

“There are not even playgrounds where the children can go play. Leaving us only the spaza shops where they go to play games, and it’s at these shops the problems starts (P3).

Daar is ook nie gesonde ontspannings geriewe vir ons se kinders en...en dit het nogal ook ‘n impak...want kinders gaan sit op winkels se stoepe of op straat hoeke en...dis maar waar die goed begin. Kom ek sê ook vir jou hier is ‘n groot probleem met kinders op die straat, en dit maak ook die kind meer geneig tot misdaad, baie van my gevalle in die laaste jaar of twee is juis van hierdie kinders wat so op die straat dwaal (P3).

“There are no safe recreational facilities for our children...and it has an impact...because children while away, on the doorsteps of shops or on street corners...this is where it starts. We have a big problem with children on the street, and it makes the child more vulnerable to become involve in crime...because most of my cases in the last year or two were children who were on the street” (P3).



The above views correlates with an important factor appearing to have a great influence on anti-social behaviour in the communities are community disadvantages/lack of resources (DeCoster, Farmer & Wittrock, 2006; Ingoldsby & Shaw, 2002; Lynam, Caspi, Moffitt, Wilkström, Loeber & Novack, 2000). Both the parents and probation participants indicated that the community in which youth and young adults live have an influence on their criminal behaviour (Loeber & Farrington, 2000; Osgood & Chambers, 2000; van der Merwe & Dawes, 2007). In particular, neighbourhood disadvantage (commonly referred to as community disadvantages). For example, DeCoster and colleagues (2006) reported that living in disadvantaged communities resulted in an increased likelihood of youth violence from grades seven through to twelve.

4.3.2.5 Sub-theme 2.5: Economic conditions

Most parents struggling for survival seemed to contribute to the specific children's involvement in crime as indicated in the quotes either by their absence at home or by lack of willingness to be involved in control of children. There are parents who do not have financial problems and who give too much pocket money and too little attention to children:

Hierdie ouers is seisoen werkers, so hulle verdien maar min en is meestal afhanklik van staats toelaes... seisoenale werk, wat maar is vanaf September to Desember of Januarie. So daar is baie armoede, en ek dink die feit dat meeste ouers of ongeskool of swak geskool is dra ook by hier toe (P2).

“Most parents have seasonal jobs, and do not earn much and are therefore mostly dependant on social grants...Seasonal work starts only from September to December or January. Resulting in high poverty level, and I also think that the fact that most parents are not educated or have a low level of education contribute to this problem” (P2).

Werkloosheid is 'n groot probleem...daar is gesinne waar byvoorbeeld die ouers heeltemal afhanklik is van staats toelaes gedurende sekere tye van die jaar want hulle is seisoen werkers (P4).

“Unemployment remains a big problem...for example; in certain families the parents are totally dependent on social grants for a certain period of the year because they are seasonal workers” (P4).

Daar is ook die kinders wat uit die so genaamde elite gesinne kom waar die ouers goeie salarisse verdien. En hierdie ouers gee weer baie sakgeld maar min tyd aan kinders (P 2).

“There are also those children who comes from the so called elite families, where parents receive good salaries. These parents give they children a lot of pocket money, while there is a lack of spending time together” (P2).

... ek dink hulle oorlewings stryd is maar van so aard dat hulle net die kans om nog oor sulke dinge te worry nie. Hulle moet elke dag sorg dat hulle na die boere se lande toe gaan vir 'n stukkie brood elke dag...so daar is nie tyd om aan hierdie probleem regtig aandag te gegee nie... werkloosheid...meeste ouers is afhanklik van seisoen werk, so armoede is maar hoog (P3).

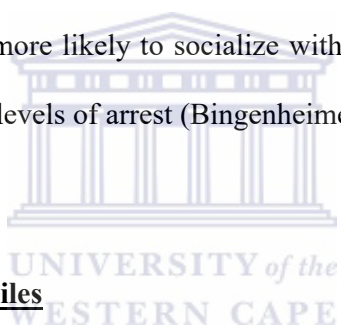
*“I think their **struggle to survive are of such a nature that they cannot afford to worry about these problems.** They focus are on getting to the farm for work to be able to earn money for bread every day...so there is not really time to focus on these problems...unemployment...most parents are depending on seasonal work, which is the cause of a lot of poverty” (P3).*

Only the **grandmother** participant referred to economic conditions:

*Meestal maar **my pensioen** wat vir ons moet dra...en as my kinders mos werk help hulle ook darem... meeste werk mos maar op die boere se plase...wanneer daar ook werk is (Ouma).*

*“We are mostly dependent on **my pension.** When my children have an income, they also assist me...most of them work on the farms...during seasonal time when there is work” (grandmother).*

Youths residing in poverty are more likely to socialize with older peers for risk engagement activities, resulting in excessive levels of arrest (Bingenheimer, Brennan & Earls, 2005)



4.3.3 Theme 3: Profile of juveniles

Probation officer participants noted that the children’s characteristics and unattended early behavioural problems contribute to their involvement in crime.

*Daar is twee tipe kinders. Jy kry die **groepie wat maklik kan praat en ook manupileer.** Die tweede groepie is die **stil kinders, wat nie maklik kan praat of hulle self uitdruk nie, en hulle is ook die kinders wat onder groeps druk staan...kinders wat nie maklik hulle self kan uitdruk of hulle gevoelens deel nie, so hulle is ook soms moeilik om te verstaan...hulle **tree baie impulsief** op. Met die gevolg dat hulle nie die implikasies van die misdaad self besef nie. Ek het byvoorbeeld nou al ‘n geval gehad waar kinders by misdaad betrokke geraak het maar hulle het nie besef dit was ‘n misdaad nie (P2).***

*“There are two types of children. The first group **can talk and manipulate while the second group don’t talk or cannot express themselves. The second group are also***

those who are affected by peer pressure...children who cannot express themselves easily, are not easily understood by others...they also act very impulsively. Thus, not always realizing the implications of their actions. For example, I recently had a case where children were involved in crime but never realized that it was a crime” (P2).

*Dis kinders wat gou kwaad raak. Hulle...hulle **het vlambare temperament**...Daar is kinders wat al in pleegsorg geplaas is weens die ouers se nalatigheid of drank misbruik... baie is gevalle wat aangemeld is maar daar was net nie behoortlik op gevolg nie of aandag gegee nie. So... die **kind gee nou al probleme op nege jaar... nou het daar niks gebeur nie, of die ouers meld dit nie aan nie** (P3).*

*"Mostly, children who get angry easily...have **very short tempers**...Then there are children who were placed in foster care due to neglect or alcohol abuse by the parents...most of them were reported to a social worker at a previous stage, but did not receive much attention. Sometimes the child has **been giving problems since nine years, but it was never given attention to or the parent never reported the case** " (P3).*

*Hulle sukkel verskriklik op skool...die ander ding is **emosionele volwassenheid en besluitnemings vaardighede**. Hulle assosieer met verkeerde vriende en daar kom groepsdruk weer (P4).*

*“They **struggle a lot at school, the other problem is emotional maturity and decision making skills**. They associate with the wrong friends which lead to peer pressure” (P4).*

*Hulle is **swak geskoold**. Hulle is “**drop-outs**” ...die meeste is ook kinders tussen 10-18 jaar so hulle is adolessente (P3).*

*“They are **poor educated or drop-outs**. Most of them are between the ages of 10-18 years, so they are adolescents.” (P3).*

Several individual-specific characteristics are associated with delinquency. Tremblay and LeMarquand (2001) state that aggression before the age of thirteen is the best social behaviour characteristic to predict delinquent behaviour. In addition, research suggested that there is a positive relationship between hyperactivity, concentration or attention problems, impulsivity and risk taking and later violent behaviour (Hawkins, 1998).

Parents/ caregivers mentioned the lack of communication, withdrawal and stubbornness of children:

*Hy was **stil, hy praat nie veel nie**. En dan kan 'n mens nie dink hoekom sal so kind nou gaan inbreek en steel van ander mense nie. En praat jy met hom, smile hy net, hy is nou **nie 'n aggresiewe mense nie**... .dis hoe hy is (Pleegmoeder).*

*“**He doesn’t talk much**. And one cannot imagine this type of child going out to steal from other people. And if you talk to him, he just smiles, **he is not very aggressive**, that’s how he is” (Foster care mother).*

*Hy het 'n baie oop persoonlikheid, en is baie lieflik. ... **Hy raak gou kwaad**, maar hy word gou ook vrede. En hy het daai wat hy soms 'n mens verskree, maar dis mos maar nou as gevolg **van die drugs**... Hy is eintlik 'n “mommy’s baby” kan jy maar sê (Biologiese moeder).*

*“He has a very open personality, and is a lovely person. **He gets angry quickly**, but it only last for a short period of time. He also likes to yell at us, but it is **because of the drugs** ... He is actually a mommy’s baby” (Biological mother).*

*Hy **praat mos nie mnr**. En hy is **baie hard gebak**, hy luister nie. Hy is nie 'n kind wat hoor nie... hy luister niemand nie...hy wil nie skool toe nie en weet mnr. So baie mense het al met hom gepraat...by die skool en van my kerk mense...maar hy hoor nie... (Ouma).*

*“**He does not talk much, sir**. And he is **very stubborn**, he doesn’t listen to me, or anyone else. He do not go to school, and a lot of people have tried to talk to him, at school and church, without any success” (Grandmother).*

*Hy is maar '**n man wat nie veel praat nie**...as hy wil 'n ding doen of sê dan doen hy dit...eintlik is hy maar baie **hardkoppig**...by die huis weet jy nie regtig van hom nie...want hy bly op die straat. (Biologiese vader).*

*“**This boy does not talk much**, if he wants to do or say something, he just does it. He is actually very **stubborn**. He does not interact with us at home, he is mostly on the street.” (Biological father).*

Literature indicates that communication is a significant facet of parent adolescent attachment.

For example, if parent adolescent communication is negative, children are likely to encounter

greater difficulties when growing up. It is through the process of communication that a child develops his or her patterns of cognition, knowledge, and attitude towards the external world. It has been assumed that a child learns to regulate his or her emotions through specific cognitions, which in turn are developed as a result of healthy parent child interactions (Gamefski, Rieffe, Jellesma, Terwogt & Kraaij, 2007). Studies on parent adolescent communication reported that parental communication has a strong relationship to the well-being of the adolescent (Greenberg, Siegel, & Leitch, 1983), and the lack of closeness with parents (Kandel & Davies, 1982; Parker, Tuplin & Brown, 1979) or a lower level of parental influence (Chrispin, 1998) correlates with a higher degree of behavioural problems in adolescents.



4.3.4 Theme 4: Effect of intervention programmes

Probation officers were not optimistic about the effect of intervention programmes unless all parties involved are committed to the process. The lack of parental involvement in the programmes, as well as good cooperation between different role players in the intervention programme are limitations of the program.

*Ouers moet betrokke wees in die programme, die kinders moet betrokke wees in die programme en self die **gemeenskap** moet betrokke is in die programme. So as die kinders die ondersteuning kry van hulle ouers af nie, dan werk dit nie. Ek vat nou maar die **tuisgebaseerde toesigdienste**, dis waar ons die kinders deur 'n bevel onder ouers se sorg plaas. Van die vereistes hier is dat die kind moet 'n seker aantal tyd saam met die familie spandeer, maar dit gebeur nie. So daai aspek kom nie tot sy reg nie. Want **hierdie programme is 'n partnership tussen die kind, ouers, maatskaplike werker en ander rolspelers**. So as een nie sy rol vervul nie dan beïnvloed dit sukses van die hele program (P2).*

*“**Parents must be involved in the programs**, the children and the community needs to be involved in the programs. If the child does **not get the support from his parents**, the program cannot be a success. For example, the home base care program, where children are placed at home through a court order. Some of the requirements here is that children should spend a certain amount of time with the family, but it does not happen. So the program can serve it purpose.*

These programs are a partnership between the child, the parents, the social worker, and other role players. And if one of these partners don't give his cooperation, the program cannot be a success" (P2).

Mmari, Blum, Teufel-Shone, (2010) found that community members characterized parent involvement, particularly parent-child communication and support, as the most important positive influence on youth delinquency outcomes. Other studies have found that parental neglect and parental absence contributed negatively to youth delinquency (Morris, Wood, & Dunaway 2007).

Die polisie, ek wil nou nie sleg praat nie. Maar wanneer 'n kind in misdaad betrokke raak moet die kind binne 'n sekere tydperk voor die probation officer gebring word vir assessering, maar daar gaan soms maande verby voordat daai kind voor die probation officer gebring word vir assessering. Soms gaan daar maande verby voordat die voorlopige ondersoek gedoen word. So met ander woorde terwyl hierdie kind nog nie voor die hof gebring was nie of geassesseer was nie het die kind in tussen alweer by misdaad betrokke geword. Hulle se optrede maak dat... ek weet nie...hmm... ek weet nie hoe om dit nou regtig te stel nie (P3).

"The Police, I don't want to badmouth anyone. A child must be brought before a probation officer with in a certain period after being arrested, but sometimes months go by before the child are brought before a probation officer for assessment. And sometimes months go by before an investigation are under taken. So in other words, while the child is awaiting trial, or assessment, the child commits another crimes. Their conduct leads to...I don't know how to put it" (P3).

A probation officer must see every arrested child within 48 hours after the arrest in order to ensure the best interest of the child according to the Program Outcome Standards developed by the Department of Social Development of South Africa (South Africa, Department of Social Development; Muntingh & Ehlers, 2006). Not acting in accordance with these service standards does not only have a negative impact on the outcome of services delivered, but increases the chances for reoffending.

Na drie maande voel hy dat hy sy straf uit gedien het, dan gaan hulle weer terug na hulle se maatjies. Maar jy sien wat gebeur neh, daar word met die ouers gepraat en gesê moenie toelaat dat die kind weer in sy ou vriende-kring betrokke word nie, maar dit gebeur nie, **daar is nie toesig nie**. Ek het regtig nie 'n probleem met die hof self nie, soos ek gesê het dis net soms die polisie wat prosesse vertraag en dit veroorsaak nogals problem (P2).

“After three months he feels that he has served his sentence, and then goes back to his old friends. But what is happening is that, parents are requested to talk to their children and motivate them not to go back to these old friends, but it does not happen, **there is no supervision**. I don't have any problem with the court, as I have said, it's just sometimes the police who delays processes and this creates problems” (P2).

Ek kan nie vir jou sê hoeveel programme ons het met die kinders, **terapeutiese kampe... ons het verskillende programme. Dit lyk asof dit nie ingaan nie**. En ek dink nou maar dis al die dwelm gebruik, want dit het mos ook maar 'n effek... en hy sê vir my **as ons maatjies bymekaar is dan lag ons vir julle**. Maar hulle kom na die programme toe en neem deel, hulle geniet dit...regtig. Hulle sal ook sê ons weet ons moet programme bywoon want dan gaan ons ligter strawwe kry. **Maar die impak...en die probleem is mos nou hulle gaan terug huis toe...hmm... en daar is nie 'n opvolg nie**.(P3).

“I cannot tell you how much programs we have with these children, **therapeutic camps, we have a lot of programs. It just seems that these programs do not have an impact**. And I think it maybe the drug abuse, because it does have an impact. **Sometimes they tell me that when they are together as friends, they laugh at us**. They will also tell you that they know that they have to attend programs otherwise they will get heavier sentences. **But the impact of these programs...and the problem is they go home after the program, and there is no follow-up at home**” (P3).

Waarmee ek 'n probleem het **is die samewerking tussen verskillende programme in die department self**, byvoorbeeld baie van ons se kinders is reeds met die stelsel bekend. Jy sal kry hulle het alreeds probleem gedrag gegee voorheen en die maatskaplike werker het hulle gesien. Maar dis hier waar die ding in kom, **elkeen doen net wat van hom verwag word, niemand wil holisties saam werk nie**, byvoorbeeld die generic maatskaplike werker, die probation officer en die ontwikkelings beampte, elkeen doen net sy stukkies. (P4).

“What I have a problem with is the **cooperation between different programs within the department**, for example, most of the children are already, at an earlier stage, a client of the department. They have already displayed behavioural problems at an earlier stage and made contact with a social worker. And it's here where the problem is,

everyone just do what is expected from him, no one are willing to work together holistically. For example, the generic social worker... probation officer and development officer focus only on what is expected from them” (P4).

Daar is groot gevalle ladings... en daar is net nie genoeg hulpbronne nie soos...plekke waarheen ons hierdie kinders kan verwys waar hierdie gedrag kan beheer word (P4).

“There are big caseloads, and there are not enough resources like institutions where these children could be referred to which are equipped to control these kind of behaviour” (P4).

Parents that commented seemed not to be involved in the rehabilitation programmes and the biological mother thought that there should be more programmes:

Hulle doen ook nie veel nie. ... Hulle bied net programme aan. Dis nie vir my genoeg nie (Biologiese moeder).

“They don’t do much. They just focus on programs. It is not enough for me” (Biological mother).

Maatskaplike werker het mos darem ook gekom, saam met ons gesels en met hom...maar ek kan nie kla van hulle nie mnr...Dis mos maar nou net ek kan nie altyd by die vergaderings uit kom wantoe hulle vra nie want daar is mos nie altyd vervoer nie en ek voel ook nie elke dag gesond nie (Ouma).

“The social worker came to us and talked to us and to him. I cannot complain about them, sir. It’s just that I cannot always go to meetings where they request my presence, because I don’t always have transport and I am also not healthy” (Grandmother).

Referring to the feedback from his child on the effect of the intervention programmes, a father comments:

Saans as ek by die huis kom dan is hy op straat...so jy kry nie kans om met hom te praat nie (Biologiese vader).

“When I arrive at home at night, he is still on the street, so there is no time to talk to him.” (Biological father).

Research on the effectiveness of child diversion programs as well as which programs works best for particular profiles of child offenders, especially in a South African context, are limited (Steyn, 2010). Interesting findings of an evaluation study of the success of diversion programs by Mutingh (2001) were that:

- ✚ A great number of juvenile offenders took part in diversion programs because of a court order binding them to, and out of fear for imprisonment
- ✚ A lot of the juvenile offenders' regard diversion programs as a second chance whereby they can avoid formal sentence and a criminal record

4.4 CONCLUSION:

Comments by probation officer participants indicated the interplay between familial and community factors, with strong emphasis on the role of family guidance and control, and the involvement in drugs and alcohol by juvenile offenders. Parents/caregivers confirmed lack of control and placed emphasis on the role of peer dependence and the involvement in alcohol and drugs.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the researcher discusses the goal and objectives, give a conclusion of the chapters and the findings, as well as recommendations to the Department of Social Development, Policy developers and future research.

The researcher has started the research by a research question: **What are the psychosocial factors contributing to juvenile delinquency in the ZFM region in the Northern Cape, South Africa?** The research goal derives from the research question. The goal of this study was to determine the psychosocial factors contributing to juvenile delinquency in the ZFM region in the Northern Cape, South Africa. The objectives to attain the goal were to:

- ✚ Explore the psycho-social factors contributing to juvenile delinquency in the ZFM region in the Northern Cape, South Africa;
- ✚ Describe the psycho-social factors contributing to juvenile delinquency in the ZFM region in the Northern Cape, South Africa;
- ✚ Make recommendations for interventions through probation services by probation officers and the Department of Social Development in the Northern Cape, South Africa.

These objectives of the study were accomplished. The first objective, which is the exploration of the psychosocial factors contributing to juvenile delinquency, was achieved during the research process as described in chapter three of this document. The second goal, which encompasses the description of these psychosocial factors, was the focus of chapter

four of this document. This chapter includes the empirical findings, which comprises of four themes, eight sub-themes and two categories, where the perceptions and experiences of the participants were explicated by quotations. This is very important when the social paradigm of the research, social constructivism, is considered because language, the individual experiences and the context are of importance. The last objective, which were to give recommendations to the probation officers of the Department of Social Development, is discussed in this chapter.

5.2 SUMMARY AND CONCLUSIONS

This section of the chapter focuses on a summary and conclusions on the different chapters and empirical findings.

5.2.1 Chapter One

Chapter one focuses on an introduction and orientation to the study. The phenomenon juvenile delinquency was briefly discussed, as well as the psychosocial paradigm and relevant theories as orientation to the study.

This chapter included a background of the study, the research problem, goal, objectives and a summary of the research methodology. The qualitative research approach was considered an appropriate approach to address the research problem and adequately work towards the research goal and objectives. Chapter one includes an orientation to the reader on the research methodology, which was followed during the implementation of the study. Purposive sampling, individual semi-structured interviews as means of data collection and thematic analysis as a method of data analysis, as well as strategies to ensure trustworthiness and the ethical considerations of the study were also included in chapter one.

In conclusion, the researcher deduced that the chapter was a good introduction to the reader as orientation to juvenile delinquency, the goal and objectives, as well as the qualitative research approach. The social constructivist paradigm is relevant to this research as the researcher wanted to explore and describe juvenile delinquency from the perspectives of the probation officers and parents in the context of the ZFM region. Purposive sampling of participants who can give their personal experiences in the context of juvenile delinquency was successfully implemented when social constructivism is considered.

5.2.2 Chapter 2

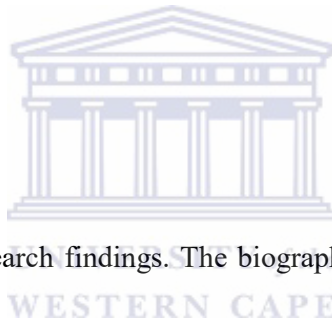
Chapter two was a review of literature relevant to the research topic. The researcher however worked inductive and has done this chapter after the findings were done in order to conform to the social constructivist paradigm. The researcher discussed different theories concerning the causation of juvenile delinquency, which mainly consisted of risk and protective factors. These factors included individual, familial, school and community factors. An overview of the approaches to diversion programs were also discussed. The researcher concluded that the literature reviewed in this chapter compliment and has provided depth to the findings and literature in chapter four.

5.2.3 Chapter 3

Chapter three provided an in-depth account of the research methodology that was implemented during the study. The chapter included the research problem, goal and research objectives as points of reference for the research methodology. The study's population was all the parents of juvenile delinquents convicted of a crime in the past year, as well as all

probation officers from the Department of Social Development, ZFM Region, in the Northern Cape. The parents of juveniles and probation officers who took part in the study were recruited by means of purposive sampling. Data collection was done using face-to-face semi-structured interviews with the aid of an interview guide. The interviews were transcribed verbatim and analysed into themes, sub-themes and categories. Trustworthiness was ensured by using credibility, transferability, dependability, conformability and reflexivity. In conclusion, this chapter provided a detailed account of the research methodology and the implementation thereof. The research approach and the research design and methodology were effectively used to provide detailed information, which could be utilised in the data analysis process.

5.2.4 Chapter 4



Chapter four comprised the research findings. The biographical profile of the parents of the juvenile delinquents, generated from the interviews, were presented. The themes, sub-themes and categories with the focus on the quotations as voices of the participants, as influenced by their personal context, were explicated, compared and contrasted with existing literature. Reference was made to the previous literature in the document where similarities were found. Four themes, eight sub- themes and two categories were generated from the data obtained, this information was discussed in detail in chapter four. The researcher discusses the summary and conclusions on the findings in the following section as these represent the essence of the voices of the participants.

5.2.5 Summary and conclusions on the empirical findings of the research

The summary and conclusions on the findings of the research are presented under each theme of the study.

5.2.5.1 Theme 1: Family relationships and family dynamics

The family composition and family dynamics of juvenile delinquents were identified as key risk or protective factors, especially by probation officers. Households with single parents were emphasized as a strong risk factor by both parents of juvenile delinquents and probation officers. Absent fathers and the lack of positive role models contributed to the risk for delinquent behaviour in children. The quality of parent-child relationships, as well as the emotional insecurity amongst family members were strongly emphasized by probation officers as contributing risk factors in juvenile delinquency. Probation officers linked the lack of emotional security to the inability of parents to maintain discipline in their respective families. According to the experience of probation officers, parents are either too strict, too accommodating, or inconsistent in disciplining their children.

Most parents also indicated a general lack of close family relationships, emotional insecurity, lack of parental involvement, the lack of communication and in some cases even child abuse as contributing factors to juvenile delinquency in their contexts. Parents acknowledges that they have an inability to control their children.

5.2.5.2 Theme 2: Influence of the external family environment

The influence of the external family environment was emphasized as either a strong protective or risk factor concerning juvenile delinquency. Probation officers indicated that peer influences and dependence supersedes the guidance of parents. Both parents and

probation officers indicated that the issue of peer pressure are a strong predictor for juvenile delinquency. Some parents mentioned that their children's association with deviant peers have led to their children's underperformance at school and in some cases the children was even expelled from school. One of the parents defended the child's behaviour and blamed the school and social workers for not acting preventatively. Both parents and probation officers identified the availability of alcohol and other drugs as a negative contributing factor for juvenile delinquency. The lack of resources such as recreational activities or facilities and permanent job opportunities for parents in the ZFM region were emphasized. Probation officers mentioned that there is a lack of resources, which can be used by them in intervention with these children such as schools for children with behavioural problems, which in turn may have a negative impact on the effectiveness of intervention services.



5.2.5.3 Theme 3: Profile of juveniles

Probation officers indicated several individual characteristics of juvenile delinquents, as well as some unattended behavioural issues in their past, which may have contributed to the delinquent behaviour. Juvenile delinquents were mostly described as children who cannot express themselves easily, who are easily affected by peer pressure and who acts very impulsively. Other important characters identified by both probation officers and parents are that these children mostly struggle to perform at school, are school “drop outs” and have poor decision making skills.

5.2.5.4 Theme 4: Effect of intervention programmes

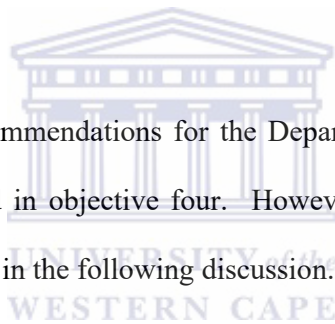
Active parental involvement in diversion officers were emphasized by most probation officers. They indicated that the lack of parental involvement has a negative impact on the effectiveness of diversion programmes. Reasons from parents why they are not involved

include for example the availability of time due to other responsibilities. Another important factor that was emphasized were the period that lapsed between the time of the offence and when the child are assessed by a probation officer. Probation officers complained that too much time lapsed before the child are assessed and brought before a court of law. This creates the opportunity for reoffending.

It seems that there is not enough research on the effectiveness of child diversion programs, especially in a South-African context. Probation officers also questioned the reasons why children attend diversion programmes, as these might not be the right reasons.

5.3 RECOMMENDATIONS

The researcher focuses on recommendations for the Department of Social Development in the Northern Cape, as indicated in objective four. However, recommendations concerning policy and research are included in the following discussion.

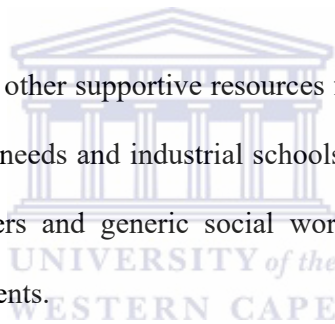


5.3.1 Recommendations for the Department of Social Development

The researcher deems it necessary to make specific recommendations to the Department of Social Development, especially in the ZFM region in the Northern Cape as the research was context based due to the social constructivist paradigm and the researcher has identified the problem specifically for the region. The recommendations include:

- ✚ Development of programs to assist single parents, specifically single mothers with juvenile delinquents as part of the diversion process. These programs should take into consideration the specific dynamics of the region in which they are presented.

- ✚ Development of a mentoring program for juvenile delinquents, especially boys without fathers, to create a space where they can receive positive guidance and support in a non-discriminative environment.
- ✚ The appointment and active involvement of youth workers in the region as preventative measure but also to contribute to better services to the juvenile delinquents.
- ✚ Evaluation of healthy recreational facilities and programs for children and youth. This can be done in with the Department of Local Government.
- ✚ Assess the availability of other supportive resources for example a school for children with special educational needs and industrial schools in order to extend the resources base of probation officers and generic social workers in services to the juvenile delinquents and their parents.
- ✚ Create a platform for consultation between all stakeholders in the diversion process, in order to evaluate the process and address issues of concern to all parties.
- ✚ Multi-disciplinary teams involved in services to juvenile delinquents should be formed with designated people for example in the police, teachers, youth officers, probation officers and social workers. These teams should meet on a regular basis and plan not only for services to juvenile delinquents and their families but also do preventative work.



- ✦ More intensive programs to combat alcohol and drug abuse, with special focus on the availability of alcohol and drugs to minors. Community workers should be appointed in the area to do community development and prevention.
- ✦ The implementation of parental and family preservation programs as part of the diversion process by the case managers/probation officers, with specific focus on the parent-child relationship.

5.3.2 Recommendations for policy

- ✦ Policies should be developed to ensure that both parents of juvenile delinquents, charged with committing a crime, actively participate in the diversion process through parental programs and family preservation programs. This should be done by a court order.
- ✦ Changing of policy with regards to the admission requirements for rehabilitation for juvenile delinquents who have criminal cases against them, in order to give them access to these service while on probation or while having criminal cases against them.

5.3.3 Recommendations for future research on juvenile delinquency

It is clear that this research was only focused on a small group within the ZFM region in the Northern Cape but that more research is necessary when considering the magnitude of the phenomenon juvenile delinquency and the psycho-social factors contributing or complicating the phenomenon. The researcher therefore recommends that:

- ✦ More qualitative studies, on a larger scale that include juvenile delinquents should be done in various contexts and regions as these will produce more inclusive insightful results in order to understand and provide efficient services to juvenile delinquents.
- ✦ More qualitative studies can also be done with parents and probations officers or youth workers in various contexts and regions for better comprehension of juvenile delinquency and risk or protective factors, which can be included in services and//or policy.
- ✦ Comparative studies between different communities or areas in South Africa should be conducted in order to accommodate the unique social and economic conditions of different areas.
- ✦ The researcher also recommends quantitative studies on this subject to generate more statistical data and more generalised findings. These studies can be done with all the professionals working with juvenile delinquents for example, teachers, social workers, youth workers, police officials and correctional services. The parents and juvenile delinquents can also be included.
- ✦ Participatory action research is proposed in the communities in order to address issues for example recreation, unemployment, substance abuse and crime in the specific areas. This can be implemented in community projects to enhance the services in the area.
- ✦ Program evaluation can be done with existing programmes in order to establish the problems and success in implementation of these programmes.

5.4 CONCLUSION

Through a qualitative research approach, the researcher were able to answer the research question and therefore reached the goal of the research. The findings of the study proved that the juvenile delinquency and issues related to it, are complex and inter-related. It also indicated that juvenile delinquency should be looked at in the context where it appears, as the social and economic conditions differ from community to community and that these factors are important risk or protective factors. A broader vision all too often is conceptualised within simplistic interpretations, and creates the opportunity to miss smaller, but important aspects.

Based on the research findings, a number of recommendations were made to the Department of Social Development in the Northern-Cape, as well as to policy makers and future research. Finally, the researcher hopes that through this study, he could make a positive contribution to the phenomenon of juvenile delinquency, especially in the ZFM-region, Northern-Cape and that the study can positively contribute to the practice task of both probation officers and generic social workers in general.

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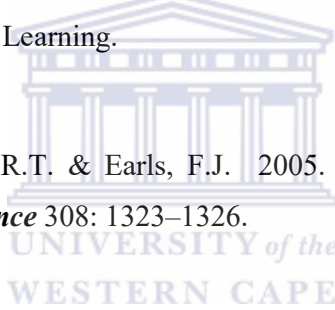
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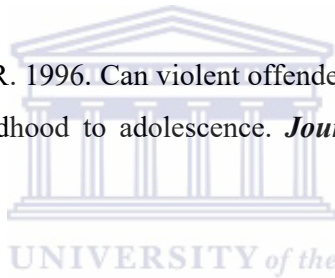
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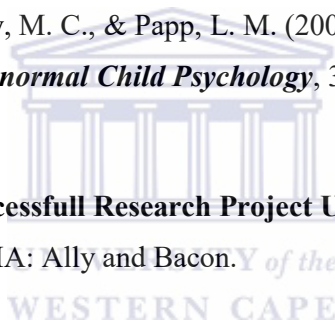
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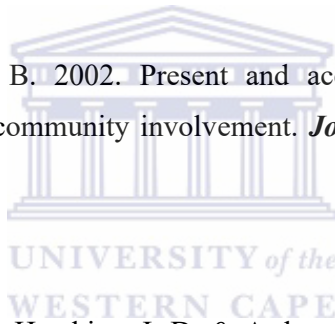
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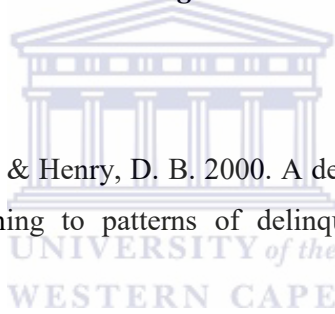
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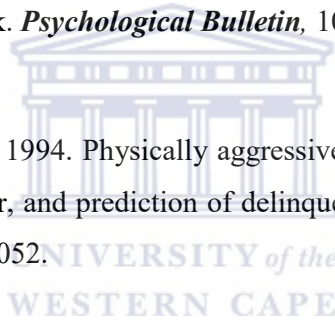
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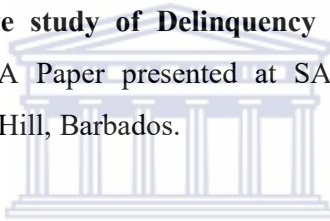
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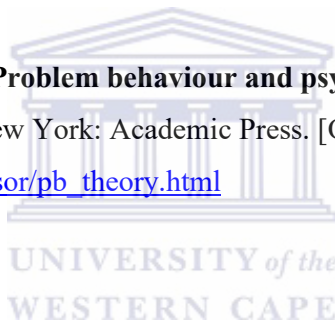
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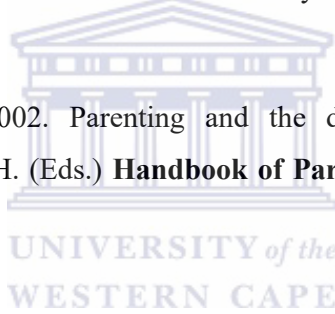
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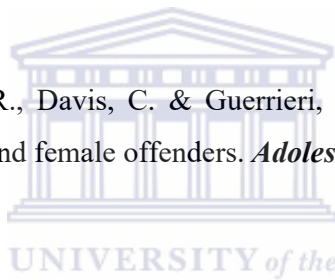
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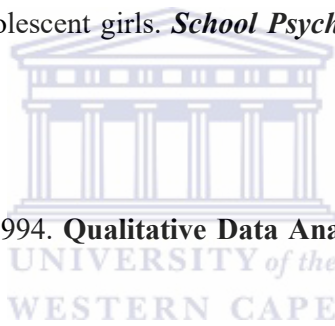
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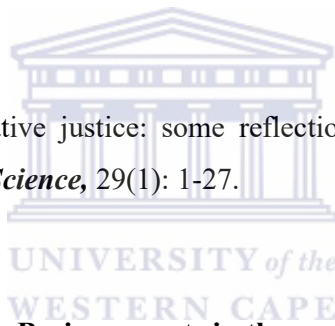
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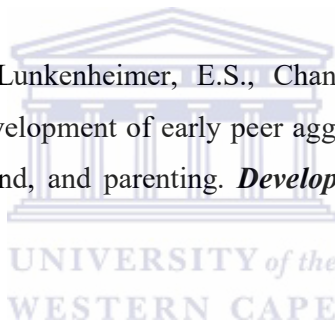
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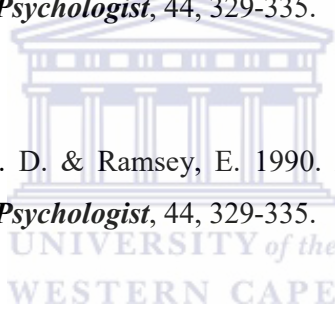
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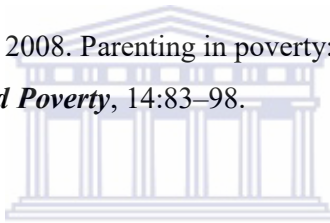
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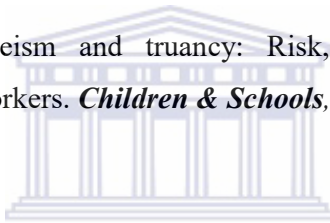
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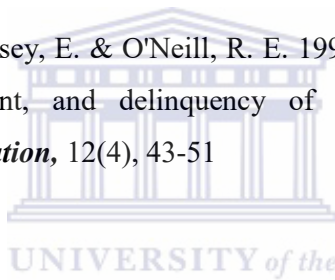
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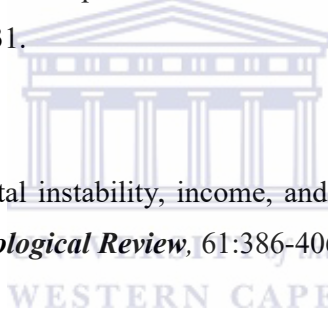
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PERSONAL COMMUNICATIONS:

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Annexure A: Information sheet



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959, Fax: 27 21-959

E-mail:

INFORMATION SHEET

Project Title: Psycho-social factors contributing to juvenile delinquency in the ZFM region in the Northern Cape, South Africa

What is this study about?

This is a research project being conducted by **Mr. Nataniel van Staden** at the University of the Western Cape. We are inviting you to participate in this research project because you work directly with juvenile delinquents or are a parent/caregiver of a juvenile delinquent in the ZFM area. The purpose of this research project is to seek more knowledge on the psycho-social contributing factors of the phenomena the ZFM district, Northern Cape, South Africa.

What will I be asked to do if I agree to participate?

You will be asked to participate in this research project through interviews where question will be asked, in your view, of what the causes of juvenile delinquency may be. Interviews will be conducted by the researcher, Mr. van Staden. All questions will only seek to understand the causes of the phenomena and will be asked in such a way that the participant may give his/her view regarding the contributing factors of juvenile delinquency. All interviews will be one-on-one, and will be, with the approval of the participants, recorded. Participants may be requested for more than one interview.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, all surveys are anonymous and will not contain information that may personally identify you and the following procedures will be followed: (1) your name will not be included on the surveys and other collected data; (2) a code will be placed on the survey and other collected data; (3) through the use of an identification key, the researcher will be able to link your survey to your identity; and (4) only the researcher will have access to the identification key. To ensure your confidentiality, all data collected, including, notes, recordings will be kept in a locked filing cabinet, using identification codes only on data forms, and using password-protected computer files.

If we write a report or article about this research project, your identity will be protected.

[If there is a possibility that you will collect information on child abuse or neglect, abuse or neglect of disabled or other vulnerable adults that may need to be disclosed to comply with legal requirements or professional standards, the possibility of such disclosure must be included in the consent form. See the following example, and modify it to include all applicable types of information.]

Please note that, in accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention concerning child abuse or neglect or potential harm to you or others. *In this event, we will inform you that we have to break confidentiality to fulfil our legal responsibility to report to the designated authorities.*

What are the risks of this research?

There may be some risks from participating in this research study. These risk are mainly of a psychological and emotional nature as all human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the dynamics of the psycho-social factors contributing to juvenile delinquency and may, in the future, assist other professionals such as Probation officers and social workers in dealing better with this social problem of juvenile delinquency.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. [

What if I have questions?

This research is being conducted by *Mnr. Nataniel van Staden of the Social work department* at the University of the Western Cape. If you have any questions about the research study itself, please contact Mr. van Staden at: Main street, 161, Keimoes, or on the following numbers: 054 461 2693/ 0747341614. Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department:

Dean of the Faculty of Community and Health Sciences: Prof José Frantz
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.



Annexure: B: Consent form



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2843, Fax: 27 21-959 2845
E-mail: nhenderson@uwc.ac.za

CONSENT FORM

Title of Research Project: **Psychosocial factors contributing to juvenile delinquency in the ZFM region in the Northern Cape, South Africa**

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.



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

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study co-ordinator:

Dr N Henderson (Supervisor)
Social Work Department
University of the Western Cape
Private Bag x17
Bellville
7535
Telephone: (021) 959 2843
Cell: 0725397433
Fax: (021) 959 2845
Email: nhenderson@uwc.ac.za

Annexure C: Interview guide



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2843, Fax: 27 21-959 2845
E-mail: nhenderson@uwc.ac.za

INTERVIEW SCHEDULE

Question: What do you think/ perceive are the factors that contribute to Juvenile Delinquency in the ZFM region?

Themes to probe

1. Family factors

Relationships
Family composition
Norms and values
Parental Styles
Single Parents
Relationships family/parents with community
Employment
Involvement at home
Substance abuse



2. Community

Exposure to violence
Gangs
Culture
Resources/economic conditions
Substance abuse
School environment
Other social support systems

What do you think are the Personal/individual factors that contribute to Juvenile delinquency?

Themes to probe

Individual characteristics

Problem Behaviour
Personal Skills: decision-making, communication, etc.

Personal trauma/stress: depression, death, other losses etc.
School attendance
Relationships of parents

What are your view on the role of government in terms of Juvenile Delinquency?

Themes to Probe

The Juvenile Justice System & its effectiveness concerning reoffending
Probation services & its effectiveness with

