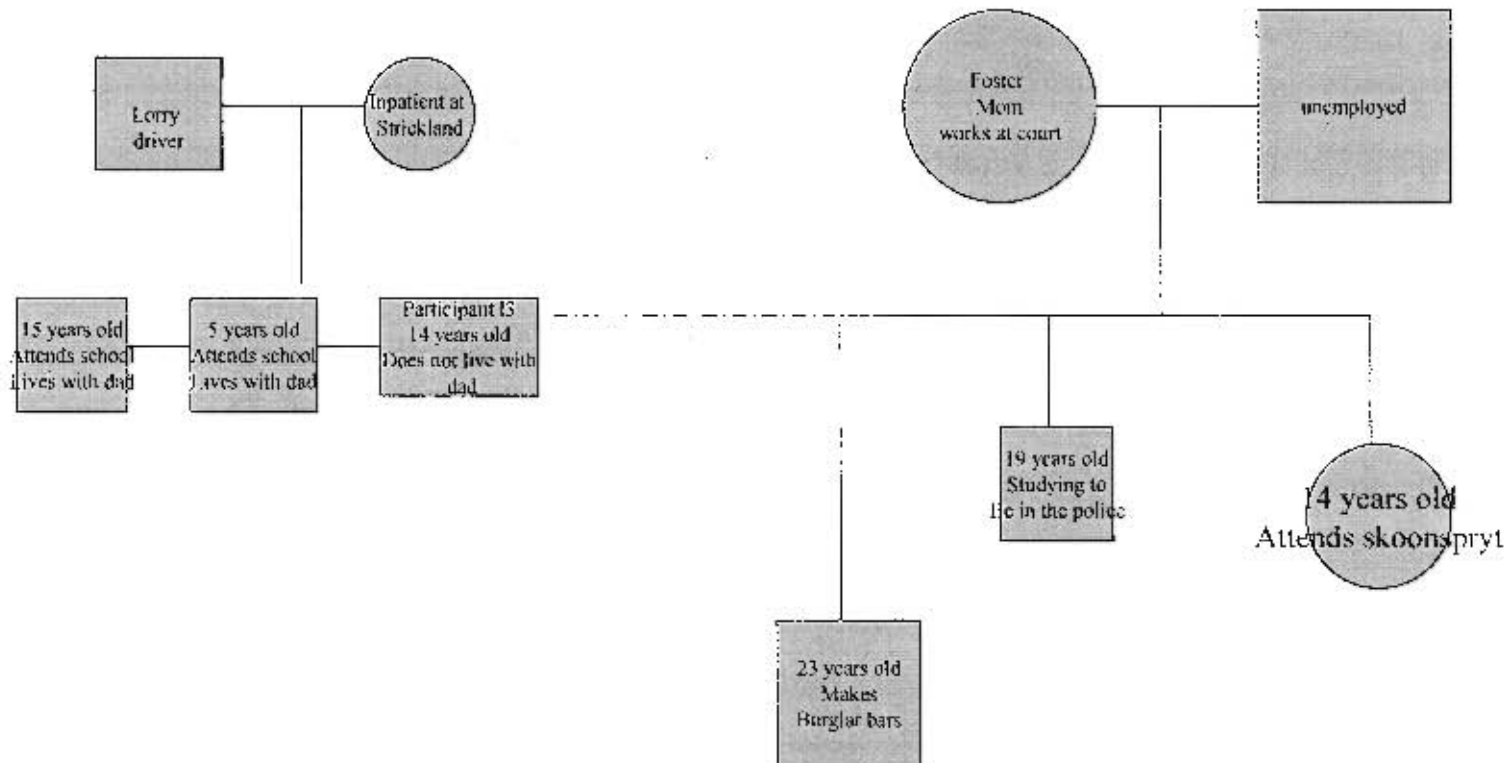
Timeline-Participant L3



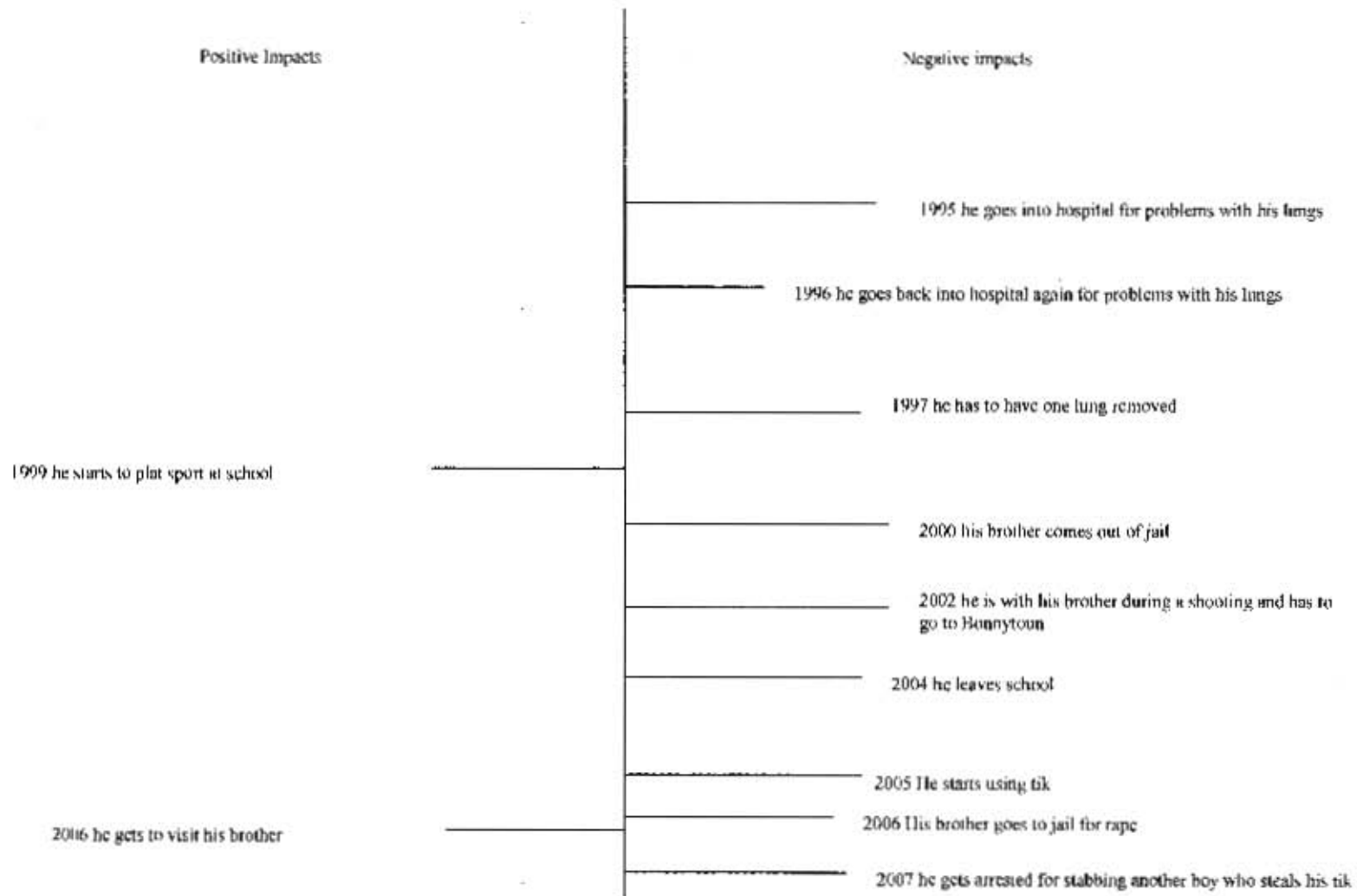
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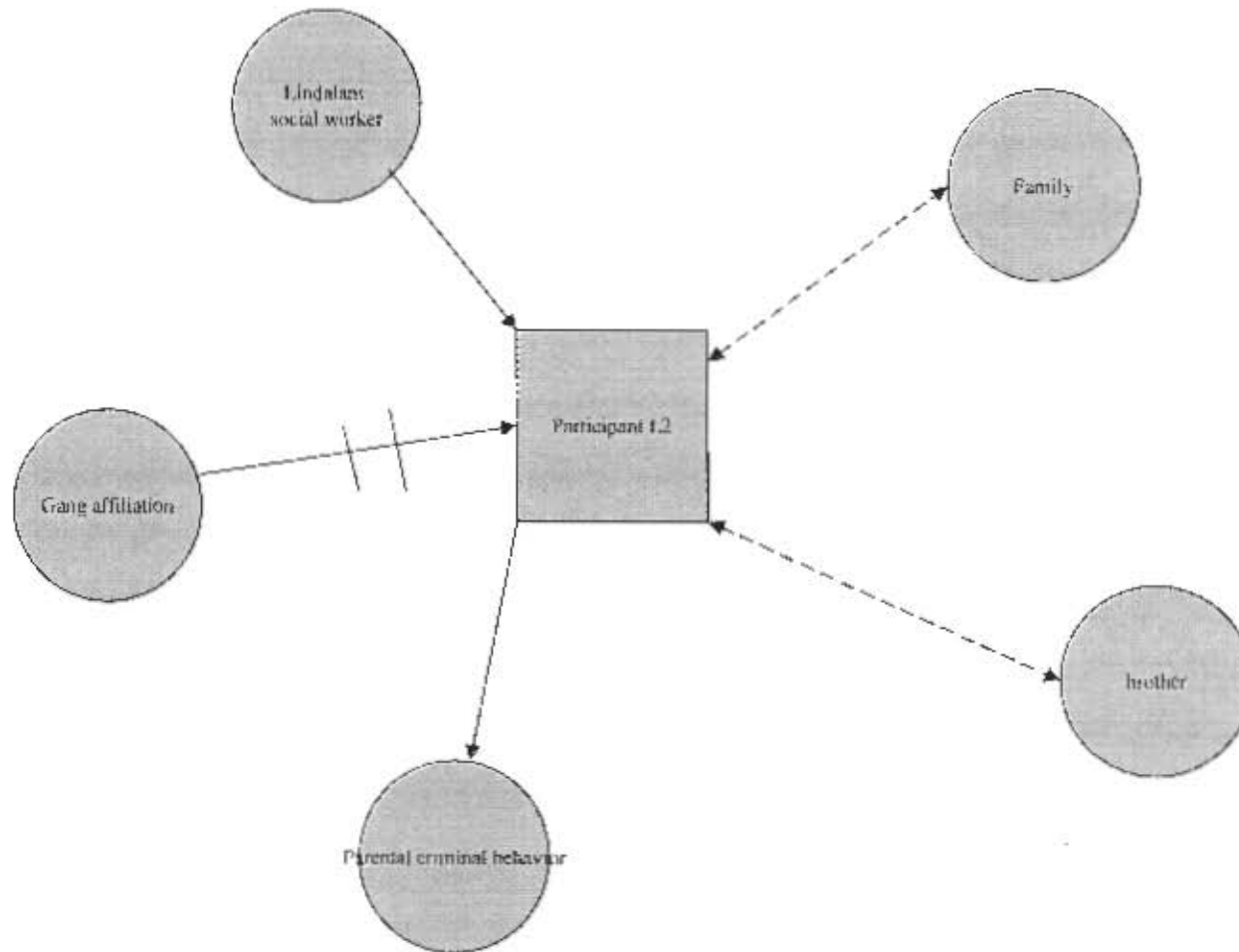
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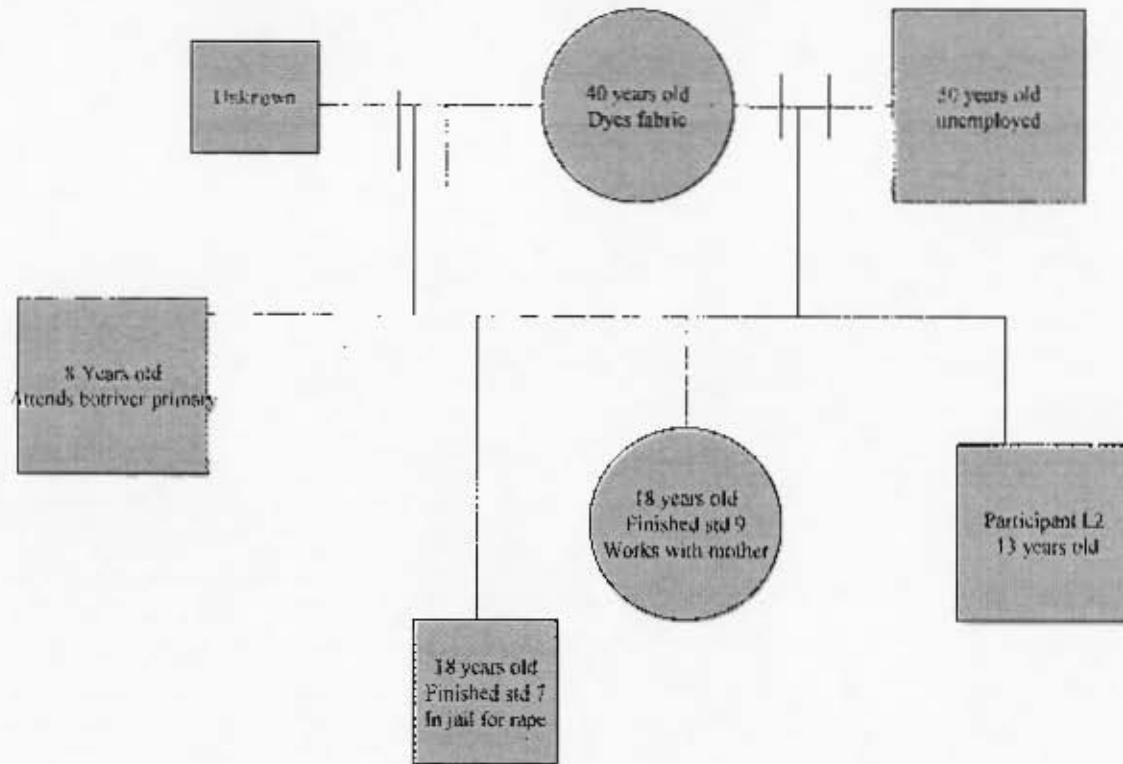
Timeline-Participant L2



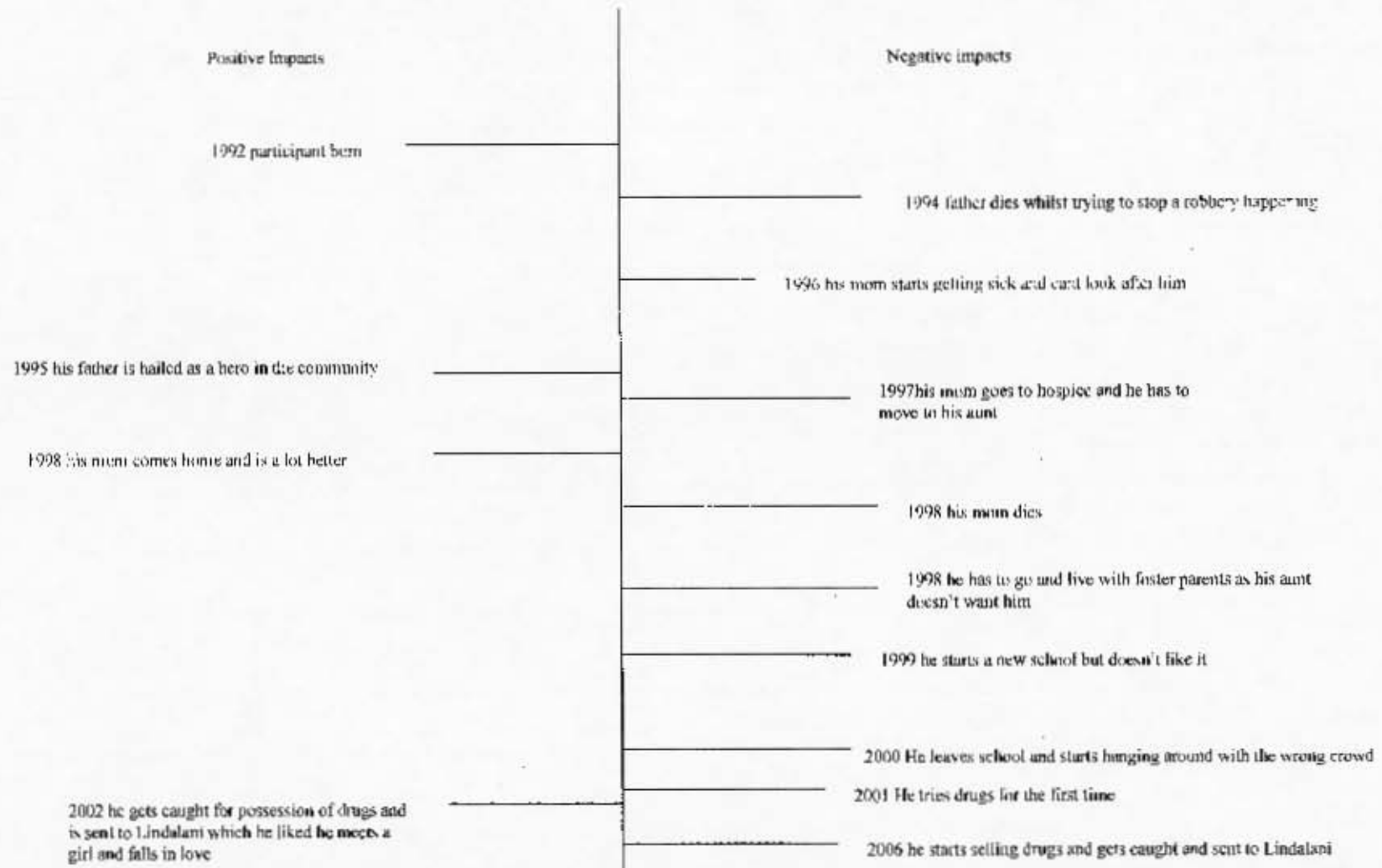
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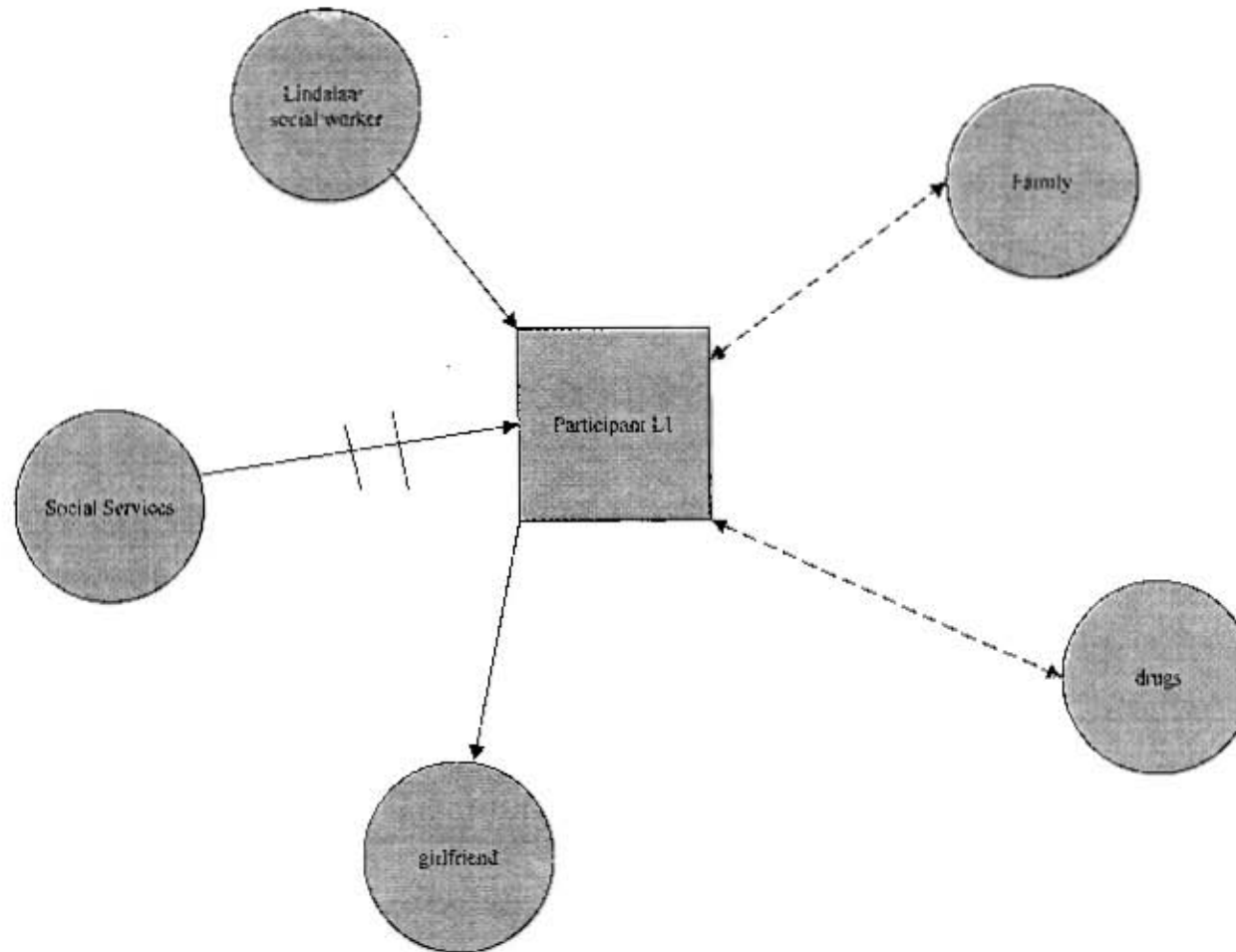
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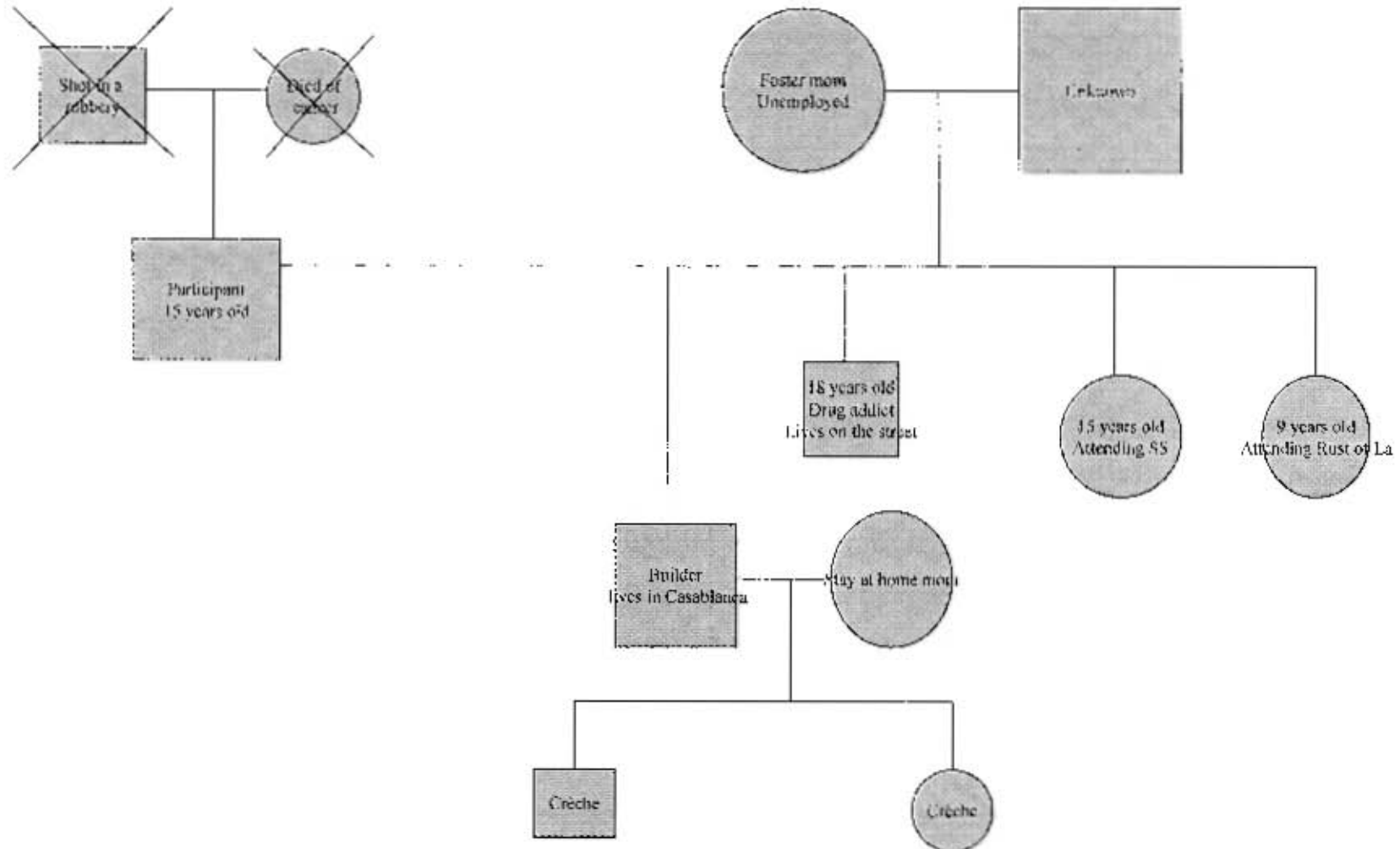
Timeline-Participant L1



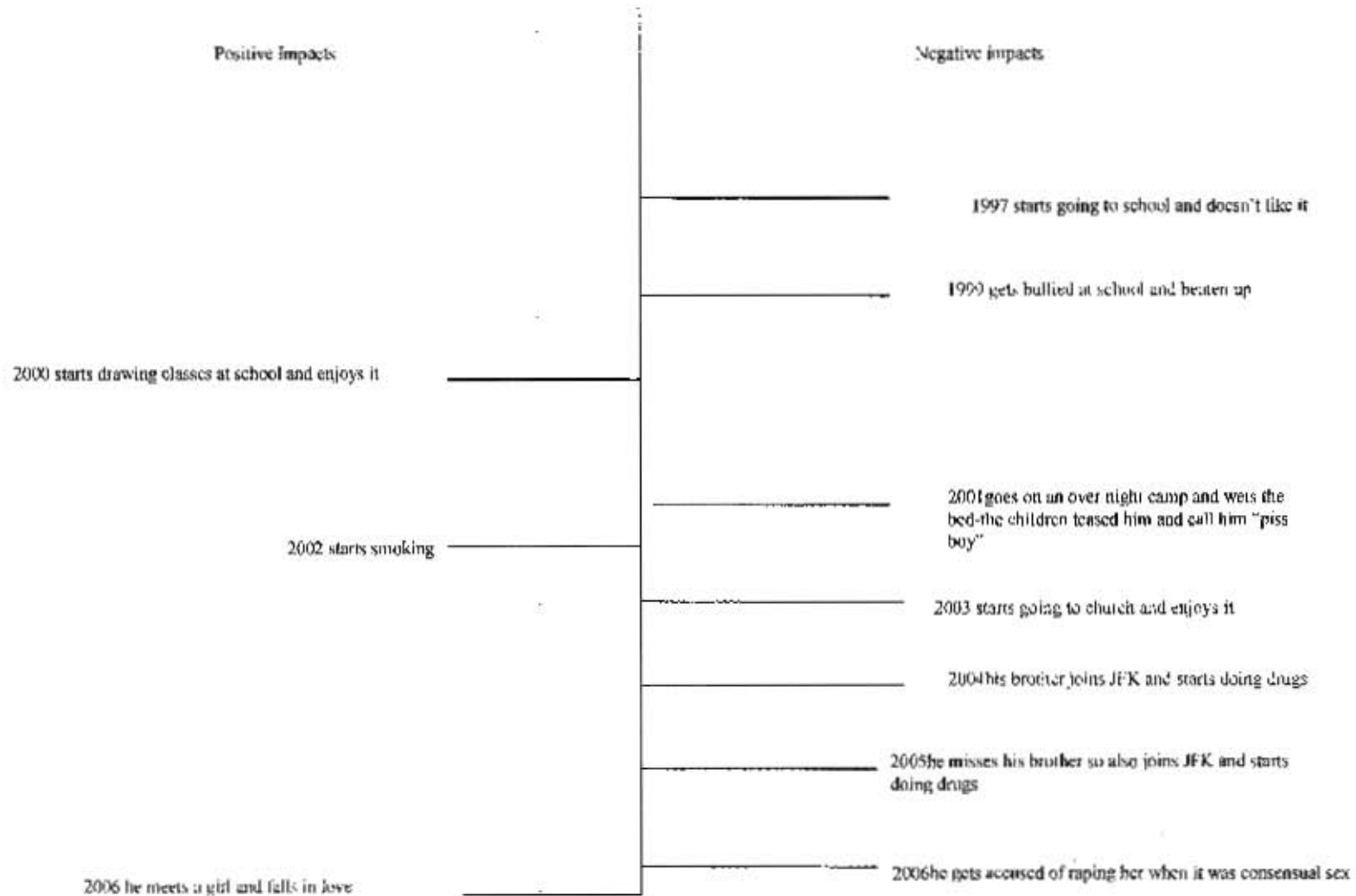
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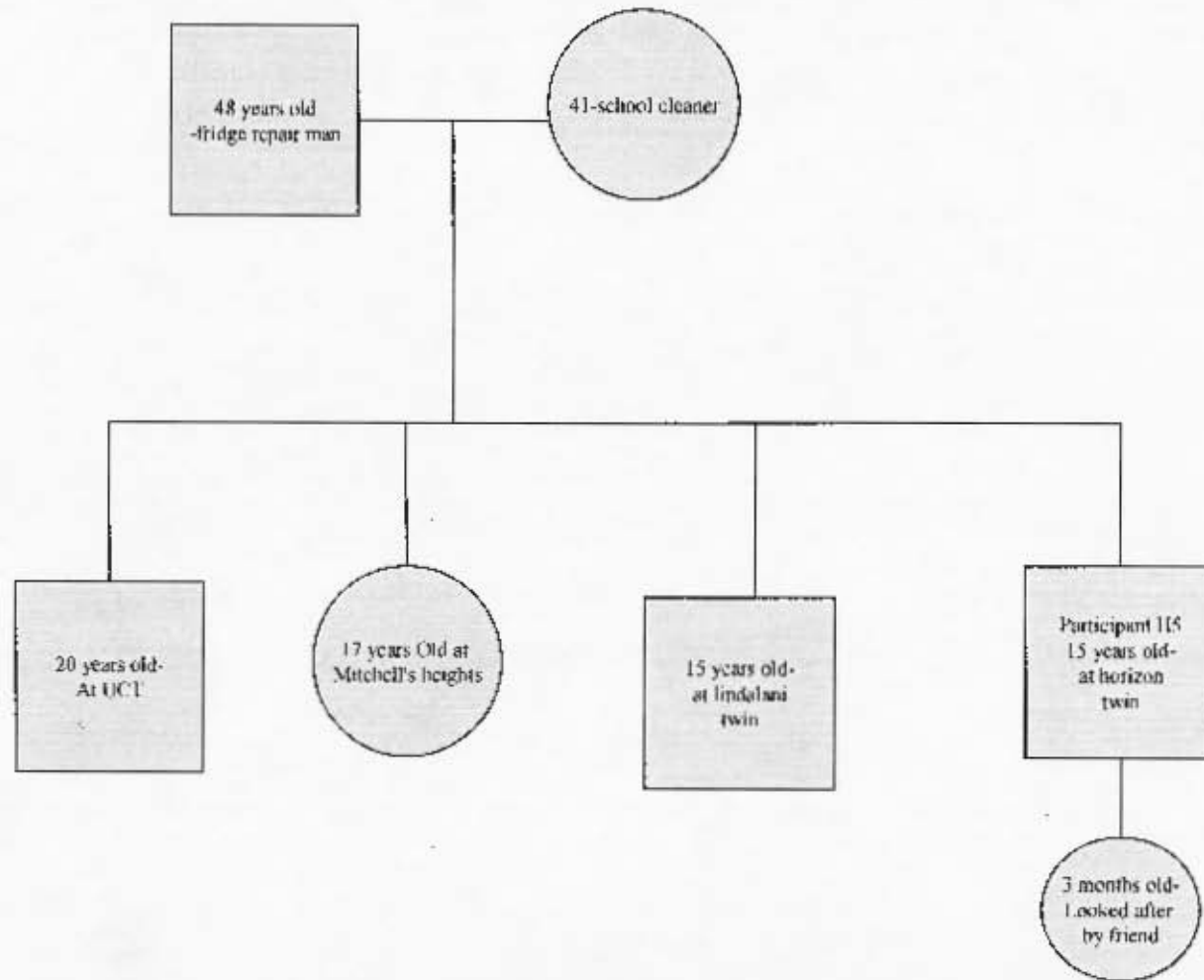
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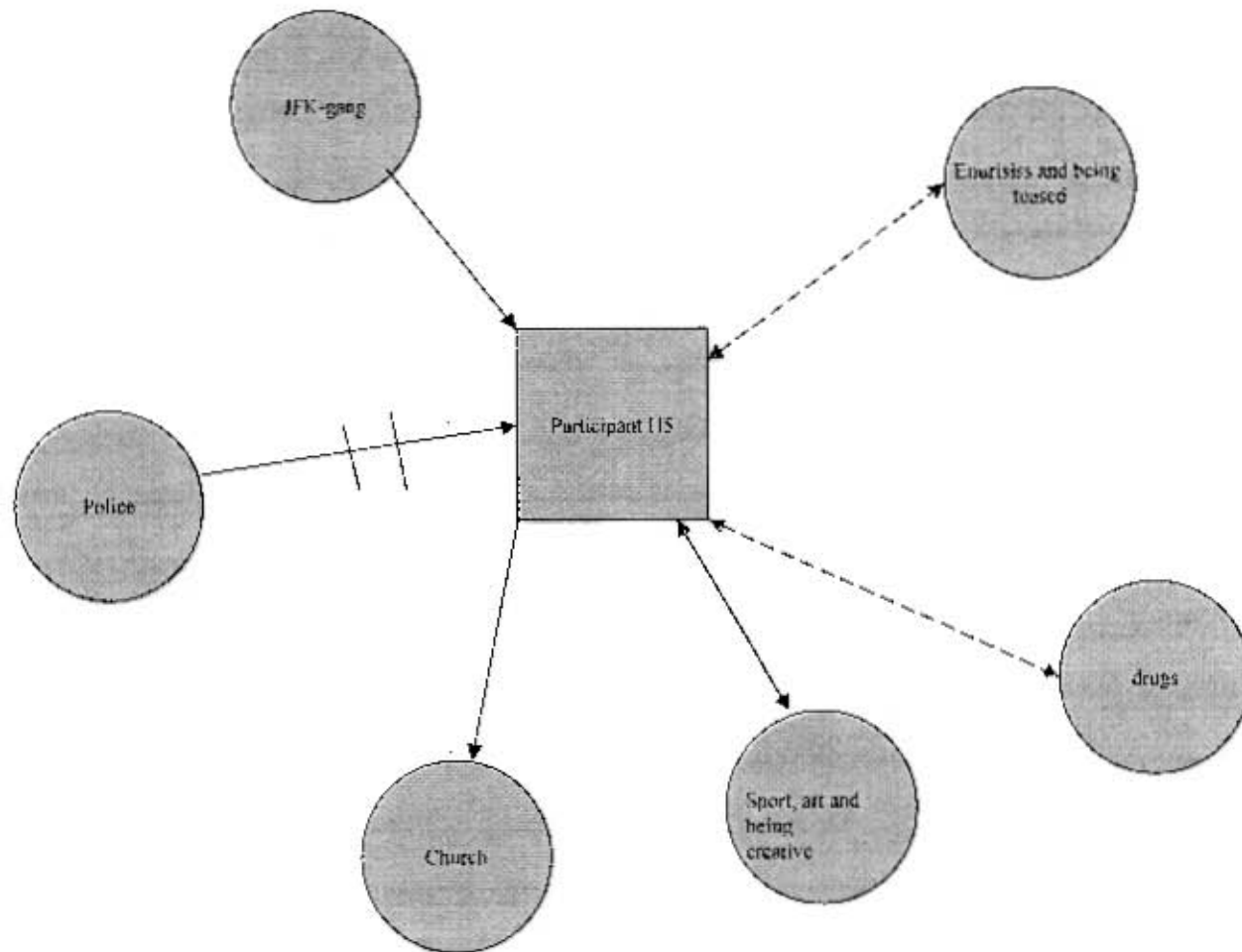
Timeline-Participant H5



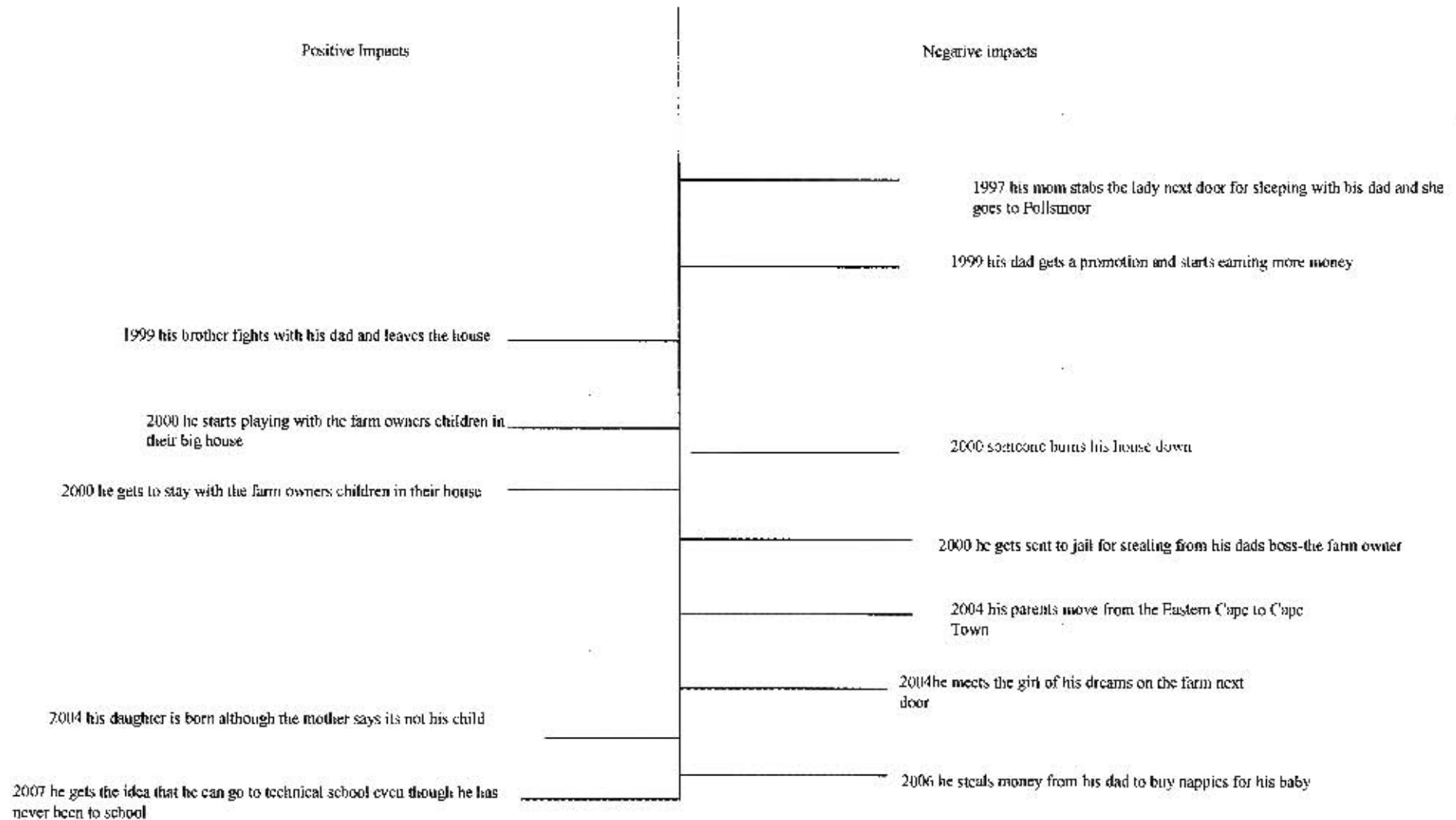
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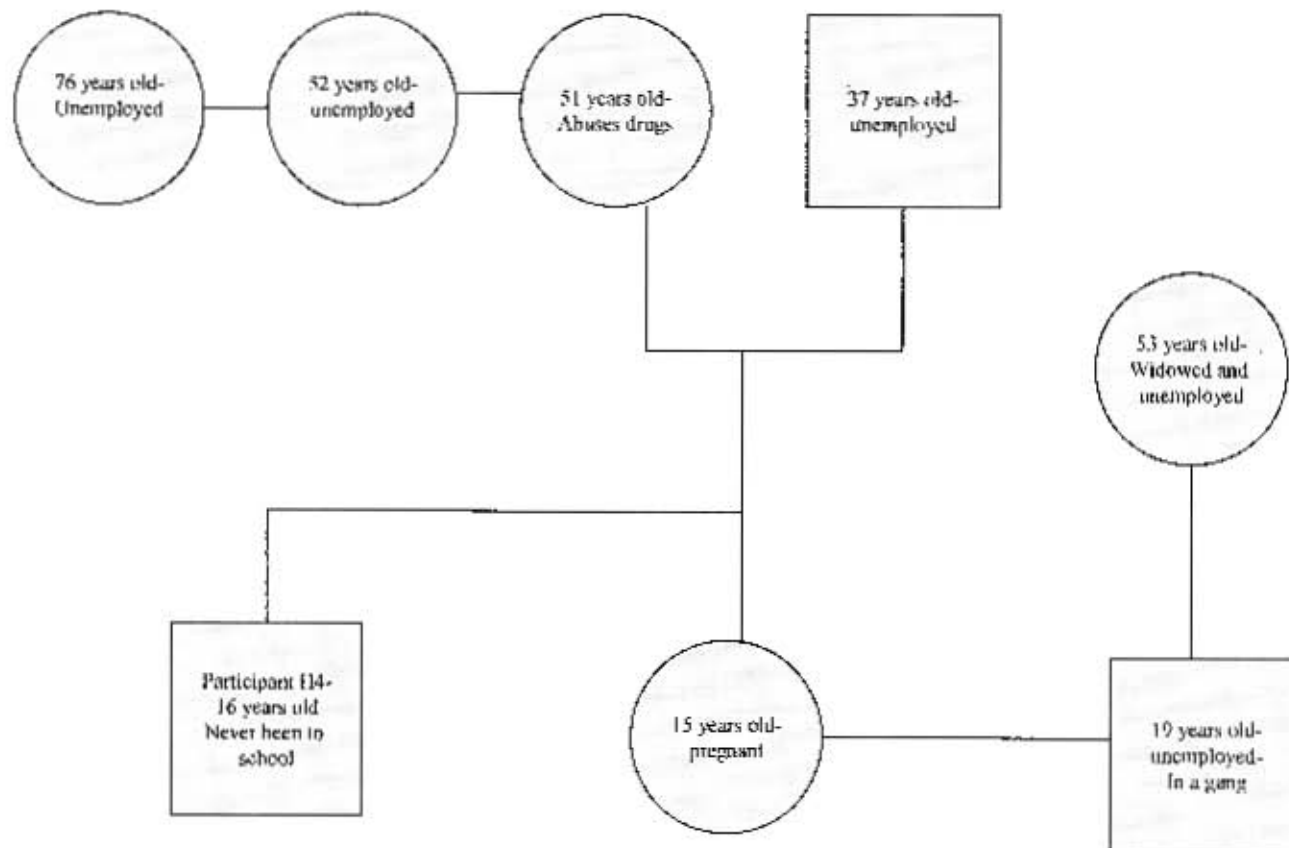
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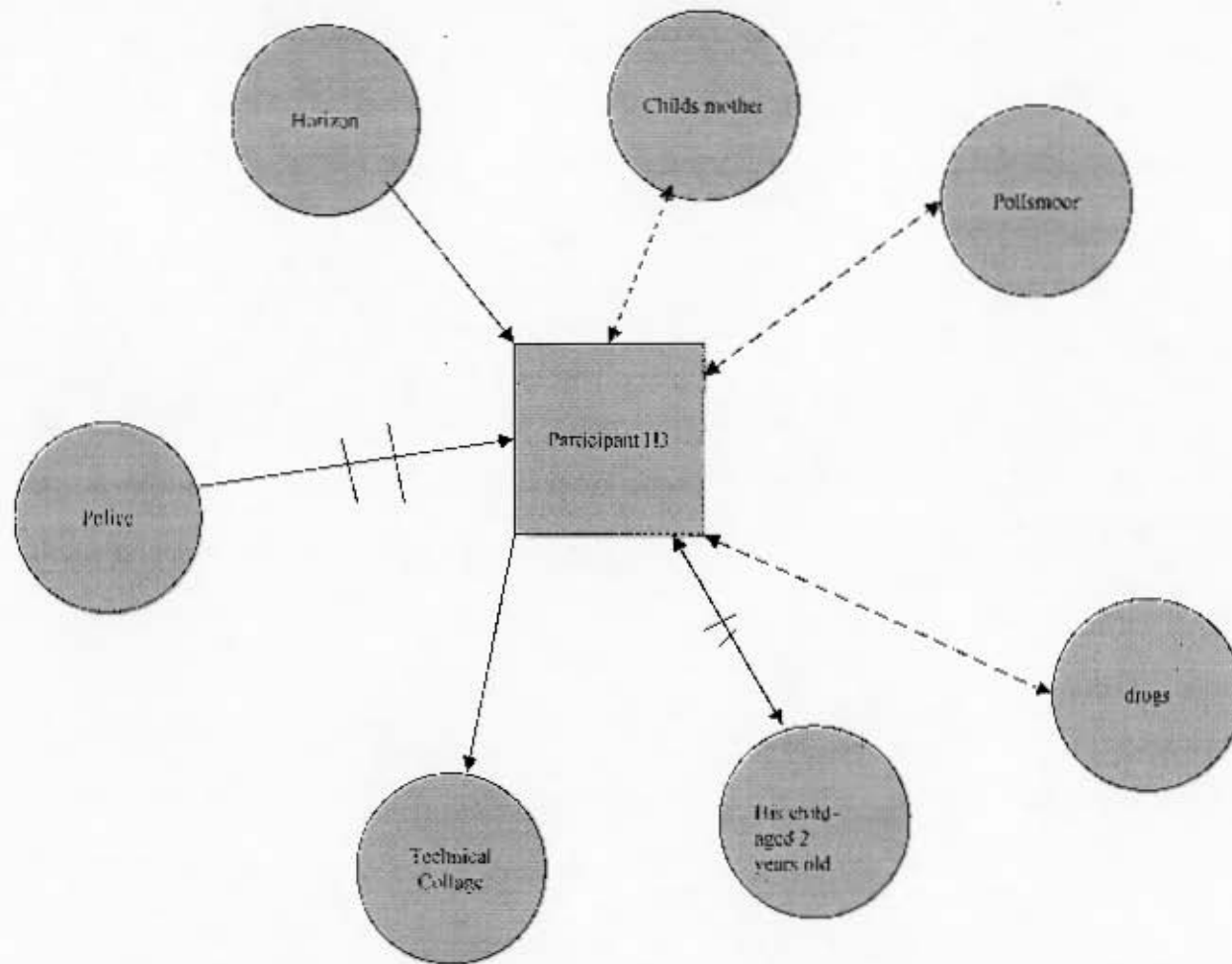
Timeline-Participant H4



Participant H4-Genogram



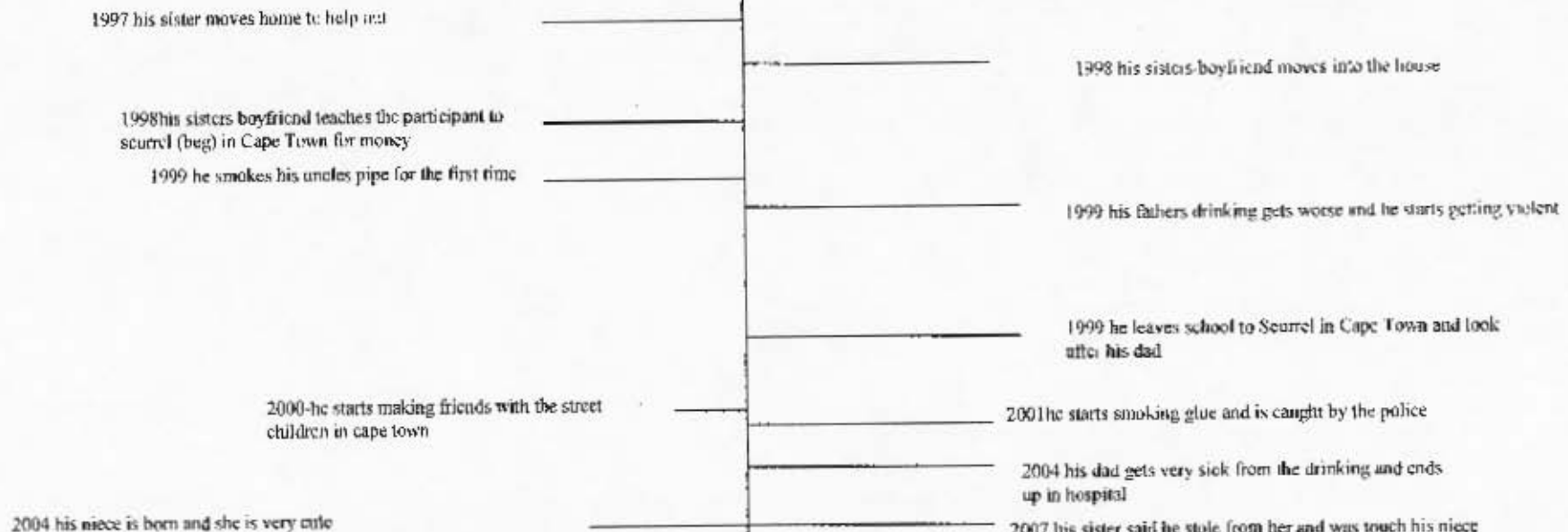
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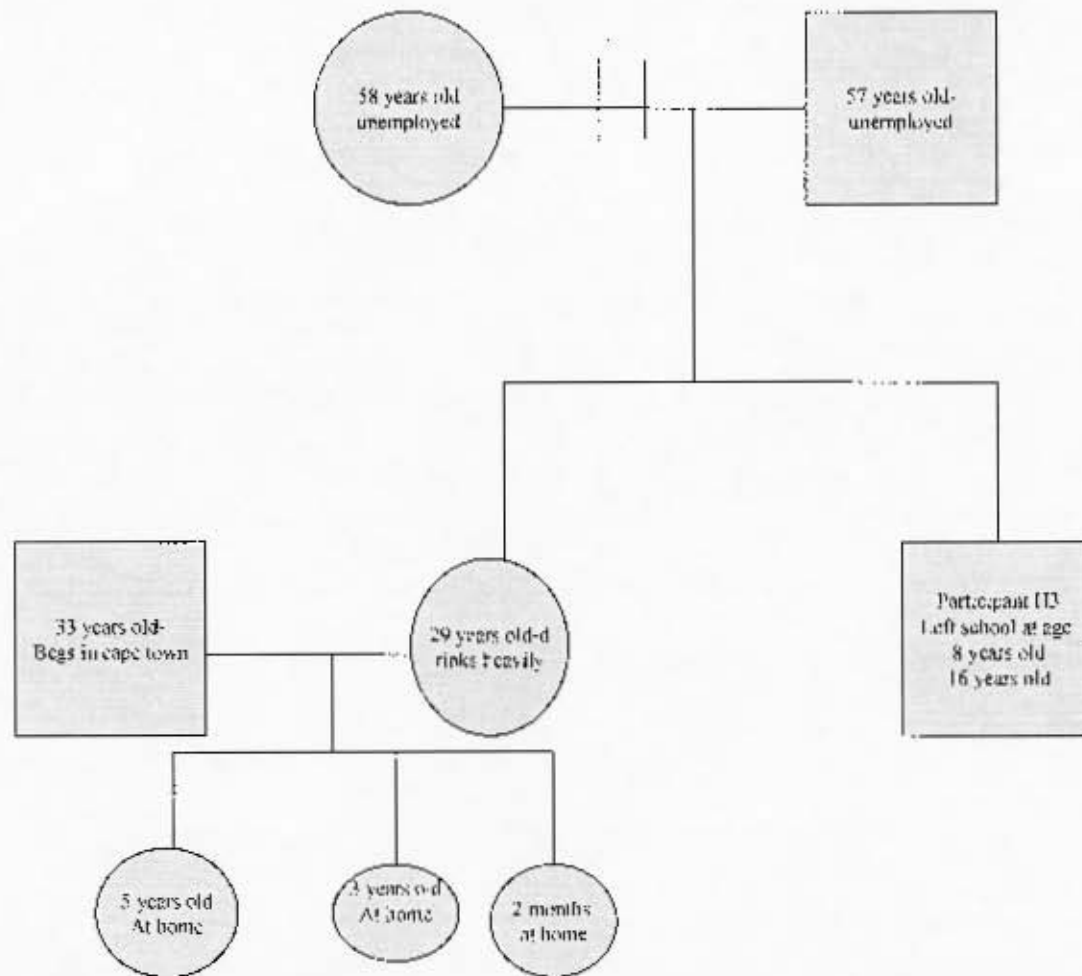
Timeline-Participant H3

Positive Impacts

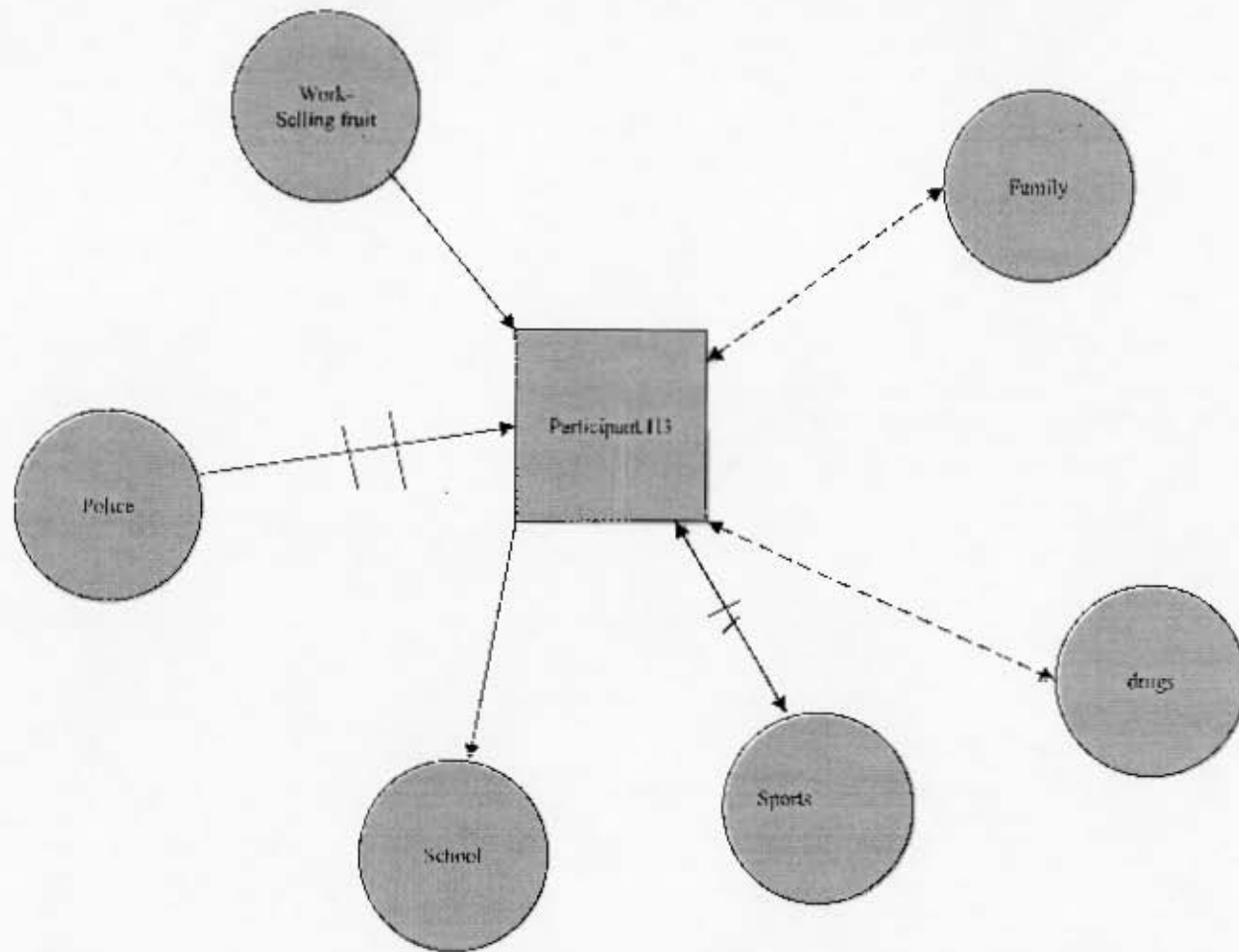
Negative impacts



Participant H3-Genogram



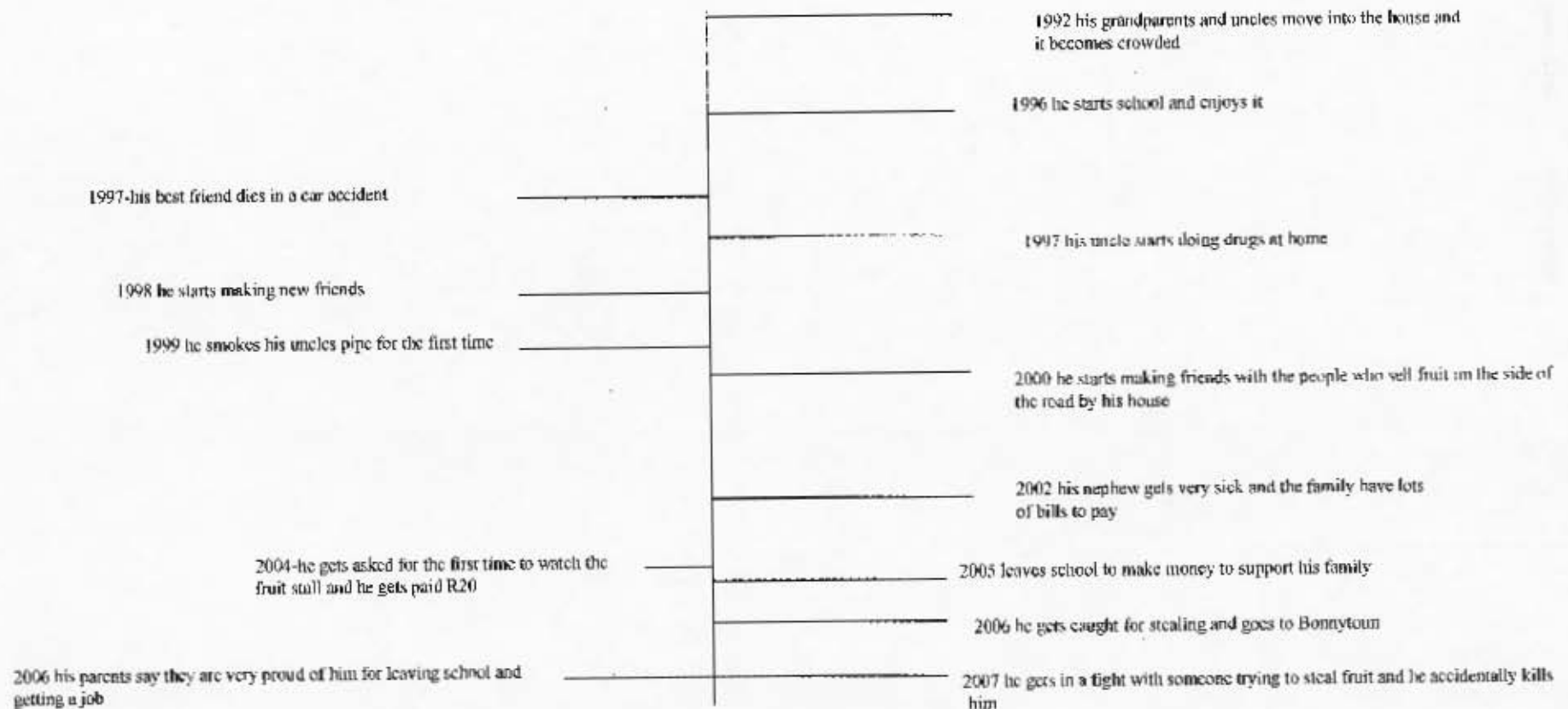
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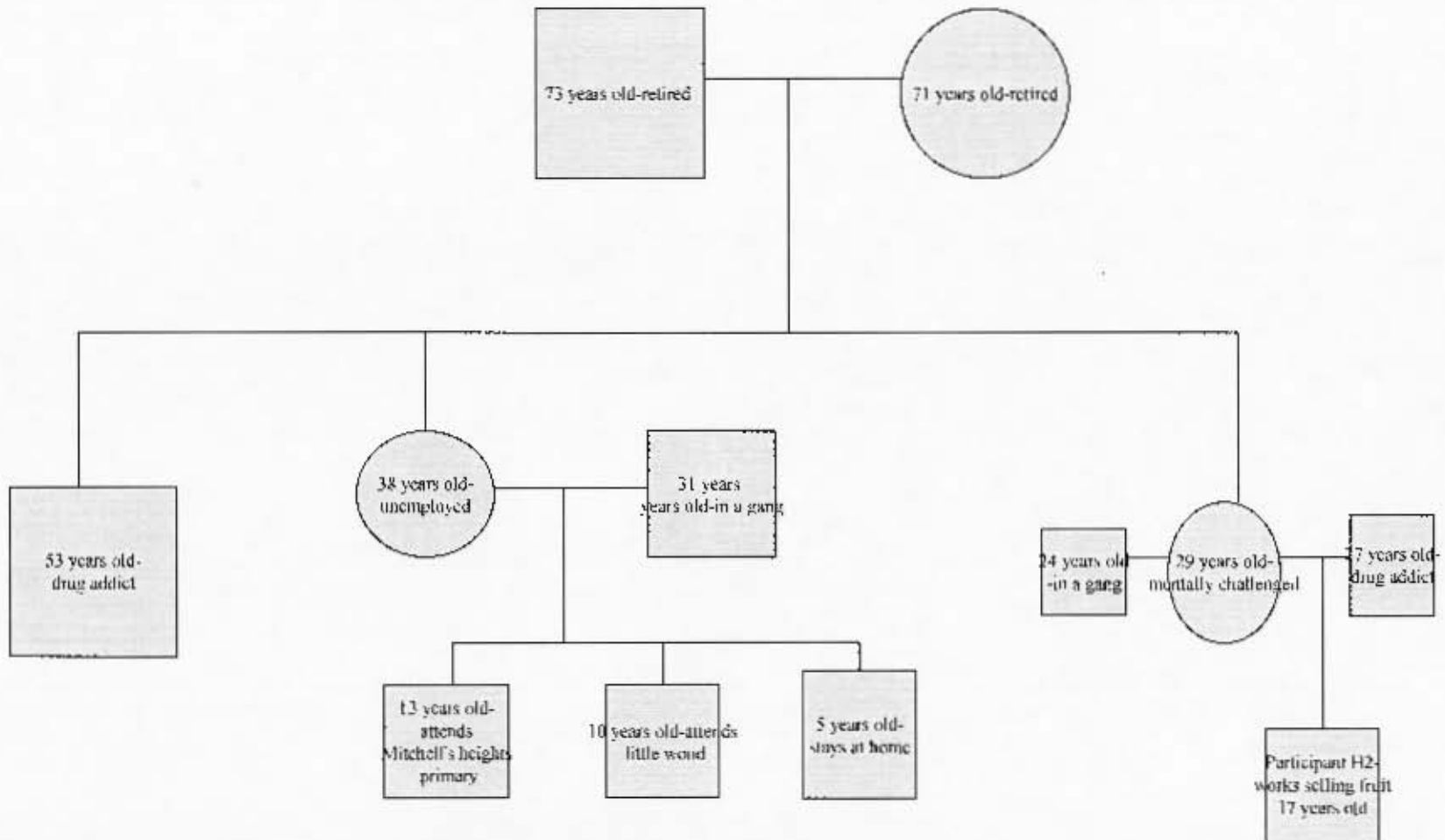
Timeline-Participant H2

Positive Impacts

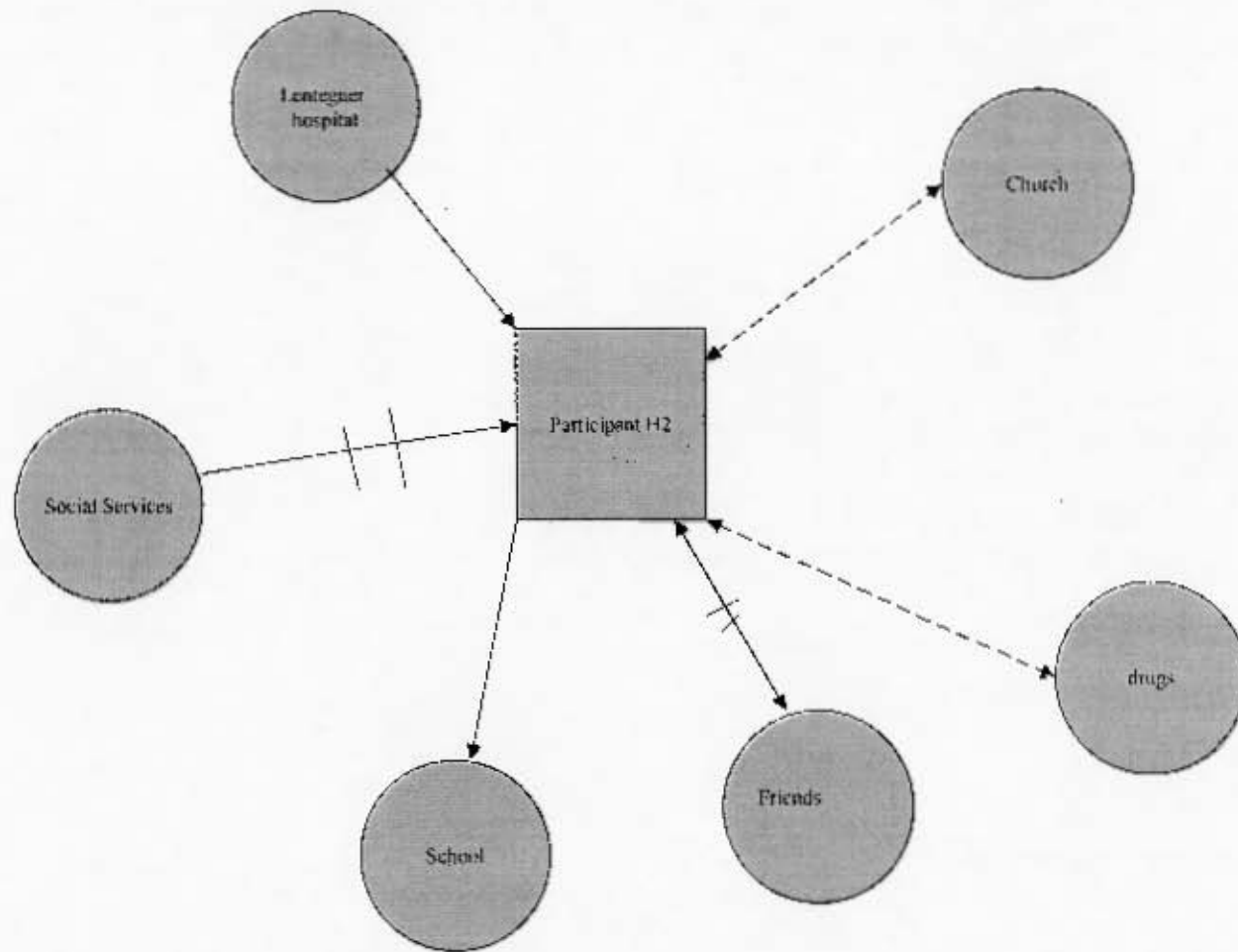
Negative impacts



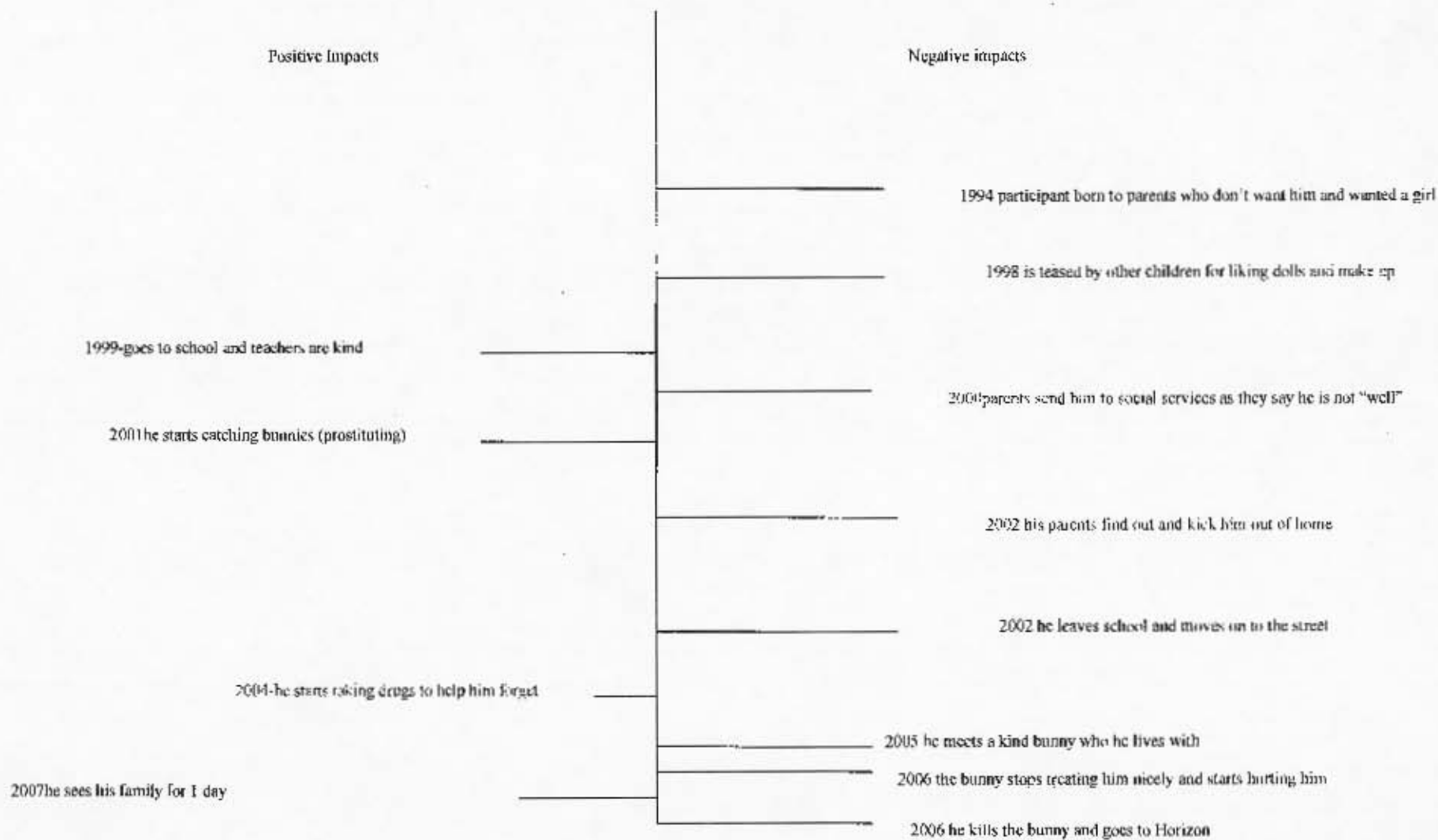
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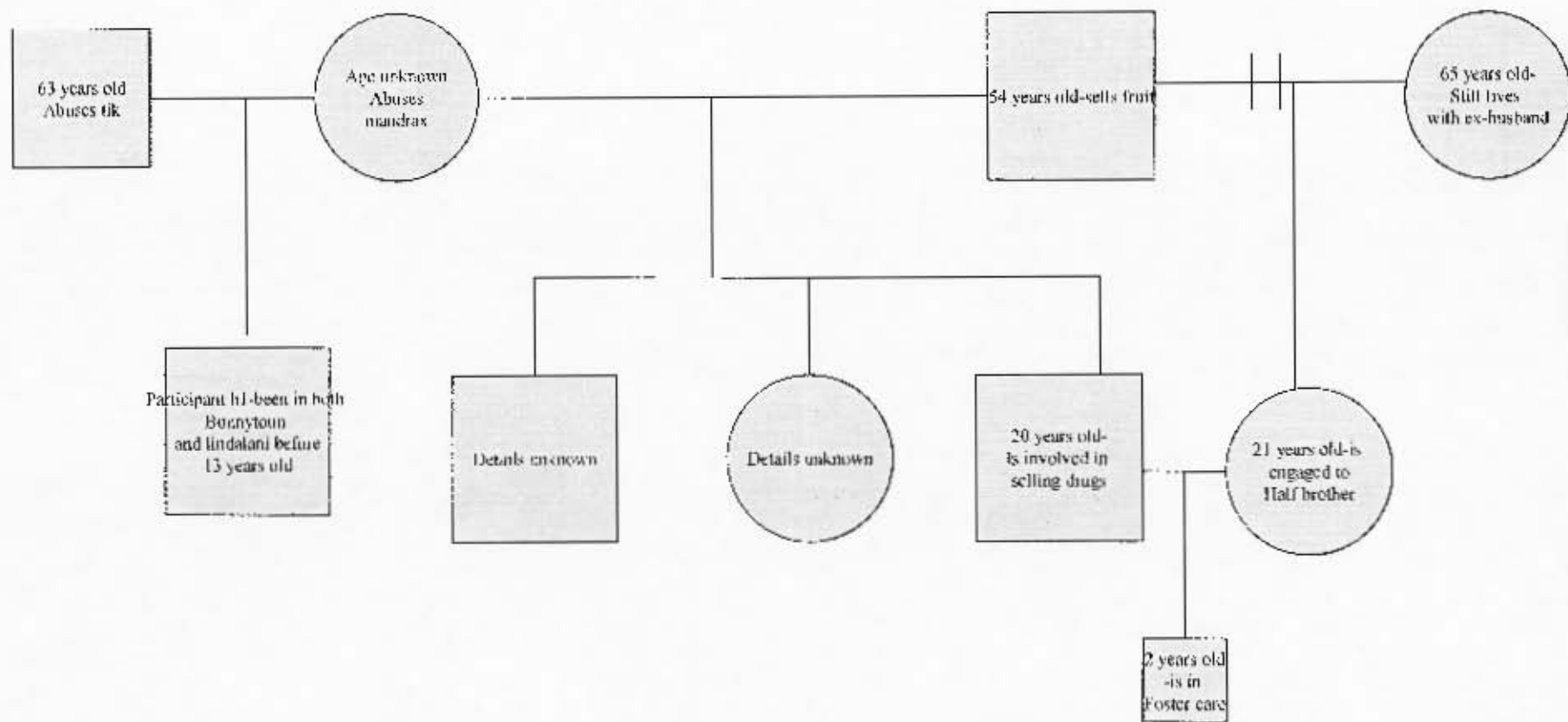
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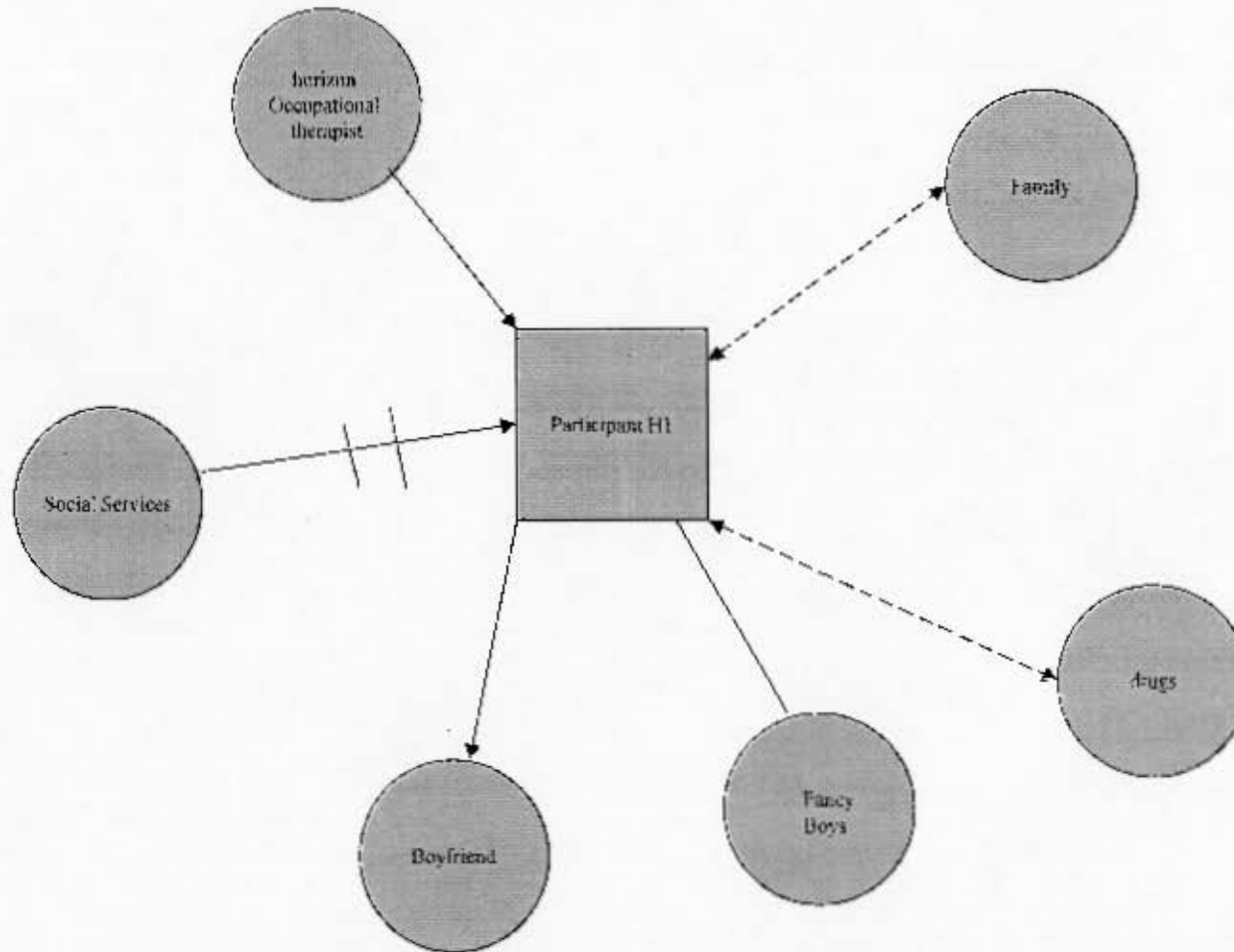
Timeline-Participant H1



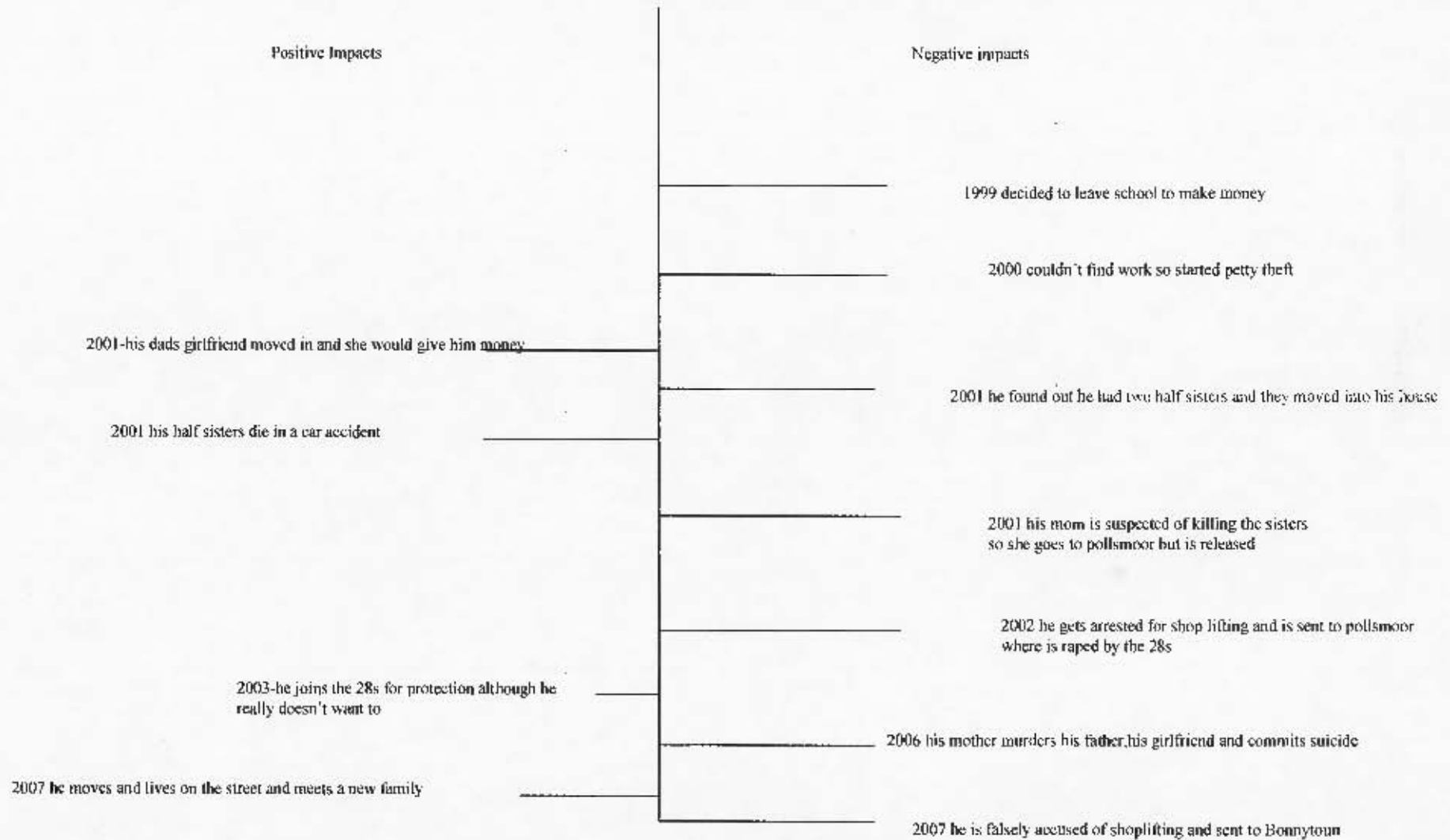
Participant H1-Genogram



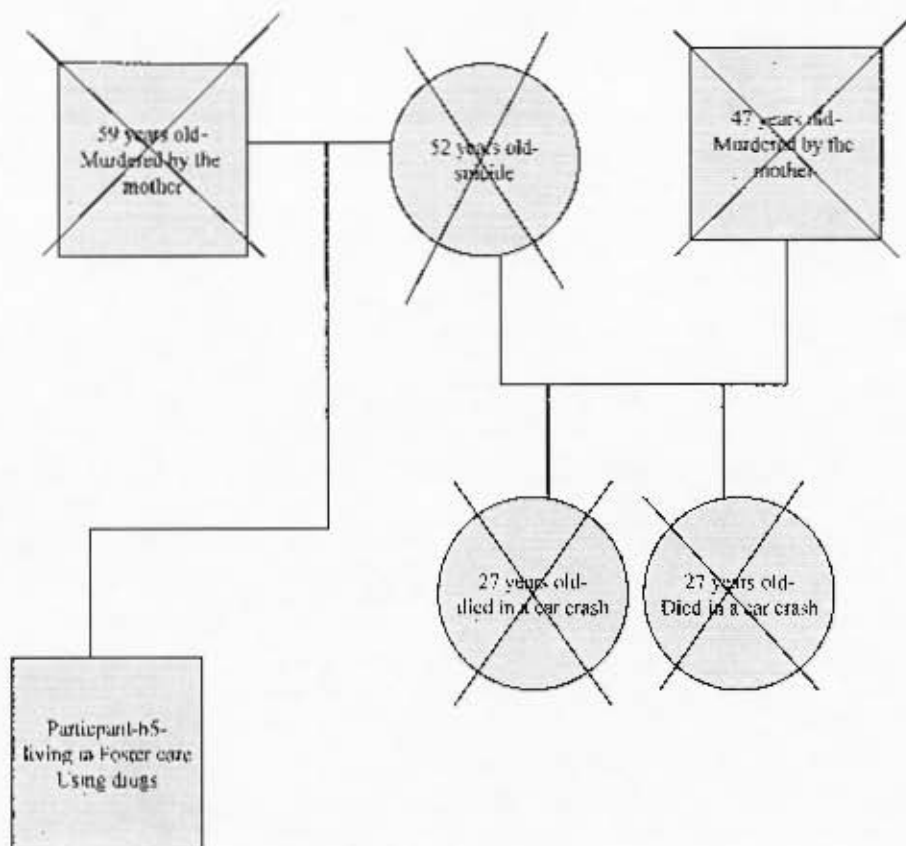
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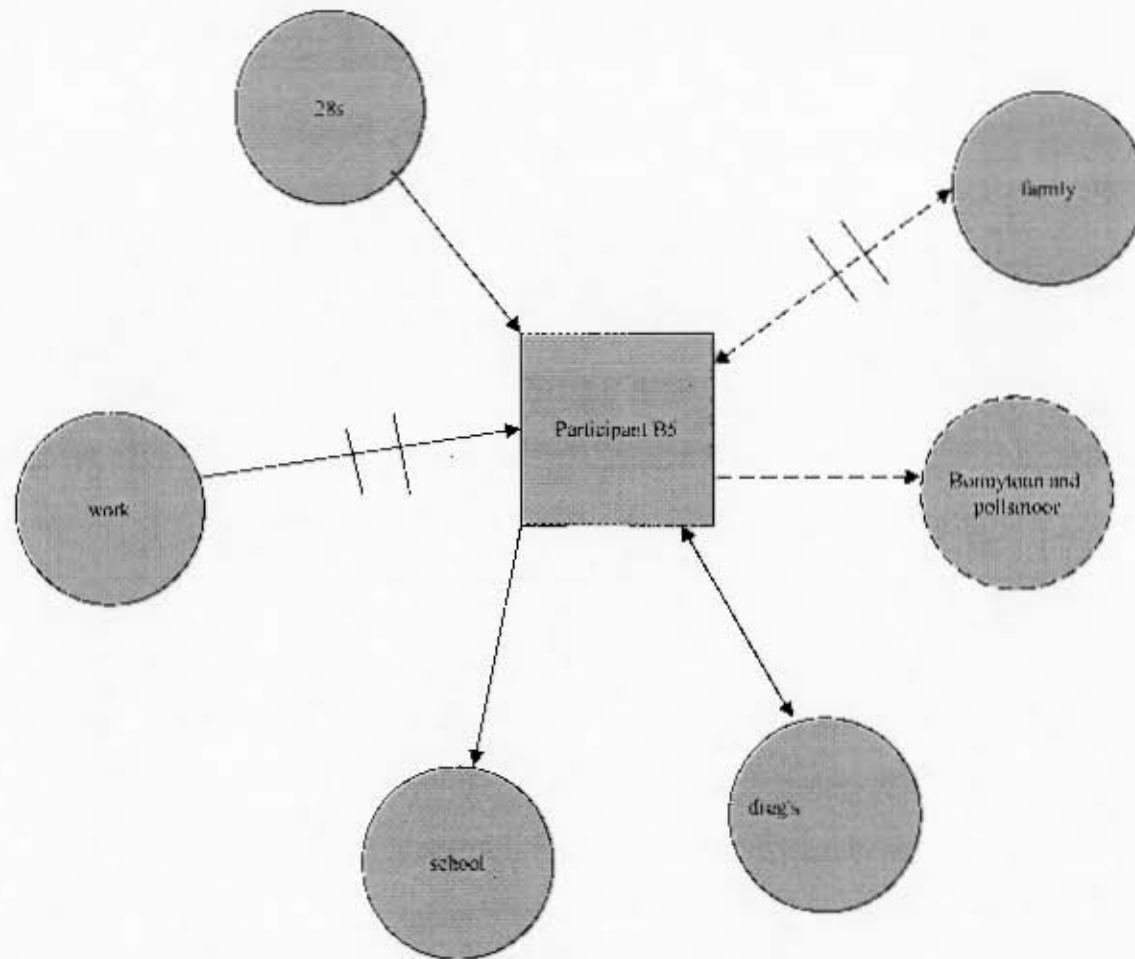
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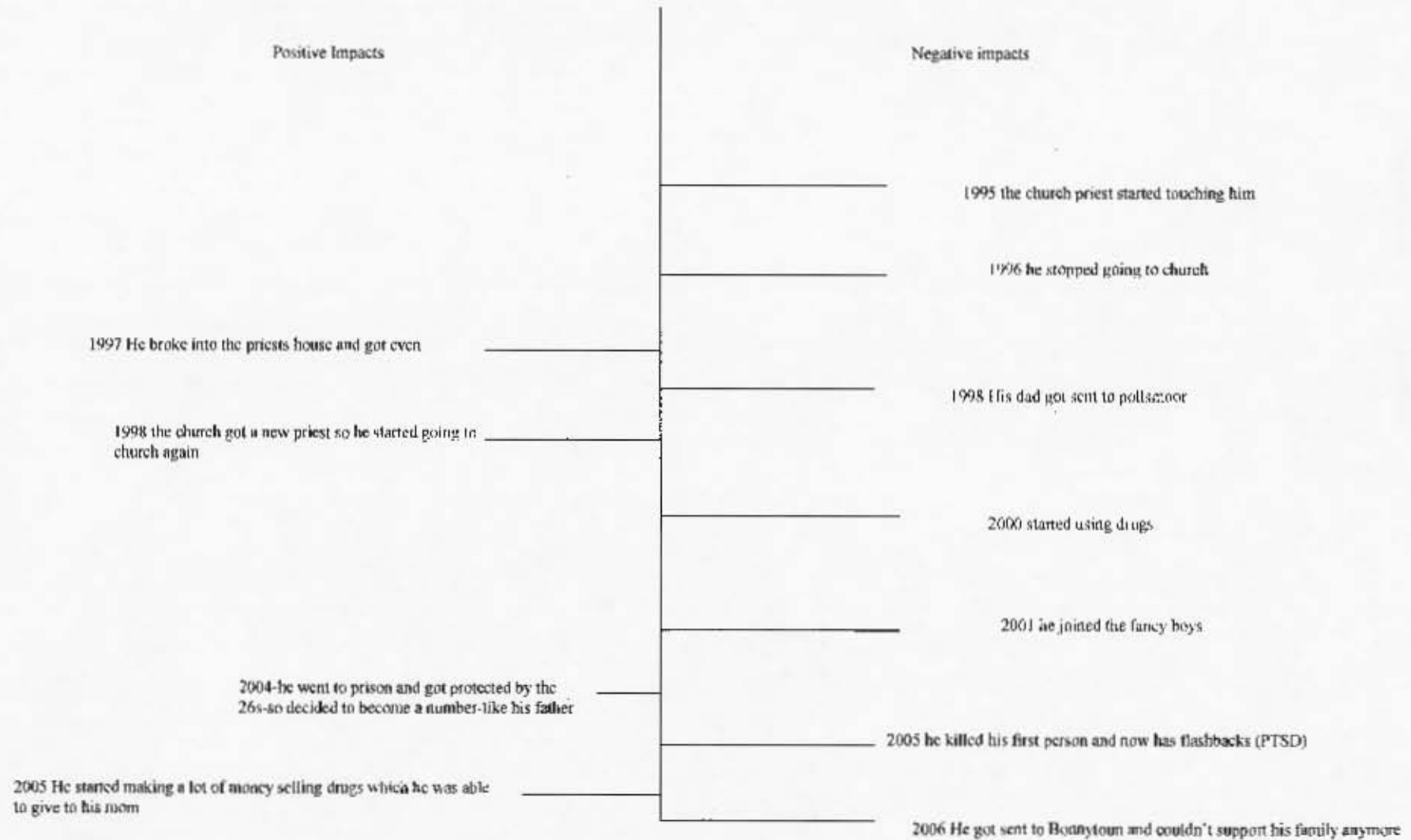
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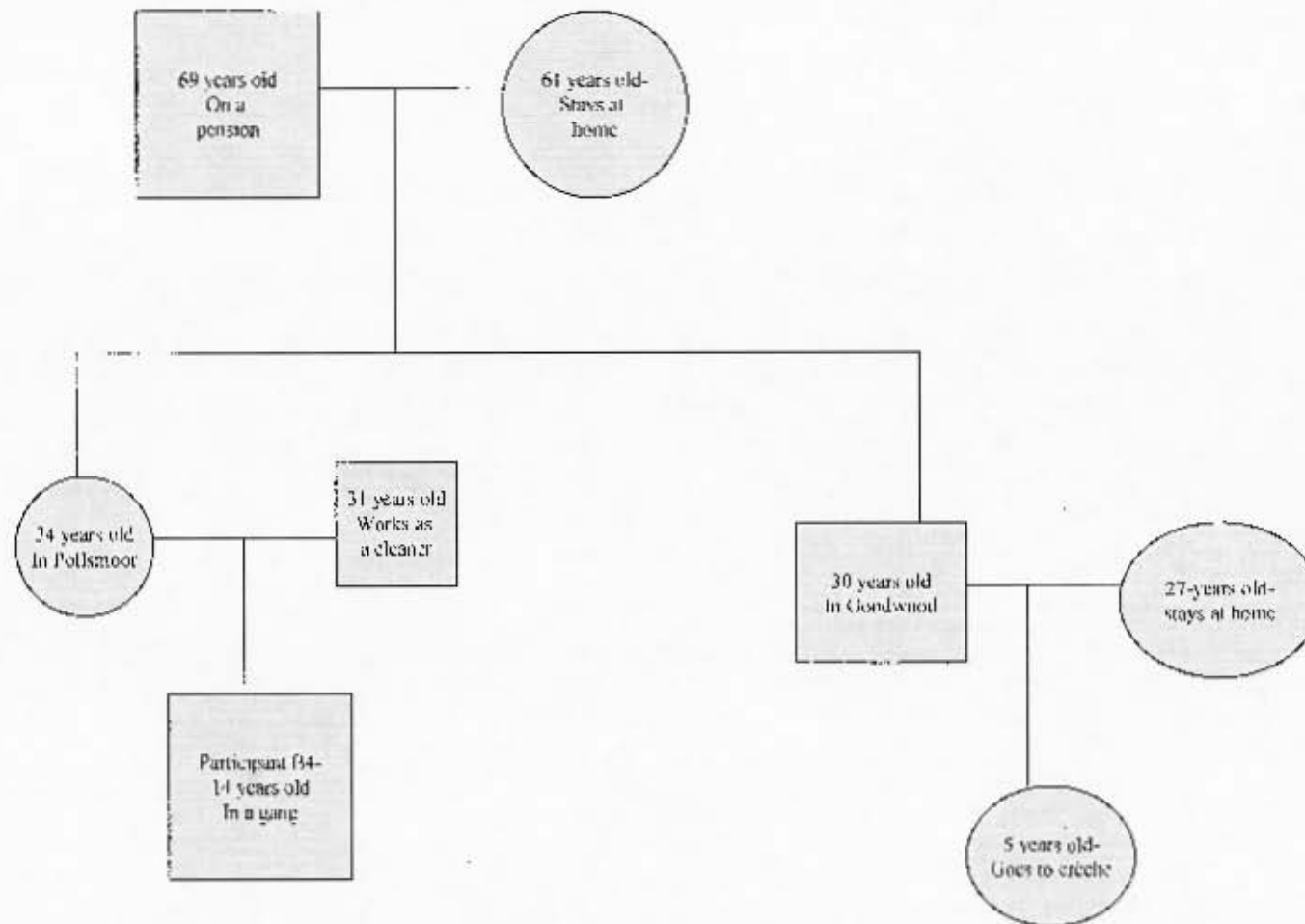
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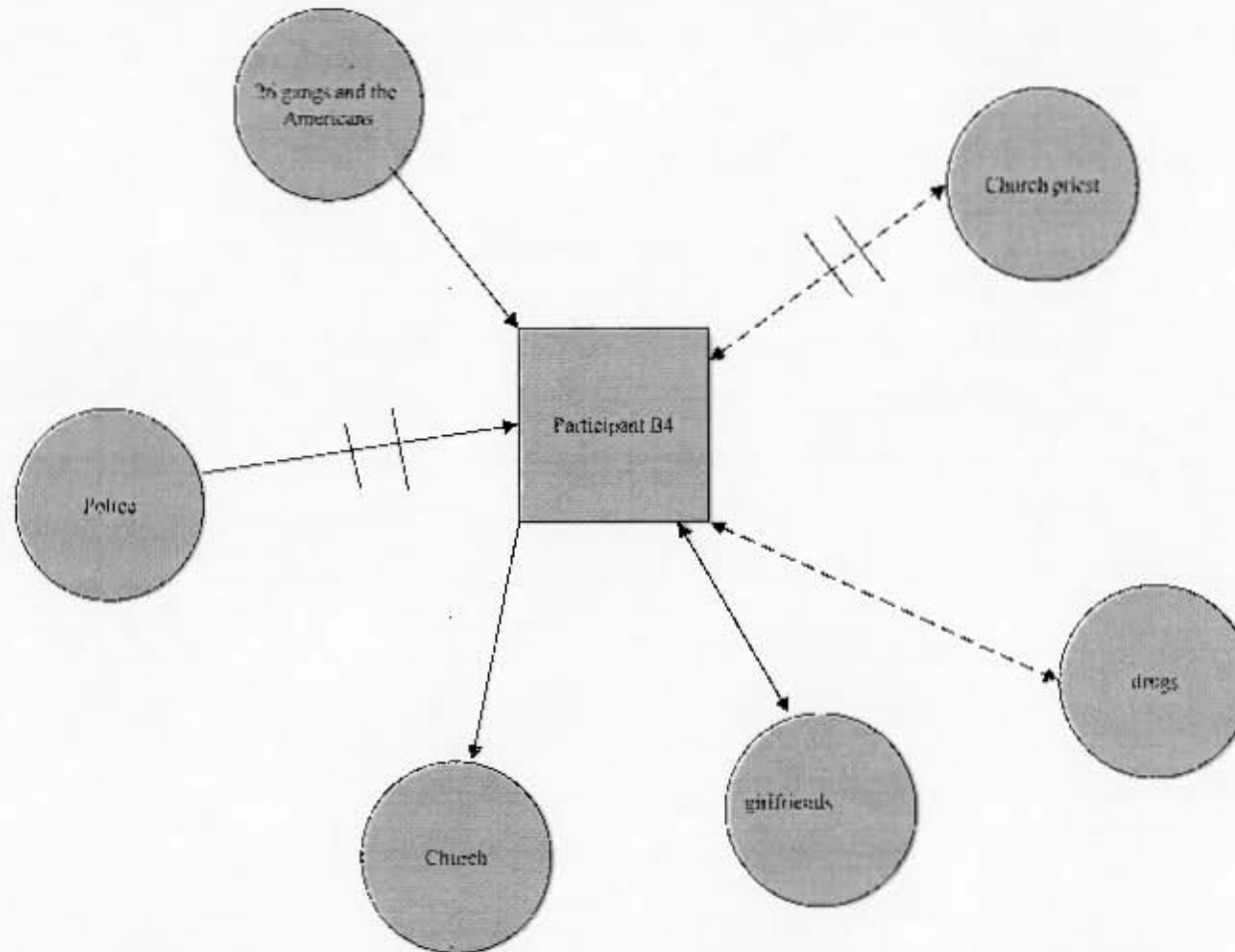
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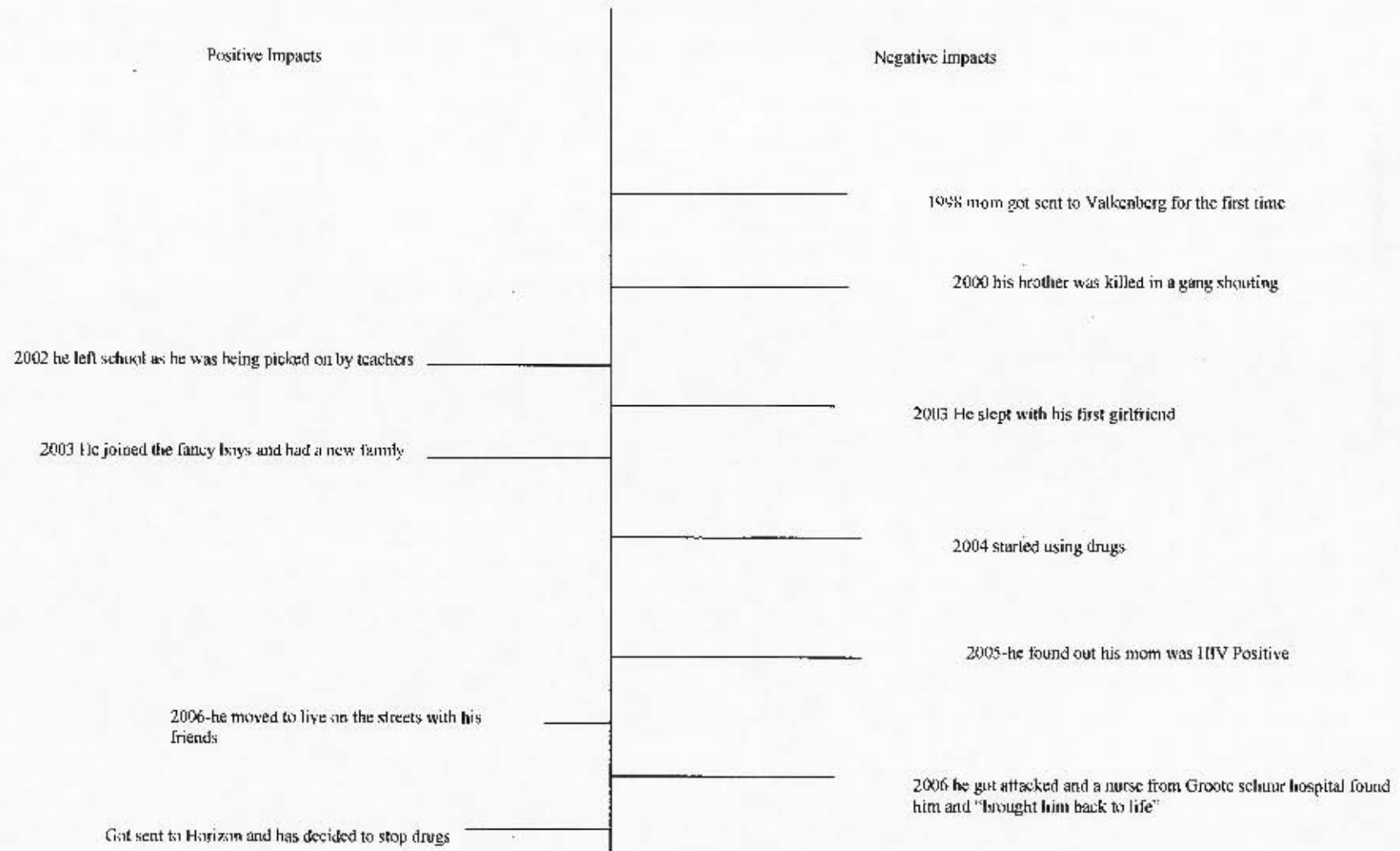
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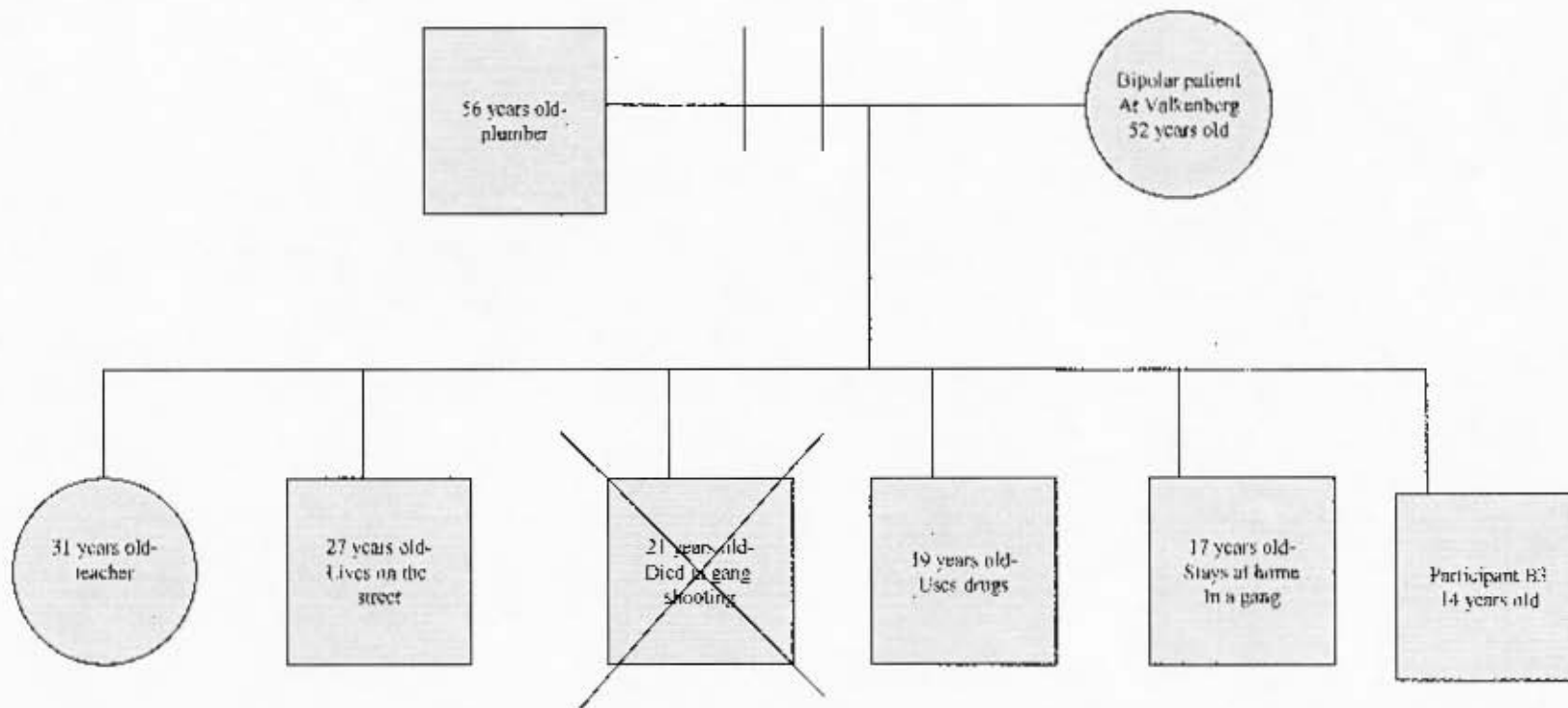
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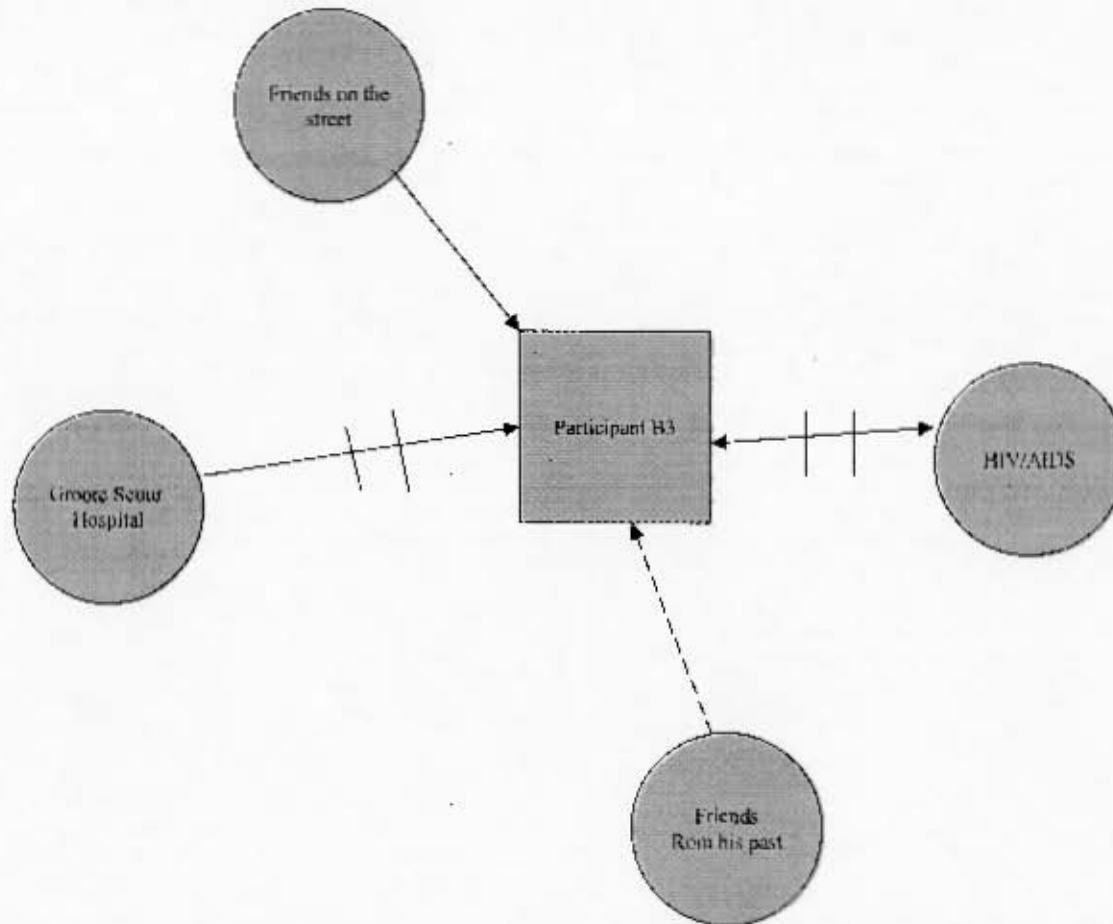
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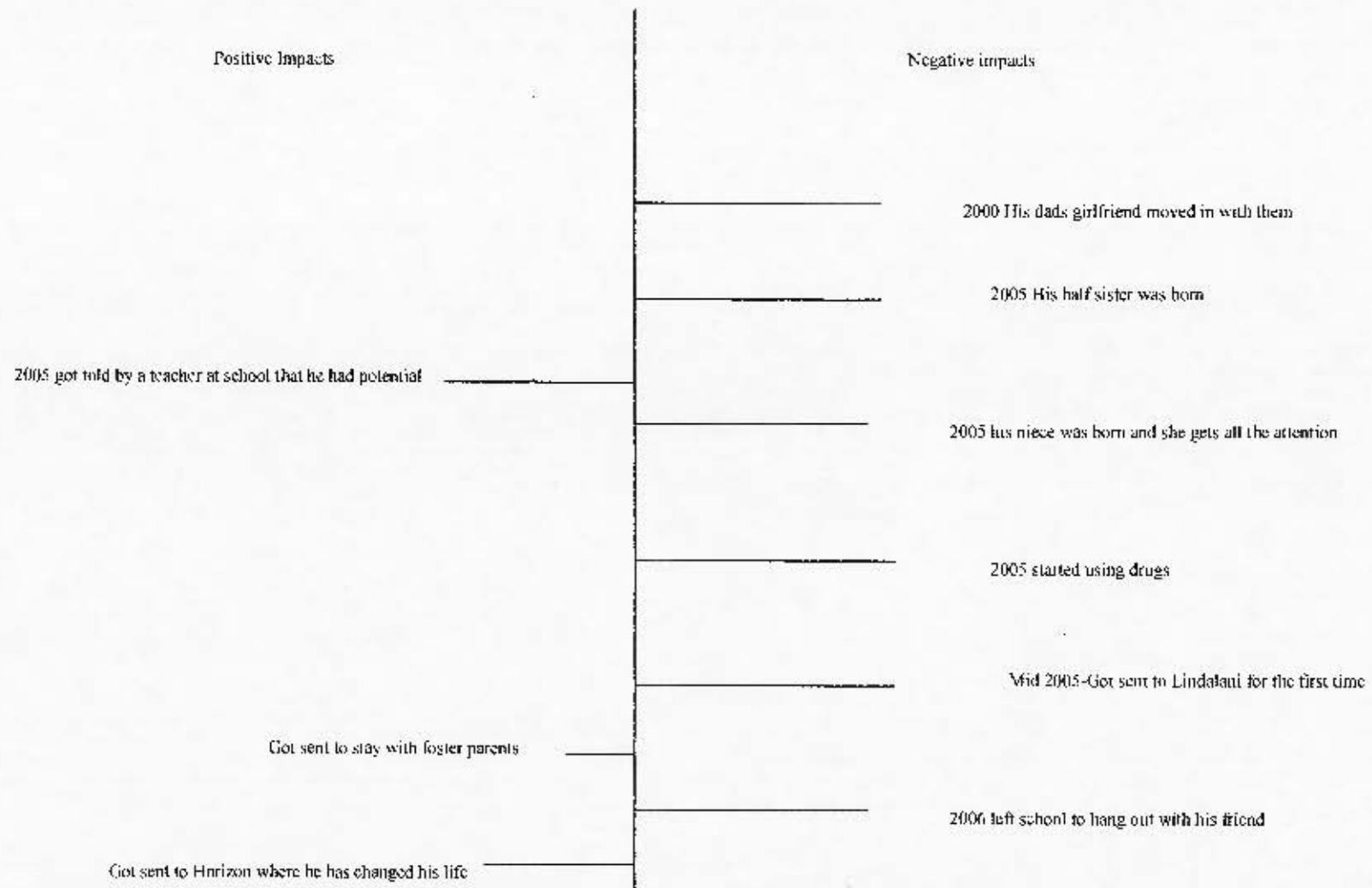
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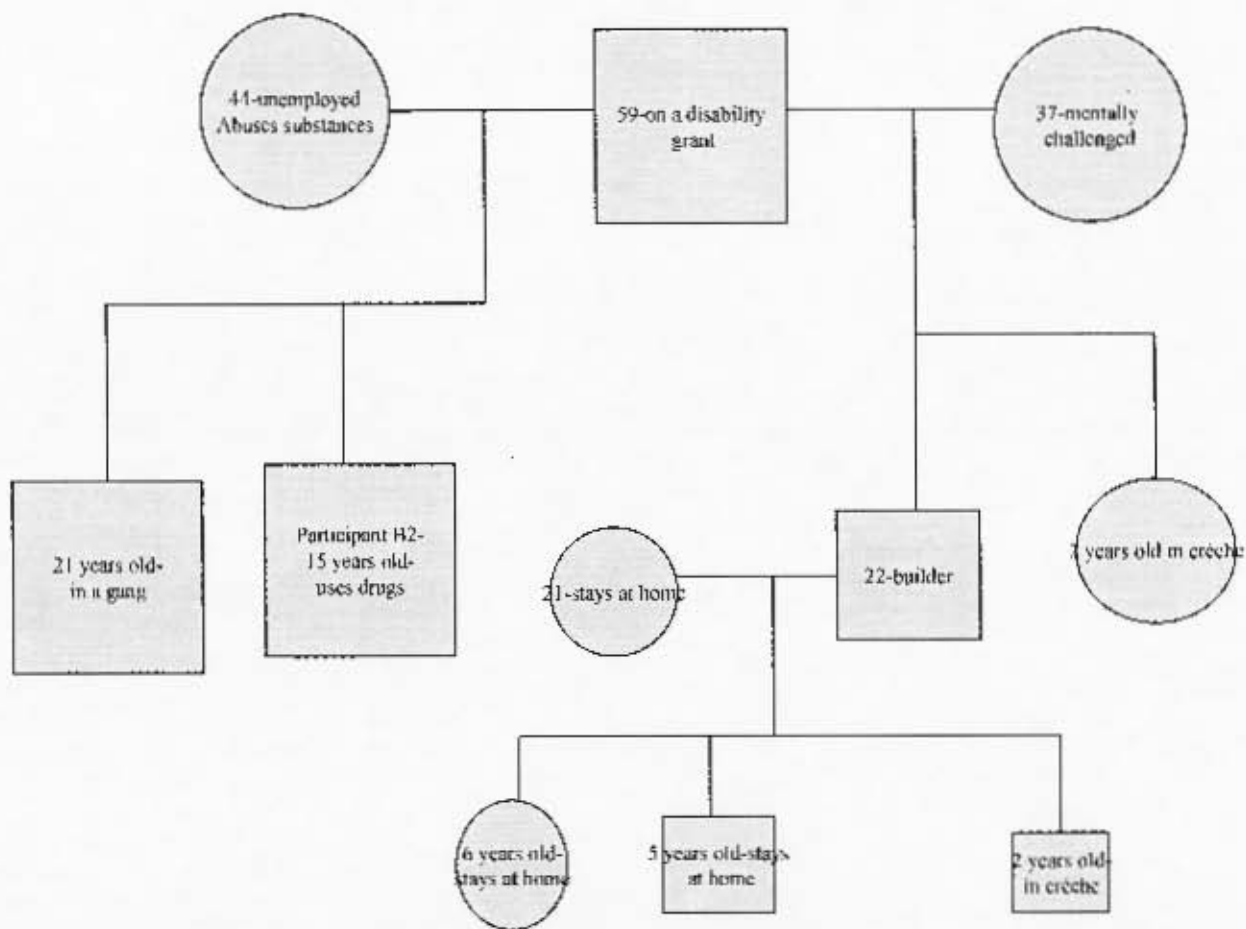
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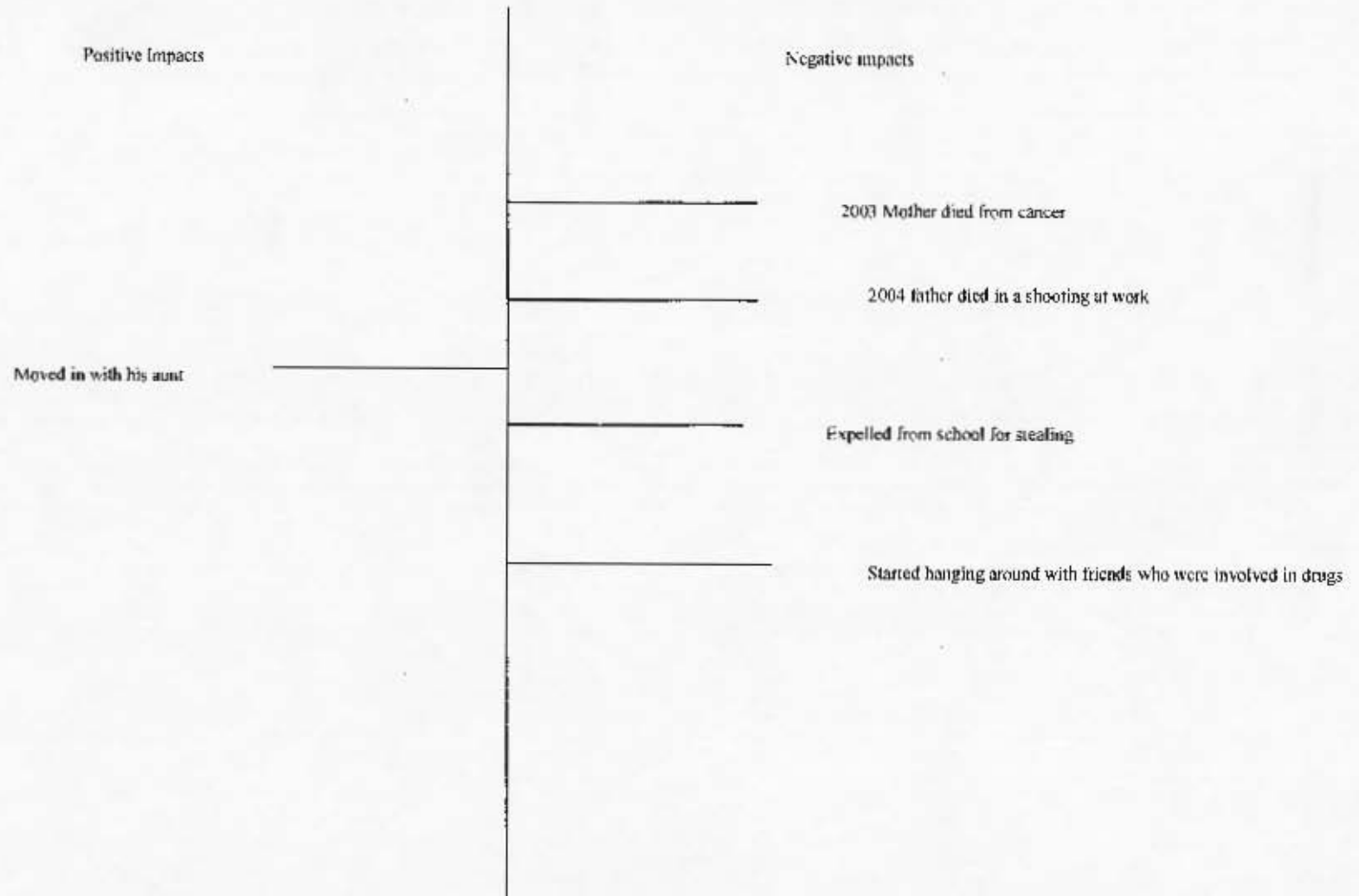
Timeline-Participant B2



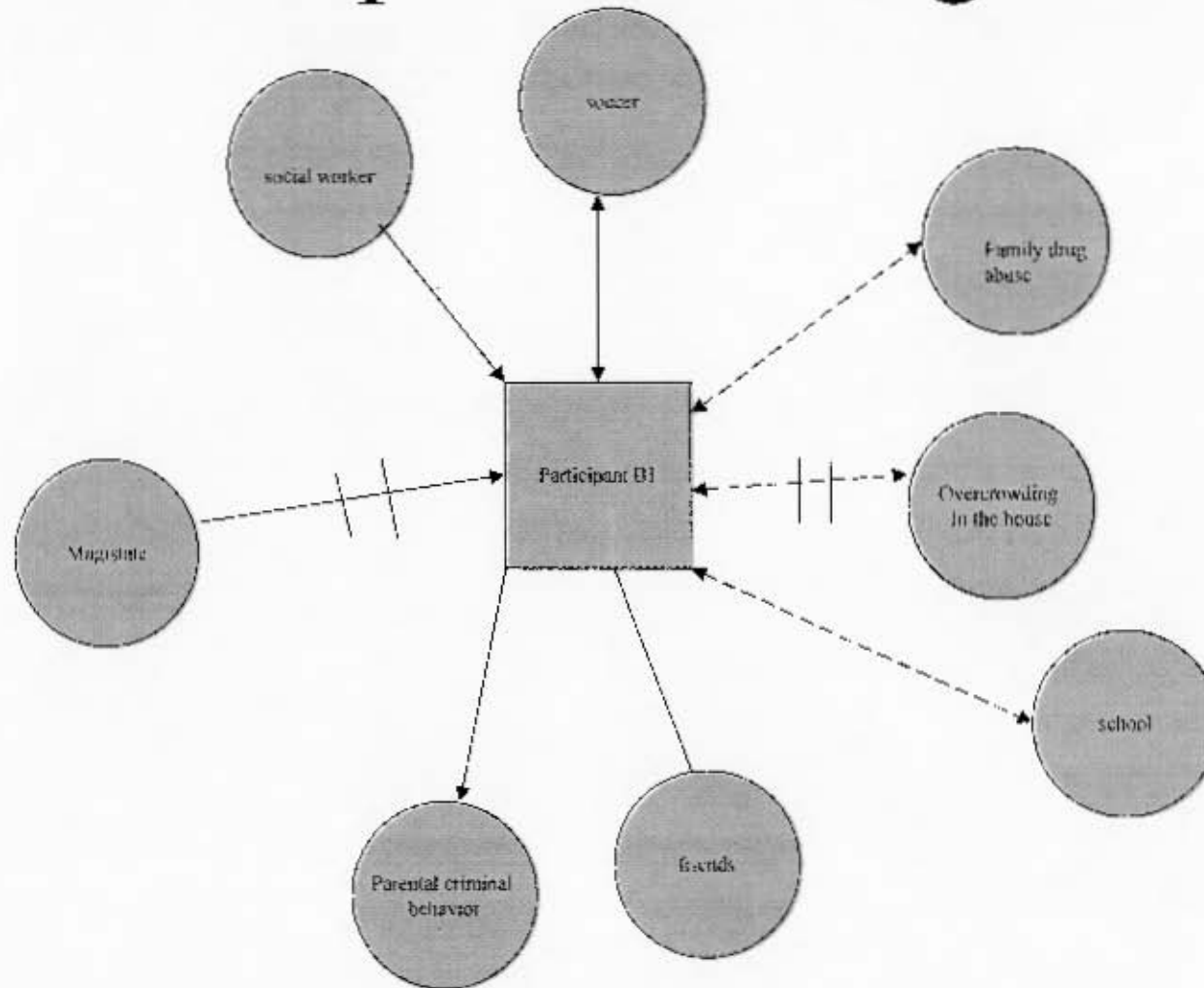
Participant B2-Genogram



Timeline-Participant B1



Participant B1-Ecogram



Participant B1-Genogram

