

Factors that contribute to adolescents committing sexual crimes in Mahikeng area

K.M. Mahura
16123727

Manuscript submitted in fulfillment of the requirements for the degree *Masters in Social Work Forensic Practice* at the Potchefstroom Campus of the North-West University

Supervisor: Dr AA Roux
Co-supervisor: Prof CC Wessels
November 2013

ACKNOWLEDGEMENTS

It is with great pleasure to tender my sincere gratitude in acknowledging the following individuals for making my research project to come true.

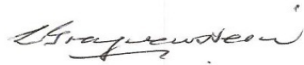
- Firstly, I would like to thank the Almighty God for giving me strength, intelligence and all the blessings in completing my studies. All the glory be to God.
- Secondly, thanks to my husband Mpho Kennedy Mahura, who against all odds saw it being imperative to grant me an opportunity to further my studies. He supported me financially, emotionally and otherwise through my study journey.
- Furthermore, I acknowledge the support from my two sons, Reabetswe and Reabaka Mahura.
- I would also like to acknowledge my families particularly my mother Elisa Samoele and my mother-in-law Kgomotso Mahura for their encouragement and unconditional support.
- Thanks to my employer Department of Social Development especially Mahikeng Service Point where I am based, for granting me an opportunity to further my studies part time. Furthermore I acknowledge my Social Work Supervisor Grade 1 Ms Mabini Molefe as well as my colleagues for their inspiration and support.
- My study leaders Dr Adrie Roux and Dr Cornelia Wessels, for providing me with effective supervision and taking me through the completion of my research. May the Almighty God bless you for the efforts you made in my academic journey.
- My fellow student Ms Siphokazi Gogela for encouraging me throughout my studies.
- I would also like to acknowledge Prof. Lesley Greyvenstein for the English language editing.
- Lastly, the adolescents who participated in my research project and their parents.

LANGUAGE EDITING CERTIFICATE

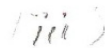
LANGUAGE EDITING CERTIFICATION

This is to certify that the English language editing of this dissertation by Ms K M Mahura was done by Prof L A Greyvenstein.

Prof L A Greyvenstein was a member of the South African Translators' Institute, membership number: 1001691. She completed her primary, secondary and tertiary education, including a doctoral thesis, in English. She has done the English language editing of many proposals, dissertations, theses and scientific articles.



Lesley Ann Greyvenstein (Prof)
P O Box 6601
Flamwood
Klerksdorp
2572
Tel: 018 468 7335 / 082 9744 505



SUMMARY

Factors that contribute to adolescents' committing sexual crimes in Mafikeng

Key words: Adolescent, crime, offences, sexual offences, sexual abuse, trial

The sexual offences that are committed by adolescents lately are of a great concern, particularly in the Mafikeng area. The record shows that adolescents are arrested daily for committing criminal offences. Despite the measures that are taken by the government in developing the young people to be the generation that would be tomorrow's future leaders, others turn to not taking the opportunity with both hands but rather engaging in criminal activities.

The office record also shows that adolescents' cases that are assessed by the Probation officers in Mafikeng are mostly of sexual offences. In every assessment the child offender is expected to be accompanied by the parent/s. In most instances the parent/s indicates to be not aware of what influences the child to act against the law by committing a sexual offence. The role of the family is to provide care, support and guidance towards the child. It becomes difficult for the Probation officers to assist the child in such case if the parent/s does not know the causal factor of his/her child's negative act, since they are seen to be the child's primary care giver. In South Africa sexual offence is seen to be serious offence before the court of law that falls under schedule 3 offences.

The research was conducted among the adolescents who were found to have committed sexual offences in Mafikeng area. **The aim of** the research was to gain information on factors that contribute to adolescents to commit sexual crimes. The objective for this research was to explore the factors that contribute to adolescents committing a sexual crime and formulate recommendations for social workers and parents/guardians in preventing adolescents from committing sexual crimes in the Mafikeng area. An empirical study was conducted using a qualitative approach. A self-administered schedule was used to evaluate the factors that contribute to

adolescents committing sexual crimes by means of interviews with each adolescent who has been found to have committed sexual offences.

It is evident from the data collected from the research that the main factors that influence adolescents to commit sexual offences in Mafikeng are substance abuse, failure to attend school and lack of parental supervision. It takes a village to raise a child, from these findings it is clear that an integrated service approach has to be adopted in addressing the challenge, i.e. parents should start to play their role in providing care and support for their children. There has to be good relationships between the community and government departments as well as NGO's in dealing with moral decay.

OPSOMMING

Faktore wat tot adolessente se pleeg van seksuelemisdade in Mafikeng bydrae

Sleutelwoorde: Adolessent, misdaad, oortredings, seksuele misbruik, seksuele oortredings, verhoor

Seksuele oortredings wat deur adolessente veral in die Mafikeng area gepleeg word, is kommerwekkend. Verslae dui daarop dat adolessente daagliks vir kriminele oortredings gearresteer word. Nieteenstaande maatreëls wat deur die regering getref word om jeugdiges te ontwikkel as die leiers van môre, gryp jeugdiges nie die geleentheid met beide hande aan nie en raak eerder by misdaad aktiwiteite betrokke.

Die kantoor verslae van die Departement van Maatskaplike Ontwikkeling toon dat sake rakende adolessente wat deur Proefbeamptes in Mafikeng area geassesseer word meestal seksuele misdade insluit. In elke assessering word verwag dat die kind deur die ouer/s vergesel word. In die meeste gevalle is die ouer/s van die kind nie bewus van sy seksuele oortreding nie. Die rol van die ouer/s is om versorging, bystand en leiding aan die kind te bied. Dit is vir die Proefbeampte moeilik om die kind by te staan in gevalle waar die ouer/s nie bewus is van die veroorsakende faktore van sy/haar kind se negatiewe optrede nie, aangesien hulle beskou word as die kind se primêre versorger. In Suid Afrika word seksuele misdaad as 'n ernstige misdaad deur die reg beskou in word as 'n skedule 3 misdaad gehanteer.

Die navorsing is gedoen met adolessente wat seksuele misdade in die Mafikeng area gepleeg het. **Die doel van** die navorsing was om inligting ten opsigte van faktore wat bydra tot die pleeg van seksuele misdade deur adolessente in te samel. 'n Empiriese studie met 'n kwalitatiewe benadering is onderneem. 'n Self-saamgestelde skedule is benut om die faktore wat tot adolessente se seksuele misdade bydra, te evalueer.

Dit is duidelik uit die data wat verkry is dat van die vernaamste faktore wat adolessente beïnvloed om seksuele misdade in Mafikeng area te pleeg die volgende insluit: substans misbruik, versuim om skool by te woon en die gebrek aan ouerlike toesig. Vanuit hierdie bevindinge is dit duidelik dat 'n geïntegreerde dienslewering- benadering aangeneem moet word om hierdie uitdaging aan te spreek. Ouers moet begin om hulle rol in die versorging en ondersteuning van hulle kinders te besef. Daar moet 'n goeie verhouding tussen die gemeenskap en regeringsdepartemente asook NRO's in die hantering van morele verval wees.

STATEMENT

I, Kelebogile Matron Mahura hereby state that the manuscript with the title:

“Factors that contribute to adolescents committing sexual crimes in the Mafikeng area”

is my own work.

.....

KM Mahura

.....

Date

INSTRUCTIONS TO THE AUTHOR

SOCIAL WORK/MAATSKAPLIKE WERK

The journal publishes articles, brief communications, book reviews and commentary articles already published from the field of Social Work. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style of presentation does not conform to the practice. Commentary on articles already published in the Journal must be submitted with appropriate captions, the name(s) and address(es) of the author(s), preferably not exceeding 5 pages. The entire manuscript must be submitted, plus one clear copy as well as a diskette with all the text, preferably in MS Word (Word Perfect) or ACSII. Manuscripts must be typed, double spaced on the side of the A4 paper only. Use the Harvard system for references. Short references in the text: When word- for- word quotations, facts or arguments from other sources are cited, the surname(s), year of publication and the page number(s) must appear in parenthesis in the text, e.g. “...” (Berger,1976:12). More details concerning sources referred to in the text should appear at the end of the manuscript under the caption “References”. The sources must be arranged alphabetically according to the surnames of the authors.

FOREWORD

The article format has been chosen in accordance with Regulations A.7.2.3 as stipulated in the yearbook of the North-West University, Potchefstroom Campus, 2008 for the degree MA Social Work: Forensic Practice. The article will comply with the requirements of one of the journals in social work, titled Social Work/Maatskaplike Werk.

This article comprises 60 credits out of a total of 188 credits of the MA Social Work in Forensic Practice course.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	I
LANGUAGE EDITING CERTIFICATE	II
SUMMARY	III
OPSOMMING	V
STATEMENT	VII
INSTRUCTIONS TO THE AUTHOR	VIII
FOREWORD	IX
TABLE OF CONTENTS	X
FACTORS THAT CONTRIBUTE TO ADOLESCENTS COMMITTING SEXUAL CRIMES IN THE MAFIKENG AREA	1
1 PROBLEM STATEMENT	1
2 AIM OF THE RESEARCH	5
3 CENTRAL THEORETICAL ARGUMENT	6
4 RESEARCH METHODOLOGY	6
4.1 Literature Study	6
4.2 Research design	6
4.3 Research method	7
4.3.1 Sample	7
4.3.2 Data collection.....	8
4.3.3 Data analysis	9
5 Ethical aspects	11
6 TRUSTWORTHINESS	12
7 SHORTCOMINGS	13
7.1 Availability of members.....	13
7.2 Language challenges.....	13
7.3 Sex versus culture (taboo)	13
8 Definition of terminology	14
8.1 Adolescent	14
8.2 Crime.....	14
8.3 Sexual offences	14
9 RESEARCH FINDINGS	15
9.1 Profile of the Respondents	15
9.2 Themes regarding data received from the participants.....	21
10 RESEARCHER'S OBSERVATION	33
10.1 Difficulty to talk about the offence.....	33

10.2	Influence of drugs and failure to attend school.....	33
10.3	History of Sexual abuse (Victimization)	33
11	<i>CONCLUSION</i>	33
12	<i>RECOMMENDATIONS</i>	35
13	<i>REFERENCES</i>	38
ANNEXURES		45
	ANNEXURE 1:PERMISSION FROM THE DEPARTMENT SOCIAL DEVELOPMENT, WOMEN, CHILDREN AND PEOPLE WITH DISABILITIES	46
	ANNEXURE 2: INFORMED CONSENT	47
	ANNEXURE 3: RESEARCH SCHEDULE.....	49
	ANNEXURE 4: ETHICAL PERMISSION FOR MAIN PROJECT.....	55

LIST OF TABLES

Number

TABLE 1:STANDARDS, STRATEGIES AND APPLIED CRITERIA TO ENSURE TRUSTWORTHINESS	12
TABLE 2: AGE OF ADOLESCENT.....	15
TABLE 3: THE CHILD’S CAREGIVER.....	17

FACTORS THAT CONTRIBUTE TO ADOLESCENTS COMMITTING SEXUAL CRIMES IN THE MAFIKENG AREA

Mrs Kelebogile Matron Mahura, Master student in Social Work: Forensic Practice at the Potchefstroom Campus of the North-West University

Dr AA Roux and Prof CC Wessels senior lecturers Subject Group: Social Work at the Potchefstroom Campus, North-West University

INTRODUCTION

The sexual offences that are committed by adolescents are of a great concern, particularly in the area of Mafikeng (from now onwards the researcher will use the term Mahikeng because the name Mafikeng changed). Despite the measures that are taken by the government in developing the young people to be the generation that would be tomorrow's future leaders, others turn to not take the opportunity with both hands but rather engage in criminal activities.

The research was conducted among the adolescents who committed sexual offences in Mahikeng area. From the data received it is evident that the main factors that influence adolescents to commit sexual offences in Mahikeng are substance abuse, failure to attend school and lack of parental supervision.

1 PROBLEM STATEMENT

Sexual abuse of children is generally regarded as one of the most despicable sexual offences in society (Zastrow, 2010:201). This is not only a problem in other countries but is a serious problem in South Africa too (Calitz, 2011:6). According to Jewkes *et al.* (2006:2950), a child is sexually abused every four minutes in South Africa, which means that the country has a particularly high prevalence of sexual abuse against children. This situation calls for urgent attention in South Africa.

The involvement of adolescents in committing sexual crimes seems to be rampant and of great concern lately in South Africa but also in the Mahikeng area. The figures from the Judicial Inspectorate Annual Report (SA, 2005/2006:13) indicate that in the year 2005, 2 354 children under the age of 18 were in prison. Out of this

total, 12 children were under the age of 14 (as at 31 December 2005) whom 1 1217 were awaiting trial and 1 137 serving sentences. The other figures from the Judicial Inspectorate Annual Report SA (2010/2011:12) illustrate that a total number of 2 011 children aged 18-21 awaiting trial or serving sentences had committed a sexual crime. The report shows that 1% of the population incarcerated at prisons, consists of children under the age of 18 years. This, however, does not take into account the number of children incarcerated in special places of detention rather than in correctional centres and therefore, the number as indicated above is not a true reflection of the number of children in conflict with the law.

According to Anon (2013a:01) in South Africa sexual offences cases increased from 64 514 to 66 387 which is an increase of 10.1% in the year 2012/13. Department of South Africa Police Service (2013: 27) indicates that North West Province for the year 2012/13 has sexual offence statistics of 1.9%. 49 550 (12.4%) of children committed crimes in 2012/2013 (Department of South African Police 2013:22).

The office intake register for children in conflict with the law in the Department of Social Development for the Mahikeng area shows that since the year 2011 until 2012, 80% of male adolescents that form a part of the caseload in the area have been charged for committing a sexual crime during that period. Out of the researcher's involvement with youth, it therefore appears that a certain group of male adolescents aged 15-18 become involved in sexual crimes, which might have a detrimental effect in their future. The question that arises from this is: What factors contribute to adolescents becoming involved in sexual crime. According to the Child Justice Act 75 of 2008 (SA, 2008:18) Section 7 (2), children that commit any offences including sexual offences while under the age of 14 years, are presumed to lack criminal capacity unless the state proves it beyond reasonable doubt that they indeed have criminal capacity. An inquiry magistrate or child justice court may, according to the Child Justice Act 75 of 2008, section 11 (3) (SA, 2008:22), on own accord or on request of the prosecutor or the legal representative, order an evaluation of the criminal capacity in the prescribed manner by a suitably qualified person.

In South Africa sexual offences committed by a child are defined as any sexual act perpetrated by a person under the age of 18 with a person of any age against the victim's will, without consent or in an aggressive, exploitative or threatening manner

(Booyesen, 2003:28). Bezuidenhout and Campher (2006:24) define adolescent operationally "as an individual who is in the developmental phase that occurs from puberty to maturity and relates to the interval between childhood and adulthood, encompassing individuals between 1 and 18 years of age".

Sexual acts are defined as acts of sexual penetration or acts of social violation. It is further stated that sexual offences are rape, compelled rape, sexual assault, compelled sexual assault and compelled self-sexual assault (SA. 2007). Sexual penetration includes any act which causes penetration to any extent whatsoever by (i) genital organs of one person into or beyond the genital organs, anus, or mouth of another person,(ii) any other part of the body of one person or, any object, including any part of the body animal, into beyond the genital organs or anus of another person, or (iii) the genital organs of an animal, into or beyond the mouth of another person, Sexual and related matters Act, 2007 (SA.2007).

In South Africa the following sexual acts are seen to be child sexual abuse, (i) sexual molestation or assaulting a child or allowing a child to be sexually molested or assaulted, (ii) encouraging, inducing or forcing a child to be used for the sexual gratification of another person, (iii) using a child in or deliberately exposing a child to sexual activities or pornography, (iv) procuring or allowing a child to be procured for commercial sexual exploitation or in any way participating or assisting in the commercial sexual exploitation of a child, Children's Act, 2005 (SA.2005).

According to Finkelhorn *et al.* (2009:1), the number of youth coming to the attention of police for sex offenses in the United States of America Department of Justice increases sharply at age 12 and plateaus after age 14. Early adolescence is the peak age for offenses against younger children. Offenses against teenagers surge during mid to late adolescence, while offenses against victims under age 12 declined.

Much of the literature on sexual offending relates to adult male offenders, with little insight provided into the juvenile offender population (Terry, 2006:94). The juvenile sexual offenders are unique in their characteristics and in the way they are managed, treated and monitored. Knowledge of this population is limited, largely because of the lack of reporting or delays in reporting combined with the low numbers of juveniles that are convicted or adjudicated delinquent (Terry, 2006:94).

The most common antecedents of juvenile sexual offending are family environment that fosters violence, lack of attachments and bonds especially to parent's, excessive use of pornography, history of sexual abuse, substance abuse by both the offender and offender's family and a lack of empathy (Bezuidenhout & Campher, 2010:23; Spies, 2010:19; Terry, 2006:101). Additionally, factors such as deviant sexual arousal and cognitive distortions may serve to facilitate this offending behaviour. Sexual behaviour is learned and children can learn about sex and sexuality in many ways, such as self-exploration from their parents, peers and so forth. Some children react to this behaviour by acting out and mimicking a learned response (Terry, 2006:101).

Gustafson and Seagal (1994:139) hold that violence is part of many children's everyday life. In many inner-city communities, children are exposed to violence that could be compared with that of living in a war zone. A child that grows up in a violent atmosphere has a stronger possibility of becoming violent. Jackson (2002:9) states that most of the sexual crimes amongst adolescents are committed in a group (gang) as a negative influence from the peers. Jackson (2002:9) further states that there are many reasons why some adolescents believe that gangs are reasonable and even attractive improvements in their lives. Teens that become involved in gangs frequently do not have positive role models at home and often have an unstable family life. They also tend to live in communities where crime and violence are the norm and where there is little opportunity. A number of literature reports support the idea that the influence of peers and violence in communities is a factor that encourages the adolescent to commit a crime (Cillesen & Mayeux, 2007:20; Maree, 2003:35; Tshiwula, 1998:27).

Another factor that applies to South Africa is the access of the children to the internet, which sometimes becomes more influential to their lives. Through this technology children are often exposed to explicit sex. Various researchers and experts in the field share the common sentiments that exposure to explicit sex material, especially pornography and movies, leads children to deviant behaviour (Bezuidenhout & Campher, 2010:23; Burgess, 2001:30; Roth, 1985:23; Terry, 2006:101; Van Niekerk 2006:103).

Lack of proper parental supervision also appears to be a leading factor for the children to commit a sexual crime (Jones 2011:01). Tshiwula (1998:28) also

indicates that youth sexual offenders tend to be from a lower socio-economic class, in which their home life is characterized by familial and parental pathology, including parental separation.

The researcher's practical experience has shown that adolescents who commit sexual crimes end up being without a better future. Some end up not progressing well in their studies. Tshiwula (1998:29) states that sexual youth offenders are less likely to be intellectually advanced or verbally articulate. As can be expected they are not good school achievers and may experience significant learning difficulties.

In conclusion the researcher has observed not only from literature but also in her daily work experience that crime in South Africa is getting worse. As already discussed sexual violence against children is rife in South Africa, which calls for the attention of all professional people. As if this is not enough, the number of adolescents that have committed sexual crimes is growing day by day. Although the South African government has tried to put in place legislations and policies to modify and/or to resuscitate the situation experienced from the adolescent offenders in order to build a better future for the young generation, the crime rate of sexual offences by adolescents is escalating daily. As a social worker in the Department of Social Development, Women, Children and People with Disabilities the researcher seeks to explore why adolescents commit sexual crimes and particularly in the Mahikeng area.

The research question asked was as follows:

What factors contribute to adolescents committing sexual crimes in the Mahikeng area?

2 AIM OF THE RESEARCH

The aim of this research was to explore the factors that contribute to adolescents committing a sexual crime in the Mahikeng area in order to make recommendations to social workers regarding the development of programmes in preventing adolescents from committing sexual crimes.

3 CENTRAL THEORETICAL ARGUMENT

The better the understanding social workers in the field have of the factors contributing to adolescents committing a sexual crime in a specific area, the better prevention and rehabilitation programmes can be constructed and employed.

4 RESEARCH METHODOLOGY

4.1 Literature Study

The literature study serves as a road map towards the research topic as it provides the researcher with more information regarding the topic concerned. Punch (2005:41) states that in a traditional model of research, the literature reviewed is part of that research planning and question development stage.

A literature review is an excellent way for selecting the topic and refining the research question and for focusing on it (Fouché & Delport, 2011b:134). It is important because without it the researcher will not acquire an understanding of what has already been done on it, how it has been researched and what the key issues are (Rubin & Babbie, 2005:121). It provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings (Creswell, 2009:25). The researcher conducted a thorough analysis on literature regarding sexual crimes and especially on adolescents who committing sexual crimes as well as the factors that contribute to adolescents who commit these crimes in South Africa as well as other countries. Local and international books relevant to the field of study were utilized in order to compile as much information as possible regarding the factors contributing to adolescents who commit sexual crime.

Databases consulted to obtain information were internet, journals and/ or articles, relevant Acts and newspapers that could be found relevant to the topic. Data-bases consulted: EBSCO Host Web, ERIC, South African journals, Social Sciences index.

4.2 Research design

Research design is a procedural plan that is adopted by the researcher to answer questions about objectively, accurately and economically (Kumar, 2005:85). The researcher explored the phenomenon of youth sexual offending in the Mahikeng

area, hence the researcher followed the qualitative research approach. According to Rubin and Babbie (2005:110), qualitative research methods emphasize the depth of understanding associated with idiographic concerns.

Exploratory research was used because little is known about the factors that contribute to adolescents committing sexual crimes especially in the Mahikeng area. The researcher wanted to explore and identify these factors (Fouché & De Vos, 2011:95). For any research the selection of an appropriate research design is crucial in enabling the researcher to arrive at valid findings, comparisons and a conclusion (Kumar, 2005:16).

4.3 Research method

4.3.1 Sample

The participants were selected on the basis of their relevance to the topic under study (Babbie, 2007:308; Greeff, 2011:366). The qualitative researcher, according to Botma *et al.* (2010:199), seeks out individuals, groups and settings where the specific topic is mostly being studied.

➤ Population

The participants in this research were adolescents aged 12-18 years that have committed sexual crimes from the new intakes of the researcher's caseload in Mahikeng. Adolescents that committed sexual crimes for the first time in the Mahikeng area are referred to the social work section in the Department of Social Development for service delivery.

➤ Sampling

In order to draw up a sample, the researcher used the purposive sampling method. Grinnell and Unrau (2008:153) and Monette *et al.* (2005:148) define purposive sampling as the term applied to those situations where the researcher already knows something about the specific people or events and deliberately selects particular ones because they are seen to be instances that are likely to produce the valuable data.

➤ Inclusion criteria

- Adolescents aged 12-18 years that had committed a sexual crime in the Mahikeng area.

- The adolescents drawn from the new intakes of the researcher's caseload the past four months.
- Adolescents who were fluent in English. If not, the researcher explained the questions in Setswana (adolescent's mother tongue) for the easy understanding of the questions.
- The transcribe data in Setswana were translated and analysed into English under the supervision of an independent translator.

➤ **Sampling size**

A purposive selection of adolescents between 12 and 18 years that had committed a sexual crime in the Mahikeng area from the caseload of the researcher was done until saturation was reached. Data saturation according to Polit and Beck (Botma *et al.*, 2010:330) is the collection of data to the point where a sense of closure is attained because new data yield redundant information. The researcher interviewed **eleven** participants. Interviews of approximately one and a half hour with each participant were conducted. The researcher has to evaluate all collected data in order to know when saturation has been reached. Purposive selection based entirely on the judgement of the researcher in that the sample is composed of elements that contain the most characteristics of the population. Saturation is the point in the study where researchers start hearing the same information repeatedly and no longer obtain new information (Monette *et al.*, 2005:242; Strydom, 2005a:202). Eleven adolescents were interviewed.

4.3.2 Data collection

The collection of the data was done through utilization of the qualitative approach. Semi-structured interviews were conducted with each adolescent in order to collect the richest data (Greeff, 2005:296). An interview schedule with closed-ended questions was used. Delpont and Roestenburg (2011:186) explain that the semi-structured interview is usually conducted with only one respondent at a time. Greeff (2005:309) states that it is important for the researcher to know the limits when developing questions. The researcher has a set of not more than 6 questions.

Audiotape recordings were made during the interview with the consent of the adolescent, and extensive field notes were written by the researcher directly after each interview (Greeff, 2005:298-299).

➤ **The role of the researcher**

The researcher pursued the following procedures in the study:

- Obtaining permission to do the research from the Department of Social Development where the researcher is working as social worker to do the research. **Annexure 1**
- Obtaining written consent from the parents/caregivers that the adolescents can be part of the research as well as each adolescent. **Annexure 2**
- The schedule was tested with adolescents that were not part of the study (Strydom, 2011b:242). **Annexure 3**
- The study leader approved the schedule.
- The aim of the research was explained to the parents/caregivers of the adolescents as well as with each adolescent who was part of the research.
- The place and time of interviews was scheduled for the adolescents.
- Once the date for the interview had been scheduled, the researcher met with the respondents in her office where the interviews took place.
- After each interview tape recordings were translated and transcribed from Setswana to English and a detail reports were written by the researcher.
- Data were then analysed.
- The report was then compiled in the form of a Mini-Dissertation.

4.3.3 Data analysis

Schurink *et al.* (2011:397) explain that qualitative data analysis "involves reducing the volume of raw data information, sifting significance from trivia, identifying significant patterns and constructing a framework for communicating the essence of what the data reveal". This is also the process of bringing order, structure and meaning to the data collected. For the validity and reliability of the data analysis for

this research the researcher ensured that accurate documentation was used and she checked transcripts for correctness.

The researcher analysed the data according to Tesch's approach (De Vos, 1998:343-344). The following steps were followed:

- Transcribe all data.
- Organize all the data.
- Allocate codes to the first set of field notes drawn from observations, interviews or document reviews.
- Note personal reflections or other comments in the margin.
- Sort and sift through the materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences.
- Identify these patterns and processes, commonalities and differences and take them out to the field in the next wave of data.
- Start elaborating on a small set of generalizations that cover the consistencies discerned in the database.
- Examine those generalizations in light of a formalized body of knowledge in the form of constructs or theories.

The qualitative data was analysed in the form of themes. The qualitative data is data collected by the researcher who participates with the subjects over a period of twelve weeks from August until October 2013 (Fouché & Delpont, 2011:65). The researcher used one of the senior social workers in the Department of Social Development, Women, Children and People with Disabilities as an external co-coder to ensure the accuracy of the data and also verified the correctness of the data by listening to the recorded data and worked through the written reports. The participants were also used (member checking) to determine the accuracy of the data by taking the final report back to them for the qualitative validity (Botma *et al.*, 2010:221, 231).

5 Ethical aspects

The researcher considered the ethical aspects when dealing with the respondents during the interviews. The following ethical aspects listed by Strydom (2011a:115-126) were considered:

➤ **Violation of privacy, anonymity and confidentiality**

Violation of privacy implies the element of personal privacy, while confidentiality indicates the handling of information in a confidential manner (Strydom, 2011a:119). The researcher ensured that the collected data was not provided to anyone and kept in a locked fireproof cabinet in the researcher's office. The researcher has a safe pin code on her computer. Data will be stored for three years (Botma *et al.*, 2010:19).

Anonymity means that the subjects remain nameless (Berg, 2009:90). The researcher informed the participants that the information will be kept confidential. The researcher gave a number to each respondent, and data such as respondent 1, respondent 2 in advance, instead of using their names so as to maintain anonymity and confidentiality. Confidentiality is an active attempt to remove from the research records any elements that might indicate the subjects' identities. This is to ensure that no one has access to the information collected. Strydom (2005b:61) stated that the information given anonymously ensures the privacy of subjects.

The research proposal was approved by the AUTHeR Research Unit of the Faculty and also approved by the Ethics Committee of the Faculty of Health Sciences of the Potchefstroom Campus of North-West University. Written permission **NWU-0027-09-A1** was obtained from the Ethics Committee for the main research project Forensic Social Work Practice. **Annexure 4**

➤ **Deception of subject**

According to Yegidis and Weinbach (2009:36) the prevention of deception of subject is aimed at protecting participants from unknowingly getting themselves into a situation that they never would have chosen, had they been more fully informed from the outset. It also limits the researcher's ability to deceive the participants by grossly misinterpreting the purpose of their research or the nature and limits of the demands that will be made on participants. The researcher did not withhold any

information from the adolescents and their parents/caregivers. The researcher also informed the participants about the purpose of the research study and ensured that she does not provide incorrect information regarding the purpose and outcome of the research to the participants, so that they could participate actively and positively. Whenever there were uncertainties they were discussed and at the end counselling or debriefing was provided to them. At the end the researcher compiled a report from the findings which was done accurately and objectively.

➤ **Informed consent**

According to Grinnell and Unrau (2008:37), participants must be afforded the opportunity to choose what shall or shall not happen to them. The researcher requested the adolescents as well as their parents/caregivers to give consent to participate in the research without forcing them, and informed them that their information will be kept confidential as they are not supposed to write their names and addresses on the schedule (Strydom, 2011a:117).

6 TRUSTWORTHINESS

Trustworthiness, according to Botma *et al.* (2010:232), has four epistemological standards namely truth, value, applicability, consistently and neutrality. Truth value, applicability, consistency and neutrality were used as criteria to assist the value of findings according to the standards, strategies and applied criteria to ensure trustworthiness in the summary by Botma *et al.* (2010:234).

TABLE 1:STANDARDS, STRATEGIES AND APPLIED CRITERIA TO ENSURE TRUSTWORTHINESS

Epistemological standards	Strategies	Application
Truth Value	Credibility	The researcher ensured that prolonged engagement was applied by establishing self-rapport with participants during the semi-structured interviews. Field notes were written directly after each interview with the adolescent.

		The researcher made use of a co-coder as well as member checking.
Consistency	Dependability	Auditing was made available by the capturing of data by means of verbatim audio recordings. A co-decoder as well as checking the data with the participants (member checking) was used in order to get fair and independent opinions.
Applicability	Transferability	Selection of the sample was clearly described. Saturation of data came from the sources in the study.
Neutrality	Confirmability	Field notes made by the researcher were comprehensive and are available for auditing.

7 SHORTCOMINGS

7.1 Availability of members

The researcher managed to secure the appointment with the respondents as well as their parents, but five could not be able to honour the appointment as agreed due to some unforeseen circumstances.

7.2 Language challenges

The respondents in this project were drawn from the Mahikeng community where most of the community members are Setswana speaking people. Although the participants were adolescents four attended school and the other seven dropped out of school. Nine adolescents were not fluent in English. The schedules were written in English and as a result of the adolescents who were not fluent in English the researcher had to translate the questions in the schedule into Setswana and transcribed the tape recordings of those in Setswana into English.

7.3 Sex versus culture (taboo)

The researcher observed that in a Setswana speaking community “sex” is a taboo to

the children, it was, therefore, not easy for the participants to feel free and speak about sex when narrating about their sexual offences they committed.

8 Definition of terminology

8.1 Adolescent

Adolescence is referred to as a life cycle period between childhood and adulthood, beginning at puberty and ending with young adulthood (Strydom, 2002:61). The World Health Organisation (2013:1) defines adolescence as “the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to19. It represents one of the critical transitions in the life span and is characterized by a tremendous pace in growth and change that is second only to that of infancy”. Adolescent sex offenders are defined as adolescents from age 13 to 17 who commit illegal sexual behaviour as defined by the sex crime statutes of the jurisdiction in which the offense occurred Chaffin *et al.*, 2013:1).

8.2 Crime

Crime is a legal concept with political origins. Crimes are acts that are considered to be a threat to individual or community wellbeing – and some acts are more serious than others (Ambrosino *et al.*, 2008:434). A crime, according to Zastrow (2010:284), is “simply an act committed or omitted in violation of a law. A law is a formal rule that is enforced by a political authority”. According to the Law Dictionary (2013:1), a crime “is an act committed or omitted, in violation of a public law, either forbidding or commanding it; a breach or violation of some public right or duty due to a whole community, considered as a community in its social aggregate capacity, as distinguished from a civil injury”.

8.3 Sexual offences

Sexual offences are referred to as unlawful acts such rape, sexual assault, and compelled sexual assault as it is prescribed in Section 2,3, and 4 of Sexual and related matters Act, 2007 (SA, 2007).

9 RESEARCH FINDINGS

In this section, the researcher wants to know more about the circumstances of the participants and asked therefore questions such as their school attendance and progress, who are they living with in the house, who are their primary caregivers as well as their relationship with this person(s), and the role religion play in their lives.

9.1 Profile of the Respondents

➤ Gender and age of participants

All the participants were males and their age group were as follow:

TABLE 2: AGE OF ADOLESCENT

Description	Frequency	Percentage
12 - 13	1	9.1
14 - 15	1	9.1
15 – 16	3	27.2
16 - 17	4	36.4
17 – 18	2	18.2
Total	11	100

Only one participant was between 12 and 13 years of age and the rest between 14 and 18 years. According to research done by Chaffin *et al.* (2013:1), sexual offenses against young children, under 12 years of age, are typically committed by boys between the ages of 12 to 15 years old. Adolescents according to Chaffin *et al.* (2013:2), do not typically commit sex offenses against adults, although the risk of offending against adults increases slightly after an adolescent reaches age 16.

➤ School attendance and progress of the participants

When asked which school they attend, two of the participants were in secondary school and two in high school. The other seven participants were not attending any school. When the researcher asked the four participants that attend school what grade they were in, the following answers were received:

- One 15 year old participant was in grade 9.
- One 16 year old participant was in grade 7.
- One 16 year old participant was in grade 8.
- One 18 year old participant was in grade 10.

Only the 15 year old participant was progressing well at school and the progress of the other three was not satisfactory. When asked about their performance at school some answers were:

"I left school doing grade 7, due to my uncontrollable behaviour towards my educators, bunking school for no apparent reason. I dropped out of school in 2009".

[P1]

"I do not attend school, I left school doing grade 6 in 2007 at my own will. I was not doing well in my studies." **[P2]**

"I left school doing grade 3 for no apparent reason". **[P4]**

"I was expelled from school after I insulted and fought with the vice-principal". **[P8]**

"I do not attend school. I left school in grade 5 in 2010". **[P9]**

"I do not attend school. I left school in grade 6 in 2008". **[P10]**

"I attend school. I am doing grade 8 and my progress at school is promising". **[P11]**

➤ **Number of members who stay with participants at home**

A question was asked how many members stay with the participant in the house. This question was asked to see if overcrowding can play a role towards the respondent's negative behaviour.

Respondent 1 stays with 16 members; respondent 2 stays with 14 members; respondent 3 stays with 4 members; respondent 4 stays with 2 members; respondent 5 stays with 2 members; respondent 6 stays with 3 members; respondent 7 stays with 2 members; respondent 8 stays with 6 members; respondent 9 stays with 6 members; respondent 10 stays with 7 members and respondent 11 stays with 4 family members.

According to the Sex Offender Risk Appraisal Guide cited in Van Niekerk (2006:114-115), some high risk factors identified with sex offenders are school maladjustment.

The participants stay in disadvantaged communities and according to Van Niekerk (2006:113), the “socio-political history of South Africa has eroded family and community life”. According to him many young people in disadvantaged communities have grown up in situations of disadvantage and are exposed to violations of human rights. Poverty and overcrowded households also plays a role in young people’s maladjustment. According to Fontes (2008:17), when looking “at child abuse eco-systemically requires that one consider all the systems in which children are embedded including their families, neighbourhoods, ethnic and religious communities as well as the wider society. Each of these levels can affect a given family in such a way that maltreatment is more or less likely to occur”.

➤ **The child’s caregiver at home**

A question was asked who takes care of the participant. The question seeks to understand if ever the absence of the caregiver or parent could be a contributing factor towards the child’s negative behaviour.

TABLE 3: THE CHILD’S CAREGIVER

Description	Frequency	Percentage
Parents (mother and father)	2	18.2
Mother	3	27.2
Grandma	4	36.4
Aunt	2	18.2
Total	11	100

Only two participants stay with a mother and a father. However the majority of participants in this study appear to be acting out in the absence of a father figure in their lives. Poor or absent male role models is a significant factor associated with the development of sexual offending behaviour (Van Niekerk, 2006:104). According to DuBois and Miley (2005:365), the “absence of a parent affects a family’s ability to function without adapting its parent-child system”. In a boy’s life a father plays an important role as role model for his son and how to cope as an adult with stress-related issues later in life (Anon, 2010b:1).

➤ **Relationship between the child, the caregivers and friends**

A high-risk factors according to Hanson and Thornton cited in Van Niekerk (2006:115) of child sex offenders is that the offender has never been involved in a stable, intimate adult relationship for a continuous period exceeding two years. According to Bachand *et al.* (2013:4), deviant peer groups have also shown to be significantly associated with negative parent-child relationships, which can cause adolescents to seek deviant connections in their social sphere.

The family according to the Department of Social Development (SA, 2011:45), is the core of society and is integral to the general wellbeing of the individual in relation to their psychosocial, emotional, physical, spiritual and economic needs. A well-functioning family provides members with emotional, social and material support that sustaining throughout life. It is also a cradle from which the values and norms of a society are transmitted and preserved (SA, 2011:45). According to Maree (2003:63), homes without both parents, together with poverty were the two main issues that youths involved in research projects, mentioned as factors that influence their decision to commit crime. Anderson and Stavrou (2001) cited in Maree (2003:63), indicate that youths from single-parent households, with ruptured family ties and without a father figure, are more at risk of engaging in an antisocial behaviour.

A question was asked to the participants to describe their relationships with their primary caregiver(s). Out of the 11 participants only two reported to have an unstable relationship with their primary caregivers. One can conclude that the participant's relationships with their adult caregivers were good. The answers of the two were:

"The relationship with my aunt is not good". [P1]

"I relate well with my mother, but the relationship is not stable, as the stepfather is not treating me well". [P9]

The relationships with friends of seven of the participants were good. Three participants indicated that they do not have friends and one reported to have quit the relationship with his friend because they used to abuse drugs together.

➤ **The role religion plays in the child's life**

A question was asked to explain the role religion/church plays in the respondent's lives. This was aimed at determining whether the role of religion has an influence on the behaviour of the participants. All the participants were Christians and 8 of them indicated that the church plays a role in their lives as they indicated that the church teaches them to know the difference between good and bad things it also connects them with God through prayer. Three participants reported to not knowing the role of the church in their lives. Some of the answers were:

"I don't attend the church regularly, as I do not see its role in my life". [P1] [P2]

"I do not see the role of the church in my life. I attend it seldom because of what I found being done in my family". [P4]

"The role of the church in my life is that it connects me with my God, by teaching me how to pray to my God". [P5]

"The church plays a very important role in my life, at first I did not attend church because I was afraid people would judge me but I was surprised to see the comfort and support they were giving me after the court case". [P3]

Research done by Dimianakis (2001:24) indicates many positive characteristics associated with spirituality, among others coping capacity, feelings of empowerment, resilience, capacity to deal with poverty, increased levels of interpersonal influence on relationships, life satisfaction and physical and emotional health. According to a National Study of Youth and Religion in 2002, cited in DuBois and Miley (2005:181), 80% of adolescents in America pray daily 40%. Spirituality according to DuBois and Miley (2005:183), "shapes how we view ourselves and other people, how we perceive dilemmas, and how we define available solutions". However, even if the majority of the participants knew the role religion and God play in their lives, it did not stop them from committing sexual offences, but it is important to give attention to this when planning programme activities to prevent adolescents from committing sexual crimes again.

➤ **Activities of participants during leisure time**

A question was asked what the participants do during their leisure time. This question aimed at finding out whether the activities that the adolescents perform at their leisure time have an effect on their behaviours.

The respondents gave various activities that they do in their free time. Six (54.5%) of the participants stated that they spend time with their friends on the streets and at times assist in doing household chores. Five (45.5%) of the other participants spend time with their family doing household chores and watching television movies. The exposure to peer pressure and technology such as television are seen as some of the factors contributing to adolescents committing sexual crimes in the Mahikeng area. According to Van Niekerk (2006:104), exposure to pornography even in poor and rural communities is wider than believed. It is important according to Van Niekerk not to under estimate the impact of this on shaping sexual and relationship behaviour.

➤ **Substance abuse usage by participants**

A question was asked whether the participants use any substances, eight (72.3%) of them answered “yes”. Only three (27.7%) said “no”. The follow-up question was asked to explain types of drugs they are utilizing and their feelings for drugs intake. From the participant’s answers, the majority indicated that alcohol, dagga (Marijuana), cigarettes, and glue are the substances they use. The respondents further indicated that the drugs make them feel good and at ease. Out of these four of the eight participants decided to quit from using drugs after committing the sexual offence. It is, therefore, evident that the usage of drugs by adolescents in Mahikeng contributes to sexual offences. According to Van Niekerk (2006:112), many sexual offences are committed whilst under the influence of substances that may inhibit responsible behaviour management and control. If the presence of alcohol or drug dependency problems are not dealt with prior to engaging the adolescent offender in therapy, the offender’s ability to participate productively in the programme may be significantly diminished (Van Niekerk, 2006:112).

According to Gillis (1994:108), drug taking in young people may be triggered by a desire for acceptance by the peer, curiosity and copycat behaviour. In the home environment where young people are continually exposed to drug-related ways of

behaviour, for example, habitual drinking relieves tension the use of drugs becomes the accepted norm. Bachand *et al.* (2013: 4) also outline that there is also some evidence that higher levels of illicit drug use are associated with physical and sexual abuse. However, different studies have shown varying of specific results regarding type of abuse is the strongest contributor, with some reporting a higher risk associated with sexual abuse.

9.2 Themes regarding data received from the participants

THEME 1: Sexually abused

Only one of the participants was sexually abused. According to him his friend coerced him to have anal sex. He indicated that he felt angry after the incident and belittled.

“My friend once forced me to have anal sex with him when I was visiting him. After the incident I felt angry and belittled”. [P10]

Anger after sexual abuse is a natural response to the abuse and children are rarely able to express their anger to the perpetrator (Van Niekerk, 2006:55). Some of these children may also, according to Van Niekerk (2006:58), turn to alcohol and drugs. Participant 10 went out of school in grade 8, he misused dagga and alcohol but later quit after he was detained to a rehabilitation centre. According to Goodyear-Brown (2012:453), “alcohol, drugs, numbing, purging, and self-harm is just a few of the unhealthy methods abused adolescents may turn to”.

When sexually abused children begin to tell of their abuse by sexually acting out, the clues may seem clearer for some parents. Children who are being or have been sexually abused will sometimes abuse their peers or younger children. This seems to be their way of trying to make sense of the abuse they have received. They have learned sexual stimulation and, therefore, may stimulate themselves or peers (Anon, 2013b:5). Alcohol abuse broadly gives rise to numerous other negative social impacts, for example, large numbers of school age adolescents misusing alcohol and leads to absenteeism, academic failure, increased likelihood of drug abuse and risky sexual behaviour (Department of Social Development, 2011:29).

THEME 2: Professional help received after sexual abuse

A question was asked if the child who was sexually abused received any help from professionals after the sexual abuse. His answer was

"I never received any professional help, since the incident happened a long time ago and I never reported it to anyone". [P10]

He indicated that he was afraid to tell the parents after the incident. His statement shows that some adolescents are abused sexually but they are afraid to divulge the abuse to the parents or other members of the family so that they could be offered professional help instead of growing up with the anger and shame from the abuse. According to Kruger and Spies (2006:170), professional role-players working with sexually abused children "should utilise the Bill of Rights in the Constitution of the Republic of South Africa to ensure that children's rights are protected". Every child should have, according to section 28 of the Bill of Rights (Kruger & Spies, 2006:172), the right "to be protected from maltreatment, neglect, abuse or degradation".

Unaddressed feelings, according to Goodyear-Brown (2012:453), go underground and often result in other problems such as substance abuse. Treatment after the sexual abuse of an adolescent by a therapist who has experience and specialised training in the areas of trauma therapy, particularly sexual abuse trauma, experience with the adolescent population and to meet adolescents where they are emotional, is very important (Goodyear-Brown, 2012:448).

Joslin (2013:9) quoted (Kaplan & Berker, 1992 and Shaw, 1999) that social workers can play an important role in the treatment process with juvenile sex offenders and victims. As a result there should be an extensive assessment process that will require interviewing the youth and their families, gathering information from various sources and working with collateral contacts (such as probation officers, court officials and social workers) to ensure comprehensive treatment approach. The social worker can help to facilitate and complete this process, and then formulate recommendations for treatment (Joslin, 2013: 9).

Social workers should involve in constructing and implementing a follow up protocol with those offenders who have completed treatment, in order to provide on-going services as needed. They can also continue to assess the risk for repeat offences

and provide an avenue for support or referrals for the client and their families. With a combined effort from social workers, clinicians, psychiatrists, family members and others involved in the youth's care and treatment, specialized juvenile sex offender programmes can continue to make positive strides in identifying youth at risk for offending, providing quality treatment for those who do offend and reducing the risk for repeat offences (Joslin 2013:10).

The role of the social worker, according to DuBois and Miley (2012:374-376), is very important in the field of child welfare and “needs specialised knowledge about normal and a typical child development as well as about contextual factors that influence development, how children respond to trauma and stress, and the legalities of child welfare”. Social workers must be knowledgeable in many aspects of child development and must possess different techniques and skills to obtain information needed from the child. Social workers are involved from the early stages of the abuse of the child until the disclosure process (Motshegoa, 2011:4). The role of the social worker during the forensic process is to “obtain a truthful account from the child in a manner which will best serve the interest of the child while at the same time being legally acceptable (Müller, 2001:8).

THEME 3: The sexual offence

The researcher asked the participants about the sexual offence they did. The following answers were received:

“On the day of the incident I was roaming around the streets of Mahikeng at Unit 3 with my friend during the day. We met with the lady along the road busy picking up the morogo (one type of African vegetable) next to the road. We stopped at her and asked her money. She did not give us anything we asked for, we then came closer to her and we attempted to have sexual intercourse with her”. [P1]

“I was roaming around the street with my friend. We stopped along the road and smoke dagga mixed with certain pill which is also a drug. While we are still busy smoking we saw a lady next to the road. We went to her, tripped her and she fell on the ground and we started to search her, she screamed, my friend wanted to kiss her and the lady bit my friend's mouth. My friend instructed me to close the lady's mouth with my hand, I put my hand on her mouth and she bit my finger. We raped

her, stood up and ran away as we were afraid that we could be seen by people passing on the road". [P2]

"I was at home with my friends and that girl (victim) came to my parental place. We told her we don't want her to be in our company but she did not want to leave. Another guy came to us and he found that girl with us, he instructed the girl to go to the scrap yard with him, I followed them afterwards. The girl asked me if I don't want to do it (sex), I then agreed to have sexual intercourse with her. After I finished I went home leaving the other two of my friends waiting to have sex with the girl, I was surprised the following day police coming to my parental place to charge me with rape". [P3]

"I was at home playing with the two girls in the absence of my parents. I ended up having sexual intercourse with the first girl and later on with the second girl". [P4]

"I was in the company of my friend who was older than me then. My friend requested me to go with him to his house, when we arrived at his house I found a girl waiting for my friend. The big guy influenced me to have sexual intercourse with the girl. The big guy started first and I later followed to have sexual intercourse with the same girl". [P5]

"On the day of the incident I was visiting at my aunt's place. When I arrived at my aunt's place I found my female cousin alone in the house, and she was lying on the bed reading her school book. I came and sat next to her on the bed and I started to hold her inappropriately by fondling her waist and I ended up undressing her clothes. I then slept on top of her and the cousin was lying on her back naked. I put my penis in her vagina and had sexual intercourse with her". [P6]

"On the day of the incident I was at the tavern with my cousin and it was at night. I then left my cousin at the tavern and went out, telling the cousin that I was going home not knowing that I am going to put myself into trouble. I met with the lady at the gate of the tavern and I had sexual intercourse with that lady somewhere along the street. The woman was known to me". [P7]

"The child reported that on the day of the incident he was under the influence of dagga, he started to picture himself being on top of the perpetrator who was at the scene by then having sexual intercourse. He then ended up assaulting the perpetrator sexually. The victim was seen by the crèche teacher, she then informed

the teacher who is the perpetrator, the police were informed and he was arrested. The victim is a child of 5 years". [P8]

"On the day of the incident I was coming from the tavern going home. I passed nearby the victim's house and decided to enter the victim's premises. It was at night at around 24:00, I kicked the door at the victim's house to gain the entry and I found the victim inside the house awake on the bed. I then asked her to come and kiss me. The victim agreed to kiss me and later on she screamed out loud and ran out of the house asking for help. Immediately her siblings came running to the victim and they found me getting out of the house they ran after me and managed to get hold of me. They physically assaulted me and later called the police, I was then taken to the police station to be charged with sexual assault". [P9]

"On the day of the incident I was coming from hunting rabbits from the veld. On my way back home I met with the school boy (first victim) and I took him to the bushes and had anal sex with him. On the following day I met with another boy and I attempted to sexually assault him but he managed to run away". [P10]

"On the day of the incident it was on Sunday I met with the victim at around 16h00. We chatted for a while and we departed as it was becoming late and she was having a bucket of water with her. I advised her to take the easiest road as the one she is taking is not safe and it now becoming dark. She replied that she would be safe. I then left her and went to my parental place. The following day I heard that the victim is nowhere to be found and I was suspected of raping her. Somebody told me that the victim is said to have been found in one of the shanties around and asked me if I know something about that but I said no. I never held her, fondled or sexually assaulted the victim but I was accused of raping her". [P11]

Only participant 11 said he did not rape the girl although he was found guilty. The other participants, except for participant 10 who sexually abused a boy, all sexually abused girls. They were either with a friend or friends or under the influence of substances. From what the participants told the researcher, it is obvious that friends and substances played a major role in them committing sexual offences. The involvement of children in the criminal justice system is often controversial, but perhaps nowhere are the issues more sensitive and complex than when they relate to young people who have sexually offended (Nisbet, 2010:1). According to

Goodyear-Brown (2012:403), children with sexual behaviour problems are quite diverse and no distinct profile for these children exists. There is no clear pattern of demographic, psychological or social factors that distinguished these children from other groups of children. Life circumstances combined with individual factors, according to Goodyear-Brown, lead to the child learning wrong rules about personal safety and sexual behaviours. According to Van Niekerk (2006:104), poverty, peer influence and overcrowding may be reasons for children to overt sexual behaviour. From the answers received from the respondents, some of them live in overcrowded homes, are influenced by friends and are facing circumstances connected to poverty. According to Kuehne and Connell (2009:145), problematic sexual behaviour in children show high rates of poverty and parents' arrest for criminal behaviour and many of these children have also been exposed to a high degree of community violence. Domestic violence but also community violence are contributing factors to sexual abuse by adolescents in the Mahikeng area.

THEME 4: Reason(s) for participants committing a sexual offence

A question was asked why the adolescents committed the sexual crime. The aim why the researcher asked this question was to have clear understanding of under which circumstance the adolescent committed the sexual offence. The following answers were received:

"I don't have answers to that, but what I recall is that my friend and I we were under the influence of glue." [P1]

"It is because I was under severe influence of drugs, the other reason is that I was looking for money and we did not find it from the perpetrator." [P2]

"I did it because the victim asked me if I wanted to have sex with her, so I agreed. It is because she asked me to have sexual intercourse with her (victim)". [P3]

"I did it because the first girl asked me if I want to have sex with her, so I agreed. I then decided to do it to the second girl as I was afraid that she would report me to the first girl's parents, but I never knew it is a criminal offence to do so". [P4]

"I was coerced by my friend to have sexual intercourse with the victim". [P5]

"I was under the influence of dagga. It was not my intension to have sex with my cousin. I only realized that after being sober after the incident". [P6]

“It is because I was intoxicated due to alcohol”. [P7]

The child declared that when he committed the offence he was under the influence of dagga, he could not tell as to why he had to engage into a sexual intercourse with a five year old child. [P8]

“It is because I actually wanted to do housebreaking, but I committed sexual offence instead”. [P9]

“It is because I was intoxicated due to dagga. I don’t really know what was happening to me in committing such offences”. [P10]

“I never committed sexual offence to the victim”. [P11]

As children are encouraged to explore their sexuality at increasingly tender ages, it appears likely that we will see an increase in the number of cases coming before the court that involve the sexual assault of children by those who are little more than children themselves. This issue, particularly as it relates to indigenous communities, has already received attention in the mainstream media, as well as from government agencies (Nisbet, 2010:1). It is not an issue, however, that is restricted to specific racial or socio-economic groups.

Most of the sexual crimes amongst adolescents are committed in a group (gang) under the influence of substances. In a study of Neo *et al.* (2006:5), they examined South African adolescents’ beliefs and attitudes regarding drug use, and sexual risk behaviour. Eleven single-gender focus groups were held among male and female Grade 8 and 11 students from three schools in Cape Town. Neo *et al.* (2006:5) came to the conclusion that South Africa is faced with a high rate of substance use and abuse among both sexes of adolescents from a wide range of social backgrounds. Substance use and abuse such as alcohol and drugs still continue to be a major problem in society – not only for the adult population but especially for the younger generation such as the adolescents (Neo *et al.*, 2006:5; Zastrow, 2010:348).

The patterns of alcohol use among South African adolescents are a cause for concern. The early initiation of alcohol use is associated with a range of negative consequences including school drop-outs, unprotected sexual behaviour that places the adolescent at risk for infectious diseases and unwanted pregnancies as well as the later development of alcohol use and mental disorders (Onya *et al.*, 2012:325).

Drug use is considered to exacerbate underlying vulnerabilities to risky sexual behaviour, mainly due to the effect of drugs on adolescents' inhibitions, rational thinking, and safer sex negotiation skills (Pithey & Morojele, 2002:18).

DuBois and Miley (2005:349) state that drug and alcohol abuse interferes with people such as adolescents' judgment as well as their abilities to carry out their social roles and obligations. Studies conducted in different American states, European countries and Sub-Saharan African countries indicated that a correlation exists between substance abuse and high-risk sexual behaviour (Cooper, 2002:101).

THEME 5: Referral of the adolescents to diversion programme

A question was asked to find out if the adolescents were referred to diversion after committing the sexual offences. Four (36.4%) of the participants were referred and seven (63.6%) not. A question was asked how the diversion programme assisted them through the rehabilitation process and they gave the following answers:

"I was placed at the Secure Care Centre (Mahikeng) for a period of three months to be offered life skill, sex offender and behaviour modification programmes. The programme assisted me from knowing the consequences of crime and that crime does not pay". [P1]

"I was referred to diversion (Home Based supervision) but it never assisted me, as I was told to stay at home so that the social worker could visit and provide monitoring services and other professional help but she never availed herself. [P2]

"The programme assisted me to stop from engaging in sexual activities as a minor and it also brought the mood of forgiveness between me and the victims as well as their family". [P4]

"The programme could not assist me as I failed to attend as ordered by the court, and I failed to provide reasons for not complying with the court order. The case was taken back to court following my non-compliance and I was reprimanded and reordered to attend the programme and since then I have seen the importance of attending the programme, and my attendance was regular". [P8]

Out of the four participants referred to diversion two stated that the programme assisted them in a positive way as they were taught about consequences of crime,

life skills, behaviour modification, sex offender programmes and it also brought forgiveness between them and the victims. The other two participants reported that they benefited nothing from the programme, as they failed to comply with the court order and the probation officer failed to monitor effectively as the court ordered her to monitor. Diversion is the turning away of cases from the mainstream criminal justice system with or without conditions (Hutchings *et al.*, 2000:164). Diversion programmes, according to Zastrow (2010:316), have been developed to divert first-time or minor offenders from entering the criminal justice system. These programmes provide over a period of several weeks small group sessions that are geared to helping the members refrain from committing additional crimes. It is, therefore, very important for adolescents committing sexual crimes to attend the diversion programmes.

Beukman (2008:162) stated that diversion gives children a chance to avoid acquiring a criminal record while at the same time the diversion programmes are aimed to teach children to take responsibility for their action and avoid getting into trouble again. One of the advantages of diversion is that it prevents children in conflict with the law from being in contact with other more hardened criminals in the criminal justice system that may cause harm. It also prevents the stigma that goes with being arrested and convicted (Department of Social Development, 2011:31). According to the Department of Social Development (2011:31), diversion programmes have been increased to accommodate specific forms of risk, such as drug offences, sexual offences and more violent forms of offences. It has become a cornerstone for the management of children that come into conflict with the law and is legislated in the Child Justice Act 75 of 2008 (SA, 2008).

THEME 6: Factors causing adolescents to commit sexual offences

A question was asked what the participants think causes adolescents to commit sexual crimes. The various factors which cause adolescents to commit sexual crimes according to the 11 participants were the following:

- Male adolescents normally got attracted to female adolescence in a way that males ended up having sex with the female adolescents.
- Male adolescents like to cheat their peers with their girlfriends.

- Some of the male adolescents are too shy to propose for love as a result they opt to rape whoever they meet with.
- Influence of Peer pressure (gangsterism) influences adolescents to commit a sexual crime.
- The usage of drugs by adolescents.
- Failure to listen to the parents
- Technology usage (watching of television movies and videos that are sexually orientated and usage of cell phones social networks).
- Failure to attend school.
- Taking advantages in the absence of the parents.

According to authors such as Bezuidenhout and Campher (2010:23), Jackson (2002:9), Terry (2006:101) and Van Niekerk (2006:103-104), some of the factors contributing to sexual abuse by children or adolescents are early childhood deprivation; exposure to violence; poor or absence of male role models; early exposure to overt sexual behaviour; exposure to explicit sex material such as pornography and movies as well as the influence of peers.

Male adolescent offenders tend to display a range of troubled and troubling behaviours according to authors such as Ellis *et al.* (1991), Becker, (1990) and Graves *et al.* (1992) cited in Charles and McDonald (2005:2). Charles and McDonald (2005:2) indicated that many also have poor impulse control, higher levels of anxiety, low self-esteem, poor social skills and as a result are unable to bond well with peers. Adolescent sexual offenders according to them are also reported to have higher incidences of learning difficulties. Despite many common characteristics, the manifestation of symptoms varies greatly from individual to individual. Generally, adolescent rapists are more openly aggressive in their relationships than are adolescent child molesters. This tends to be part of an overall pattern of disordered and antisocial behaviour according to Becker (1990) cited in Charles and McDonald (2005:2).

THEME 7: Measure that could be taken to stop adolescents from committing sexual crimes

A question was asked to the participants what measure could be taken to stop adolescents from committing sexual crimes. The question was asked to find out from the adolescents steps that could be taken to stop adolescents from engaging in sexual offences. The following measures according to them could be taken:

“The children are supposed to do introspection for themselves and be able to distinguish between right and wrong”. [P1]

“Intensive rehabilitation programme on behaviour modification and life skills”. [P2]

“Girls have the right to say no, but some of them they can't say no. I think girls should report to someone whenever they are harassed or sexually abused so that the offender could take serious steps”. [P3]

“Young children must be encouraged by the parents to go to school. Corporal punishment as a way of disciplinary measure must be in use for the adolescent to stop committing sexual crimes. [P4]

“Young children must stop associating with wrong peers, i.e. older people who could easily influence others negatively”. [5]

“If the police can conduct regular monitoring of drugs in every village around Mahikeng, children must be encouraged to go to school. Drug dealers must be prosecuted/arrested for a long time (be taken out of the community)”. [P6]

“God says if you dwell in Him His Word will be with you, as a result young children must all follow the word of God and be born again Christian”. [P7]

“Community must come together to agree on how to deal with the community member who commit sexual crime (The measure be in the form of discipline, killing the perpetrator or castrate him. The sexual perpetrator must be given tough sentence at court. There has to be good relationship and cooperation between the police and the community to report sexual offence cases effectively”. [P8]

“The social worker should conduct an awareness campaign and talk with the adolescents showing the consequences of crime”. [P9]

“Children must be at school at all time, because if you are not attending school you end up engaging in criminal activities. Police must be visible at all times and they should discipline children who are roaming around the streets during school time. Drug dealers be taken away from the community and be arrested as they are selling drugs to young people”. [P10]

“Children must be properly supervised by parents when using cell phones. Children should also have limited time to watch television.” [P11]

Significant growth has taken place during the past 15 years according to Charles and McDonald (2005:1), in the development of resources for victims and survivors of sexual assault and child sexual abuse. However, the same attention has not been given to sexual offenders. This is particularly true in the case of adolescent and pre-adolescent offenders. It would appear the primary strategy in dealing with offenders has been to wait until an individual has been victimized rather than trying to prevent the occurrence.

The setting of juvenile sex offenders programmes consist of either in patient residential treatment or outpatient/ community-based facilities. There are several things to consider when determining whether the client should receive residential or outpatient services. The first involves the promises that the safety of the community should be of the utmost importance, secondly it involves ensuring that youth are placed in the least restrictive environment possible (Joslin, 2013:5).

In patient care typically recommended for the juvenile sex offenders in the following situations: the offences have been numerous and/or have involved more than one individual, aggression was used during the assault, severe emotional and behavioural problems are present, antisocial behaviour are demonstrated, there is poor motivation for treatment, suicidal or homicidal inclination is present, a volatile relationship at home threatens the safety of the individual and a victim is present in the juvenile sex offender's home (Joslin, 2013:5).

From the answers received from the participants it is obvious that they are now able to identify the factors that contributed to the crimes they committed. Five of the participants added that there has to be open relationships between the children and their parents to discuss issues of sexuality so that the children should not hear it from outside and want to explore it. Poor performance at school and rejection from

the parents was another aspect one of the participants mentioned. Other recommendations mentioned by participants were if street lights could be maintained and increased in every village around Mahikeng sexual offences could be prevented amongst the adolescents and the community should be actively involved in acting against adolescents who commit sexual crimes.

10 RESEARCHER'S OBSERVATION

10.1 Difficulty to talk about the offence

The research observed that during the interview the respondents took time to open up and talk about sexual offences they have committed, but after building a rapport with the child by asking him general questions they felt free to provide answers.

10.2 Influence of drugs and failure to attend school

The researcher also observed that the majority of the sexual offences committed by the adolescents in Mahikeng are as a result of alcohol and drug intake and also the majority of these adolescents are not attending school. Some of the adolescents were influenced by their peers.

10.3 History of Sexual abuse (Victimization)

The researcher further observed that one of the adolescents was sexually abused previously and he never disclosed to anyone as he was afraid of the parents. The child spends time with the anger without being offered any professional help. The child then took out the revenge on other two boys who were younger than him.

11 CONCLUSION

It is evident from the research findings that there is still more to be done for the adolescents who commit sexual crimes in Mahikeng. The research clearly shows that the majority of the adolescents especially the males are not attending school. It has showed that the parents on the other hand seem to be treating the situation as normal, since they are not taking any action to encourage the children that the better place for them is to be at school.

Furthermore the majority of respondents from the research indicated that they have been influenced by alcohol and dagga intake to commit the sexual offences. This statement takes us back to ask the following question, what is the role of the community in protecting the children? The respondents indicated that the drugs and alcohol are easily accessed from the community setup. This shows that the community is not fully adhere to the Country's constitution Section 28.

Inability to resist peer pressure also seems to be a serious challenge to the adolescents and it put them on the wrong side of the law. The young children need to be taught about self-concept, sexual development and how to overcome peer pressure. Self-concept is a general term used to describe the way in which individuals perceive themselves. It is used interchangeably at times with self-esteem, which refers more specifically to the personal assessment of value or worth we place on ourselves (Gillis, 1994:79). If the adolescence could build their self – esteem chances of being easily influenced by their peers could be easily dealt with in Mahikeng.

In sexual development the adolescents (13-16 years) should be taught that both the sex drive and the emotions increase dramatically and passion tends to play a more dominant role. Towards the close of the adolescence stage, dating becomes more serious, boys and girls begin to interact and understand one another in new ways. Sexual and emotional intimacy become inextricably linked and the act of sex comes to be viewed more (Gillis, 1994:97).

In essence the adolescents have to be informed about sexual development that they may come across ways to deal with the challenges to avoid from acting inappropriately.

It has also found out from the research that sex is still seen as a taboo by the parents in Mahikeng. Parents are not becoming open to talk about sex and its effects on the life of adolescents. The children end up learning it from the outside world either from peers or television and come to explore it with their siblings or their friends without knowing that they could be taken for prosecution.

Parents turn to see it inevitably a degree of embarrassment in discussing topics or behaviour which are perhaps considered socially taboo such as "sex". Contrary to their beliefs young people are often not well informed about many aspects of sexual

behaviour. The adolescents in Mahikeng had to be given proper guidance and support from both the parents and all spheres of governance including Faith Based Organisations and other Moral Regeneration structures in building a violent free generation and law-abiding citizens of the future.

12 RECOMMENDATIONS

In view of the above information the following could be recommended in dealing with adolescent sexual crimes in Mahikeng:

- Adolescents should be offered basic sex education both at school and at home. Ideally all children should receive basic sex education from their parents or caretakers at an early age. This involves continuing, informal discussion, giving frank and factual answers to the spontaneous questions which young children tend to ask.
- The important principle in sex education is that the answers to questions, however simple they maybe, should be truths rather than half-truths. This could build trust between the adolescents and the parents, sense of belonging in the family, encourage self-determination and self-esteem so that the child should not learn negative behaviour from outside. It could also be easy for the children to disclose any form of sexual abuse to their parent and also receive professional help.
- Parents should play their role and provide proper care and support towards their children and also encourage them to attend school.
- Inter- sectoral awareness campaigns must be conducted at schools and villages around Mahikeng to discourage adolescent sexual crimes (integration of services by different government departments, Faith Based Organisations and Non Profit Organisations that are dealing with Crime prevention).
- Usage of drugs and alcohol must be prohibited for adolescents and drug dealers must be brought before court of law with the help of the community.
- Intensive diversion programmes must be provided to the young offenders followed by proper monitoring after the completion of rehabilitation process. (After-care services).

- In order to address the issue of adolescent sexual crimes in Mahikeng social workers should play a vital role in conducting thorough assessment with the child. According to Dugmore (2012:146), assessment is often described as an activity undertaken in order to identify a person's needs or problems so that appropriate intervention can be provided in order to meet the identified needs or problems.
- Social workers should decide on which intervention level will best suit the adolescent offenders after conducting assessment. Intervention could be done in three methods of social work which are case work, where the social worker is working with the client and his family in addressing his psychological, environmental and social needs in collaboration with theories such as psychoanalytic or psychodynamic theory.
- Social workers should conduct group therapy/work that is aimed at dealing with behaviour modification to enhance the social functioning of the adolescents in the community. According to Dugmore (2012:184), a common type of intervention for young people receiving services is group work. The programme focuses on particular aspects of offending such as anger management. Groups, according to Masson *et al.* (2012:472-473), can help adolescents with identity problems, sexual concerns such as sexual abuse, drug edition, drug abuse, problems with friends, parents and the school.
- Community work could also be conducted by the social worker. Community work recognises that the bulk of care takes place in the community where families, faith based groups, volunteers and neighbours care for others (Gray, 2010:88). This could be done in the form of restorative justice model of intervention which the social worker could facilitate the process with the aim of bringing reparation between the offender and his community. Dugmore (2012:186) quoting (Marshall 1996) define restorative justice as a process whereby the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offence and implications for the future.
- A range of treatment resources is needed to reflect the requirements of the offenders and the diverse cultural, gender and geographical characteristics of the country. According to Charles and McDonald (2005:4), this should include:

- out-patient services,
- residential services,
- secure facilities, and
- effective monitoring and follow-up services.

Child sexual abuse and sexual assault will only be dealt with when professionals begin to deal effectively with the offenders. “Only when we are willing to openly and effectively deal with abusive behaviour will we begin to address appropriately the levels of victimization that are occurring in our communities. There is a need for the establishment of training programmes for members of the helping and criminal justice systems, as well as education for the general public” (Charles & McDonald, 2005:4).

13 REFERENCES

- Anon. 2013a. Explaining the official crime statistics for 2012/13. <http://www.polity.org.za> Date of access: 29 Oct. 2013.
- Anon. 2013b. The role of educators in preventing and responding to child abuse Neglect. <http://www.childwelfare.gov/pubs/usermanuals/educator/educatorc.cfm> Date of access: 23 Oct.2013.
- Ambrosino, R., Ambrosino, R., Emeritus, J.H. & Emeritus, C.S. 2008. Social work and Social Welfare: an introduction. Belmont: Brook/Cole.
- Babbie, E. 2007. The practice of social research. Belmont: Thomson Wadsworth.
- Bachand, A., Brown, M., Peel, J. & Whitesell, M. 2013. Familial, Social and individual factors contributing to risk for adolescents substance use. <http://www.hindawi.com/journals/jad/2013/579310> Date of access: 23 Oct 2013.
- Berg, B.L. 2009. Qualitative research methods for the social sciences. Boston: Allyn & Bacon.
- Beukman, B. 2008. Diversion programs. (In Bezuidenhout, C. & Joubert, S. eds. Child and youth misbehaviour in South Africa: a holistic view. Pretoria: Van Schaik. p. 162-184).
- Bezuidenhout, C. & Campher, L. 2006. Internet paedophilia. (In Spies, G.M., ed. Sexual abuse: dynamics assessment and healing. Pretoria: Van Schaik. p. 23-43).
- Booyen, K. 2003. The nature and extend of child and youth misbehaviour in South Africa. (In Bezuidenhout, C. & Joubert, S. eds. Child and youth misbehaviour in South Africa: a holistic view. Pretoria: Van Schaik. p. 23-50).
- Botma, Y., Greeff, M., Mulaudzi, FM. & Wright, S.C.D. 2010. Research in Health Sciences. Cape Town: Heinemann, Pearson Education South Africa.
- Calitz, F.J.W. 2011. Psycho-legal challenges facing the mentally retarded rape victim. *South African Journal of Psychology*, 17(3):66-72.
- Chaffin, M., Bonner, B.L. & Pierce, K. 2013. What research shows about adolescent sex offenders. <http://www.dshs.wa.gov/pdf/co/NCBYfactsheetpdf> Date of access: 20 Oct. 2013.

Charles, G. & McDonald, M. 2005. Adolescent sexual offenders: an overview. *Journal of Child and Youth Care*, 11(1). <http://www.cyc-net.org/cyc-online-cucol-0905-charles.htm> Date of access: 21 Oct. 2013.

Cillesen, A.H.N. & Mayeux, L. 2007. Peer influence and the development of antisocial behaviour. (In Engels, R.C.M.E., Kerr, M. & Stattin, H. eds. *Friends, lovers and groups: key relationship in adolescence*. Chichester: Wiley. p. 33-46).

Cooper, M.L. 2002. Alcohol use and risky sexual behaviour among College students and youth: evaluating the evidence. *Journal of Studies on Alcohol*. Supplement 14):101-117.

Creswell, J.W. 2009. *Research design: qualitative, quantitative and mixed methods approaches*. London: SAGE.

Delpport, C.S.L. & Roestenburg, W.J.H. 2011. Quantitative data-collection methods: questionnaires, checklists, structured observation and structured interview schedules. (In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpport, C.S.L., eds. *Research at grass roots: for the social sciences and human services professions*. Pretoria: Van Schaik. p. 171-205).

De Vos, A.S. 1998. *Research at grass roots: a primer for the caring professions*. Pretoria: Van Schaik.

Dimianakis, T. 2001. Postmodernism, spirituality and the creative writing process. *Families in Society*, 82(1):23-33.

DuBois, B. & Miley, K.K. 2005. *Social Work: an empowering profession*. New York: Pearson Education Inc.

DuBois, B. & Miley, K.K. 2012. *Social Work: an empowering profession*. New York: Pearson Education Inc.

Dugmore, P. 2012. Assessing young people. (In Pickford, J. & Dugmore, P. eds. *Transforming Social Work Practice. Youth Justice and Social Work*. London: SAGE. P. 15-168)

Finkelhorn, D., Ormrod, R. & Chaffin, M. 2009. Juveniles who commit sexual offences. www.ojp.usdo.gov Date of access: 29 April 2013.

Fontes, L.A. 2008. *Child abuse and culture: working with diverse families*. New York: The Guilford Press.

Fouché, C.B. & Delpont, C.S.L. 2005. Qualitative research designs. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions*. Pretoria: Van Schaik. p. 267-273).

Fouché, C.B. & Delpont, C.S.L. 2011a. Introduction into the research process. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions*. Pretoria: Van Schaik. p. 61-76).

Fouché, C.B. & Delpont, C.S.L. 2011b. In-depth review of literature. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions*. Pretoria: Van Schaik. p. 133-141).

Fouché, C.B. & De Vos, A.S. 2011. Formal formulations. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions*. Pretoria: Van Schaik. p. 89-100).

Gillis, H. 1994. *Counselling young people*. Pretoria: Lynn Publications.

Goodyear-Brown, P. 2012. *Handbook of child sexual abuse: Identification, assessment, and treatment*. New Jersey: John Wiley & Sons.

Gray, M. 2010. Theories of social work. (*In Nicholas, L., Rautenbach, J. & Maistry, M. eds. Introduction to social work*. Claremont: Juta & Company. p. 75-102).

Greeff, F.M. 2005. Information collection: Interviewing. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik. p. 286-313).

Greeff, F.M. 2011. Information collection: interviewing. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human service professions*. Pretoria: Van Schaik. p. 341-375).

Grinnell, R.M. & Unrau, Y.A. 2008. *Social work research and evaluation: foundations of evidence-based practice*. New York: Oxford University Press.

Gustafson, N.S. & Segal, E.A. 1994. Critical issues in child welfare. Thousand Oaks CA: Sage.

Hutchings, S., Jacobs, A. & Gildenhuis, J. 2000. Social Welfare Law. Pretoria. University of South Africa.

Jackson, L. 2002. Youth join gangs for many reasons. (In Roleff, T. ed. What encourages gang behaviour? New York: Greenhaven Press. p. 9-19).

Jewkes, R., Dunke, K., Koss, M.P., Levin, J.B., Nduna, M., Jama, N. & Sikwayiya, Y. 2006. Rape perpetration by young, rural South African men: prevalence, patterns and risks factors. *Social Science & Medicine*, 63:2949-2961.

Joslin, J.A. 2013. Examining Treatment for Juvenile Sexual Offenders: a closer look at Treatment Theories and Approaches.

<http://www.uic.edu/classes/socw/socw517/sexoffendertxjoslin.htm> Date of access: 23 Oct. 2013.

Kruger, M. & Spies, G.M. 2006. The rights of the sexually abused child. (In Spies, G.M. ed. Sexual abuse: dynamics, assessment and healing. Pretoria: Van Schaik. p. 157-184).

Kuehnle, K. & Connell, M. 2009. Evaluation of child sexual abuse allegations: a comprehensive guide to assessment and testimony. New Jersey: John Willey and Sons.

Kumar, R. 2005. Research Methodology: a step-by-step guide for beginners. London: SAGE Publications.

Law Dictionary. 2013. Definition of crime.

<http://thelawdictionary.org/crime/#ixzz2iN3g8q1j> Date of access: 21 Oct. 2013.

Legal Dictionary. 2013. Definition of Act. Date of access: 23 Oct. 2013.

Masson, R.L., Jacobs, E., Harvill, R.L. & Schimmel, C.J. 2012. Group counselling: interventions and techniques. United States: Brooks/Cole CENGAGE Learning.

Maree, A. 2003. Criminogenic risk factors for youth offenders. (In Bezuidenhout, C. & Joubert, S. eds. Child and youth misbehaviour in South Africa: a holistic view. Pretoria: Van Schaik. p. 51-79).

- Monette, D.R., Sullivan, T.J. & De Jong, C.R. 2005. Applied social research: tool for the human services. Australia: Thomson Brooks/Cole.
- Müller, K. 2001. Clinical and forensic interviews and the child witness. *Child Abuse Research in South Africa*, 2(2): 8-14.
- Motshegoa, M.J. 2011. The role of the social worker in motivating parents to disclose the sexual abuse of their child. Potchefstroom: North-West University. (Dissertation – MA Social Work: Forensic Practice).
- Neo, K., Morojele, Ph.D., Judith, S., Brook M. A. & Kachieng, A. 2006. Perceptions of sexual risk behaviours and substance abuse among adolescents in South Africa: a qualitative investigation. *AIDS Care: Psychological and Socio-medical Aspects of AIDS/HIV*, 18(3):215-219.
- Nisbet, I. 2010. Adolescent sex offender: life sentence? <http://www.psychology.org.au/publications/inpsych/2010/august/nisbet> Date of access: 21 Oct. 2013.
- Onya, H., Tessera, A., Meyers, B. & Flisher, A. 2012. Adolescent alcohol use in rural South African high schools. *Afr. J. Psychiatry*, 5:325-357.
- Pithey, A.L. & Morojele, N.K. 2002. Literature review on alcohol use and sexual risk behaviour in South Africa. Alcohol and Drug Abuse Research Unit, Medical Research Council; Mar. 2002. <http://sahealthinfo.org/admodule/review.pdf> Date of access: 20 Oct. 2013.
- Punch, K. 2005. Introduction to social research: quantitative and qualitative approaches. London: Sage.
- Rubin, A. & Babbie, E.R. 2005. Research methods for social work. London: Thomson Brook/Cole.
- Schurink, W., Fouché, C.B. & De Vos, A.S. 2011. Qualitative data analysis and interpretation. (In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions. Pretoria: Van Schaik. p. 397-423).
- South Africa. 2005/2006. Judicial Inspectorate for Correctional Services Annual Report. Cape Town: Government Printers.

- South Africa. 2005. Children's Act 35 of 2005. Pretoria: Government Printers.
- South Africa. 2007. Sexual offences and related matters Act 32 of 2007. Pretoria: Government Printers.
- South Africa. 2008. Child Justice Act 75 of 2008. Pretoria: Government Printers.
- South Africa. 2010/2011. Judicial Inspectorate for Correctional Services Annual report, 2010/2011. Cape Town: Government Printers.
- South Africa. 2011. Department of Social Development. Integrated Social Crime Prevention Strategy. Pretoria: Government Printers.
- South Africa. 2013. Department of South African Police Services. Crime Statistics overview. RSA 2012/13. <http://www.saps.gov.za> Date of access: 29 Oct 2013.
- Spies, G.M. 2006. An explanation of the dynamics of incest families. (*In Spies, G.M. ed. Sexual abuse: dynamics, assessment and healing. Pretoria: Van Schaik. p. 3-22*).
- Strydom, C. 2002. Evaluation of HIV/AIDS for students at a tertiary institution with emphasis on peer group involvement. Potchefstroom: PU for CHE. (Thesis – PhD).
- Strydom, H. 2005a. Sampling and sampling methods. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions. Pretoria: Van Schaik. p. 192-204*).
- Strydom, H. 2005b. Ethical aspects of research in the social science and human service professions. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions. Pretoria: Van Schaik. p. 56-70*).
- Strydom, H. 2011a. Pilot study in the quantitative paradigm. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. eds. Research at grass roots: for the social sciences and human services professions. Pretoria: Van Schaik. p. 236-247*).
- Strydom, H. 2011b. Ethical aspects of research in the social sciences and human service professions. (*In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L., eds. Research at grass roots: for the social sciences and human services professions. Pretoria: Van Schaik. p. 113-132*).

Terry, K.J. 2006. Sexual offenses and offender: theory, practice and policy. Belmont, CA: Thomson Learning/Wadsworth.

Tshiwula, L. 1998. Crime and delinquency. Pretoria: Van Schaik.

Van Niekerk, J. 2006. The often neglected side of the sexual abuse equation: the child sex offenders. (*In Spies, G.M. ed. Sexual abuse: dynamics assessment and healing. Pretoria: Van Schaik. p. 100-123*).

World Health Organisation. 2013. Adolescence development.

http://www.who.int/maternal_child_adolescence_dev/en Date of access: 21 Oct. 2013.

Yegidis, B. & Weinbach, R.W. 2009. Research methods for social workers. New York: Pearsons Education.

Zastrow, C. 2010. Introduction to social work and social welfare: empowering people. United States: Brooks/Cole Cengage Learning.

ANNEXURES

ANNEXURE 1: PERMISSION FROM THE DEPARTMENT SOCIAL DEVELOPMENT, WOMEN, CHILDREN AND PEOPLE WITH DISABILITIES



social development

Department:
Social Development
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

P.O. BOX 3068
Mmabatho 2735
Cul 19, Unit 2
MMABATHO

Tel: +27 (18) 388 -3559
Fax: +27 (18) 384 0042
E-mail:
mrmolefe@nwpg.gov.za

MAHIKENG SERVICE POINT

ENQ: M.R. MOLEFE
CELL NO: 079 511 7072

TO: DR A A ROUX
SCHOOL FOR PSYCHOSOCIAL BEHAVIOURAL SCIENCES: SOCIAL WORK

FROM: THE ACTING SERVICE POINT MANAGER
MAHIKENG SERVICE POINT
MMABATHO

DATE: 28 OCTOBER 2013

SUBJECT: PERMISSION TO CONDUCT RESEARCH PROJECT

1. Your letter dated 28/8/13 has reference
2. This communiqué serves to inform your institution that our office hereby grant Ms Kelebogile Mahura permission to conduct her research project.
3. Hoping that the time given would bear good results.

Yours in service

MS K. RAMAGAGA-MORULE
ACTING SERVICE POINT MANAGER

Lefapha la Tihabololo ya Loago ♦ Department van Maatskaplike Ontwikkeling



ANNEXURE 2: INFORMED CONSENT

TITLE OF THE STUDY: *Factors that contribute to adolescents committing sexual crimes in the Mafikeng area*

RESEARCHER: Ms K.M MAHURA (Social Work: Forensic Practice) Student

SUPERVISOR: DR. AA ROUX

DECLARATION:

Iagree that I have been informed about the nature, conduct, benefits and risks of this study. I agree to take part in the study. I understand that even if I participate in this study I can stop at anytime and the records will remain private.

I give permission that the interview be recorded and I understand that that the recorded material will be made available to the researcher and her study leader. The recorded interview will be used to help in the interpretation and analysis of data and will be destroyed afterwards.

The researcher informed me of the following aspects:

Purpose: To learn more about the challenges and issues related to adolescents committing a sexual crime.

Confidentiality: Information given in the study will be handled in a way that will protect my identity and ensure that my answers will remain confidential. In addition, no personal information will be made available to people outside the research team.

Discomfort and Risks: Some questions during interview may cause some discomfort but there is no wrong and right answer, the researcher only wants opinions. The information given will not be linked to my identity and is strictly confidential.

Benefits: The taking part in this study may not benefit me directly, but it may benefit individuals and organizations that provide support and services to adolescents who have committed a sexual abuse.

PARTICIPANT

_____ DATE _____ PLACE _____

PARENT/CAREGIVER

_____ DATE _____ PLACE _____

RESEARCHER

_____ DATE _____ PLACE _____

WITNESS

_____ DATE _____ PLACE _____

ANNEXURE 3: RESEARCH SCHEDULE

Research Title: *Factors that contribute to adolescents committing sexual crimes in the Mafikeng area*

North-West University (Potchefstroom Campus)

RESEARCHER: Ms K.M MAHURA

Student No: 16123727

MSW (FORENSIC PRACTICE)

INTRODUCTION

The social work officer, Ms Mahura is conducting a research project to determine the factors that contribute to adolescents committing sexual crime in the Mafikeng area.

The research project is of importance to find what causes adolescents to commit sexual crimes in the Mafikeng area

The results obtained from this research project will also be used to formulate recommendations for social workers in assisting the adolescent offenders and their parents /guardians how to prevent the adolescent from reoffending sexual crimes in Mafikeng.

The findings for this research project would be used by Ms Mahura to fulfill the requirements of the North - West University (Potchefstroom Campus) to obtain her Master Social Work in Forensic Practice degree.

Thank you for your friendly co-operation, input and time. Your opinion is of great value.

INSTRUCTIONS TO THE RESPONDENTS

- Please read the questions very carefully.
- Answer all the questions.
- Please indicate your answer by marking the appropriate box with an x, or write your answer in the space provided, where appropriate.

- Please answer questions with total honesty and objectivity.

Your participation is anonymous and it is not necessary to give your personal details. Please note that by completing this questionnaire you give permission that the data may be used for research purposes. However, you will not be identified.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender of adolescent

Male	
Female	

2. Age of adolescent

12 - 13		17-18	
13 - 14		18-19	
14 - 15		19-20	
15 - 16		20-21	
16-17			

3. Where are you schooling

Primary school	
Secondary/ middle school	
High school	
Special school	
Not schooling	

4. What grade are you doing

5. How many family members stay in your home

6. Who takes care of you at home

Parents (mother and father)	
Mother/father (name)	
Grandparents (grandma and father)	
Grandma/grandfather	
Other (name)	

7. Describe your relationship with your caregivers

8. Describe your relationships with your friend/s

9. What religious denomination are you affiliated with

Christian	
Muslim	
Other (specify)	
None	

10. Explain the role that religion/church plays in your life

11. What do you do in your leisure time

12. Do you use any substances? If yes, tell me more about it

SECTION B: CRIMINAL EXPERIENCE

13. Tell me about your offence

14. Why did you commit the sexual offence?

15. Have you ever been sexually abused? If yes tell me about it.

16. What kind of professional help did you receive?

**17. Have you ever been referred to a diversion programme after your arrest?
If yes, how did the programme assisted you through your rehabilitation
process?**

18. What do you think causes adolescents to commit sexual offences?

**19. What measures could be taken to stop adolescents from committing
sexual crimes in your area?**

20. Any other recommendations?

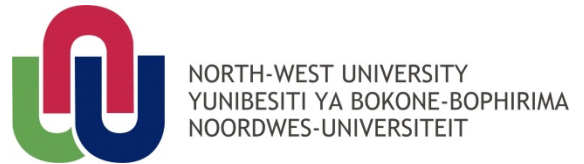
Researcher's observation

Thank you for your participation in this research.

Ms. K.M Mahura

Master student in Social Work: Forensic Practice

ANNEXURE 4: ETHICAL PERMISSION FOR MAIN PROJECT



Private Bag X6001, Potchefstroom
SouthAfrica 2520
Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Ethics Committee

Tel +27 18 299 4850
Fax +27 18 293 5329
Email Ethics@nwu.ac.za

Dr.CWessels

2009-09-25

ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title		The development and evaluation of programs and a protocol in Forensic Social Work													
Ethics number:	N	W	U	-	0	0	0	2	7	-	0	9	-	A	1
	Institution			Project Number					Year		Status				
<u>Status:</u> S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation															
Approval date: 12 August 2009								Expiry date: 11 August 2014							

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- *The project leader (principle investigator) must report in the prescribed format to the NWU-EC:*
 - *annually (or as otherwise requested) on the progress of the project,*
 - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
- *The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.*
- *In the interest of ethical responsibility the NWU-EC retains the right to:*
 - *request access to any information or data at any time during the course or after completion of the project;*
 - *withdraw or postpone approval if:*
 - *any unethical principles or practices of the project are revealed or suspected,*
 - *it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,*
 - *the required annual report and reporting of adverse events was not done*

timely and accurately,

· new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof Amanda Lourens
(*chair NWU Ethics Committee*)