

**THE ROLE OF THE PRISON SOCIAL WORKER  
WITH SPECIAL REFERENCE TO THE IMPLEMENTATION  
OF A  
PROBLEM-SOLVING TREATMENT PROGRAMME  
FOR  
JUVENILE DELINQUENTS  
AT  
ODI DISTRICT PRISON IN BOPHUTHATSWANA**

by

**BITSANG JOYCE MATSHEGO**

**DISSERTATION**

submitted in accordance with the requirements

for the degree of

**MASTER OF SOCIAL SCIENCE IN SOCIAL WORK**

in the

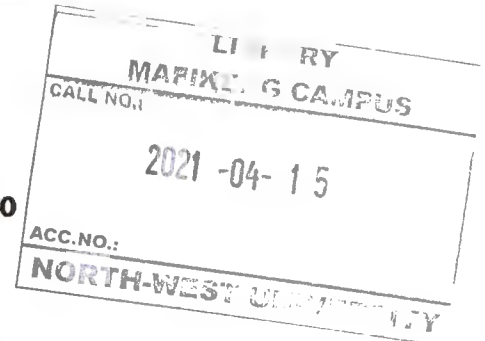
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**SUPERVISOR: DR M de CHAVONNES VRUGT**

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## DECLARATION

"I declare that the dissertation for the degree of Master of Social Science in Social Work at the University of Bophuthatswana hereby submitted, has not previously been submitted by me for a degree at this or any other University, that it is my own work in design and in execution and that all material contained therein has been duly acknowledged".

*Matshego B.J.*  
MATSHEGO BJ

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Mrs BJ Matshego

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## A B S T R A C T

It is of primary importance to the Bophuthatswana Prisons Service, like it is to other institutions with the similar objectives of rehabilitation of offenders, to look into various ways of promoting the reintegration of these offenders to their communities.

Social Work Services within this system play a major role to realize this goal. The prison social workers employ the different methods of social work in their treatment programmes with the main purpose of preparing offenders while in prison for readjustment into their communities after release.

Problem-solving as a process can be used by both correctional social workers and the social auxilliary workers where the former will be engaged in therapeutic programmes while the latter engage in educational programmes with offenders. Intervention by and involvement of external social workers, family members, and community speakers or experts in particular fields of study will also contribute to effectiveness of treatment programmes.

This study was therefore based on the problem-solving model where juvenile delinquents in particular were exposed to a problem-solving treatment programme with the main purpose of counselling them on factors contributory to the acts of delinquency how to prevent those acts, and to put the role of the prison social worker in the correct perspective.

## CHAPTER 1

### ORIENTATION

#### 1.1 INTRODUCTION

Delinquency and crime are major social problems of modern society. These social problems are not only of concern to the society and victims, but to all the people who are concerned of the present and the future implications of such anti-social behaviour (Skidmore and Thackeray, 1982, p. 246).

The increasing amount of anti-social behaviour, as Skidmore and Thackeray (1982, p. 246) state, has resulted in an increase of thirty-nine per cent (39 %) in serious crimes in the United States of America. This increase in serious crimes and offences, according to FBI reports are those of between 1970 and 1979 where murder increased to twenty-three per cent (23 %), forcible rape to eighty-four per cent (84 %), burglary to twenty-eight per cent (28 %), and violent crime to forty-seven per cent (47 %). Economically, delinquency and crime are costly to the state.

Delinquency and crime in Bophuthatswana are also following the same trend as in other countries. As a third world and developing country, Bophuthatswana is also under-going changes.

Neumeyer (1961, p. 4) states that these changes in the social inter-action and social processes constitute the core of human lives, where social problems such as delinquency and crime in such changing societies tend to increase.

In the Annual Report of the Commissioner of Bophuthatswana Prisons Service (1987, p. 4) it is stated that social workers in this service have started to address the problems surrounding juvenile delinquency. There is also a concern and need for the application of more effective treatment programmes for prisoners by particularly professional social workers (1982, p. 12 and 1984, p. 11). The authorities identified a need for reinforcement of counselling programmes and the reduction of other services with which social workers have been burdened (1983, p. 4 and 1988, p. 12).

The history of Social Work services within the Bophuthatswana Prisons Service started later than 1977 after this service was established. Professional social workers' period of service fluctuated and as a result the social work services have been unstable and non-continuous. This state of instability and non-continuity has prompted researcher to undertake the study in order to improve the image of Social Work in prison by improving the treatment programmes for prisoners, particularly for the juvenile delinquents.

According to Skidmore and Thackeray (1982, pp. 249-251) re-direction and re-education of persons who have demonstrated anti-social and illegal behaviour are complex matters requiring time and skill.

Corporal and physical punishment have been relegated to history and the emphasis is now on bringing about positive changes in behaviour patterns. Offenders need assistance over a period of time and in a series of interviews. They need guidance in making effective use of community resources after their release from prison. It is therefore also the researcher's motivation to use the problem-solving model as the basis for the treatment programme on juvenile delinquents. The Group Work method of Social Work will

be emphasized to be in line with the policy of the Bophuthatswana Prison Service.

## 1.2 OBJECTIVES

The following are the aims and objectives of this study:

1.2.1 To establish the knowledge, acceptance and importance of the role of social workers within the Bophuthatswana Prison Service from its management personnel.

1.2.2 To evaluate the interpretation of the role of Social Work within this service by its social workers.

1.2.3 To design, apply, evaluate and recommend a social work treatment programme for juvenile delinquents in this service.

## 1.3 STATEMENT AND SIGNIFICANCE OF THE PROBLEM

The Prison Service in Bophuthatswana is a fairly new service. It originated in 1977 during which year Bophuthatswana became independent from the Republic of South Africa. This comprises of Prisons Headquarters in Mmabatho and presently three prisons, namely: Bophuthatswana Central and Mafikeng Prisons in the Molopo Region and Odi Prison in the Odi Region. The service falls under the Minister of Law and Order. The Commissioner heads this service.



In the report by the Commissioner of Bophuthatswana Prisons Service (a report on a visit to Prisons Abroad: Israel, West-Germany and England, 1984, p. 4) it is mentioned that there is a need for an indepth study of treatment programmes. The report furthermore mentions that the prison personnel have to determine whether they are maintaining the standard as set out in the Standard Minimum Rules for the Treatment of Offenders.

The statistical reflection of juvenile delinquency in Bophuthatswana prisons according to the Annual Reports from 1980 to 1988 indicates that there is generally an average of 17,0 % of offenders under the age of and including 20 years as compared to the total population of their offenders.

It is therefore this expressed need for effective treatment programmes for prisoners by professional social workers, the researcher's interest in providing effective treatment programmes to juvenile delinquents in particular, together with researcher's wish to improve accountability and efficiency by the prison social workers in the rehabilitation of offenders, which have prompted and motivated researcher to undergo this study. As Polansky, (1979, p. 25) points out, the state of discomfort "Constitutes the motivating pressure to do something about a situation".

#### 1.4 HYPOTHESES

The major hypotheses to be tested are as follows:

1.4.1 The knowledge, acceptance and importance of the role of the prison social worker are not as known, acceptable and important to the prison management personnel as their role within the prison system.

1.4.2 The prison social workers do not evaluate and interpret their role within the prison system as they should professionally.

1.4.3 The exposure of juvenile delinquents to a social work treatment programme will increase their knowledge of the role of the prison social worker.

1.4.4 The juvenile delinquents will gain realistic insight into the factors which brought them to prison when exposed to the Social Work treatment programme.

1.4.5 Through exposure to the Social Work problem-solving treatment programme the juvenile delinquents will gain insight into healthy problem-solving ways.

## 1.5 LIMITATIONS

1.5.1 Some juveniles have been within the prison over some period of time and have been exposed to Group Work programmes similar to the experimental Group Work before.

1.5.2 Prisoners are being released at different times which researcher cannot ascertain beforehand and some of the respondents may not complete their experimental programme.

1.5.3 During the course of the group meeting some prisoners will miss out. This state of affairs is unavoidable as there are other administrative obligations within the prison system such as attending outside court cases.

being liable for internal disciplinary charges, hospitalization.

1.5.4 Some prisoners have a tendency to go out to work and not come for social work group meetings. This form of absenteeism may also be caused by some of the personnel who may allow them to go out to work.

1.5.5 Cultural factors between the group-worker and the members as well as among themselves may hamper effective communication during the group discussions.

1.5.6 Due to unavailability of resources juveniles do associate with adult offenders at various times and places, hence the influence from the association may affect the programme.

1.5.7 Researcher has personally administered the interview schedules to be filled in by the juveniles before and after the implementation of the programme. This may affect and have influence on the programme.

1.5.8 Management personnel were filling in the questionnaires on their own and without researcher's influence. This does not exclude the influence they may get from other social workers through consultation, about the role of the prison social worker.

1.5.9 There is no control group hence doubt will always remain on the outcome of the results of the programme to the juveniles.

1.5.10 Variables in the population of management personnel and the social workers concerning age, sex, standard of education and experience were not considered.

1.5.11 In the population of the juvenile delinquents only limited variables which may influence the effectiveness of the treatment programme could be considered.

## 1.6 DEFINITION OF CONCEPTS

### 1.6.1 Bophuthatswana

The Republic of Bophuthatswana is an independent state which attained its independence from the Republic of South Africa on 6 December 1977. Its population according to the 1980 census report was 2,5 million of which 1,3 million were living within the country. Two thirds of the 1,3 million were Tswanas, while a third consists of other racial groups. (Republic of Bophuthatswana statistics compiled by the Department of Economic Affairs, 1980).

The country as a third world country is developing. It has its distinctive culture, norms and values. There are twelve magisterial areas composing this country. The Prison Service is one of its state services falling under the Department of Law and Order.

By virtue of its multi-cultural nature this country's policy is the equal treatment of all persons, no matter their colour, race or creed.

### 1.6.2 Odi District Prison

This institution is one of the three prisons, presently in the Republic of Bophuthatswana. It is based within one of the twelve magisterial areas of

this country, namely: Odi region. This area is the most densely populated region of Bophuthatswana.

Odi District Prison is adjacent to both urban and rural areas of Bophuthatswana. As prisons may be classified into three different categories, namely: minimum and open, medium and maximum prisons, this one is both a minimum and medium prison characteristically as its inmates serve medium sentences which range to a maximum of six (6) years in general.

This prison started operating in 1983 and was established in terms of the Bophuthatswana Prisons Act, 1978 (Act No. 11 of 1978) as amended. It has been designed to accommodate about nine hundred (900) prisoners.

It accommodates sentenced, unsentenced, adult and juvenile prisoners. The staff establishment is ideally two hundred and eighty-eight (288) people.

#### 1.6.3 Juvenile Delinquent

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This concept varies considerably according to national and regional differences in background. It also varies considerably in different parts of the same country.

Where English legal precedents prevail, the lower age limit is usually fixed at either seven or eight years of age. The upper age limit is the dividing line below which a minor would not be considered capable of incurring liability. Some countries designate several age groups, each with a different emphasis on the several age groups, each with a different emphasis on the methods of treatment. (Neumeyer, 1961, p. 21). In terms of

the Bophuthatswana Prisons Act 1978 (Act No. 11 of 1978) a juvenile means any person under the age of twenty one years and includes any person above that age who by reason of his immaturity has been classified by the Commissioner as a juvenile. According to Neumeyer, (1961, p. 26) the following are descriptions of juvenile delinquents:

- The juvenile laws of various states add certain clauses to define a juvenile as e.g. a young person under a specified age who violates a section of the criminal code, is playing truancy, runs away from home, or is incorrigible, is considered a delinquent.
- A delinquent is a minor who has violated the law.
- The delinquent's actions of deviant behaviour is referred to as juvenile delinquency. In the broader cultural or social sense delinquency implies that the behaviour is in contradiction with the value demands of the dominant culture within which a given child lives".
- From a social psychological point of view, a juvenile is a delinquent because he conceives of himself as one. Once he has been labelled as such either officially or by the community his attitudes and behaviour change. This is due to the realization of the stigma as a law-violator or antisocial person.
- A juvenile delinquent is usually regarded as a problem child, although not all problem children are law-violators. The distinction is arbitrary, a matter of degree of gradual continuity, with the normal

merging with the abnormal, consequently becoming a social problem.

#### 1.6.4 Prison

Goffman, (1961, p. 15) defines a prison as a total institution, and as "a place of residence and work where a large number of like-situated individuals cut off from the wider society for an appreciable period of time, together lead an enclosed, formerly administered round of life".

The basic features of a prison are:

- It consists of particular aspects of life conducted in the same place under the same authority.
- Each phase of the inmates activities is being carried out within the company of others.
- Activities are tightly scheduled.
- These activities are being brought together into a single rational plan designed to fulfill the official aims of the institution.

The social arrangement in modern society, that individuals tend to sleep, play and work in different places, with different co-participants under different authorities and without an overall rational plan, is being opposed by the nature of the prison system. Its inmates have restricted contact with the outside world, while personnel is socially intergrated into the outside world.

Communication between personnel and inmates is necessary but controlled while taking decisions on their own life by prisoners is excluded. Each group sees each other in terms of narrow and hostile hybrids, such as personnel seeing prisoners as bitter, secretive, untrustworthy and prisoners seeing personnel as highflown and mean. Personnel feel superior and righteous, while prisoners feel inferior, weak and blameworthy (Goffman, 1961, p. 17 and 18).

The inmates of prisons form their own sub-culture as one group within one residential organization due to that prisons are social hybrids which are partly residential and partly formal. As these inmates have limited incentive where activities are being planned for them there exists some form of demoralization on their part (Goffman, p. 18 and 23).

## 1.7 THEORETICAL PERSPECTIVES AND LITERATURE REVIEW

The following chapters, two, three and four will deal with the problem-solving model, the role of the prison social worker and the Social Group Work treatment programme for juvenile delinquents respectively.

### 1.7.1 The Problem-Solving Model

Problem-solving theory and model are based on techniques and skills used to help people how to solve problems healthily. John Dewey, 1933 (Compton and Galaway, 1984, p. 311) tried to describe the thought processes of a human being when confronted with a problem.



He did that with the aim of clarifying reflective or rational thinking, goal-directed thinking, or problem-solving.

According to Dewey, then in problem-solving behaviour is based on a reflective thought that begins with a feeling of perplexity, doubt or confusion. The person with a problem or the difficulty effectively through following a rational plan or procedure (Compton and Galaway, 1984, p. 311). He defines the five phases of solving problems by reflective thinking as:

- identification of a problem;
- definition of a problem;
- getting suggestions for possible solutions to the problem;
- selection of the best solution; and
- implementation of the solution to the problem.

It is important to mention that, evaluation is also an important phase even though Dewey did not mention it as a phase. There is a shared responsibility between worker and client in problem-solving.

The problem-solving process, according to Perlman, (1974, p. 105) is composed of four parts, namely, the person, the problem, the place, and the process. These parts can be defined briefly as follows:

- **The Person**

This person is the person with needs and problems and who is seeking assistance to solve the problems. He is being viewed as a finished product with an inherited and constitutional make-up who is in continuous transaction with forces in his life experiences.

As he is exposed to powerful stimuli he may undergo modifications which may result in personality changes.

- **The Problem**

Here it is referred to the problem as experienced by the person where the worker has to help. It is the identified need which has caused the difficulty experienced or felt. A problem that is current and alive and is disturbing its victim emotionally so that he becomes motivated to seek help.

- **The Place**

This is the particular agency or organization where help is being offered to a person to resolve his problem. The purpose of the place plays an important role as it determines the resources, functions and areas of social concern, which are vital to the helping process.

- **The Process**

The professional process engages the worker to enhance worker's own problem-solving which aims at helping the person to understand his problem and to use his capacities to cope more effectively in his own social network.

The concept of problem-solving as a model for Social Work practice aims at helping a client to cope with a problem in a problem-situation and to teach the client the general coping strategies in order to help him to cope more

effectively in a variety of situations. Both Compton and Galaway (1984, p. 240) refined the problem-solving theory into a model and divided the treatment process into three phases, namely the Contact, Contract and Action phases.

This model demands that the worker should recognize that when people engage in investigation and problem-solving there is a preferred model for orderly thought and action which can be laid down and defined and which has progressive steps. The model is based on the assumption that when people want to participate in decisions, they will be able to do so. (Compton and Galaway, 1975, p. 240).

The following is a brief outline of the phases of the problem-solving model as described by Compton and Galaway, (1975, pp. 240 - 242).

#### **Contact Phase**

- Problem identification and definition
- Goal identification
- Exploration and investigation

#### **Contract Phase**

- Assessment and evaluation
- Formulation of a plan of action
- Prognosis

#### **Action Phase**

- Implementation of plan of action
- Termination
- Evaluation

### 1.7.2 The Role of the Prison Social Worker

Social workers are professionals who help to solve personal, group and community problems, in order to attain personal, group and community relationships through social work practice. Their interventions employ Case Work, Group Work, Community Organization, Administration and Research as Social Work methods.

The role of the social worker in prison may be defined according to the ten competencies in the entry level for professional social workers which were identified by the Undergraduate Social Work Curriculum Development Project 1975 - 1977. As reflected in Skidmore and Thackeray, (1982, p. 10) these competencies define social workers as professionals who:

- identify and implement plans to improve the well-being of people.
- enhance the problem-solving, coping and developmental capacities of people.
- link people with systems of resources, services and opportunities.
- intervene effectively on behalf of those who are vulnerable.
- promote the effective system of resources, services and opportunities.
- actively participate with others to create and modify resources, services and opportunities.

- evaluate the extent to which the objectives of the intervention plans were achieved.
- continually evaluate one's professional growth, development and skills; and
- contribute to the improvement of service delivery by supporting and upholding the ethics and the standard of the profession.

Social workers within the prison system offer the above services to prisoners. This specialized field of social work is referred to as correctional or corrective social work.

According to the annual reports of the Commissioner of Prisons, Bophuthatswana (1980 to 1988) the following can be deducted concerning the role of social workers within this service:

- professional social workers increased from one to five while social auxilliary workers increased from three to nine (1988, p. 12);
- there is a concern and need for the application of more effective treatment programmes for prisoners by particularly professional social workers (1982, p. 12 and 1984, p. 11);
- the authorities identified a need for reinforcement of counselling programmes and the reduction of other services with which social workers have been burdened;

- the service encourages furthering if educational qualifications in the social work profession. Mention was made of that there were four social work students, two with University of Bophuthatswana and two with the University of South Africa (1985, p. 18).
- an extension of social work services to communities receives the blessing of the authorities. It has been interpreted as having brought about great improvement in the Prisons Service;
- despite the limited resources within this system its social workers have started to address the problem surrounding juvenile delinquency (1987, p. 4).

#### 1.7.3 The Social Group Work Treatment Programme

Programme development and evaluation, as a part of social planning for human service programmes, involves a proposal writing process with four stages namely:

- developing the idea;
- writing the proposal;
- selecting the funding source and presentation of the proposal; and
- following up the submission.

Each of the stages is important in order to reach the implementation stage (McKendrick, 1985, p. 157), and he writes that the following are the five important aspects when drawing a social work programme:

- objectives of the programme (the desired state after programme implementation);
- a descriptive and introduction of the programme (how the programme will meet the expressed needs);
- presentation of the programme (the details of how goals desired will be reached);
- evaluation of the programme (providing feedback); and
- summary of the programme (how goals are met, how the programme operate, and how it is to be evaluated).

## 1.8 METHODOLOGY

Much of the social research, especially in developing countries like Bophuthatswana sets out to explore new areas, about which little is known in the local context (Peil, M. 1982, p. 11). The nature of this study is therefore exploratory. The research will add to the understanding of the juvenile behaviour and responses according to the Social Group Work programme. Furthermore researcher will be exploring responses from the management personnel concerning their understanding of the role of the prison social worker.

### 1.8.1 Data Collection

Data will be gathered from literature, documents, questionnaires, and interviewing schedules.

#### 1.8.1.1 Literature

The relevant literary sources from different fields of study will be consulted and referred to. These fields of study are Sociology, Psychology, Law, Criminology, Social Work, Social and Social Work Research. In addition, researcher's practical experience as a professional social worker, particularly in the prison setting, will be applied. She will also design a social work treatment programme for juveniles based on the problem-solving model.

#### 1.8.1.2 Documents

The relevant information will be sought from the prisoners individual files and records available within the prison.

In addition, annual reports compiled by the Commissioner on the services by the Prisons Service, other relevant reports which are available, and any other documents or journals and magazines having the necessary information will be consulted and referred to.

#### 1.8.1.3 Questionnaires

Questionnaires will be administered on all of the management personnel at Odi District Prison during the programme. These comprise of commissioned officers, i.e. those from the rank of Lieutenant to the highest rank of the Commanding Officer, who is presently a Lieutenant Colonel.

In addition to the management personnel of Odi District Prison all the professional social workers employed by the Bophuthatswana Prisons Service,



irrespective of where they are stationed will fill in the questionnaires. Both categories of personnel will fill in the same questionnaires independently of researcher's influence.

#### **1.8.1.4 Interviewing Schedules**

In order to get information from the juvenile offenders as clients under study the researcher will administer the interviewing schedules on them personally.

The interviewing schedules which will be administered before the implementation of the groupwork programme and those which will be administered after respondents attended ten Group Work sessions based on the problem-solving model. There were sixty-nine (69) juveniles who were admitted at Odi District Prison by 31 August 1989.

#### **1.8.2 Sampling/Research Design**

It is impossible to identify all members of a population of interest, considering time and cost. Samples need not be representative in every respect, but only in those characteristics relevant to the particular study.

The object of this study is to explore and explain, hence samples will be drawn from a variety of populations. As Polansky, (1975, p. 105) explains that "in early stages of knowledge development when insights that lead to the discovery of variables or to hypothesis formulation are the intent, purposive sampling may be employed". In this study, therefore purposive or judgement sampling will be employed.

The purposive sampling may also be referred to as incidental sampling where the most convenient and available sample is used. This study will have three different categories of populations. These populations have been selected on the basis of their likelihood to stimulate insights within the research study.

The population will be divided as follows:

**1.8.2.1 Population "A": Management Personnel**

The population comprise of all the commissioned officers whether permanent or temporarily employed, from the rank of Lieutenant to Lieutenant Colonel who are stationed at Odi District Prison, at the time of the study. There are nine (9) of such commissioned officers.

**1.8.2.2 Population "B": Social Workers**

All qualified social workers who are employed in the Bophuthatswana Prisons Service, irrespective of their rank structures from this category of the population. There were four (4) of the social workers at the time of the study excluding researcher.

**1.8.2.3 Population "C": The Juvenile Delinquents**

This population is formed by all of the sixty nine (69) juveniles who were present at Odi District Prison by 31 August 1989.

The juveniles should have the following equal indicators, and must be of:

AGE : Twenty one (21) years and younger

SEX : Males

SENTENCE : Those serving sentences from two (2) years to six (6) years imprisonment

RACE : Black

#### 1.9 DATA ANALYSIS

The approach of data analysis differs according to the design of the study and the type of data collected. The major difference is between the quantitative and qualitative studies and as Reid and Smith (1981, p. 289 - 290) reports "as data are collected the researcher looks for patterns, themes, or organizing constructs".

In this study information gathered from the relevant literature, available documents, and through the administration and the interviewing schedules as well as results from the programme will be compared. Use will be made of the qualitative analyses in order to interpret the collected data through the hand tabulations and matching of information.

#### 1.10 DISCUSSION OF RESULTS/FINDINGS/SUMMARY AND RECOMMENDATIONS

The results will be ordered and analysed to determine the practical and the statistical importance of the results achieved. The impact of the programme utilised in groups in the Odi Prison will be evaluated to make recommenda-

tions about the role of the social worker in the treatment programme for juvenile delinquents in the Bophuthatswana Prison Service. The presentation of data will be explained in Chapter 5. Conclusions and recommendations will be presented in Chapter 6.

## CHAPTER 2

### THE PROBLEM-SOLVING MODEL

#### 2.1 INTRODUCTION

Every profession has a particular function to perform in society and for which it is held accountable. According to Schwartz (Compton and Galaway, 1975, p. 5) the interest of both individuals and the society are basically the same except that in these changing societies the desire to belong as full and productive members and society's ability to intergrate and enrich the people are sometimes hampered, and blocked.

Social work is directed towards these blockages through "freeing the individuals impetus towards health, growth, and belongings, and the organized efforts of society to intergrate its parts into a productive and dynamic whole" (Compton and Galaway, 1975, p. 6).

One of the fields of social work intervention is correctional social work. Social work in the prison setting is the main concern of this study. Research in this study will be done within the framework of the problem-solving model. It is therefore important to discuss this model before its applicability in the prison setting could be discussed.

The problem-solving model will be discussed under the headings, origins of the problem-solving model, the problem-solving theory and the problem-solving model.

## 2.2 ORIGINS OF THE PROBLEM-SOLVING MODEL

In a volume "How we Think" written by John Dewey in 1933 an attempt was made to describe the thought processes of a human being when confronted with a problem. His interest was to clarify reflective thinking which is rational, goal-directed, or problem-solving. According to him problem behaviour is based on "a reflective thought that begins with a feeling of perplexity, doubt, or confusion (Compton and Galaway, 1975, p. 234).

In order to solve a difficult or puzzling situation effectively an individual should follow some rational procedure. If such a procedure is not followed through impulsive and uncritical actions, consequently inappropriate conclusions being reached, the nature of the problem will be misunderstood, irrelevant answers to problems will be sought, many other mistakes will be made, and ultimately the problem will remain unsolved.

The procedure or steps which have to be followed have to be pursued actively and in a clearly defined and orderly sequence, which comprise of five phases in reflective thinking, namely, recognizing the difficulty, defining, or being specific with the difficulty, raising suggestions for possible solutions and exploring the suggestions rationally through data collection, selection of the best solution, and carrying out the solution. Dewey (Compton and Galaway, 1975, p. 235) overlooked to include the terminal aspect of problem-solving, which is in order to use feedback on shortcomings towards modification of the procedure which was followed.

## 2.3 THE PROBLEM-SOLVING THEORY IN SOCIAL CASE WORK

According to Goldfried and Davison (1976, p. 187) problem-solving is defined as "a behavioural process, whether overt or cognitive, which (1) provides a variety of potentially effective responses to the problem situation; (2) increases the likelihood of selecting the most effective among these various alternatives".

In Social Work the pioneer in the problem-solving theory is Helen Perlman whose work on the subject appeared in 1957.

She elaborated on problem-solving as a process in Social Case Work, and as a method predominantly used by social workers in practice, defining Social Case Work as "a process used by certain human welfare agencies to help individuals to cope more effectively with their problem in social functioning" (Perlman, 1975, p. 4). In this definition four (4) essential components of case work are embodied, namely: the person, the problem, the place and the process.

### 2.3.1 The Person

A person coming to the agency as a client is always under stress. Through the Case Work method the worker intervenes taking into consideration the person's structural and functional personality in his physio-psycho-social environment. A person is always in the process of changing as his behaviour means and serves to gain satisfactions, to avoid or dissolve frustration and to maintain balance in his interactions with fellow beings and society (Perlman, 1975, pp. 7 - 25). In the prison setting the prisoner is the person or client.



### 2.3.2 The Problem

The nature of the problem the client brings to the agency is always accompanied and complicated by that he is a client. A problem has both the external or objective and the internal or subjective aspects. Their co-existence leads to one being the cause of the other. Problems are multi-faceted and dynamic, hence the case worker and the client has to plan their strategy or intervention beforehand (Perlman, 1957, pp. 28 - 37).

In the prison setting problems too are multi-faceted ranging from personal to societal.

### 2.3.3 The Place



The place where a person brings his problems is a social agency. The prison is therefore the social agency and institution where prisoners' problems are handled.

A social agency gives help whether it is material, psychological, counselling, or a combination. The agencies differ in a number of ways depending on their source of support, their source of professional authority and their special functions or area of concern (Perlman, 1957, pp. 43 - 51).

The nature of the prison as a social agency depicts it firstly as a security place and secondly as a rehabilitation place. It is a government-owned institution, having support from the state. While the caseworker represents his social agency he is first and foremost a representative of his profession within that agency.



#### 2.3.4 The Process

According to Perlman (1957, p. 55) the Case Work process is problem-solving in its approach. When people experience inability to cope with their problems of social or interpersonal stress they are sent or they come to the social case worker. The case work process sustains, supplements, and fortifies the functions of the client's ego (Perlman, 1957, p. 86).

It is also very important for the case worker to be aware of blockages occurring in people's normal problem-solving efforts when he has to use the case work process in the problem-solving role, e.g. the availability of resources, people's ignorance, the physical and emotional state of the problem, and the lack of systematic thinking and planning by some people.

The main aim of the Case Work process is to engage a person to work on and to cope with his problem in a manner that he can use his capacities in future (Perlman, 1957, p. 58).

Goldfried and Davison (1976, p. 187) defined the problem-solving theory by dividing its process in five stages, namely, general orientation, problem definition and formulation, generation of alternatives, decisionmaking, and verification and evaluation.

General orientation refers to the general attitude with which a person approaches his problem. In problem identification and formulation it is important that all aspects of a situation are defined operationally. Thereafter elements of the situation have to be formulated and classified appropriately (Goldfried and Davison, 1976, p. 189). The generation of alternative solutions is the core of problem-solving. "Much of research in

this area relates to Osborn's method of brainstorming", (Goldfried and Davison, 1976, p. 190) which originally developed in 1938 as a procedure for facilitating idea finding in group sessions.

The concept of decision-making explains that a choice has to be made. This choice involves a prediction of the likely results of each course of action and a consideration of the usability of those results in dealing with the formulated problem.

Once a client has been actively involved in working on his problem, designing and implementing the plan of action he has to assess to what extent did he solve the problem. If the problem has not been resolved other alternatives have to be sought and considered. The problem-solving process has to be reconsidered all over again. If he is satisfied that the problem has been resolved or that there exist some form of congruency the problem-solving process can be terminated.

## **2.4 THE PROBLEM-SOLVING MODEL**

Compton and Galaway (1975, pp. 240-253) refined and developed the problem-solving theories into the problem-solving model. This model will be discussed according to the three phases of the treatment process, namely, Contact, Contract, and Action phases.

### **2.4.1 The Contact Phase**

This phase involves problem identification, initial goal-setting, and data collection.

The social worker and the client may come together in different ways. Individuals, groups and families may reach out for help concerning problems which are beyond their coping capacities. In other ways individuals, groups and families may report other people in need of help.

In order to accept that an individual needs help has to realize that:

- there is something wrong in his situation which needs to be changed as he cannot do so alone;
- he has to discuss his problem willingly with the helper;
- his helper has to make certain decisions for him or even tell him what to do; and
- he has to be willing to change or to accept changes to be effected in his situation.

During this beginning phase the worker has to clarify together with the client, the difficulty that they are going to deal with. It is here where the worker has to collect and review data about his client system as well as to understand and clarify the purpose of the encounter. Time and place are essential arrangements at this stage in order that it is ensured that the encounter will not be interrupted.

#### 2.4.1.1 Definition of Problem

The definition of a problem requires that the worker should possess

skills to interview, communicate, and use of the relationship. Partialization, which refers to the process of separating the main problem from other problems in counselling is an important aspect of problem identification and definition (Compton and Galaway, 1975, p. 240).

It is important again to note that in the exploration of problems it should not be assumed that problems are with people who come to the agency first. Much as a problem can be disturbing to the one who comes to the agency first it may be lying within the client system.

#### 2.4.1.2 Goal Setting

Here focus is on how the client as well as the other system see the problem. The consideration of client goals is an important part of each phase in the problem-solving model.

There are different dimensions of goals which have to be recognized, namely, the optimal or the ultimate, and the interim goals. The optimal are the final desired outcome while interim goals are a series of intermediate objectives which have to be met as means to an end. The interim in a way are a means of testing whether the ultimate goal is sound. Data collected through the interim goals or steps facilitate decision-making on the feasibility of the ultimate goal. Goals which are set by clients when presenting the problem initially are not being dismissed. The worker has to separate goals and problems for more effective intervention.

In order that both interim and optimal goals are obtained there has to be an objective study, evaluation and planning. Lack of careful selection of the starting point in the contract phase of the worker-client interaction and

lack of initial exploration of expectations and goals account for more failures in the helping process.

#### 2.4.1.3 Preliminary Contract

At this stage the worker and client have to agree on the problem-to-be worked and the goals. Firstly the worker has to clarify the realities and boundaries of what he can offer.

The client has to understand the nature of the work that they are going to be engaged in. The limits of the worker's services, his beliefs, and his ability to the relevant resources, have to be explained to the client. The client has to be involved in action with the worker when the client's feelings of discomfort have been linked to a hope that something will be done about the problem.

#### 2.4.1.4 Data Collection

When the worker and client have decided ultimately that they are going to continue together the worker has to collect data. This information will be used for assessment and planning. It has to be collected for the purpose of taking effective action and all efforts have to be directed to that end. The problem to be worked at and the set goal determine the kind and amount of information to be collected.

The key principles to data collection is that, the primary source of information is the client; data collection should be related to the problem at hand; and that the worker should not collect information that he would not like to share with the client. These principles apply to both voluntary

and involuntary clients.

There are two areas of information to be considered during data collection, namely: motivation and opportunity, and the worker/client relationship. Feelings of discomfort have to be accompanied by hope to reach goals and the provision of opportunities for change. "An important research study on the factors that contribute to effective case work service includes with the observation that productive engagement in the case work process is dependent on the client's "hope-discomfort-balance" and on the extent to engage that pressure by the hope and clearly defined opportunity he offers (Compton and Galaway, 1975, p. 287).

Generally, there are three modes of data collection, namely, verbal or written questions observation, and the use of professional and institutional systems. "Perhaps the most widely used tool for data collection is the interview or group meeting with the client system in which questioning and observation are used to gain information" (Compton and Galaway, 1975, p. 288).

#### 2.4.2 The Contract Phase

This phase of the problem-solving model concerns itself with decisions about the nature of the client's problem, the desired goals, and how to achieve those goals. The process involves how worker and client jointly arrive at the contract through which a set of principles which guide worker's participation in this process are formed. This negotiation for a contract ultimately ends in the implementation of a plan. The plan is now binding to both worker and client although changes may be negotiated jointly.

It is important to mention the following principles which enhance the meaning of contracting (Compton and Galaway, 1975, p. 290).

- The worker has to share a broad knowledge of human functioning, the social environment, and his interaction with the client.
- The service contract and the plan of action have to be consistent with the concept of social functioning.
- The development of a service contract is a cognitive process which involves rationalizing and decision-making.

In Social Work a contract has not been clearly defined as in the legal profession which is defined by Williston as "..... a promise, or set of promises for breach of which the law gives a remedy, or the performance of which the law in some way recognizes as a duty" (Compton and Galaway, 1975, p. 329).

#### 2.4.3 The Action Phase

During the Action Phase the worker has to use his abilities, skills and knowledge, in the implementation of the plan, in order to reach the desired or set goals.

Intervention refers to activities undertaken by the worker after the development of a service contract, which activities are aimed at achieving specific goals in the contract. They are expected behavioural patterns of the worker.

The discussion of the following roles will therefore be made:

#### **2.4.3.1 The Social Broker Role**

In this role the worker serves as a link between the client and available community resources, e.g. the prison social worker referring a released prisoner who is on parole to external social workers for after-care services.

#### **2.4.3.2 The Enabler Role**

Here reference is made to when a worker helps the client to use his strengths and capacities in order to cope with a stressful situation, or to accomplish the objectives of the service contract. The worker acts as a support system, e.g. the prison social worker who assists a group of juvenile delinquents, identifies the causes, and plans for healthy problem-solving techniques in combating the causes, or the social worker equipping clients with problem-solving skills.

#### **2.4.3.3 The Advocate Role**

The social worker acts as an advocate for clients when he represents them by presenting their cases when it is necessary for the accomplishment of the objectives of the service contract. This term has been borrowed from the legal profession.

An example of the worker as an advocate is when the prison social worker presents a prisoner's family problem to the head of the prison where parents do not keep contact with the prisoner and this is interfering with his conduct within the prison setting.



#### 2.4.3.4 Generic and Additional Roles of the Worker

Social workers are additionally regarded and seen as detectors, evaluators, mobilizers, instructors, behaviour-changers, consultants, community planners, information processors, administrators, and as continuing caregivers.

During the termination stage in the Action Phase of the problem-solving model the accomplishment of objectives has to be evaluated. Clients are helped to cope with disengagement or the end of the process in order to restore maintenance of the achieved objectives.

Finally the process is being evaluated continually and continuously in order to establish when the objectives have been achieved and whether the methods were appropriate.

This process provides for feedback which is necessary for the continuous evaluation of the adequacy and efficiency of the treatment plan.

#### 2.5 CONCLUSION

It should be noted that the problem-solving model is a dynamic process because it can be used for all social problems and on all types of client systems. It is applicable in both Case Work and Group Work as methods of Social Work.

According to Roberts and Nee (1970, p. 135) the central assumption in the problem-solving model is that the individual's inability to cope with his

problem on his own is due to lack in one or more of the problem solving ways, namely: motivation, capacity, and opportunity to work on the problem. The model, though does not imply that the person or individual is sick or that he has a problem due to personality malfunctioning, but that life is an ongoing problem-encountering and problem-solving process (Compton and Galaway, 1975, p. 139).

In the problem-solving model thinking and good learning results in adaptive behaviour and are symptoms of competent problem-solving techniques, and the worker-client relationship has several therapeutic values in the helping process. It prevents the possibility of the model being merely a cognitive and rational process, in the enhancement of interpersonal cognitive skills to social adjustment and in reducing socially maladaptive behaviour.

The skills used in the problem-solving model involved the capacity to generate alternative solutions and consequences, including the generation of thoughts on means and ends to solutions.

In the researcher's work the problem-solving model has been applied in group work with juvenile delinquents.

In the following chapter researcher will dwell on the role of the prison social worker. Some roles as performed by social workers have been discussed in the foregoing chapter during the action phase. These roles will now be discussed with a view to explaining them in terms of their specific meaning to prison Social Work.

## CHAPTER 3

### THE ROLE OF THE PRISON SOCIAL WORKER

#### 3.1 INTRODUCTION

According to Zastrow (1982, p. 41) in Khambule's research (1989, p. 23) social work in the prison setting has been caught between two conflicting views concerning their role. These were the residual view and the institutional view. In the former view the prisoner's problems were seen as having stemmed from his own and personal inadequacies. The institutional view maintained that social welfare programmes are to be accepted as a proper legitimate function of modern industrial society in helping individuals achieve self-fulfilment.

In the residual view social welfare agencies were not willing to deliver services, mainly financial aid to this category of prisoners, services were restricted to very indigent people whose ability to satisfy their needs was considered to have stemmed not from their own but through other societal institutions as the family and the economic market.

The institutional view meant that an individual's difficulties were attributed to causes beyond his control, e.g. being unemployed due to lack of work opportunities.

Sandhu (Terblanche (1985, p 14), differentiated between three perspectives of delinquency - generating and provoking sources namely, the sociological perspective (sources in society), the psychogenic perspective (sources in

the individual) and the social psychological or interactionist perspective (sources in the interaction of the individual and society).

It is thus the researcher's view that both view point have to be considered when offering help to prisoners, be they juveniles or adults offenders, as prisoners convicted or imprisoned due to own reasons or due to circumstances beyond their control, have to be helped to cope with life in prison and after release.

In the following analysis researcher will discuss the goals and the treatment process of social work in prison in order to support researcher's opinion as stated above. The discussion will bridge the problem-solving model in Chapter Two and the social group work treatment programme in Chapter Four as the goals and treatment processes for social workers in the prison setting. It will also reveal researcher's view point of a compromise between the residual and the institutional views when offering social work services to prisoners. As Burt (1972, p. 18, in Terblanche, 1985) points out, crime is assignable to no single universal source but to a wide variety and usually from a multiplicity of alternative and converging influences.

All the methods of Social Work, i.e. Case Work, Group Work, Community Work, Administration and Research will be discussed to denote their relevance and importance to prisoners with special reference to social work with juvenile delinquents.

### 3.2 THE SOCIAL WORK GOALS

Social Work has been defined by the American National Association of Social Workers, in Khambule's research (1989, p. 21) as the professional activity

to help individuals, groups and communities enhance and restore their capacities for social functioning while creating societal conditions favourable to their goals.

Pincus and Minahan are reported by Khambule (1989, p. 21) as seeing the purpose of Social Work as being:

- the enhancement of people's capacities in problem-solving and coping;
- linking people with systems which provide them with resources, services and opportunities;
- promoting the effectiveness and human operation of those system; and
- contributing to the development and improvement of social policy.

"Social Work seeks to enhance the social functioning of individuals, singly and in groups by activities focussed upon their social relationships which constitute the interaction between man and his environment. These activities can be grouped into three functions: restoration of impaired capacity, provision of individual and social resources and prevention of social dysfunction" (Skidmore and Thackeray, 1982, p. 7).

Social work with prisoners seeks to restore prisoners to socially acceptable functioning through the elimination of the imbalance between their perceptions of the satisfaction of their needs and those of the larger society of which they form part.

The prison social worker therefore has the following goals to reach in helping prisoners, according to Khambule (1989, pp. 22 - 23).

### **3.2.1 The Enhancement and Restoration of Capacities for Social Functioning**

Every individual has the capacity and the ability for socially acceptable functioning. Various factors such as involvement in crime may impair this ability, in which case every possible means must be employed towards enhancement of acceptable social functioning.

### **3.2.2 The Satisfaction of Needs**

Depending on particular moments, opportunities, and circumstances one may find oneself in trouble as every individual strives to satisfy his needs consciously and unconsciously.

This satisfaction of needs may not always be socially acceptable hence there is a need for possible means to be employed towards socially acceptable satisfaction of needs. Prisoners have been convicted because they satisfied their needs in socially unacceptable means, e.g. stealing, raping, robbing and other criminal activities, while the goal of social work in prison is to help these prisoners to satisfy their needs in socially acceptable activities through implementing relevant treatment programmes.

### **3.2.3 The Promotion of Social Relationships**

One of the basic goals of social work is to help prisoners to "understand themselves, their relationship with others and what is expected of them as



members of the society in which they live" (Skidmore and Thackeray, 1982, p. 250).

Prisoners have committed crimes because of poor and unhealthy relations with other people in their communities. They have violated the law, sacred customs and values and have interrupted the smooth running of the social and political order (Reckless, 1961, p. 1).

#### **3.2.4 Linking People with Systems Providing Resources**

Social workers in the prison setting link prisoners with their significant others, e.g. families, friends, employers, ministers of religion and other community leaders including community resources relevant to the solution of their social problems. They do not only help prisoners to be aware of these resources but also to make use of them adequately.

"The interrelatedness of the conditioning of factors of delinquency points to the importance of co-ordinating all available resources of the community that can be utilized in preventive programmes" (Neumeyer, 1961, p. 395). In order for treatment to be adequate and possible to all factors that have arrested influence on life and experiences of maladjustment have to be explored (Neumeyer, 1961, p. 311). In rendering these services the prison social workers do reconstruction and after-care services.

#### **3.2.5 Contribution to the Development of Social Policy**

In order to ensure that social policy meets the needs of those affected by it, social workers seek to prevent dysfunction through modifying social climate to live in (Skidmore and Thackeray, 1982, p. 251).

Through the implementation of rehabilitation programmes for prisoners by prison social workers the objectives of imprisonment, namely: protection of society, retribution, deterrence and rehabilitation are upheld and met.

### 3.3 THE SOCIAL WORK TREATMENT PROCESS

According to Skidmore and Thackeray (1982, p. 253) the social work process consists mainly of three parts namely: social study, assessment, and treatment. These parts will be discussed in terms of the three phases of the problem-solving model namely: Contact, Contract and Action. In the prison setting the phases are referred to as observation, treatment and pre-release phases.

#### 3.3.1 The Contact Phase

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On admission, prisoners are orientated in groups by prison social workers and other members of the custodial services on life in prison. The main aim is to help them adjust well into the prison system with its own rules, regulations and other structures and functions.

In order for the prison social workers to assist prisoners to use their strengths and capacities for coping with this stressful situation intake interviews have to be conducted. These interviews aim at gathering insight on individual prisoner's psychosocial and background information. The period for the purpose of gathering the above information is from admission until the prisoner is three months in prison.



### 3.3.2 The Contract Phase

This phase concerns itself, with the definition and evaluation of the gathered data. It is here where a preliminary plan is designed according to the conclusion reached about prisoner's problems so that desired goals can be achieved.

After compiling the background information on prisoner's psycho-social make-up the prison social worker together with the prisoner draw a plan of action according to prisoner's felt needs and those identified by the worker, e.g. prisoner who has committed rape may indicate that his wife is not keeping contact with him. This presenting problem has to be planned for not overlooking the fact that this prisoner has in addition a sexual problem.

During this phase the worker and the prisoner have to prioritise the problems, starting where the prisoner is. A programme has to be worked out, time set, goals clearly defined and a contract be made towards achieving the desired goals, i.e. towards resolving the prisoner's problem of loss of contact with family members and of handling his sexual problem. This phase may take one day or two, whether the individual or group is the target. It takes place immediately after the contact phase.

### 3.3.3 The Action Phase

Treatment during this phase has to do with the solution of a problem. It is here where the designed programme has to be implemented. Prisoners are attended to individually or in groups depending on their level of motivation, personalities and other factors contributory to a meaningful worker-client relationship and therapeutic climate.

The role of the prison social worker plays a vital part at this stage hence the different roles as a team member, catalyst, change agent and counsellor will follow:

#### 3.3.3.1 The Prison Social Worker as a Team Member

The prison setting presents a complex organization where the social work function is but one of the numerous functions performed by a member of different disciplines in pursuing the same rehabilitation goal in respect of the same prisoners.

The social worker operates as a member of a team which includes custodial, vocational, medical, catering, administrative, psychological, educational and spiritual services. Each discipline has its own objectives and approaches to pursue the rehabilitation objective (Standard Minimum Rules, Nel, 1981, p. 63).

Social workers as team-members act as advocates for prisoners. Prisoners have restricted mobility and are often unable to present themselves to others. The prison social workers therefore have opportunities to address prisoners' problems on their behalf, through, e.g. compiling progress reports on their behaviour to the Institutional Committee, addressing personnel on how to handle particular and individual prisoners and holding verbal discussions with authorities about such prisoners' adjustment problems. The prison social worker forms part of the Institutional Committee which committee deals with reward and punishment for prisoners in the form of assessment of privileges (Prisons Act No. 11 of 1978; Nel, 1981, pp. 68

### **3.3.3.2 The Prison Social Worker as a Catalyst**

The prison social worker acts as a catalyst for prisoners when he strives to lead prisoners towards self understanding and to strengthen their abilities to interact positively with others. This need of these social workers as enablers was highlighted by Skidmore and Thackeray (1982, p. 253) who observed that "studies show that offenders often need help in learning to function adequately in interaction with others particularly in close personal relationships".

According to Blackmore (Khambule 1989, p. 44) there are human potential therapies in which a number of subjects are covered and prisoners are offered the opportunity to be involved in them.

Those therapeutic sessions emphasize the individual's ability to change and remake his life to his satisfaction. Programmes designed are amongst others the educational programmes where prisoners' awareness into facts contributing to criminal activities are discussed. One such programme was described by Janosik (Khambule 1989, p. 47) as a programme for groups of prisoners with alcoholism as a problem where they learn to ..... "share accurate information about alcohol and alcohol abuse and to examine the reasons why people drink and the consequences of problem drinking".

### **3.3.3.3 The Prison Social Worker as a Change Agent**

As a change agent the prison social worker aims at changing the values of prisoners so that they can become congruent with the values of the communities.

In this role the social worker in the prison setting has to acknowledge prisoners' needs for status and self-fulfilment, their feelings of inadequacy and inferiority, problems related to socialization with others particularly with their families, and should strive to help prisoners towards engaging themselves in socially acceptable activities.

#### 3.3.3.4 The Prison Social Worker as a Counsellor

The prison social worker in his counselling role builds up relationships of trust with prisoners, explores the needs of the prisoners in depth, explores alternative solutions and sets the counselling process in motion. He leads prisoners to engage in definite action towards the satisfaction of their needs from their own frame of reference.

In counselling programmes prisoners are taught and guided in respect of institutional conduct, rule compliance and interpersonal behaviour. Andrews and Young (Khambule, 1989, p. 44) conducted research in this counselling area and concluded that although there was no conclusive evidence of effectiveness in rule compliance the targets of effectiveness in rule compliance for short-term structured counselling were apparent in areas of life and social skills, self management, chemical abuse and sub-cultural identification.

The counselling objective is ..... "to stand by and help him to cope with the situation and to try to guide and pressure him back into his normal situation" (Khambule, 1989, p. 44).

Preparation for termination and evaluation are also vital at this stage or phase. Goals have to be reviewed in order to ascertain whether they have

been achieved or not. Consequently there will be either a termination or revision of the programme.

### **3.4 SOCIAL WORK WITH JUVENILE DELINQUENTS**

The following methods of social work when dealing with juvenile delinquents will be discussed:

#### **3.4.1 Case Work with Juvenile Delinquents**

The aim of case work with juvenile delinquents is to prevent long-term delinquent behaviour and relapse into delinquent acts, giving support to the delinquent with the aim of developing his potential and rendering a service in connection with elimination of factors contributory to juvenile delinquency.

Treatment and prevention programmes offered to individual juveniles contribute effectively to eliminating relapse into delinquency. According to Winslow (1976, p. 210, in Terblanche, 1985, p. 65) there are three important interdependant components which have to be present when providing effective individual attention to juveniles, namely: supervision through maintaining contact with juveniles' significant others in the community, use of available resources, and professional intervention.

Kratcoski and Kratcoski (Terblanche, 1985, pp. 65 - 67) state the following techniques to be applied when giving individual attention to juveniles:

#### **3.4.1.1 Psychotherapy**

Use has to be made of a variety of techniques to deal with individual's personality and emotions. The individual juvenile experiencing depression has to be treated through psychotherapy. In many cases such juveniles are those serving long-term imprisonment i.e. 2 years and above, who are recidivists, i.e. not first offenders, or have a history of committal to reformatories. They usually fail to fulfill their roles, to internalize the societal norms, and they handle the social worker-client relationship poorly.

#### **3.4.1.2 Reality Therapy**

It is important to confront the individual about his behaviour without making him feel rejected so that he can look at his problem realistically. This may also be referred to as the cognitive restructuring approach or technique. Delinquents have to develop responsibility of own deeds.

#### **3.4.1.3 Crisis Intervention**

Juveniles experience crises situations on when they have to handle their problems. Social workers dealing with those situations have to intervene relevantly and immediately. When a person or an individual is in a crisis his feelings are high and he has a tendency of verbalizing the truth. Through crisis intervention the social worker influences and provides the individual with coping strategies which are healthy and which he can use in future when he experiences similar situations.

#### **3.4.1.4 Assertiveness Training**

It is important that juveniles learn to express their feelings. Juveniles must experience that they can overcome negative influences and that they can make their own choices.

#### **3.4.1.5 Behaviour Training**

The action therapist, according to Turner (1979, p. 434) seeks either to promote changes in the client's behaviour directly, or to reprogramme key people in the client's environment to act differently towards the client.

Behaviour therapy deals with reward and punishment where a client is being rewarded for good deeds and he receives punishment for bad deeds in order to motivate him towards improve behaviour. In the prison setting the social workers play a major role in behaviour modification. Prisoners are classified according to particular privileges for improvement. These privileges are reconsidered from time to time by the institutional committee.

#### **3.4.1.6 Family Therapy**

Collective family therapy is action orientated. Interaction with the other family members has to be used by social workers to improve the individual's social functioning.

The family interactional approach improves the interaction of the family members where the individual is being handled or treated in the presence of other members. In the prison setting social workers do reconstruction services where prisoners, family members are integrated into the treatment

programmes, through visits to their families and consultation or contact visits, within the prison setting.

Structural approach in family therapy (Minuchin, 1974, p. 2) deals with the individual in his social context where roles are restructured within the family system.

Crisis intervention is also important in family therapy as explained at 3.4.1.3.

#### **3.4.2 Group Work with Juvenile Delinquents**

As juvenile delinquents acts usually where there are groups of people its treatment cannot be seen in isolation from the group context.

The following aims of group work with juveniles are highlighted.

- the juvenile is being handled or treated within his peer groups;
- regular and intensive discussions in connection with his behaviour are held; and
- underlying motives which influence his behaviour are highlighted.

#### **3.4.3 Community Work and Research with Juvenile Delinquents**

Terblanche (1985, pp. 71 - 73) reports that since the 17th century there has been a need for community work in the treatment of juveniles. Areas identified by the "National Advisory Committee on Criminal Justice, Standards and



Goals" (1977) in their reports to the Youth Buros concerning community work with juveniles were:

- improvement of programmes to combat juvenile delinquency;
- assessment of family stability;
- assessment of planning and co-ordination of organisations responsible for treatment and prevention of juvenile delinquency;
- use of effective resources on effective change after analysis of the needs of a community;
- a non-directive intervention approach in connection with committal of juvenile delinquent acts; and
- implementation of effective rehabilitative and correctional programmes.

According to research conducted in Puerto Rico in 1978, (Terblanche, 1985, p. 72) the following programmes should be considered in planning for the education and support of community work and research with juvenile delinquents.

- Family assistance programmes
- Schools programmes
- Peer group pressure programmes

- Community assistance programmes
- Recruitment opportunities for the youths as supported by Hawkins and Salisbury (1983, pp. 5 - 12).

Community work treatment with juveniles is cost effective and decrease of crime and delinquency can be achieved. "Daar word baie kostes in Suid-Afrika aangegaan om die kriminele oortreder te behandel en versorg. Dit is baie goedkoper en baie beter beleid om 'n voorkomingsdiens te lewer en te voorkom dat dit nodig is om mense te rehabiliteer" (Nel, 1981, p. 58).

#### 3.4.4 Social Work Administration in Prison

The primary aim of the Prison Service is the protection of society from criminal elements. This protection is provided in two ways, firstly by keeping prisoners safe in custody, and secondly by treatment and training of offenders with the aim of rehabilitation and reform (Bophuthatswana Prisons Act, Act No. 11 of 1978 as amended, Section 3, p. 6).

Social workers form part of the administration personnel of the prison system together with psychological, spiritual and educational services. All of them form a team of specialized services. In addition to the development, implementation and evaluation of treatment programmes for juvenile delinquents and adult criminals social workers in the prison setting are supervisors of the social auxilliary workers. The latter are personnel trained in the basics of Case Work and Group Work methods of Social Work and they complement the services of professional social workers (Khambule, 1989, p. 31).

According to Dercksen (Van Jaarsveldt, 1984), Supervision in Social Work comprises administrative, educational, supportive and consultation functions including ongoing evaluation of the social worker and the agency.

The following functions of supervision can be mentioned: (Van Jaarsveldt, 1984):

#### **3.4.4.1 Administrative Supervision in Social Work**

Administrative supervision has the following functions:

- planning
- evaluation
- co-ordination
- communication
- administrative buffer
- orientation and placement of social work personnel
- liaison and formulation of policy

#### **3.4.4.2 Educational Supervision in Social Work**

Educational supervision is described in Van Jaarsveldt (1984, p. 27) as "'n strukturende leersituasie waarin kennis en praktiese vaardighede binne die supervisie-werkverhouding aan die maatskaplike werker oorgedra word ten einde hom tot maksimale groei te prikkel en sodoende doeltreffender dienslewering aan kliënt bewerkstellig".

The aim of educational supervision is to help the worker to function to his fullest capacity and to increase his competence in practice irrespective of his stage of professional development and to ensure that the agency's purpose is fulfilled through provision of adequate services to clients.

The process of educational supervision involves:

- orientation
- definition of the programme
- implementation of the programme using supervisor worker relationship
- breakthrough towards independant functioning
- evaluation of the educational process

#### 3.4.4.3 Supportive Supervision

The main purpose of supportive supervision is :

- use of positive aspects of the supervisor to overcome the negative aspects of the worker in order to attain meaningful accountability;
- strengthen worker's self-control;
- influence workers to be independant, disciplined and able to plan and organise work;
- help worker to overcome his emotions and personal problems;

- help worker to overcome emotion through introspection and self-control; and
- help worker to understand that he is responsible for his professional conduct.

It is evident that supervision in social work contributes largely to personnel development. The goal of supervision in line with the Standard Minimum Rules for Treatment of Offenders (1929 - 1957) the aim of which is setting out what is generally accepted as good principle and practice the in treatment of prisoners and in the management of institutions as judged by the general consensus of contemporary thought and the essential elements of the most adequate system of the day (Nel, 1981, p. 61).

The role of the prison social worker is in line with the Standard Minimum Rules for the Treatment of Offenders (refer to Chapter 1 Section 1.3). The rules emphasize the following:

- contact with prisoners' families;
- use of specialized services and personnel, e.g. psychiatrists, psychologists, social workers, educationists and tradesmen;
- the importance of teamwork among all the members dealing with prisoners as members of an important social service demanding ability, appropriate training and good team work;
- knowledge of prisoner's background and circumstances in classification and through individualization; and

- after-care services to be supported through the use of the period of imprisonment in ensuring that upon prisoners' release they are not only willing but able to lead a law-abiding and self supportive life.

### 3.5 THE PRISON AS AN INSTITUTION FOR REHABILITATION OF JUVENILE DELINQUENTS

In order to link the role of the prison social work and social work with juvenile delinquents the use of external resources outside the family, e.g. institutionalization and fostercare cannot be overlooked.

Institutionalization is regarded by Tappan (1949, p. 307), Kratcoski and Kratcoski (1979, p. 282) and Sandhu (Terblanche, 1985, p. 74) as last resort to placing youths removed from their families.

In South African structures industrial schools and reformatories are regarded as places for treatment of juveniles while prisons are regarded as a last resort for them. The role of institutions are: protection of society, care, discipline, control, training and treatment (Hoghughi, 1983, p. 194), in Terblanche, 1985, p. 74 - 75).

Furthermore, Hoghughi (Terblanche, 1985, p. 74) states criteria for institutionalization to be considered by the courts as:

- seriousness of the act
- length of crime history
- previous reactions after court actions

- age
- what happened during times when crime was not committed.

Community service orders according to research by Van Gass (1981, p. 157) can be regarded as a meaningful alternative to imprisonment when he mentioned that "Dit lyk egter of vonnisse van gemeenskapsdiens oor die algemeen 'n groter rehabiliterende waarde vir oortreders het as enige ander vonnis".

According to Sandhu (1977, p. 235) and Kratcoski and Kratcoski (Terblanche, 1985, p. 75), the institution should be seen and used as a therapeutic community in the treatment of juvenile delinquents so that the application of the milieu-therapy can be possible and effective. The environment of the institution has to be therapeutic for the generation of programmes for inmates or juveniles towards fulfillment of roles of responsibility, expression of creativity and encouragement of achievement.

Through the implementation of teamwork, experts compile treatment programmes and this will enable social workers in prisons or institutions to work effectively by using group work and individual attention or therapy with youths or juvenile delinquents.

### 3.6 CONCLUSION

Social workers in the prison setting have to be guided by specific principles underlying Social Work. Robinson in Skidmore and Thackeray (1982, p. 252) mentions them as:



- every individual must be seen as a person of worth and dignity;
- behaviour whether acceptable or not to the community expresses the need of the individual;
- an individual can and will change his behaviour if the right help is given at the right time and in the right amount;
- if help is given before the problem becomes seriously aggravated the response is likely to be better; and
- the family is the most influential force in the development of personality in the crucial early years of a human being.

Indeed as Bennett (Khambule, 1989, p. 25), has noted ..... "we are dealing with complex, many faceted behaviours with an infinitely diverse client population. Obviously no singly type of treatment can be expected to work in all cases". Hence Midgley et al (1975, p. 260) support that in the process of implementing treatment programmes for prisoners there are problems which are encountered by the prison social workers.

Some prisoners serve short terms of imprisonment where such prisoners have limited time to be exposed to effective treatment programmes. Shortage of professional staff, unsympathetic attitude of the communities after prisoners' release, the artificial and rigid nature of the prison system, and the issue of security versus rehabilitation goals are all problems facing the prison social workers in their services delivery of rehabilitation of prisoners.



Finally, all the methods of Social Work namely, Case Work, Group Work, and Community Work together with the auxilliary methods of Research and Administration have to be employed by social workers in the prison setting, in their professional attempts to combat relapse into crime. "Scientific research is regarded as basic to Community Social Work" (Skidmore and Thackeray, 1983, p. 111). The employment of all these methods by prison social workers when delivering service to prisoners will be not only curative but preventative measures to crime and delinquency as social problems in modern society.

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It is the policy in the prison setting that internal Social Work services employ the Group Work method mainly in order to reach individuals within small face-to-face groups. Chapter 4 will therefore focus on the social group work treatment programme for juvenile delinquents against the problem-solving model discussed in Chapter 2. The different roles of the prison social worker as discussed in Chapter 3 in the development, implementation and evaluation of the treatment programme will be implied.

## CHAPTER 4

### THE SOCIAL GROUP WORK TREATMENT PROGRAMME FOR JUVENILE DELINQUENTS

#### 4.1 INTRODUCTION

One of the important functions of counselling within the prison setting by social workers has been to address problems to adjustment of prisoners, in and out of the prison. The extent to which those prisoners gain from specific training and treatment programmes is related to their level of compliance with institutional or prison rules and regulations. The limited amount of controlled and relevant investigations into counselling in correctional institutions indicate that a significant institutional adjustment can be affected through counselling (Journal of Criminology and Corrections, 1974, p. 7).

Programmes may be integrated into routine prison life. Although prisoners make positive remarks about programmes and often describe them as helpful, existing research has proved that there is little evidence that such programmes do prepare prisoners for release (McCarthy and McCarthy, 1983, p. 62).

The use of groups for rehabilitation purposes received more attention after World War II along with the developments in Psychiatry and Clinical Psychology. Treatment programmes for veterans were developed hence recently there are a number of articles on Group Work in rehabilitation settings. "A rehabilitative approach seeks to make changes that will alleviate

specific handicaps to the functioning of individuals in their social roles" (Glasser, 1974, p. 34).

The application of Group Work is used for prevention and rehabilitation purposes. The treatment programme offered to prisoners is therefore preventative and rehabilitative in nature and will therefore contribute meaningfully in the prevention and rehabilitation of juvenile delinquents and the existence of juvenile delinquency. Juvenile delinquents form part of the prison inmates. They therefore deserve both custodial as well as treatment services during and after imprisonment.

In the following analysis the researcher will discuss the Social Group Work treatment programme for juvenile delinquents as she has designed and implemented it. The discussion will cover the need for developing the programme, and the components of the Social Group Work method against the phases of the problem-solving model as developed by Compton and Galaway (1975, pp. 240 - 253). Social Group Work method in rehabilitation, cause of juvenile delinquency, and the content of the treatment programme will also form part of the discussion.

#### 4.2 THE NEED FOR DEVELOPING THE PROGRAMME

It is researcher's responsibility as a social worker within the prison setting to develop and implement treatment programmes for both adult and juvenile prisoners.

The escalation in numbers of juvenile delinquents was becoming a concern to the prison authorities to such an extent that in 1987 the Head of Prison at Odi District Prison, called a meeting of both the custodial staff and the

social workers to come and look into this aspect. It was resolved that this category of prisoners do need special attention, and as confirmed in the literature, the striking trend which crops up again and again of an ever higher proportion of offenders in the young category" is not debatable (Eldefonso, 1973, p. 72).

Like illness delinquency describes many problems that develop from varied causes and require different kinds of treatment (Coffey, 1974, p. 2). The researcher then was motivated to design a treatment programme for the juvenile delinquents based on the causes of juvenile delinquency. Neumeyer (1961, pp. 157 - 228) points out that the home and family conditions, companionship and juvenile gangs, and mass communication in the form of community agencies and institutions are some of the basic factors and conditions of juvenile delinquency.

There are other factors contributory to causes of juvenile delinquency namely: personality factors which are either biological, psychological or can be attributed to character and behaviour (Neumeyer, 1961, pp. 105 - 153). Furthermore, population, cultural, economic, ecological and physical factors play a role in causing juvenile delinquent acts (Neumeyer, 1961, pp. 241 - 268).

According to Eldefonso (1973, pp. 63 - 72) age, sex poverty and social class membership afford us an indepth study of the correlative factors closely associated with delinquency. Researcher has taken literature and own experience with prisoners into consideration, identified some factors as the primary factors contributory to causes of juvenile delinquency and emphasized them in programme planning namely, the family, the school and the

neighbourhood, drugs and alcohol use and abuse, mass media influence and peer group pressure.

Although it could be argued that eliminating the causes of delinquency, or substituting other influences in the place of the causes does not require knowledge of the causes, it is clear that understanding the causes will improve chances that corrections or prisons can succeed in their rehabilitation efforts. In a broad sense, all social problems turn out to be problems of personal and social controls. From the point of view of delinquency, "the failure of controls whether personal or social may be regarded as an important factor in causation" (Neumeyer, 1961, p. 278).

#### 4.3 COMPONENTS OF THE SOCIAL GROUP WORK METHOD ACCORDING TO THE PROBLEM-SOLVING MODEL

Social Group Work is a method of rendering service to people through providing them with experience in groups, development of the people concerning their individual potential, improvement of their relationships, social functioning capacities and social action. These are purposes of Social Group Work where the social worker functions within the framework of ethical and social values.

The treatment sequence in Social Group Work is the process of how the social group worker intervenes during the intake, diagnoses, treatment planning, group composition, development, treatment, evaluation and termination. This sequence in terms of the problem-solving model comprises of the Contact, Contract, and Action phases.



In the researcher's treatment programme eight groups of juvenile delinquents were identified and ten sessions for each group were conducted over ten weeks. The group members were exposed to interviewing schedules individually before and after exposure to the treatment programme. Some researchers use a definite sample to the subjects for their studies, while others use a control group. Healy did not use a control group to compare delinquents and non-delinquents in his first study but Burt of the University of London did. The Gluecks in their "Unravelling Juvenile Delinquency" used the control group while many research criminologists do not use non-delinquent groups for making comparisons (Reckless, 1961, p. 244).

The following discussion will concentrate on the treatment sequence in Social Work in terms of the three phases of the problem-solving model, namely, the Contact, Contract and Action phases.

#### 4.3.1 The Contact Phase

During this stage the researcher as the social group worker met with the juvenile delinquents in groups in session one. This was not the first encounter as they have been seen individually when administering the first interview schedules. It is here where factors contributory to the existence of juvenile delinquency were identified and clearly defined as the group members experienced them.

This social group worker orientated the group on the roles played by different sections within the prison system with emphasis on the role played by the prison social workers. Feedback on the first meeting to evaluate the meeting and to plan for the next meeting were done.

#### 4.3.2 The Contract Phase

The second session with the groups of juvenile delinquents were aimed at designing a preliminary contract according to conclusions reached at session one. The duration, number, and frequency of sessions were concluded as one hour per session, ten sessions in total, and meeting once a week. Topics to be handled, which form the causes of juvenile delinquency, were agreed upon, and the social group worker's role was clearly explained. The goal of the group counselling treatment programme was formulated and a contract was drawn up, and the factors identified and clarified at session one were formulated into long-term goals and short-term goals.

Evaluation and planning for the next session followed at the end of session two.

#### 4.3.3 The Action Phase

This phase comprised the third to the tenth sessions where factors formulated as goals at session two were implemented. Discussions, evaluation, and planning for the next sessions were done from sessions seven to ten. The role-plays were used as social group work aids for the juvenile delinquents to experience the effects of the factors contributing to the existence of juvenile delinquent acts and how to react healthily in future. Use was also made of response-evoking techniques like pictures relevant to the topics.

The group members had to be prepared at session nine for termination. The interview schedules administered after exposure to the treatment programme served as an evaluation of the whole treatment programme.

The following is therefore the outline of the content of the treatment programme or the youth programme.

#### **4.4 THE YOUTH PROGRAMME**

##### **4.4.1 The Contact Phase**

###### **Session 1**

###### **Goal**

To identify and define factors that contribute to the existence of juvenile delinquency and to orientate the juvenile into the prison system.

###### **Focus Points**

- (a) The factors and types of deviance as seen by the juveniles, the law-enforcement agencies and the worker within the prison system.
- (b) The role played by different sections of the prison system with special emphasis on the role of the prison social worker.
- (c) Feedback about the meeting from the juveniles and planning for the next meeting.



#### **4.4.2 The Contract Phase**

##### **Session 2**

##### **Goal**

To identify the goal of the group counselling meetings and to formulate a contract.

##### **Focus Points**

- (a) The factors that contribute to the existence of juvenile delinquency as reformulated into long-term goals.
- (b) The short-term goals arising from the long-term goals.
- (c) Determination of the duration, number, and frequency of the sessions.
- (d) The expectations and obligations from the juveniles during the process of group counselling.
- (e) Motivation of the offenders to participate actively during the group meetings.
- (f) The worker's goals as the problem outcome through conducting the group counselling meetings, and planning for the next meeting.
- (g) Topics to be handled as long-term goals:

- (i) The family relationships
- (ii) The school and the neighbourhood
- (iii) Drug use and abuse
- (iv) The mass media, and the peer group

#### **4.4.3 The Action Phase**

##### **Session 3**

###### **Goal**

To discuss family relationships as a factor contributory to the existence of juvenile delinquency.

###### **Focus Points**

- (a) Broken homes
- (b) Family tension
- (c) Family discipline
- (d) Family finances
- (e) Family communication patterns
- (f) Planning for the next meeting

##### **Session 4**

###### **Goal**

To discuss the school and the neighbourhood as factors contributing to the existence of juvenile delinquency.

### **Focus Points**

- (a) Rejection of low-class children by teachers.
- (b) Cultural deprivation and educational difficulties.
- (c) Handling misconduct by children at schools.
- (d) How the neighbourhood handles misconduct by children.
- (e) The blocking of the child's misconduct goals and aspirations due to belonging to a low-class family.
- (f) Stigmatization of the children and the encouraging of secondary deviance.
- (g) Planning for the next meeting.

### **Session 5**

#### **Goal**

To discuss the use and abuse of drugs as a factor contributory to the existence of juvenile delinquency.

#### **Focus Points**

- (a) The possession, sale and use of drugs illegally as delinquent actions.

- (b) The use of drugs as contributory to delinquent actions.
- (c) Drugs as depressants, stimulants and hallucinogenics.
- (d) Use of drugs out of curiosity and the consequences.
- (e) Planning for the next meeting.

#### **Session 6**

#### **Goal**

To discuss the effects of the exposure to the mass media and the peer group as factors contributory to the existence of juvenile delinquency.

#### **Focus Points**



- (a) The content of television programmes, newspapers and radio programmes.
- (b) Non-exposure to the mass media.
- (c) Media impact and violent incidents and aggression from youths.
- (d) The existence en non-existence of recreational facilities for the youth and involvement in delinquent actions.
- (e) Peer group pressure.
- (f) Planning for the next meeting.

## **Session 7**

### **Goal**

Role-playing a case when an act of delinquency happened due to some form of poor or unhealthy family relations, not conclusive to acceptable family interaction.

### **Focus Points**

- (a) How the delinquent act happened, and under which circumstances.
- (b) What alternatives could have been applied to avoid the delinquent act.
- (c) The problem-solving process in life situations.
- (d) Planning for the next meeting and evaluation of the play.

## **Session 8**

### **Goal**

Role-playing the delinquent act which occurred due to some form of educational difficulties experienced by a youth.

### **Focus Points**

- (a) How the act occurred.

- (b) What alternatives could have been applied to curb the occurrence of the delinquent act.
- (c) The problem-solving process in life situations.
- (d) Evaluating the play and planning for the next meeting.

### **Session 9**

#### **Goal**

Role-playing a delinquent act that happened due to the use of some form of drugs.

#### **Focus Points**

- (a) How the delinquent act occurred.
- (b) Alternatives to having avoided the delinquent act.
- (c) The problem-solving process in life situations.
- (d) Planning for the next meeting, evaluation of role-playing, and preparation for termination.

## **Session 10**

### **Goal**

Role-playing a delinquent act which occurred due to exposure of a youth to some form of the mass media and termination of the group meetings.

### **Focus Points**

- (a) How the delinquent act occurred.
- (b) What alternatives could have prevented the existence of the act.
- (c) The problem-solving process in life situations.
- (d) Evaluation of the play and termination of the group meetings.

## **4.5 CONCLUSION**

The group context plays an important role to reach individual member's goals and the group goal. The social group worker also guides the group members in their interaction and structures their experiences towards the attainment of desired goals. Researcher was guiding the group members through the sessions in order to reach the goal of learning healthy problem-solving techniques.

Group attendance and termination may be influenced by a variety of reasons either than the achievement of goals. Some group members did not attend all the group meetings due to being discharged, having to attend court cases,

playing games and communications breakdown between the social group worker and other staff members or personnel.

The underlying causes of social problems, particularly of juvenile delinquency are complex, as it is part of a dynamic process that is conditioned by the individual's personality make-up whether hereditary or acquired, his social world and environmental factors, and the sequence of events culminating in delinquent acts (Neumeyer, 1961, p. 293)). The results of the programme will give an indication of what could be attributed to the causes of the group members to commit their crimes.

Education, counselling and treatment programmes aimed at changing behaviour of individuals and programmes aimed at improvement of environmental conditions are two main approaches to be employment by social group workers in research based programmes concerning treatment and prevention of juvenile delinquency (Neumeyer, 1961, p. 302).

The following chapter 5 will give an analysis and presentation of data collected where conclusions will be made in the evaluation of the effectiveness of the designed treatment programme.



## CHAPTER 5

### PRESENTATION OF DATA

#### 5.1 INTRODUCTION

The data reflected and presented in this chapter was collected from two types of resources or respondents namely, prison personnel and prisoners. This data will be compared with literature and the researcher's practical and professional experience.

Personnel in this research comprised of all the commissioned officers permanently or temporarily employed at Odi District Prison together with all the professional social workers permanently employed in the Bophuthatswana Prison Service excluding the researcher. A commissioned officer is in terms of the Prisons Act (Act No. 11 of 1978) appointed by the President of the Republic of Bophuthatswana.

The prisoners in the research comprised all the juvenile delinquents who were the inmates of Odi District Prison at the time of the implementation of the research. Their ages were between 16 and 21 years while serving sentences of two to six years imprisonment. These juveniles were divided into eight groups who were included in a group work programme over a period of 10 weeks. Each group was seen over 10 sessions with the youth programme outlined in Chapter 4 forming the basis of the group discussions.

In the collection of data similar questionnaires were administered to both the commissioned officers and the social workers as respondents without the

researcher's assistance. Interview schedules were administered on each of the juveniles by the researcher before and after exposure to the group work treatment programme. The total number of personnel who responded was 10 while there were 69 juveniles before exposure to the treatment programme and 57 juveniles after exposure to the treatment programme. The 12 group members discontinued due to such reasons as lack of interest, being released from prison, internal disciplinary measures taken against them, and lack of co-operation from some personnel. These reasons were basically either intentional or inevitable.

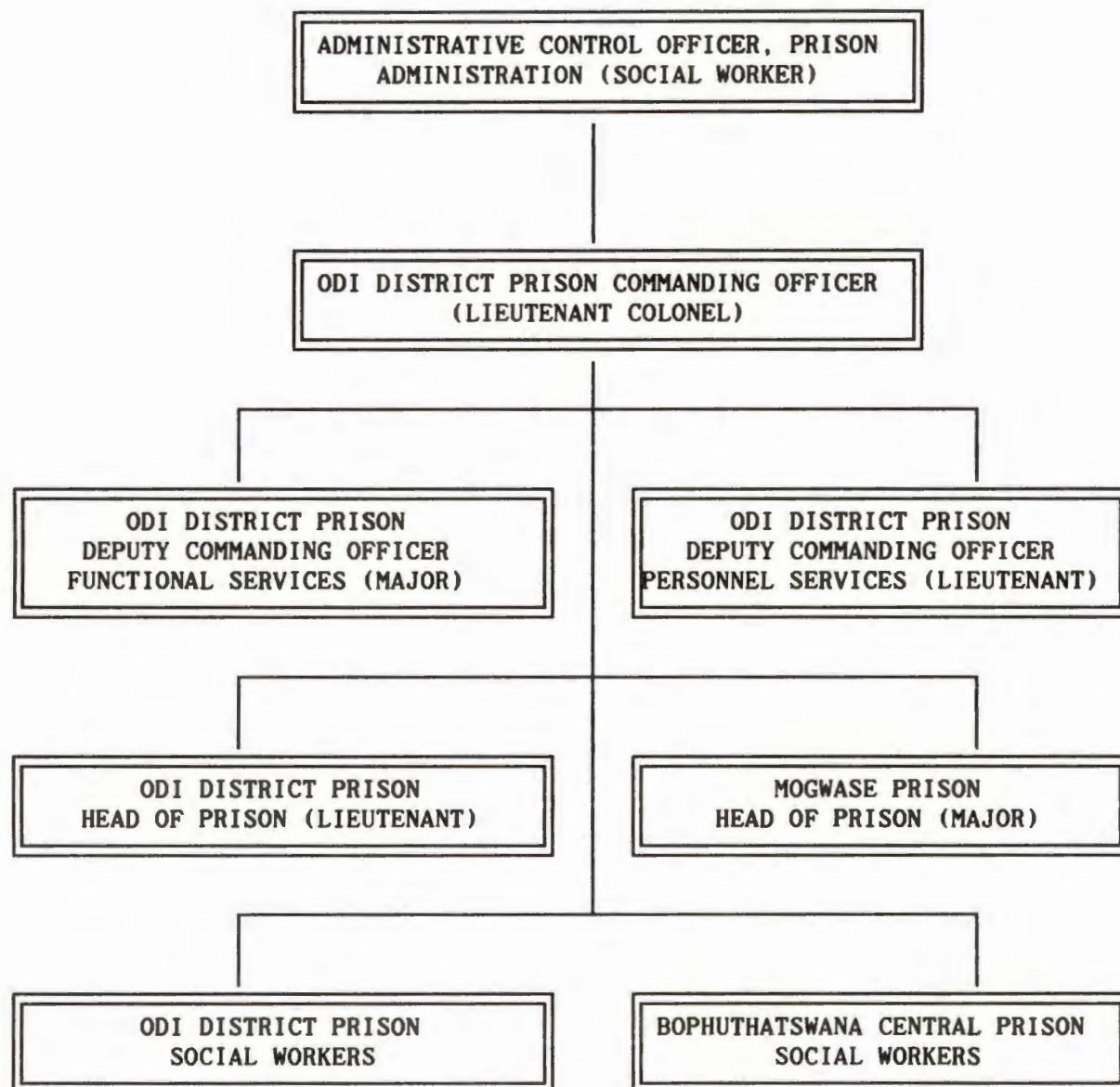
Researcher will commence by reflecting information gathered from the management personnel and the prison social workers before giving information from the juveniles.

The information from the juveniles will reflect data collected from individual juveniles before and after exposure to the treatment programme. Data collected after exposure to the treatment programme will mainly reflect the impact or effectiveness of the treatment programme where the problem-solving process will form the basis of the treatment programme.

## **5.2 THE STRUCTURAL-FUNCTIONAL ANALYSIS OF ODI DISTRICT PRISON MANAGEMENT PERSONNEL AND THE BOPHUTHATSWANA PRISONS SERVICE SOCIAL WORKERS**

The structure of this system depicts its functioning. The structure of personnel will be followed by the exposition of each person's major functions.

**5.2.1 THE STRUCTURE OF ODI DISTRICT PRISON MANAGEMENT PERSONNEL AND THE BOPHUTHATSWANA PRISONS SERVICE SOCIAL WORKERS**



**5.2.2 The Functions of the Odi District Prison Management Personnel and the Bophuthatswana Prisons Service Social Workers**

The roles of both the management personnel and the Prison Social Workers will be pointed out as they are perceived by them.

#### 5.2.2.1 The Role of the Administrative Control Officer, Prison Administration

The officer who is also a professional Social Worker is in charge of treatment services for prisoners. The services comprise security, control, disposal and physical care of prisoners. He operates from Head Office level.

#### 5.2.2.2 The Role of the Commanding Officer

The Commanding Officer is the leader of either one or more Prisons which make up a command. The command comprises of administrative personnel dealing with personnel and their financial matters, and custodial personnel dealing with functional services to prisoners, including personnel.

The Commanding Officer is therefore in charge of management of services rendered to both personnel and prisoners at command level. He is a link between a prison and Head Office.

In addition to his managerial role he has to preside over personnel and prisoners cases for trial within the prison courts.

#### 5.2.2.3 The Role of the Deputy Commanding Officer, Administration Services

The Deputy Commanding Officer, administration services is responsible for personnel matters pertaining to general administration, control over state and club accounts, control over transport and logistic services and also presides over personnel and prisoners cases. He is a link between personnel and the Commanding Officer.



#### 5.2.2.4 The Role of the Deputy Commanding Officer, Functional Services

As mentioned at 5.2.2.2 functional services are rendered to prisoners concerning their physio-psycho-social care and needs. This officer who also operates from command level is thus a link between prisoners' treatment and training services and the Commanding Officer. He manages specialized services comprising of social work, educational and recreational, psychological and spiritual ministration of prisoners. He is also in charge of the hospital, building and maintenance agricultural, catering, institutional committee and security services. He too presides over personnel and prisoners' cases internally or within the prison setting.

#### 5.2.2.5 The Role of the Head of Prison

The head of the prison is the link between the prison personnel mainly rendering custodial care for prisoners and the Commanding Officer at the prison level. He manages both administrative and functional services for the personnel and the prisoners and is the head of this institution as he links the prison with the command. He also presides over personnel and prisoners cases.

The advisor to the head of prison is a temporary staff member who helps the head of prison in an advisory capacity and is involved in training prison personnel.

The highest educational standard of all the management personnel mentioned above was standard ten.

#### 5.2.2.6 The Role of the Prison Social Worker

Social workers in the prison setting mainly render services to prisoners. It is only in some cases where personnel is referred to these social workers for intervention either voluntarily by themselves or involuntarily by prison authorities and even by concerned fellow staff members. The latter service is more of rendering a service in an advisory capacity rather than on an action orientated basis.

These social workers are therefore concerned with supervision of social work personnel, planning and implementing treatment programmes for prisoners and forming a team with the institutional committee or punished according to the prison rules and regulations about their behaviour.

In implementing the treatment programmes for prisoners all the methods of social work, namely, casework, group work, community work, research and administration are employed although emphasis is placed on the group work method. During prisoners' incarceration social workers render reconstruction services where they serve as a link between those prisoners and their families. These prisoners are prepared for reintegration into their societies and after-care services are rendered where physical arrangements or interventions are made or employed. Through these after-care services the external resources are used to assist prisoners towards effective reintegration into communities with the main objective of curbing relapse into crime.

The Bophuthatswana Prisons Services utilizes its social workers in the control of other specialized services mentioned at 5.2.2.4 either than social work whenever there is that need, e.g. in the absence of the relevant

personnel or where such personnel assist on a temporary or occasional basis.

The following is a reflection from the questionnaires filled in by ten (10) respondents composed of management and social workers, concerning the prison social workers' need, quality and knowledge.

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TABLE 1: OPINIONS OF THE IMPORTANCE OF SOCIAL WORK IN PRISON BY RESPONDENTS

| IMPORTANCE OF<br>PRISON SOCIAL<br>WORK IN TERMS OF | OPINIONS FROM RESPONDENTS |           |           | TOTAL<br>RESPON-<br>SES | TOTAL<br>PERCEN-<br>TAGE |
|----------------------------------------------------|---------------------------|-----------|-----------|-------------------------|--------------------------|
|                                                    | NEGATIVE                  | UNCERTAIN | POSITIVE  |                         |                          |
| The need                                           | -                         | -         | 10(100,0) | 10                      | 100,0                    |
| The quality                                        | -                         | 1(10,0)   | 9( 90,0)  | 10                      | 100,0                    |
| Information and<br>knowledge                       | -                         | -         | 10(100,0) | 10                      | 100,0                    |

All the respondents were positive that there is a need for social work services in prison. There were ninety (90,0 %) of them who were positive that performance of their social workers' services were up to the expected quality, while one (10,0 %) was uncertain. All the respondents were positive that they had information about the role of prison social workers. The researcher's opinion is that there exists a high regard for the need, quality and information on prison social work by both the management personnel and the prison social worker. This positive response concerning knowledge, acceptance and importance of prison social work by the management personnel can be subjective and less objective when taking into consideration that their highest qualification is standard ten. They do not have insight into the social work profession and hence they cannot be expected to be having comprehensive knowledge of this profession. It is also researcher's opinion from experience as a prison social worker that prison

management personnel attaches more acceptance and importance to their different roles than they do to prison social work mainly because they understand their roles better than the social work role.

As far as the prison social workers is concerned, it is also the researcher's opinion that these social workers do not evaluate and interpret their role within the prison system as professionally as they should. The reflections of their role were brief and not informative that it was not clear to distinguish their's from the management personnel's. There was no clearly detailed information on their role that the researcher could focus on professionalism as reflections concentrated on administrative procedures and routine.

### **5.3 PRESENTATION OF DATA COLLECTED FROM THE JUVENILE DELINQUENTS BEFORE THE IMPLEMENTATION OF THE SOCIAL WORK TREATMENT PROGRAMME**

The main aim was to gather information from the juveniles before being exposed to the treatment programme.

This information would be compared with that to be gathered after exposure to the treatment programme in order to measure the programme's effectiveness and to reach conclusions and recommendations for future research.

The following identifying particulars in respect of the juvenile's ages educational standard, cultural and religious background will be discussed. It has to be noted that the information was not verified against external sources or significant others to the juveniles.



### 5.3.1 Identification Particulars of the Respondents

Age and educational standard of the respondents will be illustrated in Table 2 and discussed further.

#### 5.3.1.1 Age and Educational Qualifications of the Respondents

TABLE 2: AGE AND EDUCATIONAL STANDARD OF THE RESPONDENTS

| AGE OF RESPONDENTS IN YEARS | EDUCATIONAL STANDARD |           |           |          | TOTAL RESPONSES | TOTAL PERCENTAGE |
|-----------------------------|----------------------|-----------|-----------|----------|-----------------|------------------|
|                             | N.                   | P.S.E.    | M.S.E.    | H.S.E.   |                 |                  |
| 16 - 17                     | 1(1,44)              | 1( 1,44)  | 6( 8,69)  | -        | 8               | 11,6             |
| 18 - 19                     | -                    | 4( 5,79)  | 7(10,14)  | 5( 7,24) | 16              | 23,2             |
| 20 - 21                     | 3(4,34)              | 14(20,28) | 19(27,53) | 9(13,04) | 45              | 65,2             |
| TOTAL                       | 4                    | 19        | 32        | 14       | 69              | -                |
| PERCENTAGE                  | 5,8                  | 27,5      | 46,4      | 20,3     | -               | 100              |

N = Never attended School

P.S.E. = Primary School Education

M.S.E. = Middle School Education

H.S.E. = High School Education

Primary school education ranges from grade one to standard four, Middle school ranges from standard five to standard seven, and High school education from standard eight to standard ten.

The majority of the juveniles 45 (65,2 %) were in the ages 20 to 21 years while 8 (11,6 %) were 16 to 17 years old. The highest number of the juveniles 32 (46,4 %) had attended middle school education while 4 (5,8 %) had never received formal schooling education.

The above corresponds with the general reflection in the annual reports of the Commissioner of Bophuthatswana Prisons Service (1983 - 1988) where the majority of prisoners of 30 years and younger had middle school education.

Wodarski (1987, p. 112) writes that the central process of development during the later adolescent stage, i.e. 18 to 22 years, is the role experimentation period where individuals become involved in various activities. These individuals seek alternatives in careers, while unemployment rates increase the possibilities of arrests for the different types of crimes.

#### 5.3.1.2 The Ethnic Background of the Respondents

The respondents' cultural background will be outlined in Table 3.

TABLE 3: THE ETHNIC BACKGROUND OF THE RESPONDENTS

| ETHNIC GROUP OF RESPONDENTS | TOTAL | PERCENTAGE |
|-----------------------------|-------|------------|
| Tswana                      | 27    | 39,1       |
| Swazi                       | 10    | 14,5       |
| Tsonga                      | 8     | 11,6       |
| Northern Sotho              | 7     | 10,1       |
| Ndebele                     | 6     | 8,8        |
| Xhosa                       | 5     | 7,2        |
| Southern Sotho              | 3     | 4,3        |
| Zulu                        | 2     | 3,0        |
| Venda                       | 1     | 1,4        |
| TOTAL                       | 69    | 100,0      |

Most of the juveniles 27 (39,1 %) were Tswanas and the smallest group, only 1 (1,4 %), Venda.

Odi District Prison admits prisoners who have violated the law within the Republic of Bophuthatswana, Chapter 1 of this dissertation Section 1.6.1 (page 6) most of the inhabitants (66 %) of 1,5 million are Tswanas, hence the tendency for the juvenile Tswanas to be more than other ethnic groups.

There is no information on prisoners ethnic groups in the Commissioner's Annual Reports. The given or reflected information according to researchers' opinion, might have been influenced by that this information is not verified as the juveniles give such information without being serious or with subjective motivations.

#### 5.3.1.3 The Respondents' Religious Affiliation

The religious affiliation of the respondents will be discussed in Table 4.

TABLE 4: THE RELIGIOUS AFFILIATION OF THE RESPONDENTS

| DENOMINATION OF RESPONDENTS | TOTAL | PERCENTAGE |
|-----------------------------|-------|------------|
| Apostolic Church            | 20    | 29,0       |
| Roman Catholic Church       | 11    | 16,0       |
| Zion Christian Church       | 8     | 11,59      |
| Methodist Church            | 6     | 8,69       |
| Lutheran Church             | 5     | 7,24       |
| Dutch Reformed Church       | 3     | 4,34       |
| Pentacostal Church          | 2     | 2,89       |
| Anglican Church             | 2     | 2,89       |
| Baptist Church              | 1     | 1,44       |
| Presbiterian Church         | 1     | 1,44       |
| Others                      | 6     | 8,69       |
| None                        | 4     | 5,79       |
| TOTAL                       | 69    | 100,0      |

The juveniles who belonged to the Apostolic Church were in the majority at 20 (29,0 %) while 1 (1,44 %) belonged to both the Baptist and the Presbyterian Churches respectively. There were 6 (8,69 %) who belonged to other Churches other than those mentioned above while 4 (5,79 %) belonged to no Church at all.

According to the Annual Reports of the Commissioner of Bophuthatswana Prisons Services (1983 - 1988) the general trend is that the majority of prisoners belong to the Roman Catholic Church. In the researcher's findings those belonging to the Roman Catholic Church were the second highest at 11 (16,0 %).

This information too is not objective as it was not verified from the juveniles' family members or other significant others and they give the information with subjective motivations according to researcher's opinion. They do that to create good impressions despite that they do not belong to any church.

### **5.3.2 Sentences and Criminal History of the Respondents**

#### **5.3.2.1 Sentences of the Respondents**

The juveniles in the researcher's project were serving sentences between two to six years period of imprisonment. These sentences were compared to juveniles' ages, length of imprisonment and their criminal record in terms of the past or previous and present offences.

TABLE 5: SENTENCES AND AGES OF THE RESPONDENTS

| SENTENCES OF<br>RESPONDENTS IN<br>MONTHS | AGE IN YEARS |          |           | TOTAL<br>NO. | PERCENTAGE<br>IN TOTAL |
|------------------------------------------|--------------|----------|-----------|--------------|------------------------|
|                                          | 16 - 17      | 18 - 19  | 20 - 21   |              |                        |
| 24 - 36                                  | 5( 7,24)     | 5( 7,24) | 21(30,43) | 31           | 44,9                   |
| 37 - 48                                  | 1( 1,44)     | 6( 8,69) | 10(14,49) | 17           | 24,6                   |
| 49 - 60                                  | 1( 1,44)     | 3( 4,34) | 7(10,14)  | 11           | 16,0                   |
| 61 - 72                                  | 1( 1,44)     | 2( 2,89) | 7(10,14)  | 10           | 14,5                   |
| TOTAL                                    | 8            | 16       | 45        | 69           |                        |
| PERCENTAGE                               | (11,6)       | (23,2)   | (65,2)    |              | 100                    |

It is reflected here that most 31 (44,9 %) of the juveniles were serving sentences of two and three years while 10 (14,5 %) respondents were serving terms of five to six years imprisonment. Most of these juveniles 45 (65,2 %) were in the bracket of 20 and 21 years while 8 (11,6 %) were in the ages of 16 and 17 years old. This indicates that most respondents were young adults and were serving low terms of imprisonment as compared to the early adolescents who were serving longer sentences of imprisonment.

As Eldefonso (1973, p. 164) explains delinquency diminishes with age as the majority of juveniles do not go on to become criminals. In order to further support this explanation by Eldefonso the researcher gives a reflection of Table 6 where respondents' criminal offences are taken into consideration.



**TABLE 6: SENTENCES AND PREVIOUS CONVICTIONS OF THE RESPONDENTS**

| SENTENCE OF THE RESPONDENTS IN MONTHS | FIRST OFFENDER | RECIDIVISTS | TOTAL NO. | PERCENTAGE IN TOTAL |
|---------------------------------------|----------------|-------------|-----------|---------------------|
| 24 - 36                               | 17(24,6 )      | 14(20,3 )   | 31        | 44,9                |
| 37 - 48                               | 14(20,3 )      | 3( 4,34)    | 17        | 24,6                |
| 49 - 60                               | 6( 8,69)       | 5( 7,24)    | 11        | 16,0                |
| 61 - 72                               | 10(14,49)      | -           | 10        | 14,5                |
| <b>TOTAL</b>                          | <b>47</b>      | <b>22</b>   | <b>69</b> | <b>100</b>          |
| <b>PERCENTAGE</b>                     | <b>68,1</b>    | <b>31,9</b> |           | <b>100</b>          |

There were 31 (44,9 %) juveniles serving sentences of two to three years imprisonment, and 10 (14,5 %) serving five to six years imprisonment. The majority of them 47 (68,1 %) were first offenders and 22 (31,9 %) were recidivists.

It is thus the researcher's opinion in support to Eldefonso (1973, p. 164) that although most of the respondents were young adults they were mostly first offenders who when given help at the time and in the right amount they may not grow into adult offenders. It should be noted that these latter mentioned juveniles were serving shorter sentences (two to three years) which factor may imply that their crimes were not as serious since they might have qualified for longer terms of imprisonment owing to a correlation between circumstances surrounding committal of a crime and the extent of punishment imposed.

#### 5.3.2.2 Criminal Offences of the Respondents

The offences committed by the respondents varied from rape, dagga smuggling, assault, housebreaking and malicious damage to property, theft including stock-theft, robbery and possession of fire-arms and ammunition,

murder including culpable homicide and escape from custody.

Some of the juveniles had committed more than one offence or had committed the same crime more than once hence the total will exceed the total number of juveniles 69 (100 %).

TABLE 7: SENTENCES AND PRESENT OFFENCES OF THE RESPONDENT

| SENTENCE OF THE<br>RESPONDENTS IN<br>MONTHS | TYPE OF PRESENT OFFENCE |   |   |    |    |     |    |   | TOTAL<br>RESPONSES | TOTAL<br>PERCENTAGE |
|---------------------------------------------|-------------------------|---|---|----|----|-----|----|---|--------------------|---------------------|
|                                             | R                       | D | A | HM | TS | RPA | MC | E |                    |                     |
| 23 - 36                                     | 9                       | - | 1 | -  | 17 | 2   | 4  | 1 | 34                 | 43,6                |
| 37 - 48                                     | 3                       | - | 2 | 2  | 3  | 8   | 2  | - | 20                 | 25,6                |
| 49 - 60                                     | 9                       | - | - | 1  | -  | -   | 2  | - | 12                 | 15,4                |
| 61 - 72                                     | 9                       | 1 | 1 | -  | -  | -   | 1  | - | 12                 | 15,4                |
| TOTAL                                       | 30                      | 1 | 4 | 3  | 20 | 10  | 9  | 1 | 78                 | 100,0               |

- R = Rape  
D = Dagga smuggling  
A = Assault  
HM = Housebreaking and Malicious Damage to property  
TS = Theft and Stock theft  
RPA = Robbery and Possession of Ammunition  
MC = Murder including Culpable Homicide  
E = Escape from custody or prison

The highest responses 34 (43,6 %) were from the juveniles or respondents serving two to three years terms of imprisonment, while 12 (15,4 %) were serving sentences of more than five years up to six years. The highest committed crime was rape with 30 responses while dagga smuggling and escape from custody were the lowest with 1 response respectively.



According to the Annual Reports by the Commissioner of Bophuthatswana Prisons Service (1983 - 1988) the general trend is that assault is the highest committed crime by both the juveniles and adult offenders while rape is the second highest committed crime to researcher's opinion. This difference is influenced by the fact that the juveniles are in the minority compared to adult offenders, concerning the population. In the researcher's opinion rape is a serious crime, even though from Table 6 it was observed that the later adolescents were in the majority concerning the total number of the juveniles under study, while they serve shorter terms of sentences two to three years and are mostly first offenders.

According to many researchers a theory of sex offending focussing on a single cause will not fully account for this complex phenomenon. The existence of multiple contributory factors is becoming more and more evident, and factors appearing to operate in a particular sex offender's case may not help explain why another offends. In most cases as it is also the researcher's opinion the likelihood is that sex offences are produced by chains of causal factors operating together in complicated ways including psycho-social networks in their communities.

In the evaluation of the treatment programme the researcher will refer to relevant literature and research done on the social network or support systems which form the content of the treatment programme.

### 5.3.3 Evaluation of the Social Group Work Treatment Programme by the Respondents

The respondents evaluated the treatment programme in relation to the length of their stay in prison, their knowledge of the role of the prison social group worker and their motivation to belong to the social group work counselling sessions. They will also evaluate the factors blamed for committal of own crimes as well as the alternatives which could have prevented the occurrence or committal of delinquent acts.

#### 5.3.3.1 Length of Respondents' Stay in Prison

In Table 8 comparison will be made of the length of stay in prison by the respondents at the time of the implementation of the treatment programme, the level of their knowledge of the role of the prison social worker as being either poor or good and their motivation to belong to social group work counselling sessions as being either negative or positive.

Most of the respondents 28 (40,58 %) had already spent a maximum of six months in prison at the time of the implementation of the treatment programme. Only 2 (2,9 %) had already spent a minimum of 18 months and a maximum of 30 months in prison.

The period for orientation of prisoners into the prison setting by the prison social workers which is referred to as the contact phase of the problem-solving model, is from admission to three months. Most juveniles have therefore already been exposed to the orientation programme as they had already spent a maximum of six months in prison before the implementation of this treatment programme.

**TABLE 8: THE LENGTH OF STAY IN PRISON, INFORMATION ON THE ROLE OF THE PRISON SOCIAL WORKER AND MOTIVATION TO BELONG TO SOCIAL WORK COUNSELLING MEETINGS**

| LENGTH OF RESPONDENTS STAY IN MONTHS | KNOWLEDGE OF THE ROLE OF THE PRISON SOCIAL WORKER |           | MOTIVATION TO BELONG TO SOCIAL WORK GROUP |           | TOTAL RESPONDENTS | TOTAL PERCENTAGE |
|--------------------------------------|---------------------------------------------------|-----------|-------------------------------------------|-----------|-------------------|------------------|
|                                      | POOR                                              | GOOD      | NEGATIVE                                  | POSITIVE  |                   |                  |
| 0 - 6                                | 12(17,4 )                                         | 16(23,18) | 2(2,9)                                    | 26(37,68) | 28                | 40,58            |
| 7 - 12                               | 7(10,14)                                          | 9(13,04)  | 2(2,9)                                    | 14(20,28) | 16                | 23,18            |
| 13 - 18                              | 5( 7,24)                                          | 16(23,2 ) | -                                         | 21(30,44) | 21                | 30,44            |
| 19 - 24                              | -                                                 | 2( 2,9 )  | -                                         | 2( 2,9 )  | 2                 | 2,9              |
| 25 - 30                              | -                                                 | 2( 2,9 )  | -                                         | 2( 2,9 )  | 2                 | 2,9              |
| TOTAL                                | 24                                                | 45        | 4                                         | 65        | 69                |                  |
| PERCENTAGE                           | 34,78                                             | 65,22     | 5,8                                       | 94,2      |                   | 100              |

Concerning information on the role the prison social worker most of the juveniles 45 (65,22 %) had a good understanding of this role while the majority 65 (94,2 %) were positively motivated to belong to the social work meeting or groups.

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It should be noted that even those who were longer in the prison were highly and positively motivated to belong to the social group work meetings. It is researcher's opinion that they were influenced by subjective motivations like being anxious about the content of the programme and avoiding going out to work.

#### **5.3.3.2 Social Network or Support Systems Contributing to the Existence and Prevention of Juvenile Delinquency**

Several factors could contribute to delinquency including self, the family, use and abuse of alcohol and drugs, the neighbourhood influence, school related problems, mass media influence and peer group pressure. Alternatives to be considered for the prevention of juvenile delinquency include self-control, acceptance of discipline from parents avoiding indulgence in alcohol and drugs, healthy relations with the neighbourhood, regular school attendance, correct interpretation of the mass media, and avoiding association with bad friends.

The respondents had to indicate more than one factor either being blamed for or being considered preventative of the occurrence of delinquent acts, consequently the total responses will exceed the total number of the juveniles or respondents who were 69.

The majority of responses 35 (23,0 %) blamed the family for committing their crimes while 2 (1,3 %) blamed the neighbourhood. There is a close relationship among the self 32 (21,1 %), the family 35 (23,0 %), the use and abuse of alcohol and drugs 34 (22,4 %) and peer group pressure 33 (21,7 %) responses, as factors blamed for committal of crimes.

**TABLE 9: FACTORS BLAMED FOR AND ALTERNATIVES CONSIDERED TOWARDS PREVENTION OF DELINQUENCY BY THE RESPONDENTS**

| FACTORS BLAMED FOR COMMITTAL OF OWN CRIME | ALTERNATIVES TOWARDS PREVENTION OF COMMITTAL OF OWN CRIME | TOTAL RESPONSES | TOTAL PERCENT-AGE |
|-------------------------------------------|-----------------------------------------------------------|-----------------|-------------------|
| Self                                      | Self-control                                              | 32              | 21,1              |
| Family                                    | Listening to parents                                      | 35              | 23,0              |
| Drugs and Alcohol                         | Avoid use and abuse of drugs and alcohol                  | 34              | 22,4              |
| The Neighbourhood                         | Maintaining healthy relations with the neighbourhood      | 2               | 1,3               |
| The School                                | Attending school                                          | 11              | 7,2               |
| Mass Media                                | Correct interpretation of Mass Media                      | 5               | 3,3               |
| Peer group pressure                       | Avoiding association with bad friends                     | 33              | 21,7              |
| TOTAL                                     |                                                           | 152             | 100,0             |

On the other hand, there were 35 (23,0 %) responses on considering having listened to their parents as an alternative for prevention of committing crime, while 2 (1,3 %) responses represented healthy relations with neighbours and other community members as the least important factor of prevention of crime.



There also exists a close relationship with the most considered factor listening to parents 35 (23,0 %) avoiding bad influence from friends 33 (21,7 %) having self-control 32 (21,1 %), and avoiding the use and abuse of alcohol and drugs 34 (22,4 %).

The above thus indicates that the general trend of thought from the juveniles was that the self, the family, alcohol and drugs and peer group pressure were the highly regarded social network or support systems contributing to the existence and prevention of juvenile delinquency.

Eldefonso (1975, p. 164) explains that the early socialization process is one of the key factors in determining an individual's proneness to deviancy. Peer groups and other social institutions are said to be playing significant roles too.

"The psychologist views the family variables as they contribute to personality development while the sociologist is concerned with the family's relationship to the total society as the family transmits its class differentiated patterns to the child" (Eldefonso, 1975, p. 164).

The study of delinquency is based on either that deviant behaviour is produced by variables under study or that it occurs through the ineffectiveness or absence of social controls. Schools prepare children to be productive citizens of the future as they have contact with formal education at early stages of their development ..... available evidence strongly suggests that delinquent commitments result in part from adverse or negative school experiences of some youths ..... (Eldefonso, 1975, p. 176).

Children who are rejected in their school groups and who experience failure easily develop patterns of delinquency as they in turn reject authority and community standards.

Haskel and Yablonsky (Terblanche, 1985, p. 30) it is said that "gebrek aan dissipline in skole word regstreeks aan toenemende jeugmisdad gekoppel". Terblanche (1985, p. 30) further supported Haskel and Yablonsky (1982, p. 166) that people in the higher economic class tend to register their children in private schools to avoid the influence of those in lower economic class attending in public schools.

This does not imply that there is no evidence that such measures will result in non-involvement in crime.

The self, according to Terblanche's research (1985, p. 30) together with emotional factors can contribute to juvenile delinquency. They are more existent in delinquents than in non-delinquents. These physio-psychological factors can include:

- children with brain damage having no self-control;
- reactive behaviour which has manifested itself during juvenile delinquent acts;
- neurotic children with a reflection of inner conflict;
- psychotic behaviour connected to juvenile delinquency;



- psychopathic behaviour where there is no sensitivity; and
- emotionally disturbed children where behaviour is seen against the background of their capacity to understand.

Drug use varies with personality make-up, demography, social structure and culture. Problem-drinking and alcoholism contribute to a disorganization in the major social institutions like religion, government, economics, family, education, work and leisure (Merton and Nisbet, 1979, p. 183). Problems related to drinking and alcoholism are therefore considered in relation to social and cultural variables which influence how people drink. Most people drink before adulthood. Merton and Nisbet (1979, p. 204) continues to say that "Parents schools, and law enforcement agencies tend to place responsibility on each other and religious institutions frequently blame all three".

Most people who are arrested for drug possession, are users, while drug possession does not explain the extent of the individual's use of drugs (Merton and Nisbet, 1979, p. 153).

Terblanche (1985, p. 29) maintains that drugs and alcohol are also said to have an influence on juvenile delinquency.

Further, Terblanche (1985, p. 19) says that delinquency is learned by the juveniles when his peers present him with techniques, values and beliefs of delinquency. He adopts them in his own behaviour to the exclusion of conventional techniques, values and beliefs.

Sandhu (1977, p. 33 in Terblanche, 1985, p 14) differentiates between three groups of causes of juvenile delinquency, namely, delinquency - producing sources in society (the sociological perspective) in the individual (the psycho-genic perspective) and in the interaction of the individual and society (the social-psychological or interactionist perspective).

Mays (Terblanche 1985, p. 23) explains that the child learns the reciprocity of love which forms the basis of later ethical behaviour primarily from the presence of a warm and supportive parental love and care. Haskell and Yablonsky, (1982, p. 85) in support of that say that an important aspect of the socialization process and an insulator to delinquency is the quality and the process of interaction between parents and child.

Andry (Terblanche 1985, p. 23) goes on to say that "die navorsing het bevind dat die afwesigheid van 'n positiewe ouer-kinders-verhouding tot kriminele gedrag bydra".

In another way research by Hennessey, Richards and Berk and Grinnell and Chambers (Terblanche 1985, p. 25) indicate that "daar is geen verband tussen jeugmisdaad en gebroke huise".

Gibson and Mays (Terblanche 1985, p. 26) maintain that there is a greater relationship between juvenile delinquency and families of divorced parents than those of deceased parents.

Burt (Terblanche 1985, p. 20 and 31) writes that crime is assignable to no single universal source but to a wide variety and from a multiplicity of alternatives and converging influences. Family interaction is said to be a dominating factor which causes and may remedy juvenile delinquency.

The study has shown that listening to parents, which is related to family interaction, is the most influential alternative to prevention of crime by the respondents (23,0 %).

#### 5.3.3.3 Prisoners' Orientation into Prison Life

Table 10 will give an indication of prisoners' or juveniles' information about different offices in the prison setting at the time of the implementation of the treatment programme. It is routine that all prisoners be orientated to life in prison, expectations, obligations, privileges, etc, upon their admission.

**TABLE 10: INFORMATION OF OFFICES TO BE CONTACTED WHEN ENCOUNTERING PROBLEMS IN PRISON**

| OFFICE/SECTION  | PROBLEM                       | TOTAL RESPONSES | PERCENTAGE |
|-----------------|-------------------------------|-----------------|------------|
| Social Workers  | Personal and family problems  | 45              | 23,2       |
| Records         | Appeal and financial problems | 10              | 5,1        |
| Hospital        | Medical problems              | 69              | 35,6       |
| Board           | Sentence and release dates    | 5               | 2,6        |
| Head of Prison  | General problems              | 65              | 33,5       |
| TOTAL RESPONSES |                               | 194             | 100,0      |

The 69 (35,6 %) respondents knew that they had to report their medical problems to the hospital staff because upon admission all prisoners undergo medical check-up. Only 5 (2,6 %) knew about the Records office where they have to report for making appeals or collection of finances from ex-employers. The role of the prison social workers was known to 45 (23,2 %) of the juveniles.

The main objective of prison social worker according to the respondents was reflected as follows:

#### 5.3.3.4 Information of Prison Social Work by the Respondents

Table 11 will give the respondents' explanation and interpretation of the social work services in prison as they perceive those services.

**TABLE 11: THE MAIN OBJECTIVES OF PRISON SOCIAL WORK BY THE RESPONDENTS**

| OBJECTIVE                                                | TOTAL RESPONDENTS | TOTAL PERCENTAGE |
|----------------------------------------------------------|-------------------|------------------|
| Helping prisoners by involving them in problem-solving   | 24                | 34,8             |
| Helping prisoners without involvement in problem-solving | 45                | 65,2             |
| TOTAL                                                    | 69                | 100              |

The 45 (65,2 %) respondents who had information on the role of prison social work maintained that these social workers have to help them without involving them in problem-solving, i.e. they expected social workers to prescribe to them what to do, how, when and why while they just listened. On

the contrary 24 (34,8 %) maintained that they have to be involved in problem-solving, i.e. they have to participate actively during intervention by these social workers. This to researcher expressed a need for more informative and effective orientation programmes into the role of prison social workers.

#### **5.4 PRESENTATION OF DATA COLLECTED AFTER THE IMPLEMENTATION OF THE SOCIAL GROUP WORK TREATMENT PROGRAMME**

In the evaluation of data collected after the juveniles' exposure to the treatment programme emphasis will be placed on the Action phase of the problem-solving process where the group worker was now involved with the client system or juveniles "in a focussed effort to bring about some action towards the goals that have been set by the methods agreed upon and guided by the plan" (Compton and Galaway, 1975, p. 367).

The effectiveness of the treatment programme will be evaluated according to the juveniles' responses after exposure to the treatment programme during the Action phase in problem-solving where discussions included topics related to the family, the use of alcohol and drugs, the neighbourhood and the school, and mass media and peer group pressure as well as the role-plays will form the social network and support system in juvenile delinquency.

During the intermediate stages of the Social Group Work programme 12 juveniles dropped out of the programme and only 57 instead of 69 completed the second questionnaires. The Group Work sessions continued up to the termination stage.

#### 5.4.1 Effectiveness of the Social Group Work Treatment Programme and the Problem-Solving Process

The first session of the group work treatment programme the Contact phase, dealt with helping the juveniles to recognize their difficulty through orientating them into the prison setting, particularly into the role of the prison social worker.

In the second sessions the Contract phase, their difficulty as juvenile delinquents was defined and specified, and a contract was formulated concerning which specific social networks or support systems should form the problems to be worked on and discussed.

Table 12 will reflect the effectiveness of the group sessions in understanding own crime after exposure to the treatment programme by the juveniles.

**TABLE 12: THE EFFECTIVENESS OF THE SOCIAL GROUP WORK TREATMENT PROGRAMME IN UNDERSTANDING OWN CRIME BY THE RESPONDENTS**

| TOPIC OF THE GROUP WORK SESSIONS | POSITIVE RESPONSE TO GROUP WORK SESSIONS | PERCENTAGE OF RESPONSES |
|----------------------------------|------------------------------------------|-------------------------|
| The family                       | 6                                        | 10,5                    |
| Alcohol and Drugs                | 30                                       | 52,6                    |
| The Neighbourhood and the school | 3                                        | 5,3                     |
| Mass Media                       | 3                                        | 5,3                     |
| Peer group pressure and the self | 10                                       | 17,5                    |
| Role-plays                       | 5                                        | 8,8                     |
| TOTAL                            | 57                                       | 100,0                   |



The juveniles were allowed to respond once on the group sessions they found to be most effective in understanding own crime. Most of them 30 (52,6 %) indicated that the group session on the use and abuse of alcohol was the most effective for them to understand their crimes. That is, they mostly blamed the use and abuse of alcohol and drugs for having contributed to the committal of their particular crimes. Influence from the neighbourhood, the school and mass media was regarded the least 3 (5,3 %) respectively as factors contributing to juvenile delinquency. Peer group pressure and the self were the second highest 10 (17,5 %).

The comparison brings us to the conclusion that the use and abuse of alcohol and drugs, the self and peer group pressure are the mostly considered factors by the juveniles in the causation and prevention of juvenile delinquent acts. The influence of the treatment programme to the researcher's opinion was arbitrary yet positive to the juveniles under study. Abuse of drugs and alcohol by respondents and by significant others both contributed to acts of delinquency.

#### 5.4.1.1 Suggestions Arising from the Content of the Group Work Treatment Programme through Problem-Solving

Data collected during the Group Work sessions when juveniles raised suggestions for possible solutions through rationally exploring the suggestions and the use of the group worker relationship will be reflected or discussed to further explain how these juveniles achieved the problem-solving skills.

The researcher will firstly discuss or give an overview of the course of the Group Work sessions as follows:



- (a) In the first session there was one outstanding group member who was negative about attending the group work sessions. Some of the juveniles indicated that they were skeptical about the value of social work services for them as convicted youths. Others indicated that they did not like to be referred to as "juveniles" as it would seem they were being labelled or that there existed some form of contempt in the concept more especially when other personnel use the word to them.

At this stage worker's role was to inform, clarify and reflect to the juveniles' feelings, experiences and thinking in order to bring about new changes in understanding.

- (b) During the second session the majority of the juveniles agreed upon all the other mentioned topics of the Group Work sessions except for the influence of the mass media. The role of the group worker here was to clarify the juveniles further through checking their perception and focus. In this way worker could manage to reduce the juveniles' feelings of confusion, diffusion and vagueness.
- (c) From the third to the sixth Group Work session where the topics were handled there was general participation and contribution. Even the negative group members unfolded. Group members started to request to see the group worker individually as their individual problems related to the topics started to worry them. Those who needed to be seen individually were given the opportunity. The group worker's role increased. Guidance was given to the group members individually and in the group context. The juveniles were guided on use of the positive feelings and thoughts rather than being negative as they were inclined to be concerning committal of their crimes.

When the use and abuse of alcohol and drugs were discussed some of the juveniles were very protective and defensive about drugs such as dagga being harmful. They believed that alcohol and not dagga is destructive and causative to acts of delinquency.

Here the group worker had to use the skills of enhancing awareness of their own behaviour so that they can realize how much they are contributing to the problem by not being rational and realistic.

The group worker used the audio-visual aids in the form of video-cassettes and pictures on the topics in order to evoke their responses. They were given information on drugs with particular reference to the use of dagga. During the course of this session two group members were involved in a case of possession of dagga. It should be noted that of all the juveniles under study there was only one who had been convicted for dagga smuggling. This does indicate that even though the majority of the juveniles were convicted for rape, dagga use may be considered the most underlying factor to causing juvenile delinquency.

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- (d) The juveniles were generally listeners and not as active-participants as before during the discussion of the neighbourhood and the school. The role of the group worker here was a teacher.
- (e) When peer group pressure was discussed the juveniles' participated actively and generally agreed that they need to have self-control in future.
- (f) Role-plays were done and problems of dropping out emanated from those sessions. The juveniles were also active and involved during the

role-plays. During these role-plays the juveniles could experience and recognize their difficulty, define the difficulty, raise suggestions, select the optimal solution and carry out the solution. They evaluate their actions and came up with alternative solutions to problems related to juvenile delinquency.

#### 5.4.2 Evaluation of the Social Group Work Treatment Programme from the Second Interview Schedules

In the event of the Social Group Work treatment programme through administering the second interview schedules after exposure to the programme the following positive responses can be pointed out from all the 57 respondents interviewed individually:

- the juveniles or respondents felt that the role-plays showed juvenile delinquent acts in real life;
- they experienced guilt feelings about having committed their crimes after experiencing the role-plays;
- they felt their fellow group members were helpful and active in role-playing and in other Group Work sessions;
- the group worker was supportive throughout the Group Work sessions and that the prison social group worker is a worthwhile member in the prison setting;
- they will use healthy problem-solving skills after release; and

- they are motivated to belong to similar Group Work sessions in future.

## 5.5 CONCLUSION

The data presented in Chapter 5 is an analysis and evaluation of the information gathered from the prison staff and the juveniles through the questionnaires and the interview schedules respectively.

The questionnaire and both interview schedules, namely schedule one and two will be attached as appendices A, B and C respectively.

After data has been presented conclusions will be derived and recommendations made in Chapter 6.

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

The following conclusions and recommendations have been deduced from the study and will be stated according to the phases of the problem-solving model.

According to the title of this study and the aims and objectives outlined in Chapter One these conclusions and recommendations will also be viewed with emphasis on the role of the prison social worker and the group work treatment programme for juvenile delinquents. Recommendations will be underlined for easy reference.

#### 6.2 SUMMARY OF FINDINGS AND RECOMMENDATIONS FROM DATA COLLECTED ON THE STUDY

The majority of juveniles (65,2 %) at Odi District Prison were in the ages between 20 and 21 years. The highest number of the juveniles (46,4 %) had gone up to standard seven in formal education. The annual reports from 1983 to 1988 by the Commissioner of Bophuthatswana Prisons Service have confirmed the above information. Wodarski (1987, p. 112) refers to juveniles in the ages above 17 years as later adolescents who are in the role experimentation period seeking alternatives in careers.

Most of these juveniles (45,0 %) were serving sentences of two to three years, which are shorter in comparison with those serving four to six years imprisonment. The majority also (24,6 %) were first offenders.

Community Service Orders are recommended where courts have to impose community-based sentences so that the offenders can both pay for their anti-social behaviour while they contribute meaningfully through work in the development of their communities. Conviction to imprisonment should be regarded as last resort, and provision of career alternatives should be emphasized.

There is a need for formal school education within the prison system in order to reach to offenders who cannot be kept within communities so that they can continue with their formal education. Consequently these offenders will be well prepared and armed with formal education as tools to be well integrated into their communities after release. A formal and official link with the Department of Education should be established for the purpose of equipping these offenders with the acceptable educational qualifications comparable to their fellow community members.

All the offenders who are not capable or willing to continue with formal education should be exposed to training in habits of industry according to their level of education and motivation and interest.

Most of the juveniles (39,1 %) were Tswanas. There is no information in the reports by the Bophuthatswana Prisons Service Commissioner concerning prisoners' ethnic groups. According to the 1980 census 66 % of the 1,3 million inhabitants of Bophuthatswana are Tswanas.



In order for the prison social workers to implement effective social work treatment programmes there is a need for a reflection of prisoners' ethnic groups in the annual reports by the Commissioner of Bophuthatswana Prisons Service. This has an important bearing as prisoners are understood in terms of their cultural and customary beliefs, values, norms and laws.

The majority of juveniles (29,0 %) belonged to the Apostolic Church. The second highest (16,0 %) belonged to the Roman Catholic Church. The Commissioner's reports indicate the Roman Catholic members as the highest between 1983 and 1988.

There is a need for employment of a permanent Minister of religion at different prisons within the Bophuthatswana Prisons Service. Such professionals will be in a position to give individual offenders individualized ministration taking into consideration their individual religious background. They will additionally be in a position to attend to those who do not belong to any church and will link or liaise with external ministers of religion during and after the release of these offenders.

In that way the aim of the provision of the Standard Minimum Rules for the Treatment of Offenders where after-care services have to be supported through using the period of imprisonment will be achieved. From the analysis of the abovementioned information it is repeatedly reported that the juveniles information was not verified. The Standard Minimum Rules for the Treatment of Offenders provides for knowledge of this background as important.



Social workers within the prison system have to utilize all the available external resources to verify information on offenders in order to be able to plan and implement their intervention or rehabilitation programmes on facts rather than on assumptions. The outcome and results to be achieved depend(s) on the formulation of goals and objectives according to the reliability of information gathered.

The highest committed crime (30 responses) indicated rape, and assault is indicated as the highest from the reports by the Commissioner while rape is second highest.

There is a need for further research into rape and assault as acts of delinquency by the juveniles in Bophuthatswana. The prison social workers are recommended to do this research not only concerning the juveniles but including the adult offenders. The prison personnel again should do research not only on prisoners' needs but also concerning the needs of personnel.

#### 6.2.1 The Contact Phase

Most of the juveniles (40,58 %) had already spent a minimum of six months in prison. In comparison to a maximum of 30 months' stay in prison six months is a short period. During the first three months of offenders' stay in prison they have to be orientated about life, expectations and obligations within this system in order to assist them to adjust and to comply with rules and regulations.

These juveniles had therefore already been exposed to the orientation programme by the prison social worker and the other prison personnel, hence

their positive motivation to belong to social work treatment programmes and their good understanding of the role of the prison social worker.

It is recommended that offenders be segregated according to age, that is, juveniles from adult offenders, concerning accommodation, work and all rehabilitation programmes, upon admission until they are released. They should be exposed to treatment programmes from orientation to pre-release preparation throughout their stay in prison the number of offenders should not exceed one worker per one hundred (100) clients (case-load). There should always be professional social workers who supervise the social work services including supervision of social workers doing production or functionary services and the social auxilliary workers who are warders trained limitedly in case work and group work methods of Social Work.

#### 6.2.2 The Contract Phase

After coming to a joint decision about the programme it was implemented. The majority of juveniles (34 responses) blamed themselves for having committed their crimes, while most of the responses (35) from the juveniles indicated that if they had listened to their parents they would not have committed those crimes.

Prison social workers have to employ the problem-solving process in order to identify the relevant causes and preventative measures of juvenile delinquency, to generate alternatives, selection of the best solution implementation of the programme and evaluation of the programme to take corrective steps or replanning if a need exists.

The designed group work treatment programme by researcher based on problem-

solving is recommended with additional group work aids to role-playing such as use of audio-visual aids. Experts in relevant fields or topics should also be involved.

After the implementation of the programme most of the juveniles (52,6 %) indicated that they gained most in the group work session on the use and abuse of drugs and alcohol in understanding committal of their crimes.

Influence from the mass media, the neighbourhood and the school were regarded as the least effective session (5,3 %) in understanding committal of own crime.

According to researcher all the sessions should have been successful and effective in influencing the juveniles to understand committal of their crimes.

The evaluation of the group work sessions should be done according to the control process by the group worker where standards have to be determined, the actual performance to be measured, performance and the set standards to be compared, and corrective action to be taken where necessary.

### **6.2.3 The Action Phase**

#### **6.2.3.1 Reconstruction and After-Care Services**

The family and family interaction play an important role in shaping an individual's behaviour. As Eldefonso (1975, p. 164) explains, the early socialization process is one of the key factors determining an individual's



proneness to deviance, together with peer groups and other social institutions.

There were 35 (50,7 %) responses on considering having listened to parents as an alternative for prevention of committing crime. Family relations therefore rated the second highest influential factor to juvenile delinquency.

Prison social workers have to visit offenders' families and hold contact or consultation visits with offenders and their family members within the prison system. Contact with family members has to be maintained from their admission until release. Follow-up to be made after prisoners' release. Use of external resources to be made in rendering reconstruction and after-care services where these external resources and the prison social workers meet and share in planning treatment programmes for these offenders.

Furthermore it is recommended that a community-integration officer be employed on a full-time basis. He will work hand in hand with the specialized services team and physically liaise with employers to secure employment for prisoners due for release. He will also follow the employed ex-offenders up through visits and compile of progress reports concerning adjustment at work.

#### **6.2.3.2 Team-Work**

Prison social workers form part of the Institutional Committee where offenders' progress on adjustment in prison is assessed and rewards concerning their priviledges are given (3.3.3.1, p. 44).

Use of specialized services and personnel and the importance of team-work among all personnel dealing with rehabilitation of offenders is one of the provisions of the Standard Minimum Rules for the Treatment of Offenders (3.3.3.1, p 45).

The Prisons Service should employ full-time psychologists, psychiatrists and educationists in addition to social workers ministers of religion and tradesmen in order to offer offenders professional assistance, treatment and training, according to their needs.

It is stated at (5.2.2.6, p 87) that the positive responses by management personnel on the knowledge, acceptance and importance of social work in prison is subjective.

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These different professionals including other personnel dealing with offenders have to meet regularly on an intra- and inter-sectional levels in order to provide for effective communication and feed-back concerning the set goals and objectives of their rehabilitation programmes, including the provision of information, acceptance and importance, on the role of prison social work to personnel in general and to management personnel in particular.

It is further recommended minutes of such meetings be processed to head-office in order for lower and middle management to influence decision-making by top-level management to the benefit of the Prisons Service.

Feedback from head-office also to be regular so as to motivate their subordinates and to make them feel that they belong to and are part of the prison system aiming at the same goals and objectives. This satisfaction of

personnel's needs will help them grow towards self-actualization and personal growth instead of only being interested in satisfying basic needs.

Personnel in the prison system needs the employment of a full-time social worker, who will consider their psycho-social problems, represent them to higher authorities in order that they can be able and willing to carry out their duties effectively. The social worker to implement the Employees Assistance Programme, for personnel at all levels.

#### 6.2.3.3 Prevention

Social workers in the prison setting have to employ all methods of Social Work, namely, Case Work, Group Work, Community Work and the auxilliary methods of Administration and Research in their treatment programmes for offenders as it is stated in the role of the prison social worker (5.2.2.6, p. 81).

It is therefore researcher's recommendation that prison social workers not only be involved in internal curative treatment programmes but also in external preventative treatment programmes aimed at reducing crime with special reference to juvenile delinquency.

There is a need for the establishment of a community based social institution for the prevention of crime rehabilitation of offenders to be initiated by the prison social workers.

This social institution to be registered as a private welfare organization where the state subsidizes it financially. The police and probation officers should also co-operate with prison social workers by being involved



in the treatment programmes for the detained juveniles. The family members or parents too have to be involved in both detention and treatment programmes.

### 6.3 CONCLUSION

The Prison Service has a very important role to play in the community despite that imprisonment should be regarded as last resort towards the rehabilitation of people who have violated the law.

In order for the prison social workers to contribute efficiently and effectively in combating crime they should be involved in community projects, aimed at this purpose. They have to implement educational programmes for community members with the main aim of providing them with correct information on the role of the Prisons Service and the value of their co-operation with prison personnel.

The communities would serve as a therapeutic-milieu for offenders after their release if they could co-operate and be given educational talks concerning their attitudes and influence in the reintegration of offenders to their communities.



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**APPENDIX "A"**  
**Q U E S T I O N N A I R E**

1. RANK IN PRISON SYSTEM .....
2. POST .....
3. MAJOR TASKS ATTACHED TO YOUR POST
- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

4. EDUCATIONAL QUALIFICATIONS

.....

.....

.....

.....

5. DO YOU HAVE SOCIAL WORKERS WITHIN YOUR SYSTEM

|              |  |
|--------------|--|
| Yes          |  |
| No           |  |
| Am not aware |  |

6. DO YOU THINK THERE IS A NEED FOR SOCIAL WORK SERVICES TO PRISONERS

|             |  |
|-------------|--|
| Yes         |  |
| No          |  |
| Do not know |  |

7. WHAT ARE THE DUTIES OF THE PRISON SOCIAL WORKERS

- (a) .....
- (b) .....
- (c) .....

8. DO YOUR SOCIAL WORKERS PERFORM THE ABOVEMENTIONED DUTIES TO YOUR EXPECTATIONS

|          |  |
|----------|--|
| Yes      |  |
| No       |  |
| Not sure |  |

9. AS SOCIAL WORKERS DO YOU PERFORM THE MENTIONED DUTIES UP TO YOUR EXPECTATIONS

|          |  |
|----------|--|
| Yes      |  |
| No       |  |
| Not sure |  |

10. GIVE REASONS TO SUPPORT YOUR ANSWER AT QUESTION (9)

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

11. WHAT REHABILITATION PROGRAMMES ARE BEING OFFERED TO PRISONERS WITHIN THE BOPHUTHATSWANA PRISON SYSTEM

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

12. SUGGEST ADDITIONAL PROGRAMMES WHICH SHOULD BE OFFERED TO PRISONERS IN ORDER TO PREPARE THEM FOR READJUSTMENT INTO SOCIETY AFTER RELEASE

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....
- (g) .....
- (h) .....

APPENDIX "B"

INTERVIEW SCHEDULE ONE

1. DATE OF ADMISSION .....
2. OFFENCE .....
3. SENTENCE .....
4. QUALIFICATIONS .....
5. RACE .....
6. AGE IN YEARS .....
7. CHURCH DENOMINATION .....
8. ARE YOU A FIRST OFFENDER

|     |  |
|-----|--|
| Yes |  |
| No  |  |

9. IF NO, HOW MANY PREVIOUS CONVICTIONS DO YOU HAVE

|       |  |
|-------|--|
| One   |  |
| Two   |  |
| Three |  |
| More  |  |

10. NAME THE PREVIOUS CONVICTIONS

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

11. WHAT DO YOU BLAME FOR HAVING COMMITTED THIS PRESENT CRIME

|                |  |
|----------------|--|
| Self           |  |
| Family members |  |
| Friends        |  |
| Drugs          |  |



12. WHAT DO YOU THINK YOU COULD HAVE DONE TO AVOID COMMITTAL OF THIS CRIME

|                                      |  |
|--------------------------------------|--|
| Listened to my parents               |  |
| Avoided bad friends                  |  |
| Avoided using drugs                  |  |
| Interpreted the mass media correctly |  |

13. WHILE IN PRISON WHICH OF THE FOLLOWING OFFICES WOULD YOU CONTACT TO RESOLVE THE FOLLOWING PROBLEMS

| OFFICE             | PROBLEM                             |
|--------------------|-------------------------------------|
| (a) Social Workers |                                     |
| (b) Records        |                                     |
| (c) Hospital       |                                     |
| (d) Board          |                                     |
| (e) Head of Prison |                                     |
|                    | (f) General problems                |
|                    | (g) Your sentence and release dates |
|                    | (h) Personal and family problems    |
|                    | (i) Appeals and financial problems  |
|                    | (j) Medical problems                |

14 WHAT IS THE MAIN OBJECTIVE OF PRISON SOCIAL WORK

|                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| (a) To help prisoners to learn healthy ways of resolving their problems rather than to resort to unhealthy ways by involving them in the problem-solving process |  |
| (b) To resolve prisoner's problems without involving them in resolving such problems                                                                             |  |

15. DO YOU WISH TO BELONG TO SOCIAL GROUP WORK MEETINGS

|     |  |
|-----|--|
| Yes |  |
| No  |  |

**APPENDIX "C"**

**I N T E R V I E W   S C H E D U L E   T W O**

1.    WHICH MAJOR FACTORS CONTRIBUTE TO DEVIANCE IN BEHAVIOUR BY YOUTHS

- (a) .....
- (b) .....
- (c) .....
- (d) .....

2.    DID YOU GAIN BY ATTENDING THE GROUP MEETINGS

|     |  |
|-----|--|
| Yes |  |
| No  |  |

3.    IF YES, WHAT DID YOU GAIN

|                                        |  |
|----------------------------------------|--|
| Knowledge of the causes of delinquency |  |
| Healthy problem-solving techniques     |  |

4.    IF NO, WHAT DO YOU THINK CAUSED THAT YOU DID NOT GAIN

|                                                       |   |  |
|-------------------------------------------------------|---|--|
| Worker's language and approach                        |   |  |
| My attitude and beliefs                               |   |  |
| Lack of interest in the topic of juvenile delinquency |   |  |
| Others (mention)                                      | a |  |
|                                                       | b |  |
|                                                       | c |  |
|                                                       | d |  |

5.    HOW DID YOU EXPERIENCE THE ROLE-PLAYS CONCERNING COMMITTAL OF A CRIME  
AND HOW TO AVOID THE COMMITTAL

|                         |  |
|-------------------------|--|
| Possible in reality     |  |
| Not possible in reality |  |

6. HOW DID YOU FEEL ABOUT BEING INVOLVED IN THE ROLE-PLAYS

|         |  |
|---------|--|
| Bad     |  |
| Not bad |  |

7. HOW DID YOU EXPERIENCE THE OTHER GROUP MEMBERS

|                            |  |
|----------------------------|--|
| Active and helpful         |  |
| Not active and not helpful |  |

8. HOW DID YOU EXPERIENCE THE GROUP WORKER

|                |  |
|----------------|--|
| Supportive     |  |
| Non-supportive |  |

9. GIVEN ANOTHER CHANCE WOULD YOU PARTICIPATE IN SUCH COUNSELLING GROUPS AGAIN

|     |  |
|-----|--|
| Yes |  |
| No  |  |

10. IF YES, IS IT BECAUSE OF THE FOLLOWING REASONS

|                                            |  |
|--------------------------------------------|--|
| The meetings were educative and meaningful |  |
| The meetings were interesting              |  |
| The meetings were short enough             |  |
| The meetings were long enough              |  |

11. IF NO, IS IT BECAUSE OF THE FOLLOWING REASONS

|                                                    |  |
|----------------------------------------------------|--|
| The meetings were non-educative and not meaningful |  |
| The meetings were boring                           |  |
| The meetings were too short                        |  |
| The meetings were too long                         |  |

12. HOW DO YOU SEE A SOCIAL WORKER IN THE PRISON SYSTEM NOW

|                         |  |
|-------------------------|--|
| As a worthwhile member  |  |
| Not a worthwhile member |  |
| Other - motivate        |  |

- (a) .....  
(b) .....  
(c) .....

13. AFTER RELEASE ARE YOU GOING TO APPLY THE PROBLEM-SOLVING TECHNIQUES YOU EXPERIENCED AND LEARNED ABOUT DURING THE GROUP MEETING

|     |  |
|-----|--|
| Yes |  |
| No  |  |

14. WHICH SESSION HELPED YOU MOST TO UNDERSTAND YOUR OFFENCE

.....

15. WHICH SESSION HELPED YOU LESS TO UNDERSTAND YOUR OFFENCE

.....

16. WHAT ARE YOUR RECOMMENDATIONS ABOUT SOCIAL WORK GROUPS IN THE PRISON

- (a) .....  
(b) .....  
(c) .....  
(d) .....  
(e) .....