EXPERIENCES OF PARENTS WHOSE CHILDREN HAVE COMPLETED A DIVERSION PROGRAMME

BY

ANDILE MANKAYI

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Supervisor: Prof T. T. Mashologu-Kuse

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TABLE OF CONTENTS

ABSTRACT

CHAPTER 1:

1. General introduction and problem formulation  8
1.1 Motivation for the study  8
1.2 Problem formulation  11
1.3 Research question  12
1.4 Research goal and objectives  13
1.5 Research design and methodology  13
1.5.1 Research design  14
1.5.1.1 Population and sampling  14
1.5.1.2 Data collection methods  15
1.5.2 Pilot study  18
1.5.3 Data analysis  18
1.5.4 Data verification  19
1.6 Ethical issues  19
1.7 Contextual concepts  Clarification  21
1.8 Layout of chapters  21
1.9 Dissemination of research results  22

CHAPTER 2

Research design and methodology

2.1 Introduction  23
2.2 Rationale of the study  23
2.3 Research goals and objectives  24
2.4 Research design  25
2.4.1 Qualitative design  25
2.4.2 Explorative research 26
2.4.3 Descriptive research 26
2.4.4 Contextual 27
2.5 Population and sampling 27
2.6 Pilot study 28
2.7 Data collection methods 29
  2.7.1 Type of interviews 29
  2.1.1.1 Unstructured interviews 29
  2.1.1.2 Structured interviews 30
  2.1.1.3 Semi structured interviews 30
  2.8 Data analysis 32
2.9 Data verification 33
2.10 Ethical issues 35
2.11 Dissemination of research result 37
2.12 Conclusion 37

CHAPTER 3
Discussion of research findings and literature control

3.1 Introduction 38
3.2 Profile of participants 39
3.3 Themes and categories 39

3.3.1 Parent’s experiences of their child’s behaviour before they attend the
  YES programme 41
  3.3.1.1 Sub-theme: Unacceptable behaviour 42
  3.3.1.1.1 Survival on the street 42
  3.3.1.1.2 Displayed aggressive behaviour 43
  3.3.1.1.3 Lack of responsibility 44
  3.3.1.1.4 Abuse of drugs 44
  3.3.1.1.5 Peer group pressure 45
  3.3.1.1.6 Involvement in criminal behaviour 46
3.3.2 Theme: Parents experiences after the YES programme

3.3.2.1 Sub-theme: Behavioural change

3.3.2.1.1 A sense of responsibility

3.3.2.1.2 A sense of self worth

3.3.2.1.3 Abstain from the use of drugs

3.3.2.1.4 Involvement in other activities

3.3.2.1.5 Remorseful

3.3.3 Parents suggestion about the yes programme

3.3.3.1 Sub-theme: Personal Level

3.3.3.1.1 Religion

3.3.3.1.2 Extra mural and sporting activities

3.3.3.1.3 Instill a sense of responsibility

3.3.3.1.4 Human rights education

3.3.3.2 Family level

3.3.3.2.1 Communication

3.3.3.2.2 Good parents child relationship

3.3.3.2.3 Parental involvement

3.3.3.2.4 Accountability

3.3.3.3 Community

3.3.3.3.1 Community Policing

3.3.3.3.2 Fight against drugs and alcohol

3.3.3.3.3 Importance of education

3.3.3.3.4 Vocal training

3.5 Conclusion

CHAPTER FOUR
Summary, Conclusion and recommendations
4.1 Introduction 66
4.2 Research design methodology 66
4.2.1 The qualitative paradigm 66
4.2.2 Explorative, descriptive and contextual design 67
4.2.3 Participation and selection procedure 67
4.2.4 Data collection 68
4.2.4.1 Audio taping interviews 68
4.2.4.2 Pilot study 69
4.2.5 Tesch’s steps of data analysis 69
4.2.6 Guba’s model of trustworthiness 69

4.3 Summary of the research findings 69
4.3.1 Theme.1. Parents experiences of their child’s’ behaviour before they attended the YES programme 69
4.3.2 Theme.2. Parents experiences of their child’s’ behaviour after they attended the YES programme 71
4.3.3 Theme.3. Parents’ suggestions about the YES programme 72

4.4 Major findings of the study 73
4.5 Conclusion 74
4.6 Limitation of the study 76
4.7 Recommendations 77

Bibliography 80

Appendix: A 85
Appendix: B 86-87
Appendix: C 88-91
ABSTRACT

The goal of this research study was to explore and describe the experiences of parents whose children have completed the diversion programme in order to make recommendations to probation officers, social workers and people who facilitate the diversion programmes. The study focused on the Youth Empowerment Scheme programme (YES Programme) because it is the diversion programme mostly used in the Eastern Cape. The aim of the programme is to divert young people in trouble with the law away from the criminal justice system and to rehabilitate the young offenders by providing them with essential life skills that can address the offenders’ real problems. In the study the researcher made use of a qualitative research approach in an attempt to explore the experiences of parents whose children have completed the YES programme. The permission of the gatekeeper was sought before the study commenced. The researcher used purposive sampling to recruit participants. Data was collected by means of semi-structured interviews. In analysing the data, the researcher used the steps for qualitative data analysis as stated in Creswell (2003:192).

Three main themes along with sub-themes and categories were identified during the process of data analysis. The main findings that emanated from this study were: the seemingly upcoming culture of lack of respect for authority on the part of the youth of today. Another major finding of this study is that the traditional function of families, notably, socialisation of young people within the family structure is on the wane. The recommendations that emanated from this study are: that the YES programme needs to be adjusted to address the specific needs of children that are referred to the YES programme and those of their families and communities. Family life should be strengthened through community development programmes that seek to address family problems of any nature, namely, material, psycho-social, economic, to mention just a few. Community development programmes should address fragile families through community development approaches that are comprehensive and integrated.
CHAPTER 1.

1. INTRODUCTION AND PROBLEM FORMULATION

1.1 MOTIVATION OF THE STUDY

A large proportion of South African youth have undoubtedly been negatively affected by the decades during which the majority of South Africans were in a disadvantaged position. The disempowerment caused by the previous political regime contributed to the derailment of many children and youth in the past and even today. Although the minority of South African children and youth show serious misbehaviour, their behaviour cannot be explained only on account of the heritage of apartheid. In most countries a small number of children and youth behave well despite the socio-economic and political circumstances that prevailed. Any country that cares about its children has a responsibility to identify and address factors within the current dispensation that contribute to misbehaviour (Bezuidenhout and Joubert, 2003:6).

In the 1970s and 1980s the detention of children without trial was a major concern for non-governmental organisations. Towards the end of the 1980s political detention of children drew to an end, but large numbers of children continued to be held in custody to await trial. By the early 1990s a crisis situation had developed within the system. The crisis was linked to a lack of adequate facilities for African children. In 1993 the South African government undertook an investigation into alternative centres for children in detention in which a number of suggestions were made, but were not acted upon. In 1994 the Government of National Unity came into power and one of its first tasks was to draft legislation that would prevent the holding of awaiting trial children in police cells and prison.

The Correctional Services Amendment Act, No 17 of 1994, amended section 29 which now prohibits the detention of children under the age of 14 years old in prison or in police cells to await trial for longer than 24 hours. The aim of the legislation was to
ensure that the majority of children be released into the care of their parents or to places of safety. The Inter-Ministerial Committee (IMC) on Young People at Risk was established in May 1995. The main aim of the IMC was to transform the child and youth care system in South Africa (Inter-Ministerial Committee, 1996:8).

Diversion is a response to dealing with the vast numbers of young people caught up in the criminal justice system. Diversion programmes have been introduced as an attempt to address the problem of child misbehaviour. The overall goal of diversion programmes is to prevent young people who are in trouble with the law from getting deeper into the criminal justice system and to divert children who are at risk away from the criminal justice system.

Diversion can be defined as a community-based corrections strategy that seeks to avoid processing of the offender by the criminal justice system (Clear and Dammer, 2000:27). Skelton (1993:24) states that diversion is a way of dealing with the offender by an alternative method rather than allowing them to go through the normal criminal process. From the above definitions it is not clear which age group is considered for diversion, in fact an impression has been created that all people who are in trouble with the law can be considered for diversion regardless of their age. This is not the case in South Africa, as diversion programmes only cater for children under the age of 18 years.

Bezuidenhout and Joubert (2003:206) explain this further by stating that diversion is the channelling of children away from the formal court system into reintegration programmes, without taking them through courts and prison. For the purpose of this study this definition is considered to be appropriate since it is specific about who should be diverted away from the criminal justice system. In the South African situation only children are diverted and thus the diversion programmes that are in place are designed for children, meaning any person under the age of 18 as defined by the Child Care Act, No 74 of 1983. It is also clear from the above definition that the aim of diversion is to reintegrate children into their families and communities and at the same time avoid the labelling of children as criminals.
The idea behind diversion programmes is to give young people a second chance in life, but at the same time encourage them to be accountable for their actions. It is hoped that they will learn from their mistakes. Diversion programmes are based on the belief that young people need to be supported and that they have the potential to change.

Clear and Dammer (2000:93) support this view by stating that the main aim of diversion is to promote rehabilitation by eliminating the stigmatization effects of the criminal process. The justice system can have considerable negative consequences for a young person. A criminal record can stand as a bar to entry into certain professions. Long stays in prison can leave a person embittered towards the system and might eliminate any lesson learned from being arrested. Diversion programmes can rehabilitate the offender because they provide essential social services that can address the offender’s real problems. Diversion is regarded as cheaper for the offender in a number of ways. If a person is officially charged with a crime he or she would need to be represented by legal counsel and legal counsel costs are high.

The juvenile system is a large, overwhelming process consisting of the police, prosecutor, courts and the corrections system. An accused child thus receives thorough exposure to the bureaucratic proceedings of the individual parts of the system. In this process, the child is likely to be exposed to the case-hardened attitudes of the members of the system and other juveniles who may be more advanced criminally. It is felt that diversion of the youth at the earliest possible point increases the chances that the child may avoid the negative effects of the court process. However it should be recognised that there are cases for which the court is an appropriate vehicle. In fact, the diversions of lesser offences will allow the court to focus its full attention on those cases that need it (Lotz, et al. 1985:307).

According to Clear and Dammer (2000:93) diversions are often surrounded by controversy. Among the main criticisms of diversion are, that they are often a ‘soft option’, they neglect the victim’s needs and they may also be costly in the long run. The reason for perceptions of diversions as being lenient is that the general public are
accustomed to the punishment and imprisonment of offenders and have very little experience of alternatives to incarceration such as diversion. Diversion may also be problematic because of the unfortunate reality that not all programmes are successful. Some offenders fail to meet the requirements of diversion. The person may in fact not be guilty, but because of being involved with the justice system he or she may choose diversion.

It has been observed in practice that children are used by adults to commit crime, because they are aware that they will not be prosecuted or will be treated leniently. Adults have also used diversion to their advantage by claiming that they are below the age of 18 years. Sometimes it is difficult to prove their real ages because they do not have birth certificates or identity documents. The district surgeons are also not always helpful because they are only able to provide an age estimation which in most cases is not accurate. For example, the district surgeon will say a person is between the ages of 16 and 19 years old. In cases like that a person will then be given the benefit of the doubt. If the person in question meets the criteria for diversion he can then be diverted, although he or she might be an adult.

Section 28 (1) (g) of the South African Constitution (1996) gives the child the right not to be detained except as a last resort, in which case he or she may be detained for the shortest period of time. Despite this provision and numerous efforts to limit the pre-trial detention of children in prisons and police cells, the problem of children being detained has continued. According to the City Press (17 April 2005:19) there are currently 3 300 children between 13 and 18 years in South African prisons, half of whom are awaiting-trial prisoners. This is a cause for great concern. At the same time it emphasises the question of the effectiveness of diversion programmes.

1.2 PROBLEM FORMULATION

The researcher had noticed from his case load a high number of children, who had committed petty offences, whose problems were not adequately addressed by the justice
system. The researcher had a ‘hunch’ that something was wrong with the family backgrounds of these children as the YES programme, referred to earlier, was not being effective in moulding their behaviour. In the pre-1994 system of government, children who had committed petty offences were either detained in prisons without trial, or referred to places of safety at the discretion of professionals like social workers, probation officers, magistrates, to name just a few. In 1994 when the Government of National Unity came into power, one of its first tasks was to draft legislation that would address the challenges facing the child justice system in South Africa. The Inter-Ministerial Committee (IMC) on Young People at Risk, whose main aim was to transform the child and youth care system in South Africa, was established in May 1995 (Inter-Ministerial Committee, 1996:8). In line with other international legislation to address issues of injustice on child care, notably, the United Nations on the Rights of the Child, the African Charter, etc. the Child Justice Bill (1996) was drafted to address, among other things, the diversion of children away from the criminal justice system into reintegration programmes. The YES programme was thus introduced as an attempt to address the behavioural problems of the South African youth.

Reviewing literature, the researcher noted a recent study, conducted by Cupido (2004), entitled: Analysis of the Implementation of Diversion Programme for Juvenile Offenders” which focused on the identification of problem areas associated with the YES programme. The aim of the study was to make a judgement on the merits of the programme. The focus was only on the content of the programme. The parents’ experiences regarding the diversion programme were not explored. This study will fill this lacuna and establish the experiences of parents whose children have completed the YES programme.

1.3 RESEARCH QUESTION

Fouché (2002) in (De Vos, 2002: 99) defines a research question as a specific aspect of the overall research topic. The research question that this research study addressed can be stated as follows:
What are the experiences of parents whose children have completed a diversion programme in the past twelve months?

1.4 RESEARCH GOAL AND OBJECTIVES

Fouché (2002) in De Vos (2002: 107-108) defines a research goal as a dream and the objective as steps one has to take one by one in order to reach that dream. The research goal for this study was to explore and describe the experiences of parents whose children have completed the diversion programme.

In order to reach this goal the following objectives were formulated:

- To explore and describe the experiences of parents regarding the YES programme.
- Based on the research findings, to draw conclusions and make recommendations to probation officers and social workers who facilitate the diversion programmes.

1.5 RESEARCH DESIGN AND METHODOLOGY

The researcher made use of qualitative research methods in an attempt to explore the experiences of parents whose children have completed the YES programme. According to Denzin and Lincoln (1998:3) qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that the qualitative researcher studies things in their natural setting, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them. Strauss and Corbin (1998:11) add to this by stating that qualitative research means any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to researching people’s lives, lived experiences, behaviour, emotions and feelings as well as organisational functioning, social movement, cultural phenomena, and interaction between nations.
Matthew and Sutton (2004:77) also add to this by stating that qualitative research involves more than simply a lack of emphasis on quantification. Qualitative research is also strongly associated with induction and exploration in research. Based on the above mentioned facts, qualitative research seemed to be the appropriate approach for the this research study, as the researcher explored the experiences of parents whose children have completed the YES programme.

1.5.1 RESEARCH DESIGN

In actualising this research study an exploratory, descriptive and contextual design was implemented. This study involves an exploration of parent’s experiences. After exploration, the experiences were described using thick description in the form of a report. Matthew and Sutton (2004:82) support this by stating that qualitative research designs are commonly associated with explorative and descriptive forms of research. This study was exploratory because little is known about the experiences of parents whose children have completed the YES programme. Babbie (1999:7) adds to this by stating that exploratory studies are essential whenever the researcher is breaking new ground and can also yield new insights into a topic.

1.5.1.1 POPULATION AND SAMPLING

Bless and Higson-Smith (1995:85) define a research population as a group of people who are the objects of the researcher and about whom the researcher wants to determine some characteristics. Matthew and Sutton (2004:369) define a sample as a sub-section of the total target population selected to participate in the research study. Mouton and Babbie (2001:166) are of the view that it is appropriate to select a sample on the basis of the researcher’s knowledge of the population, its elements and the nature and aims of the research study based on the researcher’s judgement of the situation. Mouton and Babbie (2001:202) define purposive sampling as the type of non-probability sampling method in which the researcher uses his or her judgement in the selection of the sample. Strydom
(2002) in De Vos (2002:189) supports this by stating that purposive sampling is a method of sampling that is based on the researcher’s judgement.

In this study the research population were the parents who have children that have completed the YES programme in the last twelve months at King Sabatha Dalidyebo Municipality. A sample representing the total population was selected. In this study the researcher used purposive sampling techniques to recruit eight participants. For participants to be included in the study they had to meet the following criteria: They have to be biological parents, a primary care giver or a member of the extended kin of the child, who has been living with the child for at least a year before and after he or she completed the YES programme. The selection of the primary caregiver in the absence of a biological parent was due to the cultural practice of African families in which any adult person who accepts responsibility for the upbringing of a child is regarded as a parent and is entrusted with such responsibility. The participants were from the rural areas of Mthatha and were Xhosa-speaking.

Data was collected till a point of saturation was reached. According to Greeff (2002) in De Vos (2002: 300) saturation is reached when the researcher hears the same information being repeatedly reported and no longer hears anything new. The researcher identified appropriate participants from the cases of colleagues within the department where he is employed.

1.5.1.2 DATA COLLECTION METHODS

There are three main kinds of interviews namely: structured interviews, unstructured interviews and semi-structured interviews. The main advantage of structured interview is that data is obtained relatively systematic. Unstructured interview is the type of interview that the researcher uses to elicit information in order to achieve understanding of the participant’s point of view. The researcher used semi-structured interviews as the main method for data collection. According to Greeff (2002) in De Vos (2002: 302) this method gives the researcher and the participants more flexibility. The researcher is able
to follow up particularly interesting avenues that emerge during the interview and where the participants are able to give a fuller picture. With semi-structured interviews the researcher will have a set of predetermined questions which form part of an interview schedule. The interview will be guided by the schedule rather than dictated by it. Kruger and Welman (2001:161) state that semi-structured interviews offer a versatile way of collecting data. Interviews can be conducted with people of all ages. Unlike structured interviews, semi-structured interviews allow the interviewer to use probes with a view to clearing up vague responses or to ask for the elaboration of incomplete answers or to seek further clarification.

Marshall and Rossman (1995: 80-81) support this view by stating that interviews have particular strengths. An interview is a useful way of obtaining a large amount of data quickly. Interviews gather a wide variety of information across a wide range of subjects. Combined with observation, interviews allow the researcher to understand meanings people hold about their everyday activities. Mouton and Babbie (2001:289) add that a qualitative interview is an interaction between the interviewer and the participants. A qualitative interview is essentially a conversation in which the interviewer establishes a particular direction for the conversation and pursues specific topics raised by the participants.

The permission of gatekeeper was sought before the study commenced. Olive (2003:39) describes a gatekeeper as a person who controls access to a location where one hopes to carry out the research study. In the case of this research study, the Area Manager of the department of social development at the King Sabatha Municipality was the relevant person for gatekeeping as she has the administrative authority to give the required permission.

In preparation for the first interview the researcher invited participants to an information session where he introduced himself and informed them of his credentials. He also informed the participants how he obtained their names. The attendees were informed about the purpose of the study and were also told that they were not obliged to
participate. The researcher explained in detail why the attendees were requested to participate in the study and what was expected of them.

The researcher prepared the kind of questions to ask in order to answer the research questions. When formulating the research questions the researcher avoided leading questions. Instead, open-ended questions were asked to encourage the participants to express themselves. According to Greeff (2002) in De Vos (2002:303) questions should be neutral rather than value-laden or leading. Jargon and ambiguous questions should be avoided in order to eliminate confusion and prejudice. Open-ended questions should be asked to allow participants to express themselves freely. The researcher should ensure that questions are unbiased and non-judgemental.

The questions that guided the interviewing were:

- What was your impression of the YES programme?
- Tell me about your child’s behaviour before he or she attended the YES programme.
- What was your child’s behaviour during the YES programme?
- How did your child behave after she or he finished the YES programme?
- What do you think children need to be taught in the YES programme?

The participants were contacted in advance to confirm the place and the time of the interview. The interviews were conducted at the home of the participant. The researcher ensured that the venues were places where the interviewees felt comfortable and that were free from disturbance.

During the interviews the researcher made use of a tape recorder to record the interviews. The researcher asked for permission from the participants to record interviews. According to Greeff (2002) in De Vos (2002:204) using a tape recorder allows for a much fuller record than taking notes during the interview. It also means that the researcher can concentrate on how the interview is proceeding and where to go next.
During the interview the researcher took notes of his observation of non-verbal gestures of the participants as they expressed themselves. Babbie (1999:271) highlights that in interviewing, the researcher should also make full and accurate notes of what went on. If possible the researcher should take notes as he observes. If this is not possible Greeff (2002) in De Vos (2002: 304) recommends that the researcher should sit down immediately after an interview and jot down his impression of the interview. These notes will help him remember and explore the process of the interview. Immediately after the interview the researcher transcribed the interview before moving to the next interview.

1.5.2 PILOT STUDY

The researcher conducted a pilot study before the main study commenced. Two participants were selected for the pilot study. According to Greeff (2002) in De Vos (2002:300) a pilot study gives the researcher an opportunity to try out the interview schedule with a small number of participants. The pilot study also enables the researcher to come to grips with some of the practical aspects of the study.

1.5.3 DATA ANALYSIS

In analysing the data collected during the semi-structured interviews the researcher used the following eight steps of Tesch’s framework as stated in Creswell (2003:192):

- Get a sense of the whole by reading all the transcriptions carefully. Jot down some ideas that come to mind.
- Pick one interview, the most interesting one or the shortest one or the one at the top of the pile, and go through it. While reading, write down thoughts in the margin.
- When you have completed this task for several informants, make a list of all the topics. Cluster together similar topics. Form these topics into columns that might be arranged as major topics, unique topics and leftovers.
Now take the list and go back to your data. Abbreviate topics as codes and write codes next to the appropriate segments of the text. Try this preliminary organizing scheme to see if new categories and codes emerge.

Find the most descriptive wording for your topics and turn them into categories. Look for ways of reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between categories to show interrelationships.

Make a final decision on an abbreviation for each category and alphabetize these codes.

Assemble the material belonging to each category in one place and perform a preliminary analysis.

If necessary recode the existing data.

1.5.4 DATA VERIFICATION

The researcher used Guba’s model of assessing the trustworthiness of the findings as stated in Krefting (1991:214). The truth value was ensured by interviewing a number of participants until the data became saturated. The researcher used semi-structured interviews as a method for data collection. All the interviews were tape recorded and immediately after each interview a transcript was written. The transcripts and analysed texts were taken back to the participants to check whether what was written was actually what they had said. The researcher also conducted peer review sessions to debate various issues about the research project. Consistency was ensured by the use of an independent coder. All notes, raw data and interpretations were handed to the independent coder.

1.6 ETHICAL ISSUES

In this study the following safeguards were employed to ensure that the rights of the participants were protected. The participants were informed of their rights to withdraw from the study at any time if they wish to do so without fear of reprisal or that future service will be withheld. They were also informed in advance about the purpose of the
study and what the researcher was going to do with the information. Oliver (2003:31) supports this by stating that it is important to ensure that the core information is provided to all potential respondents and that such information should contain an accurate summary of the contribution required of the participants, and also to stress that the participants may withdraw from the research at any time (refer to Appendix A). As a safeguard, participants were assured that data provided by them will be kept confidential and returned to them on request.

Before the researcher commenced with the study he sought in writing the permission of gatekeeper (refer to Appendix B). The gatekeeper was informed about the purpose of the study and what was expected of the participants. They were also informed that the study had obtained the necessary ethical approval from the University. The researcher has an ethical obligation to fully inform the gatekeeper about the proposed study, particularly in relation to any features which might affect the gatekeeper’s decisions.

The participants were requested to sign a consent form (a copy is attached: Appendix C) before they participated in the study. By signing the form the participants were assured that their right were protected during and after the study has been completed. The participants were also informed as to why it was important for them to participate in the study. They were also assured that the information that they divulged to the researcher would be kept confidential. Matthew and Sutton (2004:19) emphasise that it is essential that those researched are assured that confidentiality will be maintained, and it is the responsibility of the researcher to ensure that such confidentiality is maintained. Oliver (2003:83) further states that confidentiality should be made clear to potential participants before they are asked to give their informed consent to participate in the research. The statement about confidentiality should be regarded as a promise and treated with the seriousness it deserves which implies a moral point of view.

The tapes and the transcripts of the interviews were kept in a locked cabinet, where only the researcher had access to them. The information in the transcripts will be made available to the participants on request. The privacy of the participants was maintained as
the interviews were conducted at agreed times and venues. Matthew and Sutton (2004:19) emphasise that it is important to respect the privacy of those you are researching. In so far as the researcher is following the principles of informed consent, the permission of those researched is needed for the researcher to invade their privacy. It is essential that privacy is protected in the storage and the use of any data collected.

While conducting the research study the researcher also adhered to the Professional Code of Ethics of the South African Council for Social Service Professions of which he is a registered member. Before the researcher continued with the study the proposal was submitted to the university’s Research Ethics Committee (Human) for approval. This was necessary to ensure that the rights of the participants are protected.

1.7 CONTEXTUAL CONCEPT CLARIFICATION

**Parent:** the biological mother or the father of a child (Oxford dictionary). It is important to note that the word ‘parent’ in this study is also used to refer to a primary care giver of the child.

**Diversion** is the channelling of children away from the formal court system into reintegration programmes, without taking them through courts and prisons (Bezuidenhout and Joubert, 2003:206). For the purpose of this research study the focus is on the YES programme.

**Crime:** refers to something one does or fails to do in violation of a law, or behaviour for which the state has set a penalty (Tshiwula, 1998:3).

**Child:** any person under the age of 18 years (Child Care Act, No 74 of 1983).

1.8 LAYOUT OF CHAPTERS

In this section, an overview of the chapters is offered.
CHAPTER ONE: In chapter one, the researcher provided an introduction to the research process: the motivation for the study as well as problem formulation is presented. The aims of the study along with the research questions are put forward.

CHAPTER TWO: Chapter two focuses on the research methodology that was utilised in the execution of the study. The researcher provided details of the research design and the methods of data collection that were utilised in this research study.

CHAPTER THREE: In chapter three research findings are discussed in conjunction with literature control.

CHAPTER FOUR: In chapter four a summary of the research methodology that was utilized in conducting the study, a summary of findings concerning the experiences of parents whose children have completed the YES programme, conclusions and recommendations, are presented.

1.9 DISSEMINATION OF RESEARCH RESULTS

The research results will be communicated in the form of a research treatise that will be available in the library of the Nelson Mandela Metropolitan University. An article detailing the research process and findings will be published in an appropriate professional journal.
CHAPTER 2.

RESEARCH DESIGN AND METHODOLOGY

2.1. INTRODUCTION

In the preceding chapter, the researcher provided an introduction to the study and the research process to be followed by the researcher. This chapter focuses on the research methodology that was utilised in the execution of this study. The topics that will be covered in the chapter are: the rationale of the study, aims and objectives of the study, research designs, population and sampling, data collection methods, data analysis, data verification and ethical issues.

The overall aim of the study is to describe the experiences of parents whose children have completed the YES programme.

2.2 RATIONALE OF THE STUDY

The researcher had noticed from his case load a high number of children, who had committed petty offences, whose problems were not adequately addressed by the justice system. The researcher had a ‘hunch’ that something was wrong with the family backgrounds of these children as the YES programme, referred to in chapter one, was not effective in addressing their behavioural problems.

In the pre-1994 system of government, children who committed petty offences were either detained in prisons and police cells without trial, or referred to places of safety at the discretion of professionals, namely, the magistrates, social workers, probation officers, to name just a few. In 1994 the Government of National Unity came into power and one of its first tasks was to draft legislation that would address the challenges facing the child justice system in South Africa. The Inter-Ministerial Committee (IMC) on Young People at Risk was established in May 1995. The main aim of the IMC was to transform the child and youth care system in South Africa (Inter-Ministerial Committee,
In line with other international legislation on child justice, notably, the United Nations on the Rights of a Child, the African Charter, the Child Justice Bill (1996) was drafted to address among other things the diversion of children away from the criminal justice system into reintegration programmes. The YES programme was thus introduced as an attempt to address the behavioural problems of the South African youth.

2.3. RESEARCH GOAL AND OBJECTIVES

Fouch’e (in De Vos, 2002: 107-108) defines a research goal as a dream and the objective as steps one has to take one by one in order to reach that dream. The research goal for this research study is to explore and describe the experiences of parents whose children have completed the diversion programme.

In order to reach this goal the following objectives were formulated:

- To explore and describe the experiences of parents regarding the YES programme.
- Based on the research findings, to draw conclusion and make recommendations to Probation Officers, Social Workers who facilitate the diversion programmes.

The research question that this research study addressed can be stated as follows:

What are the experiences of parents whose children have completed a diversion programme in the past twelve months?

Zithini izimvo zabazali abanantwana abathe bagqiba inqubo yokulungisa izimilo kwezinyanga zilishumi elinesibini ezidlulileyo.

2.4. RESEARCH DESIGNS

Babbie and Mouton (2001:74) define research design as a plan or blue print of how a proposed research study will be conducted. In actualising this study an exploratory, descriptive and contextual design were implemented.
2.4.1 QUALITATIVE DESIGN

In this research study the researcher made use of qualitative research methods in an attempt to explore the experiences of parents whose children have completed the diversion programme. According to Denzin and Lincoln (1998:3) qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that the qualitative researcher studies things in their natural setting, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them. Schmid (in Krefting 1991:214) adds to this by stating that qualitative research is the study of the empirical world from the person’s viewpoint. Babbie and Mouton (2001:270) further state that qualitative research is especially appropriate to study those attitudes and behaviours best understood within their natural setting as opposed to a somewhat artificial setting. Qualitative research means any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about person’s lives, lived experiences, behaviour, emotions and feelings as well as organisational functioning, social movement, cultural phenomena, and interaction between nations (Strauss and Corbin, 1998:11).

According to Fouche and Delport (2002) in (De Vos, 2002:79) qualitative research refers to research that elicits participant’s account of meaning, experiences or perceptions. It also produces descriptive data in the participant’s written or spoken words. Babbie and Mouton (2001:270) add to this by stating that a qualitative researcher always attempts to study human action from the perspective of the social actors themselves. The primary goal of this approach is to describe and understand rather than explain human behaviour.

Matthew and Sutton (2004:77) add to this by stating that qualitative research involves more than simply the lack of emphasis on quantification. Qualitative research is also strongly associated with induction and exploration in research. Creswell (2003:30) supports this by stating that the main reason for conducting a qualitative study is exploratory. This means that not much has been written about the topic or the population being studied and the researcher seeks to listen to participants and build an understanding
of the problem under study, based on their ideas. From the above mentioned facts, a qualitative approach seemed to be appropriate for this study, the aim of which is to explore and describe the experiences of parents whose children have completed the diversion programme.

2.4.2 EXPLORATORY RESEARCH

According to Fouche (2002) in De Vos (2002:109) exploratory research is conducted to gain insight into a situation, phenomenon or individual. The need for such a study arises out of a lack of basic information on a new area of interest. Babbie and Mouton (2001:81) support this view by stating that exploratory studies are quite valuable in social scientific research. They are essential whenever a researcher is breaking new ground and they always yield new insights into the topic. This study is exploratory because little is known about the experiences of parents whose children have attended the diversion programme.

2.4.3 DESCRIPTIVE RESEARCH

Fouche (2002) in (De Vos, 2002:109) states that a major purpose of social scientific research is to describe the situation and events. The purpose of descriptive design is to describe rather than to introduce or manipulate predetermined variables. The findings are usually given a rich description that may include quotes from the participants or documents to help the reader gain insight into the phenomenon. This study is an exploration and a description of parent’s experiences and after they have been explored, they will be described using thick description in the form of a report.

2.4.4 CONTEXTUAL DESIGN

Contextual design was implemented as the participants were studied in their natural environments. All interviews were conducted at the homes of the participants. The
venues where the interviews were conducted were free from disturbances and the participants were comfortable.

2.5 POPULATION AND SAMPLING

Bless and Higson-Smith (1995:85) define a research population as a group of people which is the object of the researcher and about which the researcher wants to determine some characteristics. Matthew and Sutton (2004:369) define a sample as a sub-section of the total target population selected to participate in the research study. Mouton and Babbie (2001:166) are of the view that it is appropriate to select a sample on the basis of the researcher’s knowledge of the population, its elements and the nature of the research aims based on the researcher’s judgement and the purpose of the study. Mouton and Babbie (2001:202) define purposive sampling as the type of non probability sampling method in which the researcher uses his or her judgement in the selection of a sample. Strydom (2002) in (De Vos, 1998:189) supports this by stating that purposive sampling is a method of sample that is based on the researcher’s judgement.

For the purpose of this study the research population were the parents of children who have completed the YES programme in the last twelve months at King Sabatha Dalidyebo Municipality. The researcher used purposive sampling techniques to recruit eight participants from the caseload of probation officers in the employment of the department of social development at King Sabatha Dalidyebo Municipality. For participants to be included in the study, he or she had to be the biological parent of the child, the primary care giver or a member of the extended kin of the child, who has been staying with the child for at least a year before and after he or she completed the YES programme. The participants were from the rural areas of Mthatha and were Xhosa speaking.

The permission of the gatekeeper was sought before the study commenced. Olive (2003:39) describes a gatekeeper as a person who controls access to a location where one hopes to carry out the research. In the case of this study, the area manager of the
department of social development at the King Sabatha Minicipality was the relevant person as a gatekeeper as she has the administrative authority to give the required permission.

Data was collected till a point of saturation was reached. According to Greeff (2002) in De Vos (2002: 300) saturation is reached when the researcher hears the same information being reported repeatedly by participants. The researcher identified appropriate participants from the cases of colleagues within the department of social development where he is employed.

2.6. PILOT STUDY

According to Strydom and Delport (2002) in De Vos (2002:337) in qualitative research pilot studies usually involve few participants, who possess the same characteristics as those of the main investigation. The purpose of the pilot study is to determine whether the relevant data can be obtained from the participants. The pilot study in qualitative research allows the researcher to focus on specific areas that may have been unclear and to test certain questions and sharpen the research instruments. By testing the nature of questions in an interviewing schedule the researcher will be able to make modifications with a view to quality interviewing during the main investigation.

The researcher conducted a pilot study before the main study commenced. Two participants were selected for the pilot study. The pilot study gave the researcher the opportunity to try out the interviewing design with a small number of participants. The pilot study also enabled the researcher to come to grips with some of the practical aspects of conducting the main study.

2.7. DATA COLLECTION METHODS

According to Mouton and Babbie (2001:289) an interview is one of the most frequently used methods of data gathering within the qualitative approach. It differs from other types
of data collection tools in that an interview allows the participants to speak for themselves. Qualitative interview is characterised by being flexible, interactive and continuous. Greeff (2002) in De Vos (2002: 302) adds to this by stating that this method gives the researcher and the participants more flexibility. The researcher will be able to follow up particular interesting avenues that emerge from the interviews and the participants are able to give a fuller picture. Marshall and Rossman (1995: 80-81) support this view by stating that interviews have particular strengths. An interview is a useful way of getting a large amount of data quickly. The interviews gather a wide variety of information across a wide range of subjects. Combined with observation, interviews allow the researcher to understand meanings people hold about their everyday activities. Mouton and Babbie (2001:289) add that a qualitative interview is an interaction between the interviewer and the participants. A qualitative interview is essentially a conversation in which the interviewer establishes a particular direction for the conversation and pursues specific topics raised by the participants.

2.7.1 TYPES OF INTERVIEWS

2.7.1.1 Unstructured interviews

According to Greef (2002) in De Vos (2002:299) at the root of unstructured interviewing is an interest in understanding the experiences of other people and the meaning they make of those experiences. It is focused, discursive and allows the researcher and participants to explore an issue. It is used to determine individual’s perceptions, opinion, facts and forecast and their reaction to initial findings and potential solutions. Unstructured interview is the type of interview that the researcher uses to elicit information in order to achieve understanding of the participant’s point of view or situation.

2.7.1.2 Structured interview

The main advantage of structured interview is that data is obtained relatively systematically. The interviewers do not have to be particularly skilled in the art of
interviewing. The most important disadvantage is that because the questions are structured, relatively little information is gained about the interviewee’s world (De Vos, 1998:299).

2.7.1.3 Semi-structured interviews

Kruger and Welman (2001:161) state that semi-structured interviews offer a versatile way of collecting data. Interviews can be conducted with people of all ages. Unlike structured interviews, semi-structured interviews allow the interviewer to use probes with a view to clearing up vague responses or to ask for elaboration of incomplete answers or to seek further clarification.

For the purpose of this study the researcher used semi-structured interviews as the main method for data collection. The researcher had a set of predetermined questions which form part of an interview schedule, but the interview was guided by the schedule rather than dictated by it.

The participants were contacted in advance to confirm the place and the time of the interview. The interviews were conducted at the homes of the participants. The researcher ensured that the venue was a place where the participants felt comfortable and that it was free from disturbances.

In preparation for the first interview the researcher invited the participants to an information session where he introduced himself to the participants and informed them about his credentials. He also informed the participants how he obtained their names. The participants were informed about the purpose of the study and that they were not obliged to participate. The researcher explained in detail why the participants were requested to participate in the study and what will be asked from them. The researcher prepared the kind of questions to ask in order to answer the research questions. When formulating the research questions the researcher avoided leading questions. Instead, open-ended questions were asked to encourage the participants to express themselves. According to
Greeff (2002) in De Vos (2002:303) questions should be neutral rather than value laden or leading. Jargon and ambiguous questions should be avoided in order to eliminate confusion and prejudice. Open-ended questions should be asked to allow respondents to express themselves freely. The researcher should ensure that questions are unbiased and non-judgemental.

The questions that guided the interviewing process were:

- What is your impression about the YES programme?
- Tell me about your child’s behaviour before he or she attended the YES programme.
- Tell me about your child’s behaviour during the YES programme.
- How did your child behaved after she or he finished the YES programme?
- What do you think children need to be thought in the YES programme?

During the interview the researcher used the following communication techniques as suggested by Greeff (2002) in (De Vos, 2002:294-295).

- Minimal verbal responses: A verbal response correlates with occasional nodding that shows the participant that the researcher is listening.
- Clarification: This embraces a technique that will be used to get clarity on unclear statements.
- Reflection means reflecting back on something important that the person has just said in order to get him to expand on the idea.
- Encouragement means encouraging the participants to pursue a line of thought.
- Probing: The purpose is to deepen the response to a question, to increase the richness of the data being obtained and to give cues to the participants about the level of response that is desired.
- Reflective summary summarises the participant’s ideas, thoughts and feelings verbalised so far to see if he really understood what he was saying. The
reflective summary has a structuring function and stimulates the participant to give more information.

According to Greeff (2002) in De Vos (2002:204) using a tape recorder allows for a much fuller record than taking notes during the interview. It also means that the researcher can concentrate on how the interview is proceeding and where next to go. During the interview the researcher took notes of non-verbal gestures of the respondents as they express themselves. Babbie (1999:271) highlights that in interviewing the researcher should also make full and accurate notes of what went on. If possible the researcher should take notes as he observes. If this is not possible Greeff (2002) in De Vos (2002: 304) recommends that the researcher should sit down immediately after an interview and jot down his impression of the interview. Mouton and Babbie (2001:304) add to this by stating that the researcher should always sit down immediately after the interview and jot down his impression of the interview. These notes will help him to remember and explore the process of the interview. Field notes are a written account of the things the researcher hears, sees, experiences and thinks about in the course of interviewing. Field notes should include both empirical observations as well as interpretations, although observations and interpretations should be kept distinct. During the interviews the researcher made use of a tape recorder to record the interview. The researcher first asked for permission from the participants to record interviews. Immediately after the interview the researcher transcribed the interview before moving to the next interview.

2.8. DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of the collected data (De Vos 2002:339). In analysing the data collected during the semi-structured interviews, the researcher used the following eight steps of Tesch’s framework for analysing qualitative data as stated in Creswell (2003:192):
“Get a sense of the whole by reading all the transcriptions carefully. Jot some ideas that come to mind.

Pick one interview, the most interesting one or the shortest one or the one at the top of the pile and go through it. While reading write down thoughts in the margin.

When you have completed this task for several informants, make a list of all topics. Cluster together similar topics. Form these topics into columns that might be arranged as major topics, unique topics and leftovers.

Now take the list and go back to your data. Abbreviate topics as codes and write codes next to the appropriate segments of the text. Try this preliminary organizing scheme to see if new categories and codes emerge.

Find the most descriptive wording for your topics and turn them into categories. Look for ways of reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between categories to show interrelationships.

Make a final decision on an abbreviation for each category and alphabetize these codes.

Assemble the material belonging to each category in one place and perform a preliminary analysis.

If necessary recode the existing data”.

2.9. DATA VERIFICATION

The researcher used Guba’s model of assessing the trustworthiness of the findings as stated in Krefting (1991:215-216). The model identified four aspects for assessing trustworthiness of a qualitative study, namely, truth, value, applicability, consistency and neutrality.

Truth value

According Krefting (1991:215-216) truth value in qualitative study is obtained from the
discovery of human experiences as they are lived and perceived by the participants. Schurink, et al. (1998) in De Vos (1998:331) add to this by stating that truth value determines whether the researcher has established confidence in the truth of the findings for the subjects and the context in which the research was undertaken. In this study truth value was ensured by interviewing a number of participants until the data was saturated. The researcher used semi-structured interviews as a method for data collection. All the interviews were tape-recorded and immediately after each interview transcripts were written. The transcripts and analysed texts were taken back to the participants to check whether what was written is actually what they have said.

- **Applicability**

Applicability refers to the degree to which the findings can be applied to other contexts and settings or with other people. It is the ability to generalise from the findings to a larger population (Krefting, 1991:216). To test applicability the researcher conducted peer review sessions to debate various issues of the research project.

- **Consistency**

According to Krefting (1991:216) consistency looks at whether the findings would be consistent if they were to be replicated with the same subjects or in a similar context. In this study consistency was ensured by the use of an independent coder. All notes, raw data and interpretations were handed to the independent coder.

- **Neutrality**

Neutrality refers to the degree to which the findings are a function solely of the participants and not other biases, motivations or perceptions (Krefting, 1991:216). All interviews were audio taped and transcribed immediately after the interview, field notes were also taken during the interview. This helped to ensure neutrality of the research findings.
2.10. ETHICAL ISSUES

In this study the following safeguards were employed to ensure that the rights of the participants were protected. The participants were informed of their right to withdraw from the study at any time if they wish to do so without fear of reprisal or that future service will be withheld. They were also informed in advance about the purpose of the study and what the researcher is going to do with the information. Oliver (2003:31) supports this by stating that it is important to ensure that the core information is provided to all potential participants. Such information should contain an accurate summary of the contribution required of the participants, and stress that the participants may withdraw from the research at any time (Refer to appendix A). As a safeguard, participants were assured that data provided by them will be kept confidential and returned to them on request.

Before the researcher commenced with the study he asked in writing for the permission of the gatekeeper (Refer to Appendix B). The gatekeeper was informed about the purpose of the study and what is expected from the participants. She was also be informed that the study has obtained the necessary ethical approval from the university. According to Oliver (2003:39) the term gatekeeper is often used to describe a person who controls access to a location where the study will be carried out. The researcher has an ethical obligation to fully inform the gatekeeper about the proposed study, particularly in relation to any features which might affect the gatekeeper’s decision. The participants were requested to sign a consent form (a copy is attached: Appendix C) before they participate in the study. By signing the form the participants are assured that their rights will be protected during and after the study has been completed. The participants were also informed as to why it is important for them to participate in the study. They were assured that the information they divulged to the researcher will be kept confidential. Matthew and Sutton (2004:19) emphasise that it is essential that those researched are assured that their confidentiality will be maintained, and it is the responsibility of the researcher to ensure that confidentiality is maintained. Oliver (2003:83) further states that
confidentiality should be made clear to potential participants before they are asked to give their informed consent to participate in the research. The statement about confidentiality should be regarded as a promise and treated with the seriousness it deserves which implies a moral point of view.

The tapes and the transcripts of the interviews were kept in a locked cabinet, where only the researcher will have access to. The information in the transcripts will be made available to the participants on request. The privacy of the participants was maintained as the interviews were conducted at agreed times and venues. Matthew and Sutton (2004:19) emphasise that it is important to respect the privacy of those you are researching. In order to observe the principles of informed consent, the permission of those researched is needed for the researcher to invade their privacy. It is essential that you protect that privacy by storing any data collected.

While conducting the research, the researcher adhered to the Professional Code of Ethics of the South African Council for Social Service Professions of which he is a registered member. Before the researcher continued with this research study a proposal was submitted to the university’s Advanced Degrees Committee for approval. This was necessary in ensuring that the rights of the participants were protected.

2.11. DISSEMINATION OF RESEARCH RESULTS

The research results will be communicated in the form of a research treatise that will be available in the library of the Nelson Mandela Metropolitan University. An article detailing the research findings will be published in an appropriate professional journal.

2.12 CONCLUSION

In this chapter the researcher explained the research methodology that was used in conducting the study. In the execution of the study a qualitative, explorative, descriptive and contextual design were employed. The researcher used purposive sampling
techniques to recruit eight participants from the caseload of probation officers in the employment of the department of social development at King Sabatha Dalidyebo Municipality. Semi-structured interviews were used as the main method for data collection. In analysing the collected data during the semi structured interviews, the researcher used eight steps of Tesch’s framework for analysing qualitative data as stated in Creswell (2003:192). In the next chapter the findings of the study will be discussed.
CHAPTER 3

DISCUSSION OF RESEARCH FINDINGS AND LITERATURE CONTROL

3.1 INTRODUCTION

In chapter two of this research study, the researcher provided the details of the research design and the methods that were utilised in the study. The purpose of this chapter is to present research findings that resulted from semi-structured interviews conducted with eight participants.

The permission to conduct the research was obtained from the area manager of the department of social development at the King Sabatha Dalidyebo Municipality. The researcher conducted a pilot study before the main study commenced. In preparation for the first interviews, the researcher visited the homes of the participants to inform them about the purpose of the study. They were also informed that they were not obliged to participate in the research study. The researcher explained in detail why the participants were requested to participate in the study and what will be asked of them. Interviews were conducted at the home of the participants. All participants felt it was appropriate to conduct the interviews at their homes, as it was free from disturbances. During the interviews the researcher made use of a tape recorder to record the interviews, after permission was granted from the participants to record interviews also during the interviews the researcher took notes and observed the non-verbal gestures of the participants as they express themselves. Each interview lasted for approximately thirty minutes. Immediately after the interview the researcher wrote a transcript for each interview before moving to the next interview. Data analysis was conducted using the eight steps for qualitative data analysis as proposed by Tesch in Cresswell (2003:192)

The research question that this study will address can be stated as follows: What are the experiences of parents whose children have completed the YES programme in the past twelve months? The research goal for the study was to explore and describe the
experiences of parents whose children have completed the YES programme. In order to reach this goal the following objectives have been formulated:

- To explore and describe the experiences of parents regarding the YES programme.
- Based on the research findings, to draw conclusions and make recommendations to Probation Officers and Social Workers who facilitate the diversion programmes.

### 3.2 PROFILE OF THE PARTICIPANTS

The sample comprised eight participants who had the following characteristics:

- The participants had to be the biological parent or the primary caregiver, who has been living with the child who has finished the YES programme for at least a year before and after a child has completed the YES programme. (The primary caregivers were included in the study because in African society any adult person, who accepts responsibility for the upbringing of a child in the absence of the biological parent, is regarded as a parent).
- All the participants were from the rural areas of Mthatha.
- They were all Xhosa-speaking.
- The age of the participants ranged between 30 and 60 years of age.
- All participants were females.

### 3.3 THEMES, SUB-THEMES AND CATEGORIES

The three main themes that were identified will be discussed, each followed by sub themes and categories. The research findings will be discussed in conjunction with literature control. The research findings will be presented in the following format:

**Theme 1.** Parents’ experiences of their children’s behaviour before they attend the YES programme.

- Unacceptable behaviour.
➢ Survival on the street.
➢ Aggressive behaviour.
➢ Lack of responsibility.
➢ Abuse of drugs.
➢ Peer group pressure.
➢ Involvement in criminal behaviour.

**Theme .2.** Parents’ experiences of their children’s after they attended YES programme.

➢ Behavioural change.
➢ A sense of responsibility.
➢ A sense of self worth.
➢ Abstain from the use of drugs.
➢ Involvement in recreational activities.
➢ Remorseful.

**Theme.3.** Parents’ suggestions about the YES programme.

3.1 **Personal.**

➢ Religion.
➢ Extra mural and sporting activity.
➢ Instil a sense of responsibility.
➢ Education about human rights.

3.2 **Family.**

➢ Communication.
➢ Good parent child relationship.
➢ Parental involvement.
➢ Encourage accountability.

3.3 **Community.**

➢ Community policing.
➢ Fight drugs and alcohol.
➢ Importance of education.
➢ Vocational training.
3.3.1 PARENTS’ EXPERIENCES OF THEIR CHILDREN’S BEHAVIOUR BEFORE THEY ATTEND THE YES PROGRAMME.

The first theme that emerged from the process of data analysis was the parents’ experiences of their child’s behaviour before he or she attended the YES programme.

Diversion can be defined as a community based corrections strategy that seeks to avoid processing of the offender by the criminal justice system (Clear, and Dommer: 2001:27). In support of this Skelton (1993:24) is of the opinion that diversion is a way of dealing with the offender in an alternative method rather than allowing him to go through the normal criminal process.

From the above definitions it is not clear which age group is considered for diversion, in fact an impression has been created that all people who are in trouble with the law can be considered for diversion regardless of their age. This is not the case in South Africa, as diversion programmes only cater for children below the age of 18 years, in terms of the Child Care Act (no 74 of 1983, as amended.

Bezuidenhout and Joubert (2003:206) explain this further by stating that diversion is the channelling of children away from the formal court system into reintegration programmes, without taking them through courts and prisons. For the purpose of this study this definition is considered to be appropriate. It is specific about who should be diverted away from the criminal justice system. In the South African situation only children are diverted. Even the diversion programmes that are in place are designed for children, meaning any person under the age of 18 as defined by the Child care Act, No 74 of 1983. It is also clear from the above definition that the aim of diversion is to reintegrate children into their families and the community and at the same time avoid the labelling of children as criminals.
The following sub-themes and categories emerged from the first theme: Unacceptable behaviour, survival on the street, aggressive behaviour, lack of responsibility, abuse of drugs, peer group pressure and involvement in criminal behaviour.

3.3.1.1 Unacceptable behaviour

Participants reported an unacceptable behaviour that was displayed by their children before they attended the YES programme. Adams et al. (1992:217) are of the view that during adolescence problem behaviour may be an instrument to attain goals that are blocked or that seem otherwise unattainable. Problem behaviour may be a way of attaining independence from parental authority and taking control of one’s life. It may serve an expression to opposition to the norm and values of conventional society.

Erikson (in Santrock,1996:499) is of the opinion that youth offending is due to the inability to meet the demands placed on their motivation, values, abilities and the style subject to the formation of their role identity.

3.3.1.1.1 Survival on the streets

A number of participants stated that their children spent most of their time on the streets. The following quotation represents responses from a parent emphasising the fact that her child used to spend most of their time on the streets:

*Before she went to the program her behaviour was very unbecoming, she was not staying here at home. She was staying on the streets next to Kentucky Fried Chicken. She was a person who noticed things when she had already done them. When we confronted her about her actions, she could not give us proper explanations about her actions. That was before she went to the program. She spent most of her time in town.*

This is endorsed by Gross (1994:31) when he states that life on the streets is a constant fight for survival as the child continues to seek for his or her identity.
3.3.1.1.2 Displayed aggressive behaviour.

Bartol (1992:174) defines aggression as the intent and attempt to harm another individual, physically or socially or in some cases to destroy an object.

A number of participants highlighted aggressive behaviour displayed by their children before they attended the YES programme as a major issue that disrupted family life. The following quotations reflect their concerns.

*She was very rude to them. She used to bully them. I was very worried when I leave her with the young ones; she refused to help with house chores.*

*His behaviour is up and down as I said earlier he is very quiet. Sometimes here at home when he is with the children and he raises his voice then we know there is trouble maybe he is drunk! , “He will hurt someone now.” Now that he is quiet he becomes very aggressive.*

*He did not want to be reprimanded. He was very rude and cheeky. He always wanted to be the last to talk and did not want to admit that he was wrong. Even when we asked him to help with chores around the house, he refused.*

The above quotations are an indication of the difficulties of aggressive behaviour displayed by the children identified by participants, who made an assertion that their children acted in this manner out of frustration as they seek an identity through expression of power and control. This is acknowledged by few authors notably Glicken (2004:101) when she state that frustrated children act out aggressively to create a sense of personal power and to provide an outlet, even if it is a socially harmful outlet. Anti social behaviour often occurs when children feel frustrated and lack other outlets for their frustrations. Children with behavioural problems often feel inadequate and have poor self concepts hence they seek an identity. One of the guiding principles of working with children who act out is to enhance feelings of adequacy and self worth.

According to Huesmann (1994:15) aggressive behaviour is determined by a variety of factors, such as media, peers, family and school. Such behaviour is learned and incorporated into the individual’s response repertoire before it is elicited by some external situation or stimulation from within the individual. Aggression is both learned
and regulated by means of the child’s merging cognitive system. Children’s cognition plays an important role in the development of aggression.

One of the reasons many people become involved in aggressive encounters is that they are sorely lacking in basic social skills. They do not know how to respond to provocation from others in a way that will soothe the persons rather than annoy them. They do not know how to make request or how to say no to request from others without making these people angry. Persons lacking in basic social skills seem to account for a high proportion of violence in many societies, so equipping such persons with improved social skills may go a long way towards reducing aggression (Baron, 2003:466).

3.3.1.1.3 Lack of responsibility

Parents reported a lack of responsibility of their children before they attended the YES programme, as indicated in the following quotations:

*Sometimes I ask him to help me out with house chores he will respond by saying he will do it tomorrow. Then the tomorrow comes then he will say he will do it the following day.*

*His behaviour was very troublesome. He was naughty and did not listen. He was a very lazy child even when you reprimand him, he never listens.*

3.3.1.1.4 Abuse of drugs

Drug abuse was stated by one participant as an issue that affects children. The following quotation is the reflection of her frustration about the problem of drug abuse by her child:

*I can now say he is better behaved even though he smokes now and again. You can see that he smokes like a heavy smoker; you can even smell the tobacco on his clothes. I can’t say it’s dagga but it’s something with a strange smell, maybe it’s an herb of some sort I can’t say it’s dagga. When he has smoked he becomes very cheeky.*

Tshiwula (1998: 68) states that the use of alcohol is also linked with the concept of self. A person who is not in touch with his own value as a precious human being will be
unable to say “no” consistently when confronted with unhealthy choices and will succumb to the need to please others rather than to be true to himself. This includes choices that young people are forced to make as far as alcohol and drugs are concerned.

O’Cornor and Evans (1992:19) add to this by stating that factors that cause drug abuse are low self esteem, lack of clear planning decisions, poor interpersonal relations and difficulties countering pressures to use drugs.

Weiner (1992:394) argues that the use of drugs is influenced by the behaviour of our adolescents’ peers by modelling it or by encouraging it. The more closely the young person interacts with friends who use drugs, the more likely he/she will become involved with drugs.

Gross (1994:31) adds to this by stating that many of these youngsters become pawns in the dangerous game of drug dealing, which ranges from the snifffing of glue and paint thinners or the consumption of dagga and other drugs.

3.3.1.1.5 Peer group pressure

Two participants reported that their children were very loyal to their peers and they spend most of her time with their friends. The following quotes reflect their concerns:

*She has a tendency to leave home and sometimes comes back very late. She goes out a lot with her peers.*

*He stole tobacco from Sparks Supermarket. He got close to children who were smoking and he was influenced by them.*

Peer group is said to develop from childhood, but they become important in adolescence. Peers have the ability to make an adolescent feel on top of the world or at the bottom of the social ladder. Peers hold the key to adolescent popularity or rejection. Peers informally instruct the adolescent on how to talk, how to dress and how to act. During adolescence the standard of friends become a particularly important yard stick for self
evaluation. In trying to become more independent from his parent the adolescent may at the same time depends heavily on his peers for support and self definition. The peer group is said to be training ground for the development of a youngster’s attitude, beliefs and behaviour. Peers supply the attitude, motivation, rationalizations and opportunities for engaging in antisocial and delinquent behaviour (Tshiwula, 1998:62).

3.3.1.6 Involvement in criminal behaviour

Participants reported that their children used to be involved in criminal activities before they attended the YES programme. The following are quotes from participants:

*He used to steal staff from home and sometimes he destroys other people’s things. He was a very naughty child. He used to steal tobacco from his father and money here at home.*

*Before she went to the programme she was a kind of a child who was very naughty and she used to steal from others and all that. She was always in trouble with the law and the Police were very frequent here.*

3.3.2 PARENTS’ EXPERIENCES AFTER THE YES PROGRAMME

The second theme that emerged from the process of data analysis was parents’ experiences after the YES programme. The following sub-theme and categories emerged from the second theme: Behavioural change, sense of responsibility, abstinence from the use of drugs, involvement in recreational activities and remorsefulness.

3.3.2.1 Behavioural change

Parents expressed their satisfaction about the way their children behaved after they finished the YES programme. The following reflect their satisfaction about their child’s behaviour after the YES programme:

*Yho! That program is very good, I recommend it very highly. He is very quiet. I applaud the Diversion Program it has made him a better person. I even know now that when I send him to town at eleven by twelve he will be back here.*
After she finished I noticed some changes. She used to steal things from others, now she is no longer doing that. She is no longer naughty as she used to be. She had a tendency to just leave home and sometimes comes back very late. She goes out a lot with her peers, which is the only thing that she is doing. She no longer steals from other people. She also told us that she refrained from stealing.

After he came back from the Diversion programme, I asked what exactly are you doing there? He said he has learnt that stealing is not good and it is not right to steal. If you do not have anything, the social workers are there to help you and you can go and ask for help even if you are poor at home, they will be the ones to help you. If we are poor at home it does not mean that we must go with friends or go steal in the shops in order to get this and that.

When he went to diversion programme he learnt that it is not a good thing to steal. If you are a child you must be trustworthy, because stealing is breaking the law.

Clear and Dommer (2000:93) state that the main aim of diversion programme is to promote rehabilitation by eliminating the stigmatization effects of the criminal justice system. Diversion programmes can rehabilitate the offender because they provide essential social services that can address the offender’s real problems.

### 3.3.2.1 A sense of responsibility

Two participants expressed their satisfaction about the sense of responsibility ‘displayed’ by their children after they attended the YES programme. The following are responses of participants:

I like the program because it builds the child the way it has changed mine. It builds the child properly because he is really good now, and there is nothing negative that I can say I have heard after the program. When I send him to town he comes back in time even though he has friends, they are all in the same school. The Program is very good for our children.

The programme was very helpful to him because from the time he finished the programme till to date he has never been implicated in any kind of wrong doing and his overall behaviour is satisfactory. He now listens to me and when I ask him to do something he does it as per instructions. What I’m saying is that he has changed a lot. The diversion programme helped him a lot.
3.3.2.1.2 A sense of self worth

One participant reported that her child became more aware of herself as an individual. She noticed these changes after she had completed the YES programme. The following are her responses:

*I then saw that she was more aware of herself as a person. After she came back from the program she changed a lot.*

As children grow they form their identities and concepts about themselves. They assign positive or negative values to their own profile of attributes. Collectively self-evaluation forms the child’s self-esteem and this in turn is related to their sense of self worth (Tshiwula, 1998:41).

From the above it is clear that self worth is an ongoing process and cannot be ascribed to one programme. It is therefore necessary that after care services are rendered to children after they attended the YES programme in order to reinforce whatever they have learnt in the programme.

3.3.2.1.3 Abstain from the use drugs.

One participant noticed that her child has refrained from using drugs after he had attended the YES programme. The following are her responses:

*He has changed a lot........... The children of his age are smoking dagga and doing all sorts of wrong things and he does not, he has been well behaved so far. I even went to the school and asked the teachers how his behaviour is. The teachers have praised him and are impressed with his behaviour. They are saying he does not give them problems; he is different from other children.*

O’Connor and Evans (1992:18) argue that giving people information about drugs will deter them from using them. The basic assumption here is that people take drugs out of ignorance of their effects.
3.3.2.1.4 Involvement in recreational activities

One participant mentioned that her child spends his free time constructively after he attended the YES programme by participating in recreational activities. The following are reflection of her views:

*He has changed for the better. Now his behaviour is satisfactory. He spends his time in Maiden farm where he practices dance.*

Because recreational activities have a strong appeal for the children and the youth, delinquency is less likely to flourish in communities where opportunities for wholesome recreation are abundant and attractive than in cities or neighbourhood where adequate facilities are lacking. Children or young people engaged in play ground cannot at the same time be robbing a bank or breaking at someone’s else home, or perpetrating some other crime (Barnard, 1993:43)

3.3.2.1.5. Remorseful.

One participant mentioned that after her child came from the YES programme he showed remorse. The following is an expression of her observation:

*He used to tell us that he was remorseful; even if he has done something wrong he would refrain from that. He changed for the better; if you ask him not to do something, he won’t do it.*

3.3.3. PARENTS’ SUGGESTIONS ABOUT THE YES PROGRAMME

The parents suggested a number of strategies on how the YES programme can be adjusted to address the problem of inappropriate behaviour ‘displayed’ by their children. It became clear from the suggested that the role of correcting inappropriate behaviour in children has been shifted away from parents and families to government institutions. This was unexpected in a rural community like that of Transkei, where the study was conducted. The parents were in consensus about the role that government should play in addressing children’s inappropriate behaviour. Surprisingly, no mention was made about their role and responsibility as parents and families in this regard.
Parent’s suggestion about the YES Programme was another theme that emerged from the study. The theme is subdivided into three sub-themes. These sub-themes have been addressed at a personal, family and community levels. Each sub-theme has its own categories.

3.3.3.1 PERSONAL LEVEL

The categories that emerged from this sub-theme are: Religion, extra mural and sporting activities, a sense of responsibility and education about human rights.

3.3.3.1.1 Religion

Probably the most important source of individual ethics is religion. Religion may be defined as a body of beliefs that addresses fundamental issues such as what life is and what is good and evil. Religion also provides moral guidelines and direction on how to live one’s life, for instance Christians are taught the Ten Commandments which prohibit certain behaviours defined as morally wrong. Religious ethics are of course much broader than simply Christian ethics. Religions such as Buddhism, Judaism and Islam also provide a basis for ethics since religion provides explanations of how to live a good life. A basic principle that follows from this belief is that life is important and one must have respect for all things (Pollock, 1998:34)

Bezuidenhout and Joubert (2003:141) support this view by stating that children must also be taught moral, spiritual and civic values, since a decline can contribute to misbehaviour. Any opportunity to teach children positive values must therefore be utilised. An effective proactive strategy for preventing youth crime would be to offer programmes aimed at reinforcing and internalising positive individual traits such as discipline, trustworthiness, self respect, responsibility and good citizenship.

There is no doubt that religion has a task to fulfil with regard to crime prevention. The first and probably the most important thing that the church can do is to provide adequate
spiritual guidance. The church should therefore regard this task of spiritual guidance of the youth as a primary responsibility that it should carry out and reinforce at every possible opportunity. (Barnard, 1993:67)

Gross (1994:75) adds to this by stating that religious bodies should be enlisted in the development of stable characters, since true religion stands for law and order. Religious leaders who are concerned with the kernel of religion initiate and support all manner of social amelioration necessary to produce worthy citizens. They are generally deeply concerned with the well-being of the community as a whole and try to acquire a sympathetic understanding of the needs of men and women in all walks of life.

Religion establishes and maintains social control. It does this through a series of moral and ethical beliefs along with real and imagined rewards and punishment. Religion also maintains social control by mobilising its members for collective action (Kottac, 2004:579). One participant pointed out the importance of religion in helping children to be law abiding citizens. She suggested that children need to be taught what is right and wrong from the religious point of view. She makes the following assertion to put her point across.

_They must be taught that religion can also bring a child up, because it also helps in preventing violence and children need to know that a man next to Godliness (brother), should not be seen in street corners smoking and doing all these unacceptable things, taking drugs and stealing people’s things._

3.3.3.1.2 Extra-mural and sporting activity.

After the children have completed the YES programmes there is nothing that reinforce whatever they learnt in the programme. Youth groups and recreational facilities should be established in communities where these children come from. These youth structures can serve as a support system after the children have completed the diversion programme. They should be designed in such a way that they appeal to young people. The main purpose should be to educate and at the same time entertain. Drama groups, traditional dances, sporting activities and life skills can be incorporated as the activities of these
youth groups. Once a child excels in one or more of these activities, that will boost his or her self esteem and in so doing prevent similar wrong doing. Hopefully he or she will recognise that he or she has potential that should not be wasted.

Barnard (1993:49) supports this by stating that people with good self esteem do not get involved in criminal behaviour. They feel worthwhile and have the capacity to give and receive through life without becoming involved in delinquency, drug abuse and the likes.

Participants suggested that children should be involved in extra mural and sporting activities so that they can utilise their free time constructively. The following is a quote from the participant.

*I think they should be involved in sporting and extra mural activities like dance. That will help keep them busy and they will not have time to commit crime. In the programme sport, dance and drama should be included. That will help keep them busy. You will find that some of them are very talented and have special things that they are able to do. Each and every one of them will be able to show his or her special talent that they possess as individuals besides the things that I have just mentioned. For example, he is very interested in things like dance, do you see (laughing), he is very interested in things like that.*

Young people need to feel that they are useful, appreciated and of value. Special projects initiated and managed by young people themselves can help them gain a sense of self esteem and independence. Activities such as sport, music, dance and arts can help young people to gain insight into themselves, their worth and their ability to relate to others. Such activities which do help to divert young people from boredom can also help integrate young people into the wider community. (Barnard, 1993:45)

Bezuidenhout and Joubert (2003:142) add to this by stating that the aim of these programmes is to create a constructive mechanism for engaging young people in formations that contribute positively to the community. The programmes provide positive role models with whom children can identify.
3.3.3.1.3 Instill a sense of responsibility.

The idea behind diversion programme is to give the young people the second chance in life, but at the same time encourage them to be accountable for their actions. It is hoped that they will learn from their mistakes. Diversion programmes are based on the belief that young people need to be supported and they have the potential to change (Bezuidenhout and Joubert, 2003:195).

The following is a quotation from a participant stating the importance of communicating with children about their responsibilities:

*I think they should be taught how to behave and carry themselves with dignity. They should be taught to be responsible instead of roaming around. They should be taught to stay at home and help with house chores, even if at home the child is struggling financially. When a child shows some respect, it is my wish that my child should carry herself with dignity and spend more time at home. She should not be roaming around at night.*

3.3.3.1.4 Human rights education

South Africa’s new Constitution and Bill of Rights provides a framework for the protection of citizen rights. To address this, provincial departments of education should take action to ensure that constitutional education is a part of the new curriculum for general and further education (National Youth policy, 2000:30).

Participants felt that it is very important that children are taught about human rights. The following quote reflects their views:

*They must also be told what abuse is, because when we tell them do this, they say that we are abusing them. They always complain that we are abusing them. They also remind us about their rights. We are not allowed to discipline them. Children do not understand what abuse is. This abuse thing and this thing about their rights need to be explained to them. They must be told that they are abusing the parents if they do not want to be asked to help around the house. They also confuse us about these rights the children have. You need to tell them that when they do not help us around the house, they are abusing us as*
parents. They need to be told that when they do this and that, that will disappoint us as parents.

Gross (1994:10) states that although entitled to their rights, children should be taught that every right carries a corresponding responsibility and that people’s rights can, and often do, infringe on each other.

### 3.3.3.2 FAMILY LEVEL

The following categories emerged from this sub theme: communication, good parent child relationship, parental involvement and accountability.

The family is the core of society; when it breaks up or deteriorates, the stability of society as a whole is threatened. Different factors in the family life may have a contributing effect to misbehaviour or crime (Barnard, 1994:12).

According to Tshiwula (1998:46) the family represents the primary agent for socialisation of children. The family is the first social group a child encounters and the group with which children have their most enduring relationship. The family teaches social roles, moral standards, society’s laws and it disciplines children who fail to comply with those norms and values. Wilson (1995:45) adds to this by stating that the family is one of the key institutions binding the individual into the fabric of social life.

The family is regarded as the most important primary institution in the socialisation process of the child. The family provides role models, attitudes and values that the child can imitate and also offers potential protection against a hostile environment. A child gains his first experience of community life in the family. The nature of his experience contributes towards determining whether a child will reveal normal or antisocial behaviour eventually (Barnard: 1994:26).

Kupper-Wedepohl (1980:82) is of the opinion that the family and community pathology often contributes to the offender’s maladjustment in the first place. To treat him without
attending to family inadequacies and eradication of problem in his area of origin is to treat him in a vacuum.

Trojanowicz and Morash (1992:326) are of the view that positive changes depend on several factors like teaching the parents effective parenting skills. Lorraine (1994:36) supports this view by stating that one of the obvious ways of empowering parents is to provide them with advice and guidance on parenting. This is particularly true to mothers, who in most families carry the primary responsibility of parenting. Parents should be empowered to take charge of their lives and to be able to accept the responsibility of parenting.

The family unit is the most important institution for the education and socialisation of the child. Where interpersonal relationship skills are lacking, these should be taught not only to the offender, but also to those with whom he interacts, notably the family, neighbours and peers. The content of the programme should include topics like parent-child relationship. In so doing the parents will have a clear idea about their roles and responsibilities (Bezundenhout and Joubert, 2003:140).

Children’s rights as specified in the Convention on the Rights of a Child emphasise children’s participation and autonomy. The participation article (Article 12) in particular places higher value on individuality and freedom of self expression. Reference is repeatedly made to the role of parents and not that of the extended kin. This is the weakness of the article because extended kin plays a significant role in African communities.

In chapter one and subsequent chapters, the researcher repeatedly emphasised that a participant in this study had to be either a biological parent or a primary caregiver as, in African society, this person is entrusted with the responsibility of raising a child. Traditionally children were taken care of by the extended kin and were the pride of the whole community (Hammond-Tooke, 1974). Ndizimande (1985) refers to the extended kin as a multigenerational, interdependent kinship system which is wielded together by a
sense of obligation to relatives as well as a built-in mutual aid system for the welfare of its members and that of the community as a whole. In pre-modern societies with limited resource structures, it was imperative for every one to belong to a closely-knit group of people whose aid and support they could rely on for their physical, emotional and moral well-being as well as that of their families. Families were vigilant over their children since they were bound together by kinship that had a characteristic function of providing security and support at a family level. The resources of the extended family could be supplemented, reinforced and assured of continuity as long as the bonds of kinship were strong. Nowadays the tradition of retaining children within the extended family system is diminishing but still largely practised in a rural traditional-orientated society like that of the Transkei.

3.3.3.2.1 Communication

One of the most parenting practices is good effective communication. Communication is significant especially during adolescence when teenagers are striving to gain independence, yet retain close ties with the family (Forgatch and Patterson, 1989:129).

Children who have little or no discipline, guidance or parent-teen communication in their homes lack the emotional security, spiritual and humane influences that are so essential during childhood, since home discipline is fundamental to the formation of character (Gross, 1994:10).

Forgatch and Patterson (1989:129) support this view by stating that families should strive to create an atmosphere in which all family members feel free to discuss whatever topics they need to discuss. Flexibility in family communication allows the adolescent to express himself or herself. Adolescents need an opportunity for open and honest self expression. By developing and using good communication skills, sensitive issues that arise during adolescent stage, such as sexuality, drug or alcohol use can be addressed with greater comfort and success. Research has shown that adolescents who share more openly with their parents are less likely to experience behavioural problems.
One participant felt that children need to be taught the significance of effective communication and to maintain good relationship with other family members. The following is the suggestion as put forward by the participant.

Firstly, they should be taught how to relate to other people. I can see from him he cannot communicate with other children, although they live in the same house they are like strangers. How to communicate with other children is very important.

3.3.3.2.2 Good parent-child relationship

One participant mentioned that it is important for a parent and a child to maintain good relationships. The following quote reflects her concern.

There should be good parent-child relationships at home. Children will learn something from us just like we learnt from our parents. We learnt a lot from our parents that is why we are good parents to our children. Children should be free to voice their opinions and be free to communicate with their parents. That parent-child relationship should be strengthened. Parents should understand their children and visa versa. Children should say something, sometimes as parents we do not know if the children like the things we do or they do not.

Tshiwula (1998:50) is of the view that from birth parents fulfil an important role in a child’s life because they are the people that care and protect him. Parents share an affectionate bond with their children. The significance of this bond is that it has the power to share pro social behaviour. Based on the strength of this parent-child relationship, children are more likely to refrain from committing crime.

3.3.3.2.3 Parental involvement

The programmes should be designed in such a way that they address the individual needs of a particular child. The uniqueness of an individual should be acknowledged and nurtured. The role of parents or appropriate older persons can never be over emphasised in this regard. They should contribute to the designing of a programme by stating what
they would like to be assisted with in their parenting roles. One participant stated that parental involvement is very crucial as parents have an important role to play. The following is a quote from the participant.

*I think we as parents when the programme is not presented too far should be called and be involved more so that we can be able to give advice on how certain issues need to be addressed.*

**3.3.3.2.4 Accountability**

One participant felt very strongly that children need to be made accountable for their actions. She suggested that a community service should be one of the conditions an adolescent has to comply with when attending the YES programme. The following quote reflects her views:

*The social workers should also give them chores. Even the lazy ones at home should know that if they dared continue with breaking the law then they will know that they will have to water Botha-Sigcau buildings, flower beds and fix the unwanted weeds in order for them to know that things don’t come free of charge. There needs to be a sentence that you need to serve which will not be too harsh but one that will make sure that it won’t be easy for a child to commit the same crime again.*

Barnard (1993:44) argues that diversion programme should assist the young person to be accountable for his or her action so that he or she can be a contributing member of society.

**3.3.3.3 COMMUNITY LEVEL**

Kupper-Wedepohl (1980:6) states that citizen apathy contributes to the spread of crime. Going right into the community and raising citizen awareness and concern, getting them actively involved in supporting rehabilitative efforts to children with behavioural problems, has the potential of spreading the effect beyond the individual offender to the entire community. A positive by product of this citizen involvement could be the development of a bond of cohesiveness and belonging, carrying the thrust beyond the immediate program towards a situation where citizens work together towards the
common goal of improving the quality of their lives and becoming a more organised, stable community in the process.

Community initiatives, which are initiated and driven by young people and nurture their development are a fundamental developmental strategy. Community initiatives can be used to focus on youth health issues, unemployment concerns, as well as general support and counselling services. The promotion of community initiatives will involve a dual programme of support. It will first require the department of social development, in association with National Youth Commission, to prepare a programme of support which promotes self help and community youth development initiatives (National Youth Policy, 2000:46).

Barnard (1993:45) supports this by stating that young people need to feel they are useful, appreciated and of value. Special projects initiated and managed by young people themselves can help them gain a sense of self esteem and independence. Activities such as sport can help young people to gain insight into themselves, their worth and their ability to relate to others. Such activities will help to divert young people from boredom; they can also help reintegrate young people into the wider community.

Community based organisations can play an important role in preventing juvenile delinquency. This will address the problem of inaccessibility of diversion programmes. Young people should be encouraged to form youth organisations that deal with issues that affect them. These organisations should be formed by local people. The department of social development should advise them on how to access government funding so that they can start projects that will target young people at risk and those that are in trouble with the law. Barnard (1993:58) emphasises this by stating that schools should change their traditional function and become open to the community and being used as a support system to community members.

3.3.3.1 Community Policing
Community policing is a political strategy in which the police and police department are seen as members of the community. The basic idea is to create bonds of trust and reliance between police and the public. This approach requires officers to be open-minded, unbiased, and sensitive to the concerns and problems of others. Even if officers do not agree with a complainant’s viewpoint, they should try to listen and understand the problem. Police should display empathy, compassion and sincerity (Beito, 1999:290).

Bezuidenhout and Joubert (2003: 145) add to this by stating that a good relationship between the police and the community is an integral part of primary crime prevention strategy in general. Community Policing will never succeed if the youth do not trust the police and buy into the idea of partnership policing.

Barnard (1993:69) is also of the view that where police patrols are deployed on the basis of risk analysis, cover small areas and establish productive relationships with community residents, their effectiveness can be greater. The author emphasises that police need to be seen, known, and valued. Mini stations manned by one police officer and several volunteers located in the vicinity of community organisation can increase partnership and awareness of community policing.

The issue of visible policing came up from the one participant who felt that there should be satellite police station in their communities. The following quote highlights her suggestion:

_There are children here in the community who are smoking dagga as there is a lot of dagga here. The problem is that the Satellite Police Station was closed. It was easy for us to just report to them, but now it is difficult. If there can be visible policing these things could be much better, and as a community we need to get together and come up with strategies._

### 3.3.3.3.2 Fight against drugs and alcohol

Lorraine (1994:116) states that greater emphasis should be placed on mental health needs of children and young people displaying behavioural and emotional problems. Innovative projects with regard to drug and alcohol abuse should be initiated.
Alcohol and drugs came up as the main issue that needs to deal with at a community level if we are hoping to decrease the high rate of crime, especially crime committed by young people. The following are quotes that come up from participants to substantiate this:

They should be taught about the dangers of alcohol, alcohol is very dangerous. Even if the child is not arrested eventually alcohol is not good for one’s health. More emphasis should be on prevention of alcohol and drugs abuse. She used to smoke, but she is no longer smoking. Because we do not know which type of alcohol they use. People have cancer and liver problems because of alcohol. They are still very young and they should not be destroying their lives the way they do. There should be more emphasis on educating them about the dangers of alcohol and being able to carry themselves with dignity. These two things that I have just mentioned are very important.

I think more emphasis should be on drugs, dagga as it is a major thing that destroys their future...........

They need to be taught acceptable behaviour as children, how they are expected to behave. They must also be taught the dangers of involving themselves in something like drugs and the consequences of involving themselves in criminal activities as the way of living.

The main cause of crime in this community is the existence of many taverns. There are so many taverns; children learn wrong things from these places. There are about hundred and something taverns. I think there are one hundred and four taverns in this area alone, I can confirm that.

3.3.3.3 Importance of education

Two participants felt that children need to be taught the importance of education. The participants were of the opinion that if children can put more emphasis on their school work they won’t have time to engage in criminal acts.

They must be taught the importance of education. Even at school the teachers tell us parents, that we need to make sure that children are studying.

They should be taught the importance of education and not be too loyal to their friends and disregard whatever they are taught by their parents.

Education and training is a major priority in the development of young people, not because young people are often connected to the education system, but because it is
through education and training that young people can be better prepared for life. The personal development of the individual young person, along with the development of local communities and the country as a whole is inextricably linked to the provision of quality, appropriate and well managed education and training (National Youth Policy, 2000:28).

Article 11 of the African Charter on the rights of children states that children have a right to education and that no child under the age of 15 may be denied that right. Children in South Africa have a right to basic education. The South African Constitution and South African Schools Act (No 84 of 1996) were designed to make sure that this goal is realised. According to the Schools Act (No 84 of 1996), schools governing bodies should be established in every school. It also states that the governing body must adopt a code of conduct for learners. The Act further states that the code of conduct should create disciplined and purposeful school environment in which the child’s interest are protected. According to the Act, if a child is found guilty of misconduct he may be suspended by the governing body, this means he or she may temporarily not be allowed to attend school until the matter is resolved through a disciplinary hearing. This is in violation of the same right to education that is entrenched in the Constitution and also mentioned in the Act itself. The major loophole is that there is nothing in the Act that says a child might be referred for counselling or to attend a programme like the YES programme in an effort to correct his or her behavioural problems before disciplinary action is taken against a particular child.

Section 29 of the South African Constitution, states that every child has a right to basic education. Basic education is described as developing a person to a level of literacy. The Constitution further imposes an obligation on the state to provide education but many children are still turned away from school because of lack of affordability on the part of parents to pay for their school fees. There is also a great need for people to be educated about their rights and responsibilities, so that they can demand what is due to them.
3.3.3.4 Vocational training.

One participant suggested that children need to be empowered with skills especially those that are out of school, so that they will be able to find jobs and be self reliant. The following is a suggestion put forward by her:

*I think they should be taught vocational skills training, building and mechanical skills, welding and plastering. Do you understand what I am saying? Some of them are not good academically, but maybe with their hands they can do something constructive and they need to be encouraged in that.*

Employment and training programmes should be available for young people. A healthy attitude towards work can be cultivated during school years by arranging for pupils to work during school holidays. To be able do this, cooperation between the parents, community leaders and local business concerned should be enlisted (Barnard, 1993:64).

Harding (1987:140) argues that there is a relationship between rising unemployment and rising crime. The casual link between unemployment and crime is revealed as being particularly strong in respect of crime against property and among younger age groups. In simple terms unemployed people have ample time and opportunity to plan executive crimes. Frustrations and boredom associated with unemployment and low income may produce a motive for committal of crimes which may lead to financial gain. Barnard (1993:32) endorses this by stating that providing work to young people contributes to greater self-confidence, increased self esteem and the development of a sense of responsibility, characteristic of a person with a healthy personality development that the juvenile delinquent usually lacks.

Young women and men need to be equipped with a wide range and vocational and life skills, if they are to find and maintain employment. Specific training should be provided to address the multiple needs required by young women and men in order to get a job (National Youth Policy, 2000:37).
The major challenge for young people is poverty and unemployment. To be more effective diversion programmes should strive to improve the quality of life of the affected youth. That goal can only be attained by creating job opportunities for young people, especially those who are out of school. In that way the cause rather than the symptoms will be addressed. Young people can be linked to institutions like the Umsobomvu Youth fund to apply for funding and start sustainable income generating projects or small businesses. Obviously they will need to be trained and in the process, be empowered so that they can be self reliant.

Structured learnership, apprenticeship or traineeship opportunities must be provided to young men and women who are unemployed. These training opportunities should be vocationally oriented. Such programmes should be undertaken by the department of labour in close consultation and cooperation with employers. Employers should also be required to contribute financially to cover some of the costs of the programme (National Youth policy, 2000:39)

Although there seems to be a consensus about the provision of skills and job opportunity for young people in South Africa, children under the age of 18 years are not allowed to work. Section 28 of the South African Constitution (1996) states that children are not required or permitted to work. The Convention on the Rights of the Child places a limit on child employment at a minimum age of 15 and requires that no child under the age 18 be permitted to perform dangerous work, although it does not say which work is considered to be dangerous for a child. This is a vague statement, and open to different interpretations.

In support of the Constitution referred to above, the Basic Conditions of Employment Act No 75 of 1997, states that no one may employ a child under the age of 15 years. The major weakness in the Act is that it does not consider the fact that in South Africa there are child-headed families and street children who will be at a disadvantage if they are not allowed to work. These children will end up committing crimes in an attempt to survive.
Nicola (2005: 76) is of the opinion that it is a western notion that children should not be in full time employment until their late teens.

3.5 CONCLUSION

In this chapter the demographic profile of the respondents and the research findings that emanated from the process of data analysis were presented. The following themes, sub-themes and categories emerged from the process of data analysis:

The first one dealt with the experiences of parents about their children’s behaviour before they attended the YES programme. A sub-theme that emerged from this main theme was unacceptable behaviour with the following categories, namely, enjoyment of street life, display of aggressive behaviour, lack of responsibility, abuse of drugs, peer group pressure and involvement in criminal behaviour. The second theme dealt with parents’ experiences of their children’s behaviour after they attended the YES programme. A sub-theme that emerged from this main theme was behavioural change with the following categories, namely, a sense of responsibility, a sense of self-worth, abstinence from the use of drugs, involvement in other activities and remorsefulness. The third theme dealt with parents’ suggestions about the YES programme and the following themes, sub-themes and categories were presented at personal, family and community levels: religion, extra-mural and sporting activities, a sense of responsibility, education about human rights, communication, good parent-child relationship, parental involvement, accountability, fight against drugs and alcohol, community policing, vocational training and significance of education.

In the next chapter the researcher presents a summary of the design and methodology of the study, the aims of the study are revisited, the main findings of the study are highlighted and recommendations from the point of view of the research, policy and service are presented.
CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

In chapters one and two the researcher provided an introduction to the research process. The focus was on the research methodology that was utilised in the execution of this research study. The researcher provided details of the research design and the methods of data collection that were utilised in the study. In chapter three of this research study the findings were discussed. The purpose of this chapter is to provide: a summary of the research methodology that was utilized in conducting the study; a summary of findings concerning the experiences of parents whose children have completed the YES programme and conclusions and recommendations.

4.2 RESEARCH DESIGN AND METHODOLOGY

4.2.1 The qualitative paradigm

In this study the researcher used qualitative research method in an attempt to explore the experiences of parents whose children have completed the YES programme. According to Fouche and Delport (2002) in De Vos (2002:79) qualitative research refers to research that elicits participant’s account of meaning, experiences or perceptions. It also produces descriptive data in the participants’ written or spoken words.

Based on the above mentioned facts a qualitative approach was more appropriate for the study. The researcher suggests that qualitative approach should be selected when the exploring topics that have not been researched. It is further suggested that the novice researcher studies extensively about qualitative approach before embarking on the study if he or she has opted for a qualitative approach, in order to familiarise himself or herself with the principles and strategies applicable to a qualitative study.
4.2.2 Explorative, descriptive and contextual design.

Explorative, descriptive and contextual designs were used in this study. This study was explorative because little is known about the experiences of parents whose children have attended the YES programme. The researcher suggests that this design be utilised when one is exploring the experiences of people.

The purpose of a descriptive design is to describe rather than to introduce or manipulate predetermined variables. A descriptive design was used in order to describe the research findings. Contextual design was implemented as the participants were being studied in their natural environments.

4.2.3 Participants and selection procedure.

Purposive sampling techniques were used to recruit eight participants from the caseload of Probation Officers in the employment of the Department of Social Development at King Sabatha Dalidyebo Municipality. For participants to be included in the study a person had to be the biological parent, the primary care giver or a member of the extended kin of the child who has been staying with the child for at least a year before and after he or she finished the YES programme. Permission to conduct the research study was obtained from the Area Manager of the Department of Social development at King Sabatha Dalindyebo Municipality before the study commenced. This enabled the researcher to have access to the files of the respondents and select the participants.

In addition to the letter submitted to the Area Manager of the Department of Social Development at King Sabatha Dalidyebo Municipality, the researcher personally requested permission to conduct the research study. This provided the researcher with the opportunity to explain verbally the purpose of the study and was also in a position to answer some of the questions that might be raised by the area manager.
4.2.4 Data collection.

For the purpose of the study the researcher selected semi-structured interviews as the main method for data collection. The researcher had a set of predetermined questions which formed part of an interview schedule. The participants were contacted in advance to confirm the place and the time of the interview. The researcher ensured that the venues were the places where the participants felt comfortable. All interviews were conducted at the homes of the participants. The researcher informed the participants how he obtained their names. They were also informed about the purpose of the study and that they were not obliged to participate. The researcher explained to the participants in detail why they were requested to participate in the study. Interviews were conducted in Xhosa, as all the participants were Xhosa speaking.

From this, one could suggest that if a similar study is to be conducted, use of the home language of the participants is advisable as this will facilitate communication between the researcher and the participants.

4.2.4.1 Audio taping interviews.

Recording an interview ensures that the needed data is captured. During the interviews the researcher made use of a tape recorder to record the interview. Before the use of the tape recorder, the researcher first asked for permission from the participants to record the interviews. Immediately after the interview the researcher transcribed the interview before moving to the next interview.

It is suggested that during the interviews, a tape recorder be used in order to capture all that was said during the interviewing process.

4.2.4.2 Pilot study.

The researcher conducted a pilot study before the main study commenced. Two
participants were selected for the pilot study. The pilot study gave the researcher an opportunity to try out the interviewing schedule with a small number of participants. The pilot study also enabled the researcher to come to grips with some of the practical aspects of conducting the main study. It further assisted the researcher in identifying possible deficiencies he might experience when conducting the main study.

**4.2.5 Tesch’s eight steps of data analysis**

In analysing the data collected during the semi-structured interviews, the researcher used eight steps of Tesch’s framework for analysing qualitative data. A consensus discussion was held between the researcher and the independent coder to compare her results of data analysis and those of the researcher. The researcher is of the view that novice researcher should familiarize himself/herself with Tesch’s approach as it provides a framework for data analysis.

**4.2.6 Guba’s model of trustworthiness.**

The researcher used Guba’s model of assessing the trustworthiness of the findings. This model is recommended in ensuring that the trustworthiness of the study is established.

**4.3 SUMMARY OF THE RESEARCH FINDINGS**

Three main themes along with sub-themes and categories were identified during the process of data analysis and the summary of them is presented below:

**4.3.1 Parents’ experiences of their children’s behaviour before they attended the YES programme.**

Unacceptable behaviour was reported to be a major issue that bothered parents about their children before they attended the YES programme. Participants felt that their children were getting out of hand and their attempts to correct their behaviour were
unsuccessful. Children’s behaviour was unbecoming to such an extent that parents felt they could not control them. The unacceptable behaviour displayed by their children ranged from not listening to their parents, breaking family rules and to being very disrespectful to their parents.

- **Enjoyed street life.** Participants in the study mentioned that their children spent most of their time on the streets with friends. Children had a tendency to leave for days without informing parents about their whereabouts.

- **Displayed aggressive behaviour.** Participants reported aggressive behaviour displayed by their children as very disruptive to family life. Participants felt that the inappropriate aggressive behaviour displayed by their children affected all people in the family especially the younger siblings of the children who completed the YES programme. Aggressive behaviour according to the participants was worsened by the fact that children do not want to be reprimanded.

- **Lack of responsibility.** Participants reported that their children were very irresponsible before they attended the YES programme. They did not want to help with house chores, were very troublesome and ‘displayed’ inappropriate behaviour.

- **Abuse drugs.** Drug abuse was stated by participants as of great concern. The participant was concerned because she felt that it has affected her child’s behaviour as he acted very strangely when under the influence of substances.

- **Peer group pressure** was stated by participants, as a major push factor that leads children to be involved in social evils outside the home environment. Participants felt their children got bad influence from their friends. They got too loyal to their friends and in the process disregarded whatever they were being taught at home.
Involved in criminal behaviour. Participants reported that their children were involved in criminal activities before they attended the YES programme. Children committed a number of offences ranging from stealing to destroying other people’s properties.

4.3.2 Parents’ experiences of their children’s behaviour after they attended the YES programme

- Behavioural change. This theme emerged very strongly as participants reported a noticeable change in their children’s behaviour after they attended the YES programme. Participants commended the YES programme as they felt that their children learnt how to behave in an acceptable way.

- A sense of responsibility. Participants reported that their children acted more responsibly after they attended the YES programme. They were very helpful around the house in helping with house chores.

- Involvement in recreational activities. It was reported by participants that children spent their free time constructively by involving themselves in sporting and extra mural activities after they attended the YES programme.

- Remorsefulness. It was reported by participants that children showed remorse for their actions that led them to being arrested.

4.3.3 Parents’ suggestions about the YES programme.

- Religion. Participants suggested that in the YES programme children need to be taught about religious principles. They were of the view that if children can be taught religious, moral values and ethics that will
prevent them in committing crime, they will be able to distinguish right from wrong.

- **Extra mural and sporting activities.** Participants suggested that children need to be involved in extra mural and sporting activities when they attend the YES programme. The participants were of the view that this will help children to utilize their free time constructively. That will also help to enhance the talent that children have as individuals.

- **Instil a sense of responsibility.** Participants suggested that children need to be taught to be more responsible and be encouraged to be accountable for their actions. They suggested that as part of the YES programme children should be given tasks to perform for the benefit of the community without remuneration.

- **Drugs and alcohol abuse.** It was suggested that as part of the YES programme children need to be taught about the dangers of drugs and alcohol. The importance of education on drugs and alcohol was also mentioned by participants as an important thing that should be instilled in the minds of children when they attend the YES programme.

- **Vocational training.** Participants suggested that children should attend vocational training programme. They were of the view that this will help address the main causes of committing crime.

- **Effective communication.** Participants also suggested that in the YES programme children need to be taught how to communicate with other people in an acceptable way. Good parent-child relationship was regarded by participants as very important. They suggested that as part of the YES programme, good parent-child relationship should be encouraged and strengthened, and parents should be involved in the YES
programme. They should have a say on what they think their children need to be taught in the programme.

- **Human rights education.** More than half of the participants suggested that children when attended the YES programme need to be taught about human rights. They felt that children need to understand that other people have rights as well and they are not allowed to infringe on the rights of other people. Children need to be taught to be more considerate of other people and not just think of ‘servicing’ their selfish interest.

### 4.4 MAJOR FINDINGS OF THE STUDY

This study has attempted to approach the YES programme from the point of view of the parents’ attitude about it, as against content as embraced in the recent study by Cupido (2004) cited in chapter 1, entitled: Analysis of the Implementation of Diversion Programme for Juvenile Offenders”. The study focused on the implementation of, as well as identifying problem areas associated with the YES programme. The aim of the study was to make a judgement on the merit of the programme. The focus was only on the content of the programme. The parents’ experiences regarding the YES programme were not explored.

One of the significant findings of this study is the seemingly upcoming culture of lack of respect for authority on the part of the youth of today. Whilst this was unexpected from the children of a rural background, it would seem that perhaps this has been exacerbated by giving prominence to a culture of human rights, notably children’s rights, highlighted by the new political dispensation. June 16, 1976 has become one of the most significant events in the South African calendar. Deemed as a positive revolutionary day in South African history, lies the prevalent reality of disrespect for law and authority by the maverick youth of this country. However, this ‘victorious day,’ as hailed by many South African citizens, not only authenticate the necessary struggle for equal education, equal
human rights and justice for all, but pronounced a whole generation of valorous young people that fail to see the significance of authority and respect as a perceived ‘way of life’. Where fundamental values such as fear of God and respect for authority are regarded as pivotal for the South African youth of today, today’s youth continue to dictate their terms on the ‘human rights wagon’ as evidenced in the results of this study. Suggestions put forward by parents attest to this as they ‘move’ a vigorous drive for human rights for the benefit of us all.

Another major finding of this study is that the traditional function of families, notably, socialisation of young people within the family structure is on the wane. The family in traditional African society, and in fact in all societies, used to play a significant role in raising children and in instilling moral values. It transpired from this study that this responsibility of the family has been shifted to other structures outside of the family unit. Participants in this research study, who were biological parents or primary care givers of children who had completed the YES programme, were in consensus about the role that government should play in addressing children’s inappropriate behaviour, as if abdicating their responsibility as character builders. Surprisingly, no commitment on their part was made about their role as parents and families in this regard.

For families to function effectively, Hoffmann (1990) identifies three continuums along which societal efforts to promote family life should move. These are ‘the institutional/residual continuum, the developmental/preventative/curative/rehabilitative continuum and the people changing/environment-changing continuum” (Hoffman in 1990: 21-25 in McKendrick, 1990). This trilogy of continuums will be used to explore means to promote family functioning.

At the residual end of the continuum formal societal services for families come into play when the family can no longer render its caring and nurturing functions. Available state services would be a reaction to failed system of family support. Services from an institutional point of view would be woven into the fabric of society and be available to all families and children, irrespective of whether they are in need or not (Hoffman,
1990:210). The residual approach would be regarded as perpetuating a myth of autonomous and self-sufficient family which is able to provide for its needs with a minimum of outside resources. This is certainly not true in developing and disadvantaged communities like those of the Transkei, with families experiencing problems like the ones indicated in this study and many other problems that would lead to family disintegration, unless the state intervenes appropriately.

Developmental and preventative services aim at enhancing the quality of family life while at the opposite end of the continuum rehabilitative services are concerned with chronic needs and problems of families. A related objective of development and preventative services in promoting family welfare is to empower family members in order for them to grow and develop into responsible adults who will contribute meaningfully to society, as envisaged in this study. Developmental intervention, as an ongoing process, focuses on the provision of community and societal resources in order to meet the basic needs of the families. Moving from a curative/rehabilitative stance to a developmental and preventative focus means a move away in emphasis from problemed to non-problemed families. While deserving encouragement since prevention is preferred to cure, a preventative developmental approach may be difficult to apply in practice especially with disadvantaged African families which have been riddled by years of colonialism, racism and apartheid.

Social intervention with families targets people-environment changes that seek to strengthen the coping capabilities of individual family members as well as influence the environment with which the family interacts (Hoffman, 1990:24). In line with the political dispensation, the developmental approach has been echoed along the corridors of social welfare in South Africa (Gray, 1997; Rankin, 1997). Both Gray and Rankin believe that South African welfare system should change its orientation from a treatment to a preventative perspective. They both believe that development means provision of resources especially to those members of society who are disadvantaged whilst at the same time empowering them for the enhancement of their functioning either as individuals or as members of families and of the larger society.
4.5 CONCLUSIONS

In approaching the ‘tail’ of this study, and taking cognisance of the discussion on the major findings of this study, the researcher would like to conclude as follows:

- That the summary of chapters one and two in which the aims and objectives of the study were outlined, was provided, in order to contextualise the study;
- That a summary of chapter three, in which the findings of the study were presented, and a discussion of the main findings of the study which flow from the thrust of the study, was highlighted;

The researcher believes that the overall aim of the study which is:
‘To explore and describe the experiences of parents whose children have completed the YES programme’ has been attained.

4.6 LIMITATION OF THE STUDY

The limitation of this study is that the only similar study that has been conducted is that Cupido (2004) as cited in chapter 1 entitled: Analysis of the Implementation of Diversion Programme for Juvenile Offenders”. The study focused on the implementation of, as well as identifying problem areas associated with the YES programme. The aim of the study was to make a judgement on the merit of the programme. The focus was only on the content of the programme. The parents’ experiences regarding the YES programme were not explored. The aim of this study was to fill this gap and establish the experiences of parents whose children have completed the YES programme.

4.7 RECOMMENDATIONS

- It emerged from the study that the YES programme falls short in addressing some of the issues that cause children to commit crime. It also transpired from the study that there was some positive behavioural change in children after they completed the YES programme. Since it became clear from the findings of this study that the
YES programme needs to be adjusted to address specific needs of children within their contexts, notably those of their families and communities, it is recommended that a holistic approach to address the problems of young people in this country be developed.

- It is highly recommended that the content of the YES programme should incorporate a whole range of topics on human values and human rights, notably children’s rights and responsibilities, parental rights and responsibilities, parent-child relationship, effective communication between parents and children in order for children to become educated on issues that embrace the rights of all people. This is of great significance to the South African youth to whom the topic of human rights is still a ‘thorny’ issue.

- The value of preserving family life in the Transkei and in the broader South Africa should be given the priority it deserves by all those who are committed to a prosperous future for all families in this country.

- Parents or primary care givers of children, who are involved in the YES programme, need to be consulted in advance to determine their specific role and problems of their children. They should have a say on what they think their children should be taught when they attend the YES programme. Parents should be involved in the YES programme, as it became clear during the study that problems that are experienced by their children emanate from their families and communities.

- Since family life is fundamental in society, family life should be strengthened through community development programmes that seek to address family problems of any nature, namely, material, psycho-social, economic, to mention just a few. Community development programmes should address fragile families through community development approaches that are comprehensive and
integrated. These approaches should also seek to empower families so that they are able to deal with future problems.

- It is also recommended that children, especially ‘school drop-outs’, need to be empowered with skills so that they will be able to find jobs and be self-reliant. ‘School drop-outs’ should be involved in income-generating projects. In that way job opportunities will be created for young people and thus be able to sustain themselves.

- After completion of the YES programme, which lasts for eight weeks, children should be involved in continuing educational programmes that will help to reinforce whatever they have learnt in the programme. They should be involved in extra mural and sporting activities. This will enable them to spend their free time constructively.

It is recommended that future research in this field focuses on the following:
The YES programme is normally used as a diversion programme for children who committed petty offences. Children who committed serious offences do not qualify for the programme as a diversion option, they can only be referred to the YES programme as part of a sentence after they have been convicted. It would be interesting to know if the YES programme will have an impact on children who are considered as having serious behavioural problems. A study that will focus on the effectiveness of the YES programme as part of a sentence for children who are convicted of serious offences is therefore recommended.
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Dear participant

You are being requested to participate in a research study. You will be asked to give your written informed consent to participate, by signing and dating the form and putting your initials against sections to indicate that you understand and agree to the conditions. You have the right to ask questions concerning the study at any time. You should also report to the researcher any new problems during the study. The telephone numbers of the researcher are provided in the informed consent form. Call these numbers if you have any worries or problems about the study.

Also this study has been approved by the Human Ethics Committee. This is a group of independent experts whose responsibility is to ensure that the right of the participants in research are protected and that the study is carried out in an ethical manner. The study cannot be conducted without the Human Ethics approval. The Human Ethics Committee can also answer any questions about your rights as a research subject.

You can call them on this number if you have questions.

Name ....................................................
Telephone number...................................

If you are not happy about their response you can write to

The South African Medical Research Council
P O BOX 19070
Tygerberg
7505

Participation in the research is completely voluntary. You are not obliged to take part in the research. If you agree to take part, you have the right to change your mind at any time during the study. You are free to withdraw this consent and discontinue participation without penalty or loss of benefits. Your identity will remain confidential.

...........................................
Yours sincerely
Mzali obekekileyo


Okunye okubalulekileyo okufane ukwazi kukuba lentlolovo iphunyezwe yi Research Ethics Commitee (Human) yale Dyunivesith i. Kule RECH kukho iingcali eziqinisekisa ukuba amalungelo abo bathi bathabatho inxaxheba akhuseleleke, nokuthi ntlelolelo le iqhutywa ngendlela efanelekileyo. Le ntlolo ayinaakuqhuba ingakhange iphunyezwe yi RECH. Imibuzo okanye izikhala zokubeka malunga naselololo imokuthi ithunyelwe kwi Research Ethics Committee (Human) okanye onokutsalela intsumpa ye Research Management kule nombolo (041) 504-4536. Ukuba akukho mntu onokukunceda unokuhalela kuledile: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031.

Akonyanzelekanga ukuba uthabathe inxaxheba kule ntlolono. Ukuba uthe waggiba ekubeni uthabathe inxaxheba unalo ilungelo lokuba uyeke naninina ngaphandle kokuba ufumane isohlwayo okanye uphulukane nezinto onelungelo kuzo. Ukuba uthe wayeka kule ntlolo, unako ukubuya xa kuzokwenziwa imiwo zokuhlobana nokuthi kugqitywe lentlolomvo ngendlela efanelekileyo. Ukuba uthe awalandela imiqathango okanye kubekho utshintsho embilweni yakho, kangangokuba umphandi abone kungafanelekanga ukuba uqhuba neselololo, oluphando luncorhoxiswa. Lentlolovo inokurhoxiswa nangaliphina ixesha ngumphandi okanye iResearch Ethics Committee (Human). Nangona igama lakho liyakugcinwa liyimfihlo iziphumo zalantlolovo ziyakwaziswa kwinkongolo okanye zishicilelewe. Lencwadi ikwazisa malunga nale ntlolo ihambisana nemithetho ebekiweyo.

Ozithobileyo
Umphandi
The Area Manager
Department of Social Development (KSD)
P/Bag x 6000
Mthatha
5900

PERMISSION TO CONDUCT A RESEARCH STUDY

This is a letter of request to conduct a research study. I am doing my Master’s degree in Social Work (Social Development and Planning Programme) At the Nelson Mandela Metropolitan University. The aim of the proposed research is to explore and describe the experiences of parents whose children have completed the diversion programme in order to make recommendations to Probation Officers, Social Workers and people who facilitate the diversion programmes. The study will focus on the Youth Empowerment School programme (YES Programme) because it is the diversion programme that is used most in the Eastern Cape and at King Sabatha Dalidyebo Municipality in particular.

While conducting the research the researcher will adhere to the Professional Code of Ethics of the South African Council for Social Service Professions of which he is a registered member. The study has been approved by the Faculty’s Advanced Degrees Committee. This is a group of independent experts whose responsibility is to ensure that the rights of the participants in research are protected and that the study is carried out in an ethical manner.

Participation in the research is completely voluntary. Potential participants will not be obliged to take part in the research. If they agree to take part, they will have the right to withdraw their participation at any time during the study. The participants will be requested to sign a consent form before they participate in the study. By signing the form the participants are assured that their rights will be protected during and after the study has been completed. The participants will also be informed as to why it is important for them to participate in the study. They will also be assured that the information that they divulge to the researcher will be kept confidential. The participants will also be informed that they are free to withdraw this consent and discontinue participation without penalty or loss of benefits. The identity of the participants will remain confidential. The research will not interfere with the normal working hours as it will be conducted on weekends.

You are therefore requested to respond in writing. Hoping that this request will receive your kind and prompt consideration.
Yours sincerely

APPENDIX: C

NELSON MANDELA METROPOLITAN UNIVERSITY
INFORMATION AND INFORMED CONSENT FORM

<table>
<thead>
<tr>
<th>Title of the research project</th>
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<tbody>
<tr>
<td>Reference number</td>
</tr>
<tr>
<td>Principal investigator</td>
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<tr>
<td>Address</td>
</tr>
<tr>
<td>Postal Code</td>
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<td>Contact telephone number</td>
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**A. DECLARATION BY THE PARTICIPANT**

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I, the participant and the undersigned, declare my names and ID number to be as follows:

(full names)

(ID number)

Address (of participant)

A.1 I HEREBY CONFIRM AS FOLLOWS:

1. I, the participant, was invited to participate in the above-mentioned research project that is being undertaken by

   of the Department of

   in the Faculty of

   of the Nelson Mandela Metropolitan University.

2. The following aspects have been explained to me, the participant:

   2.1 **Aim:**
### 2.2 Confidentiality:
My identity will not be revealed in any discussion, description or scientific publications by the investigator.

### 2.3 Access to findings:
Any new information/or benefit that develops during the course of the study will be shared with me.

### 2.4 Voluntary participation/refusal/discontinuation:

<table>
<thead>
<tr>
<th>My participation is voluntary</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>My decision whether or not to participate will in no way affect my present or future care/employment/lifestyle</td>
<td>TRUE</td>
<td>FALSE</td>
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### 3. The information above was explained to me/the participant by

<table>
<thead>
<tr>
<th>in Afrikaans</th>
<th>English</th>
<th>Xhosa</th>
<th>Other</th>
</tr>
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and I am in command of this language/it was satisfactorily translated for me by

(name of translator)

I was given the opportunity to ask questions and all these questions were answered satisfactorily.

### 4. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.

### 5. Participation in this study will not result in any additional cost to myself.

---

### A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT

Signed/confirmed at

<table>
<thead>
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<th>on</th>
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Signature of witness

Signature or right thumb print of participant

Full name of witness
B. STATEMENT BY THE INVESTIGATOR

I, .......................................................................................................................................................... declare that

- I have explained the information given in this document to
  (name of participant)

- he/she was encouraged and given ample time to ask me any questions;

- this conversation was conducted in  
  Afrikaans  English  Xhosa  Other
  and no translator was used / this conversation was translated into
  (language) by

- I have detached Section D and handed it to the participant
  YES  NO
  Signed/confirmed at
  on
  20

Signature of interviewer
Signature of witness
Full name of witness

C. DECLARATION BY TRANSLATOR
I,
I.D. number
Qualifications and/or
Current employment

confirm that I

- translated the contents of this document from English into
  (indicate the relevant language) to the participant/the participant's representative;

- also translated the questions posed by
  (name)
as well as the answers given by the
  investigator/representative; and

- conveyed a factually correct version of what was related to me.

Signed/confirmed at


I hereby declare that all information acquired by me for the purposes of this study will be kept confidential

Signature or right thumb print of translator

Signature of witness

Full name of witness

D. IMPORTANT MESSAGE TO PARTICIPANT

Dear participant

Thank you for your participation in this study. Should, at any time during the study:

- an emergency arise as a result of the research, or

- you require any further information with regard to the study,

kindly contact
at telephone number